



CATAWBA TO CAREER

**A Quality Enhancement Plan
Prepared for the
Southern Association of Colleges and Schools
Commission on Colleges**

On-Site Review February 10-12, 2015

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I. Executive Summary

Catawba College has chosen career awareness as the topic for its Quality Enhancement Plan (QEP). Catawba College’s mission statement articulates our commitment *to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation*. In conjunction with our mission, the QEP will improve the career awareness of students to more effectively prepare them to pursue graduate studies or to enter the workforce.

We recognize that our world is constantly changing; our graduates must be prepared to tackle the workplace demands of the 21st century. Therefore, it is critical for our students to identify the career-specific skills that will enable and empower them to secure and retain the best jobs in their field. As an approach to improving the career awareness of students at Catawba College, the QEP committee developed a program identified as Catawba to Career (C2C). As an institution grounded in the tradition of liberal education, we place a high value on our students exploring, understanding, and applying a broad range of knowledge. As we blend *the knowledge and competencies of liberal studies with career preparation*, we recognize that students must embrace a major area of study fairly early in their college career in order to be eligible to graduate within four years. C2C should equip students with information they need to make informed decisions about how their aptitudes and values align with specific career paths.

C2C will be available to all sophomores and required of sophomores with GPAs in the lowest 30th percentile. For the purpose of the QEP, we will define sophomores as students in our traditional day program who have achieved sophomore status (i.e., 30-59 credit hours). While first-year students have extended access to advising through the First-Year Seminar experience, sophomores do not currently have such a program in place. The second year at Catawba College would also be an ideal time for exposure to career awareness and vocational goals while it is still early enough in a student’s college career to adjust course choices and internship acquisition. The intent of C2C is to complement the existing career services program that primarily focuses on students during their junior and senior year.

The first learning outcome (i.e., *Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal.*) will be achieved through participation in a computer-assisted career guidance system (CACGS) as well as personal career awareness advising. The CACGS will help students identify and learn about their strengths, weaknesses, and experiences and how these attributes apply to future career goals.

The second learning outcome (i.e., *Students will be able to identify the skills they need to acquire that will support future career choices.*) will be accomplished through the creation of a career awareness transitional résumé (CAT-R) that will help students become aware of the skills and experiences they must develop to be prepared for their desired career.

The College faculty, staff, trustees, and administration believe that students will be much better prepared to select and pursue a career path that suits their strengths and interests with the types of learning experiences identified in the QEP.

II. Process Used to Develop the QEP

Catawba College’s QEP creation and implementation process has been intentionally collaborative. Most notably, students, staff, trustees, administration, and faculty have all had important voices in the process. This collaboration is reflected by the inclusion of each of these groups on the QEP committee as the program was developed and implemented. Committee members are listed below.

Dr. Buster Smith..... QEP co-chair; Assistant Professor of Sociology
 Dr. Rhonda Truitt QEP co-chair; Associate Professor and Chair of Teacher Education
 Dr. Jay Bolin Assistant Professor of Biology
 Mr. Jeff Bowe Director of SEGS* and Assistant Professor of Business
 Ms. Margaret Faust..... Director of Alumni and Parent Relations
 Ms. Elaine Holden..... Director of Admissions
 Ms. Barbara Marshall Trustee; Chair of Academic Quality Committee to the Board of Trustees
 Mr. Andrew McCollister Honor Senior, English: Writing Major
 Ms. Robin Perry Director of Career Services
 Mr. Israel Suarez Honor Sophomore, Biology Major
 Mr. Craig Turnbull Senior Assistant Director of Athletics

*SEGS – School of Evening and Graduate Studies

At the outset, there was a consistent opportunity for all of the college community to take part in designing and discussing what the QEP would involve. During the summer of 2013, members of the SACSCOC Leadership Team met to brainstorm possible QEP topics. Eleven possibilities were identified. After a period of reflection and discussion by email, members of the Leadership Team voted on these topics and the list was narrowed to four: *career awareness*, *communication/digital media lab*, *academic student support services*, and *globalization/foreign study*. These four topics were presented to the full faculty for consideration during a faculty meeting in August 2013. At that time, suggestions for additional QEP topics were proposed and a fifth QEP topic—*honor and ethical behavior development*—was added to the list.

Throughout the fall of 2013, the Provost met with various campus constituencies—faculty, staff, Student Government Association—and asked all members to vote on which topic they thought should be prioritized as the QEP. The total straw poll votes across all constituencies ranked *career awareness* first and *globalization* second. The Provost also met with the Board of Trustees to seek their approval in October of 2013 and February of 2014. While the Board did not conduct a straw poll, they did discuss the merits of each topic and agreed that career awareness was an important one that would fit with the mission of the College. Throughout this process, the online Blackboard system was used to post information about the QEP and facilitate open dialogue about possibilities and concerns.

Each constituency was given the opportunity to participate in a straw poll. Individuals assigned a rank value of “1” to their first choice, “2” to their second choice, etc. These scores were then totaled with a result that indicated the overall preference as a lower value. See Table 1 for results of the straw poll.

Table 1
Results of QEP Straw Poll

	Career Awareness	Globalization/ Foreign Study	Academic Student Support Services	Honor & Ethical Behavior Development	Communication/ Digital Media Lab
Students (SGA)	31	41	39	56	58
Staff (Staff Council)	60	62	62	85	91
Faculty (Full Faculty)	114	123	154	171	181
Totals	205	226	255	312	330

Lower Score = Higher Preference

The topics of career awareness and globalization were then discussed in five separate open forums (October 22, 23, 24, 28, at 4:00 p.m. and October 29 at 11:00 a.m.) for the entire College community. The key discussion points are included below.

Career Awareness

- Should it be “Career Pathways”?
- Perhaps use this idea as “pathway for exploring career options”?
- Should it be “career awareness in the major” or “career awareness” across a student’s entire educational experience?
- How can we build into our Catawba students/graduates ‘flexibility’ and ‘adaptability’ into career preparation?
- Should we continue to focus on having students/graduates understand the necessity of liberal arts and career preparation (in light of the White Paper principles)?
- Should we assess where students are when they enter Catawba and then link it to career opportunities?
- Should we enhance Career Services early on in a Catawba student’s experience?
- Should we consider incorporating experiential components in the majors?

Globalization

- Should ‘globalization’ be an academic focus?
- Could it be an “experience abroad” program?
- Could it be incorporated into majors?
- Could it be a focus on bringing international students to study at Catawba?
- Could it be “travel in diverse environments,” whether within the United States or abroad?
- Could it be about making connections between cultures?

The SACSCOC Leadership Team met to discuss the results of the open forums; this discussion resulted in six votes for career awareness, one vote for globalization, and three votes that were undecided. One of the key reasons for selecting *career awareness* over *globalization* was that Catawba College was already attempting to reinvigorate a pre-existing study abroad program. The Ketner Center for International Studies, directed by Dr. Kurt Corriher, provides opportunities for students to study abroad and brings international students to the Catawba campus. While the new International Studies program did not address the entire goal of a globalization QEP, it did accomplish many of the elements. The decision to select *career awareness* as the topic for the QEP was supported by all constituencies.

Throughout the spring and summer of 2014, the QEP committee created a draft version of the QEP. During the fall 2014 semester, the committee brought the draft before the entire college community for feedback. Presentations were made to the Catawba SACSCOC Leadership Team, the Student Government Association, the Staff Council, the full faculty, the Board of Trustees, and the Catawba President's Cabinet. In addition, the QEP committee held two open forums for the entire campus community, which included a presentation and opportunities for attendees to offer feedback and ask questions. These open forums were advertised at Catawba's Opening Convocation ceremony, through fliers that were distributed in every First-Year Seminar class, via e-mail, and on posters placed around campus. Suggestions and comments about the proposed QEP were incorporated into the existing plan.

One of the most substantial decisions that took place throughout the development of the QEP was determining which group of students to involve in the program and which group would be required to participate. Numerous possibilities were proposed by different constituencies, and all were discussed by the committee. The committee eventually agreed that the most appropriate fit for Catawba College would be to invite and encourage all sophomores to take advantage of the program; however, because of the intended learning outcomes and use of resources (as explained later in this document), only the 30% of rising sophomores with the lowest GPAs will be required to participate. This means that while all students at Catawba, at some point in their college career, will be encouraged to make use of these new career awareness opportunities, only the identified 30% will be the focus of assessment and continued participation for two years.

C2C's focus on students with the lowest GPAs as a target group fits with the particular academic needs of students at Catawba College. Statistical evidence gathered on students who are least likely to succeed at Catawba suggests that GPA after the first year is a key indicator. Of the 93 first-year students in the fall of 2011 with the lowest 30th percentile of grades, only 24 remained at the College by the fall of 2013. The students who remain at Catawba beyond the first year are precisely the students who would experience an additional safety net through the C2C program. Working with a C2C career awareness advisor in addition to an academic advisor would provide students with a second layer of support. Furthermore, the emphasis on understanding the connection between doing well in college and attaining future career goals will increase students' motivation for success. Similar outcomes appeared to occur in the implementation of a remedial course for underperforming students (Catawba College, End-of-Year Progress Report, 2014b; Strategic Initiative 1.3C, p. 11, <http://catawba.edu/files/2514/0594/9062/AnnualPlan-1314ProgressReport.pdf>). Students who received regular support appeared to have a better chance at success at Catawba.

It is important to note that the College views the C2C QEP as a living document that will undergo changes based upon experiences with implementation, as well as through ongoing feedback from members of the Catawba community. The existing plan has already been dramatically modified because of comments and concerns raised by students, trustees, faculty, and staff members. Ongoing modifications should be a continuous part of the process, with the intended outcome of making C2C as useful as possible for the students it serves, as well as fitting it to the particular characteristics of Catawba College.

III. Identification of the Topic

Catawba College’s mission statement articulates our commitment *to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation*. Catawba effectively prepares students to both ponder the meaning of vocation within a liberal arts context and ultimately pursue meaningful careers or graduate studies. As the last sentence of the College’s mission statement reads, *Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life* (2014c, <http://catawba.edu/about/more/mission>).

Along with the mission statement, the Catawba College Strategic Plan (2013, http://catawba.edu/files/7814/0594/9062/Strategic_Plan.pdf) sets the direction for the College for the immediate future. Several of the most influential goals and objectives in the Strategic Plan, specifically providing support that will encourage students to complete their career goals, relate directly to the goals of the C2C program.

Goal Area 1. Admission and Retention

Whereas strong enrollment is key to the health and viability of a tuition-dependent institution, Catawba will:

- Objective 1.3 Develop and fund strategies to increase freshman to sophomore retention to 80% and increase the six-year graduation rate to 60%.

Goal Area 2: Academic Initiatives

Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:

- Objective 2.1 Enhance current degree programs
 - 2.1.2 Implement and infuse elements of the White Paper on an Institutional Philosophy of Education at Catawba College, with particular attention to its impact on curriculum, pedagogy, assessment, and faculty development.

Goal Area 4: Student Centeredness

Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:

- Objective 4.4 Enhance student engagement and academic support services and facilities.
- Objective 4.5 Enhance student career support services and programs.

Through this QEP, we will build on the College’s existing strengths by ensuring that all students understand how their academic abilities relate to their long-term career goals. Although all Catawba students will have access to the C2C resources, particularly all sophomores, those students in the target group who would benefit significantly from individualized career awareness advising will learn about career awareness through two complementary methods. First, students will learn about their own

strengths and weaknesses in regard to possible careers and what types of activities would enhance their relevant abilities. This learning will be accomplished through participation in computer-assisted vocational activities followed by personal career awareness advising. Second, each of the students in the program will create a career awareness transitional résumé (CAT-R) to determine how to align their current and future knowledge, skills, and experiences with specific career paths. By *skills*, we include academic, as well as interpersonal, technical, leadership, and communication skills.

As students face an increasingly competitive job market, the C2C program will help to ensure that they are well prepared to meet and understand the associated challenges of a constantly evolving workplace. Even more importantly, these activities and opportunities are intended to assist students in making educated decisions related to future careers that fit well with their own goals and ambitions. Far too frequently, it is possible for students to set out on a path, such as a particular major, without understanding the types of jobs for which they would be eligible. An increase in campus-wide conversations will create more awareness of how to match academic interests with vocational opportunities.

Models of Career Awareness at Other Institutions

As part of our QEP process, we reviewed QEP documents from a large number of institutions that implemented career-related programs to become more familiar with current trends and practices. Below, we summarize particularly useful ideas from a few institutions.

Maryville College – Maryville is a private liberal arts college with a similar endowment and student body size to Catawba. Their QEP began in 2013-2014 with the Maryville College Works (MCW) initiative. This QEP focused on the integration of what was learned in the liberal arts with practical career preparation. One of the key characteristics of the Maryville QEP was to show prospective employers the importance of the liberal arts in the workplace.

Texas State University – San Marcos – TSU San Marcos is a much larger institution than Catawba, but they implemented a similar QEP. The Personalized Academic and Career Exploration (PACE) program attempted to help students clarify their career goals and then subsequently help them implement a plan to achieve those goals.

Centenary College in Louisiana – Centenary is a smaller institution than Catawba with 500 undergraduates. Centenary created the C4 (Centenary Career, Culture, and Community) program with an emphasis on experiential learning. They found that their experiential learning programs lacked the resources to be successful and chose to focus their QEP on this deficit.

Northwestern State University of Louisiana – Northwestern State University had a QEP focused on academic and career engagement. This program was centered on incoming first-year students and saw the use of their QEP as a key element in improving retention rates. Each student completed a career portfolio as part of the orientation class with assistance from instructors and career counselors.

Lafayette College – Lafayette made use of a four-year program that paired each student with a career counselor. This allowed students to have one advisor who could guide them in the choice of a major in conjunction with career aspirations. While the program was open to all students, this program was optional and was not used universally by the student body.

Tarleton State University – Tarleton is part of the Texas A&M University system and has used the Real-World Experiences Applied to Learning (REAL) program for the last four years. The REAL program was based on the idea that experiential learning in a career setting is important in both preparing students for future occupations, as well as helping them choose the best personal fit.

We took note of three key themes within each of these programs while developing the C2C program. First, it is becoming significantly more common for colleges and universities to expect their students to think about how their educational experiences relate to future careers. While Catawba engages in some of these activities (as noted more thoroughly in the “existing opportunities” subsection), there is great value in making these pursuits more cohesive to equip our graduates to be on an equal playing field with those from comparable institutions. Second, these programs repeatedly reinforce the importance of including career awareness advisors to assist and guide students with the process. Catawba is strongly committed to close personal attention for each student. The C2C QEP gives us an opportunity to focus on and allocate resources, in the form of CACGS and personnel, toward career awareness initiatives. Finally, the use of technology is a vital and highly beneficial tool in assisting with both career awareness and career exploration. As such, we are committed to making use of a CACGS program to help our students in these endeavors.

Relation to Last QEP

In 2005, Catawba College began its first QEP titled *Increasing Intellectual and Social Engagement by Connecting Liberal and Professional Education*. This QEP focused primarily on creating a First-Year Experience (FYE) and First-Year Seminar (FYS). Although the structure of the program has changed over the last decade, the FYS program continues to be an important part of the learning environment for freshmen at Catawba. The current C2C program is not intended to mimic or extend this previous QEP but rather to enhance a separate area of student learning; however, we are making use of the learning process that occurred in completing the previous QEP.

IV. Literature Review of Best Practices

Career Awareness

“Career awareness is an essential life skill that allows people to become more self-reliant and able to cope with rapidly changing labor markets as well as maintain a healthy balance between work and life roles” (Oesch & Bower, 2009, p. 12).

Career decisions are among the most complex decisions that a person makes in his/her lifetime, and indecision is common (Gati, Krausz, & Osipow, 1996; Osipow, 1999). Indecision in selecting potential career paths is compounded for new college students who are asked to choose academic majors relatively early in their college career. More than half of new college students change their majors in their college career and many are undecided upon entering college about major choices and potential career paths (Cuseo, Fecas, & Thompson, 2007). Thus, career awareness, including knowledge of the link between major choice and career path, is critical for undergraduate college students and is a key part of the transition to the adult workforce (Wise, Charner, & Randour, 1976; Super, Savickas, & Super, 1996). Unfortunately, many college students lack essential awareness of the multitude of career pathways and options available to them (Patton, 2012; Wendler et al., 2012).

Much of the “self-help” literature abounds with career advice and frequently presents mixed messages, from “follow your passion” to “don’t follow your passion” (Zichy & Bidou, 2007; Eisenberg, 2013; Lore, 2012). We prefer to focus on building career awareness to allow students to make informed career decisions. Developing career awareness is a critical step in the path toward academic major selection and training for a particular career (Katzanek, 2000; Wendleton, 2002). Importantly, improvements in career awareness can result in increases in student academic achievement and self-esteem (Fouad, 1995).

In academic settings, career counseling personnel typically ask students to self-assess their personal interests, values, skills, and strengths and to match those attributes to potential academic majors and career options (Metz, 2005). All career-related self-inquiry exercises hinge on a solid awareness of existing careers, salary levels, and the number of jobs projected to be available in the future within various career paths; many young adults lack this knowledge (Gati, Saka, & Krausz, 2001; Amir, Gati, & Kleiman, 2008) and lack career readiness (Brown & Rector, 2008). Accordingly, career counseling personnel provide important information linking academic majors and potential careers, and increasingly, the delivery of this key information has moved to online platforms (Oliver & Chartrand, 2000).

Computer-Assisted Career Guidance Systems (CACGS)

Career counseling services and its basis in vocational psychological research have changed rapidly in response to advances in technology and theory. A shift from in-person interviews and paper evaluations to computer-assisted career guidance systems (CACGS) began approximately 30 years ago. More recently, online delivery of CACGS to meet expectations of millennial college students has occurred (Copeland et al., 2011). Online delivery of career counseling services is important because the Internet is the primary platform for employment postings, job searches, and related research (Gore & Leuwke, 2000; Oliver &

Chartrand, 2000). In the future, online delivery of career information may need to increase due to low participation rates in traditional college career services (Fouad et al., 2006). Modern CACGS provide individualized assessment of a student's characteristics in the areas of academic strengths and weaknesses, skills assessment, values assessment, educational plans and career goals, and personal development needs. CACGS allow students to generate a personalized report with tailored job options and the associated academic majors that can be used by the student in further face-to-face advising or career counseling sessions. Additionally, most CACGS link extensive web-based occupational resources for student use (e.g., governmental, private, and discipline-specific job listing sites). Catawba realizes that we must provide additional face-to-face support and technological expertise to meet the expectations of the millennial college student. Thus, we propose offering CACGS, coupled with additional career awareness staffing and vocational events for sophomore students, to improve student career awareness. CACGS are becoming ubiquitous in career counseling, but it should be noted that CACGS are complementary to, and not in competition with, traditional face-to-face career counseling services (Glavin & Savickas, 2010).

Strong evidence exists in the literature for the efficacy of CACGS for improvement in career awareness (Luzzo & Pierce, 1996; Maples & Luzzo, 2005; Betz & Borgen, 2009; Tirpak & Schlosser, 2012). Numerous competing CACGS generally provide relatively similar improvements in career awareness (Gati, Saka, & Krausz, 2001), and in many cases there are no significant differences in career awareness among CACGS evaluated (Peterson et al., 1994; Betz & Borgen, 2009). Betz and Borgen showed that increases in career awareness in response to a CACGS were equally effective regardless of gender or race. In a six-year follow up study of career awareness taught through CACGS, experiences were reported as overwhelmingly positive (Gati, Gadassi, & Shermesh, 2006).

Assessment

We propose using the Career Decision Self-Efficacy Scale (CDSE) Short Form (Taylor & Betz, 1983), a 25-question survey that measures five important parameters of student career awareness 1) Self Appraisal, 2) Occupational Information, 3) Career Goal Selection, 4) Career Planning, and 5) Problem Solving. These parameters align with our definition of *career awareness*. We propose using the CDSE survey, in pre-test and post-test form, as part of our *Assessment Plan* to measure changes in student career awareness and other metrics related to competency in career decision making. The CDSE Short Form can be administered on paper or in an online survey format and includes 25 questions that offer “1-5” responses from “1” *No confidence at all* to “5” *Complete confidence*.

There is strong support regarding CDSE reliability (Fukuyama, Probert, Neimeyer, Neville, & Metzler, 1988; Luzzo, Funk, & Strang, 1996; Betz & Borgen, 2009; Tirpak & Schlosser, 2012) and test-retest reliability (Luzzo, 1993). Betz and Borgen found no effect of gender on CDSE scores. A number of covariates, such as ethnicity (Peterson, 1993a; Gloria & Hird, 1999; Betz & Borgen, 2010), parent education (Peterson, 1993b), scholastic aptitude test scores (Taylor & Betz, 1993), and participation in extracurricular activities (Carns et al., 1995) can significantly influence CDSE scores. Still the CDSE is a commonly used, effective, and reliable metric for competency in career decision making when used in the context of career awareness advising (Betz & Taylor, 2012).

Advising and Career Counseling

“It is clear that computerized career interventions cannot replace face-to-face human counseling” (Gati & Asulin-Peretz, 2011, p, 270).

In addition to career counseling services, academic advising is an equally important component for training in student career awareness. One weakness in effective academic advising is a lack of information regarding student goals, interests, and level of career awareness. After a student completes a typical CACGS, he/she receives a short, focused report. This report provides a synopsis of the particular student’s 1) Career Goals, 2) Educational Goals, 3) Academic Strengths and Weaknesses, 4) Skills, and 5) Personality and Values Profile, as well as a listing of potential occupations of interest to the student. This information is critical to informed and directed career awareness advising.

The effectiveness of CACGS is dependent in part on follow-up counseling (Gati & Asulin-Peretz, 2011; Tirpak & Schlosser, 2012). No matter how sophisticated a CACGS career intervention algorithm and output are, best practices recommend face-to-face advising and counseling (Gati, 2011; Gati & Asulin-Peretz, 2011). Because career awareness counseling is inherently complex and dialogue based, face-to-face counseling is one of the most important planks of implementing effective CACGS experiences (Gati, 2011). Moreover, Herman (2009) found that face-to-face counseling after interacting with a CACGS resulted in better career awareness outcomes and user satisfaction. Students perceive individual counseling as the most effective component of all services offered by college career centers (National Association of Colleges and Employers, 2012).

Discussing a CACGS report with a career awareness advisor will improve goal setting and awareness of skills for students. Employment of a CACGS and tight integration between career and academic advising will provide marked improvements in career awareness and serve as a starting point for important career-related discussions.

v. Desired Student Learning Outcomes

In a white paper written and approved by Catawba College faculty (Catawba College, 2010, <http://catawba.edu/academics/schools/arts-sciences/history-politics/faculty/bitzer/institutional-philosophy-education/>) that addressed our philosophy of education, *intellectual and practical skills* were identified as one of the key learning outcomes that should be “embraced and cultivated across the entire educational experience of each student” (p. 5). Catawba College’s mission statement articulates our commitment to blending *the knowledge and competencies of liberal studies with career preparation*. We recognize that our graduates will enter a rapidly changing world and must be prepared to meet challenging expectations. We believe that liberal studies and career preparation combine “distinctive and relevant characteristics to create a holistically-educated graduate who is prepared to confront the challenges of the 21st century” (p. 6). Both of these educational philosophies (i.e., *liberal studies* and *career preparation*) should focus on the core skills that students must have in order to address the needs of future employers. These skills include broad-based knowledge, communication, critical and creative thinking, analytical and problem-solving, teamwork and leadership, decision-making, and the ability to seek and work with information in a variety of formats (p. 6). (See Appendix H for an example of how these skills are currently shared with students.) In addition to internalizing these core skills, students must be able to determine the career-specific skills that will enhance their ability to secure and retain the best jobs in their field.

All freshmen entering Catawba College are required to enroll in a First-Year Seminar (FYS) as part of the First-Year Experience (FYE). During FYS, students participate in extensive advising opportunities with their FYS instructor, who is also their freshman academic advisor. After the first year, the number of organized activities for students decreases. In order to provide a transition for students as they complete the FYE, the identified group for the C2C program will be sophomores. C2C activities will be marketed and made available to all sophomores (see Table 2), as well as juniors and seniors who choose to participate. The program will be mandatory for sophomores with a GPA in the lowest 30th percentile, which will include students who require the most academic support to succeed. This group of approximately 70 students (based on continued enrollment growth) will be required to complete each of the major components in their sophomore and junior year. By increasing awareness of career goals, students will have a better appreciation for the importance of academic achievement and career-related goal setting, which will enhance the learning environment for our students.

Table 2
Day Students Enrolled at Catawba College

Classification	2013-2014	2014-2015
Freshmen	416	443
Sophomores	209	223
Juniors	188	209
Seniors	193	185
Total Enrollment	1006	1060

The College's goal in identifying C2C as its QEP is for all students to learn about the career opportunities available to them and for which they might be best suited. As part of this endeavor, students will have new and varied opportunities to explore and learn about their career and educational goals, personal development needs, skills, values, and interests. It is vital for students to be exposed to and immersed in a wide-variety of experiences as they determine the direction for their life's work. Thus, we propose offering CACGS coupled with additional Career Services staffing and vocational events for sophomores to improve student career awareness. The College faculty, staff, trustees, and administration believe that students will be much better prepared to make informed choices related to graduate studies and careers with the types of learning experiences provided through C2C. The following tables (Table 3.1 and 3.2) identify the desired learning outcomes as well as strategies for implementation.

Table 3.1

Expected Learning Outcomes and Related Strategies: Learning Outcome 1.

Learning Outcome	Strategies	Action Steps
<p>1. Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal.</p>	<p>1.a C2C career awareness advisors will facilitate FOCUS 2 implementation.</p>	<p>1.a.1 C2C career awareness advisors will train college faculty in the use of FOCUS 2 (approximately 66 faculty in year 1 and 10 new faculty per year for each year of the QEP).</p>
		<p>1.a.2 C2C career awareness advisors will organize FOCUS 2 training sessions for students.</p>
		<p>1.a.3 C2C career awareness advisors will counsel students based on FOCUS 2 output.</p>
		<p>1.a.4 C2C career awareness advisors will work in tandem with faculty advisors to advise students on major selection and career planning.</p>
		<p>1.a.5 C2C career awareness advisors will work with targeted students (approximately 70 per year) to complete the CDSE survey as a pre- and post-test to evaluate students' confidence in their understanding of career awareness strengths and weaknesses.</p>
	<p>1.b Students will engage in career goal self-assessment.</p>	<p>1.b.1 All sophomores (approximately 237, based on projected freshmen retention) will be encouraged to, and targeted students (approximately 70 per year) will be required to, complete FOCUS 2 surveys and self-assessments prior to registering for the following Fall or Spring semester courses.</p>
		<p>1.b.2 Sophomores who complete FOCUS 2 will meet with C2C career awareness advisors to discuss survey results.</p>

Table 3.2

Expected Learning Outcomes and Related Strategies: Learning Outcome 2.

Learning Outcome	Strategies	Action Steps
<p>2. Students will be able to identify the skills they need to acquire that will support future career choices.</p>	<p>2.a C2C career awareness advisors will work with students to improve vocational awareness.</p>	<p>2.a.1 C2C career awareness advisors will plan and schedule programs, speakers, forums, and events (at least 2 per semester) representing a wide range of career opportunities and the skills needed for various careers.</p>
	<p>2.a.2 C2C career awareness advisors will design a series of CAT-R workshops for the target population of students.</p>	
	<p>2.a.3 C2C career awareness advisors will work with all interested sophomores (approximately 237), including the target population (approximately 70 in year 1 and 140 in year 2 and beyond), to complete a CAT-R during the sophomore and junior year.</p>	
	<p>2.a.4 C2C career awareness advisors will review CAT-R rubrics (Appendix E) to determine areas for improvement.</p>	
	<p>2.a.5 C2C career awareness advisors will review the Skills Identification and Improvement Reports (Appendix F) to determine areas for improvement.</p>	
	<p>2.b Students will develop a CAT-R to reflect their experiences and skills.</p>	<p>2.b.1 Students will attend at least one CAT-R workshop led by C2C career awareness advisors where they will identify existing skills and experiences and those they will need to acquire.</p>
	<p>2.b.2 Beginning in their sophomore year, students will meet one-on-one with C2C career awareness advisors to focus on the gaps in their skill sets and “next steps” for filling in these gaps using the CAT-R rubric (Appendix E).</p>	
	<p>2.b.3 During their junior year, students will meet with C2C career awareness advisors to update their working CAT-R document by adding pertinent information as their skills and experiences grow using the CAT-R rubric (Appendix E).</p>	

VI. Actions to be Implemented

According to the National Association of Colleges and Employers (2010) and Hart Research Associates (2010), college graduates must develop a core set of skills and capabilities that they will be able to transfer from one professional setting to another in order to achieve their career goals. Employers seek to hire professionals with the ability to communicate, think critically and creatively, problem solve, work as part of a team, and lead. In addition to possessing a broad base of knowledge, college graduates must be equipped with the fundamental values that employers seek in order to secure a meaningful professional life as well as a meaningful personal life (Catawba College, 2010, p. 4). The Catawba to Career (C2C) program will help students identify the skills they need to develop in order to be successful in attaining their desired career.

The C2C program will work in conjunction with the faculty, administration, and staff to provide career awareness activities for students beginning in their sophomore year. C2C will be directed toward all rising sophomores. The specific target group that will be required to participate will be comprised of students who are in the lowest 30th percentile of GPAs at the beginning of their sophomore year. Typically, many of these students require additional attention, support, and feedback to help them succeed. Transfer students will not be considered part of the target group; however, interested transfer students will be encouraged to participate. In the 2014-2015 cohort, there are 233 sophomores, which would include approximately 70 students who fall within the lowest 30th percentile of GPAs. This number will rise or fall depending on the size of the rising sophomore cohort. To support the two student learning outcomes (i.e., *Learning Outcome 1: Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal. Learning Outcome 2: Students will be able to identify the skills they need to acquire that will support future career choices.*), there will be three distinct activities integrated into C2C designed to enhance career awareness (i.e., FOCUS 2, CAT-R, and career awareness events, activities, and speakers). Strategies that accompany each of these activities are provided here; however, a more detailed examination of these strategies is included in Section VII: Timeline.

FOCUS 2: Following research of computer-assisted career guidance systems (CACGS), the QEP committee decided to implement FOCUS 2. This CACGS was created in 1987 and is a result of the IBM Corporation's pioneering work in developing computer-based career and educational planning systems. This online career and education planning system helps students explore career paths based on their values, skills, and personality. Students take five self-assessments that allow them to explore majors and occupations related to self-assessment results. Students can also explore in detail information about hundreds of careers as well as discover what to do with each major offered at Catawba College.

The QEP committee chose FOCUS 2 because compared to other CACGS, it is very user friendly for students, it has strong customer service support, and other colleges and universities in the state recommended it. (See Appendices A and B for additional information about FOCUS 2; see Appendix C for feedback from the two student members of the QEP committee regarding FOCUS 2.) As the QEP co-chairs presented information about the QEP in open forums and to student groups, students attending

these sessions expressed an interest in being able to use the FOCUS 2 tool. A summary of the FOCUS 2 activities is reflected in the bullets below:

- C2C career awareness advisors will design a series of FOCUS 2 sessions for all sophomores.
- Each student in the target group, as well as all other interested sophomores, will complete a FOCUS 2 survey and self-assessment and will discuss the results with a C2C career awareness advisor.
- Students in the target group will complete a 25-question pre- and post-test, Career Decision Self-Efficacy Survey (CDSE) that will assess students' career awareness self-confidence. This is an internal survey intended for assessment of the C2C program; students will not receive their scores.
- Career awareness advisors will communicate with faculty advisors to discuss information that will enhance academic advising for the target group of students.
- C2C career awareness advisors will place hold codes on student registration for those in the targeted population who have not met with a C2C career awareness advisor about FOCUS 2.

CAT-R: The Career Awareness Transitional Résumé (CAT-R) was designed as a learning tool to help students recognize important career skills and their progress toward attaining them. The CAT-R will serve as a roadmap for students to understand their intended career goals and what steps they need to take to reach these goals. While the CAT-R contains elements similar to a traditional résumé, the intent is not to develop an interview-ready tool, but a teaching tool to help students identify the skills and experiences they must develop to be prepared for their desired career. A summary of the student-focused CAT-R activities is reflected in the bullets below:

- C2C career awareness advisors will design a series of CAT-R workshops for all sophomores.
- Students in the target population as well as all interested sophomores will attend a CAT-R workshop designed to assist them in creating a document that will help them identify existing skills and experiences and those they will need to acquire.
- Beginning in their sophomore year, students in the target group as well as all interested sophomores will meet one-on-one with C2C career awareness advisors to focus on the gaps in their skill sets and “next steps” for filling in these gaps. This process will be facilitated by using the CAT-R rubric.
- During the junior year, students will work with C2C career awareness advisors to update their working CAT-R document by adding pertinent information as their skills and experiences grow. Through these continued steps, they will be able to identify the skills and experiences they must develop to be prepared for their desired career.
- At the end of the junior year, students in the target group will complete a Skills Identification and Improvement Report. Career awareness advisors will assess the reports to determine whether

students were able to identify the skills they need to acquire that will support future career choices.

- Although not required, students will be encouraged to complete a final CAT-R during their senior year.
- C2C career awareness advisors will place hold codes on student registration for those in the targeted population who have not met with a C2C career awareness advisor about CAT-R.

Career Awareness Activities, Events, and Speakers: Through the C2C program, the career awareness advisors will create new opportunities to include activities, events, and speakers for the students that will represent a wide range of career opportunities and the specific skills needed for various careers. For example, the career awareness advisors may invite employers and alumni from a variety of fields to talk about their jobs and the skills needed to succeed in these careers.

The C2C career awareness advisors will work in conjunction with faculty academic advisors to match students with appropriate skill-building opportunities and to encourage students to take full advantage of the opportunities available to them. The College currently offers events and activities for students in both career preparation and career awareness; however, students may overlook valuable opportunities or do not always know which ones are best suited to their needs and/or career goals. The C2C staff will work directly with the various campus constituencies to incorporate the new C2C events and activities with existing opportunities and will assist in marketing these events and activities on a campus-wide basis (i.e., distribute flyers and regularly update a web resource of career-related events). The C2C staff will work with individual students to help them determine the events and activities best suited to their career awareness needs. A list of some of the existing programs is provided later in this section.

- C2C career awareness advisors will plan and implement a minimum of two new events each semester that will be open to all students.
- C2C career awareness advisors will work with the target group of sophomores to encourage attendance at events that will help to fill the gaps in students' skill sets.
- C2C career awareness advisors will create and distribute flyers and regularly update a web resource of current career-related events that will include events offered across campus and the new events planned by the C2C staff.
- C2C career awareness advisors will maintain a record of student participation in non-compulsory events.

Table 4 reflects the activities students will be required or encouraged to participate in within C2C.

Table 4
Participation Requirements for C2C Activities

C2C Activities		All Sophomores	Target Group
FOCUS 2	Attend training sessions during sophomore year	Encouraged	Required
	Complete survey and self-assessment during sophomore year	Encouraged	Required
	Complete pre-test Career Decision Self-Efficacy survey during sophomore year	Not applicable	Required
	Complete post-test Career Decision Self-Efficacy survey at the end of sophomore year	Not applicable	Required
CAT-R	Attend workshop during sophomore year	Encouraged	Required
	Create CAT-R during sophomore year	Encouraged	Required
	Update CAT-R during junior year	Encouraged	Required
	Complete Skills Identification and Improvement Report at the end of junior year	Encouraged	Required
	Complete final CAT-R during senior year	Encouraged	Encouraged
Activities, Events, and Speakers	Attend events	Encouraged	Encouraged

Career Preparation Opportunities

Currently, the College provides career preparation opportunities for students. The C2C staff will direct students to these events and will help market them to C2C participants. Many of the opportunities listed in this section are intended for juniors and seniors and will not directly affect sophomores. As a result of participation in C2C, the intention is that students will become more aware of the opportunities that are available to them regarding career preparation. Some of the existing opportunities include:

- **Life Skills 101:** This is an annual event that combines panel discussions and networking with alumni, including a dinner and discussion of dining and business etiquette. The goal is to present a polished, confident graduate whether it be over an interview meal, business meeting, or simply hoping to make a great impression in any setting.
- **CEO Lectures:** These are lectures sponsored by the Ketner School of Business that allow students to hear from business leaders in a variety of different fields.
- **Mock Interviews:** Each semester, this program brings in executives to conduct mock interviews with students and offer constructive feedback.

- **Metrolina Career Fair:** Catawba College is part of the Metrolina Consortium, which is led by eight Career Services directors who work together to host a major career fair. This fair, located in Charlotte, North Carolina, is free to students of each member college/university, and attracts more than 50 corporate recruiters and graduate schools. Typically, more than 200 students attend the event.
- **College Central Network (CCN):** Catawba students and alumni can access jobs and internships for a wide variety of fields through this free, online service. Local, national, and international employers can post positions exclusively for Catawba.
- **Recruiter Sessions:** Career Services invites recruiters from government agencies, corporations, non-profits, and other organizations to Catawba College's Cannon Student Center to meet students one-on-one to discuss careers. Recruiter visits are publicized to students throughout the year.
- **Graduate School Fair:** Each October, Career Services hosts a graduate school fair inviting graduate school representatives from North Carolina, South Carolina, and Virginia to meet with students and explain their programs. Typically, 15 to 18 colleges/universities attend.
- **Graduate School Forum:** This opportunity is offered each year as a way to provide information about graduate school. It involves a brief information session from several members of the faculty about their own experiences and advice related to graduate school, followed by a lengthy opportunity for students to ask questions.

Career Awareness Opportunities

The College also provides career awareness opportunities for students. The Lilly Center events—Mini-Retreats on Vocation, the Vocation and Values Dinners, and the Lilly Center Colloquium—build upon the concept of vocation that is introduced to students during the freshmen retreat; these events are particularly beneficial to sophomores who are trying to determine their career path. The C2C staff will be able to use FOCUS 2 and CAT-R data to direct students to these events.

- **Mini-Retreats on Vocation:** These events are 2½-hour sessions conducted several times during the academic year. They provide meditation and reflection on the types of vocation that participants would find most suited to their personal interests and abilities. Students have the opportunity to interact with faculty and staff to explore questions related to vocation.
- **Vocation and Values Dinners:** This is an annual activity that gives students an opportunity to hear from selected individuals on what has shaped their values and how those values contribute to their sense of vocation. Students are encouraged to reflect on their own values and how those values can affect their career.
- **Lilly Center Colloquium:** For this annual event, students, faculty, staff, and the greater Catawba community have the opportunity to hear well-known speakers on topics related to theological explorations of vocation.

Additional existing opportunities for career awareness include

- **Majors, Minors, and More Fair:** Over the last two years, this event has been offered as a way for students to find out, in a relatively informal manner, more about each major and minor on campus. It involves both an opportunity to ask questions about the course requirements as well as learn more about the careers and opportunities related to a particular field of study. Faculty, alumni, and seniors are available to represent each major.
- **Women’s Panel Discussion – *Developing Emerging Professionals*:** Offered in the last year, the format of this event was a panel discussion about emerging professionalism among women in the community. The panel was made up of high profile executives and professionals to offer their best career advice. Women associated with the College were invited to attend.

The elective opportunities listed in the categories shown above (i.e., career preparation and career awareness) are highly beneficial for students and will continue to be offered. We recognize the need to coordinate those activities with the new C2C opportunities and to provide all experiences in a structured, value-added manner that will specifically target career awareness early in a student’s college career. By working closely with C2C staff, students will be better equipped to pursue available opportunities. These opportunities will begin to address gaps in skills and experiences and help students understand why particular activities might be useful in the pursuit of a particular career. As a result of career awareness advising and completing a CAT-R, students will be better equipped to know which Catawba College career preparation programs are best suited for their own goals.

Beginning in the fall of 2015, the target group of sophomores will complete the following student learning outcomes:

Learning Outcome 1: Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal.

Learning Outcome 2: Students will be able to identify the skills they need to acquire that will support future career choices.

Both of these learning outcomes are supported in the literature. For example, in Clydesdale’s (2014) work with students and faculty on 26 campuses, he found that “purpose exploration produces a pattern of examined living and positive engagement with others, thereby increasing the odds that emerging adults will flourish after they graduate from college” (¶ 14). Clydesdale concluded that purpose exploration programming (e.g., CACGS/FOCUS 2) is critical in preparing students to make meaningful life choices (**Learning Outcome 1**).

In their book *How Learning Works: Seven Research-Based Principles for Smart Teaching* (2010), Ambrose, Bridges, DiPietro, and Lovett discussed the concept of “far transfer” as the central goal of education. This goal is reflected in students’ ability to apply what they learn in the classroom to other college classrooms and situations and ultimately to their life and career. Completing the CAT-R and attending the career awareness activities, events, and speakers will assist students in planning for future career goals (**Learning Outcome 2**).

VII. Timeline

On the following pages, a timeline for implementation of the C2C program is presented in yearly tables. The timeline begins during the spring 2015 semester, prior to Year 1, and details program preparation activities (Table 5.1). Years 1-5 address the program activities, the responsible parties, and the assessments as they relate to the student learning outcomes (i.e., **Learning Outcome 1:** Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal. **Learning Outcome 2:** Students will be able to identify the skills they need to acquire that will support future career choices.).

Table 5.1	Catawba College’s C2C Implementation Timeline – Prior to Year 1
Table 5.2a, 5.2b	Catawba College’s C2C Implementation Timeline – Year 1- Academic Year 2015-2016
Table 5.4a, 5.4b	Catawba College’s C2C Implementation Timeline – Year 2- Academic Year 2016-2017
Table 5.6a, 5.6b	Catawba College’s C2C Implementation Timeline – Year 3- Academic Year 2017-2018
Table 5.8a, 5.8b	Catawba College’s C2C Implementation Timeline – Year 4- Academic Year 2018-2019
Table 5.10a, 5.10b	Catawba College’s C2C Implementation Timeline – Year 5- Academic Year 2019-2020

A yearly budget follows each year’s activities. As a top priority, the College has approved a significant budgetary commitment to support the implementation of the C2C program in both staffing and resources. A more detailed explanation of each budget item is provided in Section IX: Resources.

Table 5.3	Catawba to Career (C2C) Budget for Year 1- Academic Year 2015-2016
Table 5.5	Catawba to Career (C2C) Budget for Year 2- Academic Year 2016-2017
Table 5.7	Catawba to Career (C2C) Budget for Year 3- Academic Year 2017-2018
Table 5.9	Catawba to Career (C2C) Budget for Year 4- Academic Year 2018-2019
Table 5.11	Catawba to Career (C2C) Budget for Year 5- Academic Year 2019-2020

Table 5.1
 Catawba College's C2C Implementation Timeline – Prior to Year 1

Time Frame	Actions Associated with Planning and Preparation	Persons Responsible
Fall 2014 and Early Winter 2015	<ul style="list-style-type: none"> • Share QEP plan with all constituents. • Conduct Open Forums. • Market QEP across campus and on social media. 	Provost QEP Committee Office of Public Relations
Fall 2014	<ul style="list-style-type: none"> • Establish the QEP under Academic Affairs. 	Provost
Winter/Early Spring	<ul style="list-style-type: none"> • Establish C2C Advisory Committee. 	Provost
February 10-12, 2015	<ul style="list-style-type: none"> • On-site review of Quality Enhancement Plan 	SACSCOC Visiting Team
February 2015	<ul style="list-style-type: none"> • Adjust C2C program based on feedback from SACSCOC Visiting Team. • Begin advertising for C2C personnel (1 full-time career awareness counselor and 1 part-time administrative assistant). 	Provost Human Resources Director C2C Advisory Committee
April 2015	<ul style="list-style-type: none"> • Pilot FOCUS 2 system (CACGS) and C2C strategies with sample group of students (minimum of 10). • Develop materials, inventories, and assessment instruments. • Pilot CAT-R with sample group of students (minimum of 10). • Pilot CDSE surveys and assessment instruments with sample group of students (minimum of 10). 	Director of Career Services C2C Advisory Committee
April/May 2015	<ul style="list-style-type: none"> • Interview and hire C2C personnel (1 full-time career awareness counselor and 1 part-time administrative assistant). 	Provost Human Resources Director C2C Advisory Committee

Time Frame	Actions Associated with Planning and Preparation	Persons Responsible
Summer 2015	<ul style="list-style-type: none"> • Transfer Robin Perry, Director of Career Services, to Academic Affairs. 	Provost
Summer 2015	<ul style="list-style-type: none"> • Set up office space and technology for C2C personnel. • Coordinate FOCUS 2 and CatLink, as well as create hold code system. 	Facilities Division Information Technology Services
August 2015	<ul style="list-style-type: none"> • Familiarize C2C personnel with C2C goals, learning outcomes, and strategies. • Train C2C personnel on FOCUS 2 system. 	Director of Career Services C2C Advisory Committee
August 2015	<ul style="list-style-type: none"> • Review and adjust long-range planning for implementation of C2C. • Review and prepare materials, inventories, and assessment instruments. • Plan career awareness events and activities for 2015-2016. 	Director of C2C C2C Advisory Committee

Table 5.2a

Catawba College's C2C Implementation Timeline – Year 1- Academic Year 2015-2016

Time Frame	Actions Associated with Planning, Preparation, and Training.	Persons Responsible
Pre-semester – fall/spring	<ul style="list-style-type: none"> Identify target group for Year 1 of C2C. 	Director of C2C
Fall (pre-term meetings)	<ul style="list-style-type: none"> Train faculty advisors in FOCUS 2 system. 	Director of C2C Director of Career Services
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Provide career awareness support to all faculty advisors. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact all sophomores to make them aware of C2C. 	Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact the target group of sophomores and arrange an information session. 	Director of C2C
Pre-semester and during semester – fall/spring	<ul style="list-style-type: none"> Plan for and schedule at least two C2C events, activities, and speakers per semester. Work with College constituencies to advertise events. 	Director of C2C
Spring	<ul style="list-style-type: none"> Advertise, hire, and train the second C2C career awareness counselor who will become the Assistant Director of C2C. 	Provost Director of Human Resources Director of C2C C2C Advisory Committee
Spring (end of semester)	<ul style="list-style-type: none"> Conduct a focus group session with sophomores (about 10 students). Data will be used to monitor and improve the C2C program. 	Director of C2C
Spring (end of semester)	<ul style="list-style-type: none"> Review and adjust long-range plans for implementation of C2C. Modify C2C based on assessment data and feedback. 	Director of C2C C2C Advisory Committee
Spring (end of semester)	<ul style="list-style-type: none"> Prepare and submit Year 1 report for SACSCOC. 	Director of C2C SACSCOC Liaison

Table 5.2b
 Catawba College’s C2C Implementation Timeline – Year 1- Academic Year 2015-2016

Student Learning Outcomes	Time Frame	Actions	Persons Responsible	Student Learning Outcome Assessments
Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal.	During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) pre-test to all students in the target group. 	Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question pre-test
	During semester – fall/spring	<ul style="list-style-type: none"> Schedule and offer FOCUS 2 training sessions for all sophomores. 	Director of C2C	
	During semester – fall/spring	<ul style="list-style-type: none"> Target group will complete FOCUS 2 prior to advising for spring semester. 	Director of C2C	
	During semester – fall During semester – spring	<ul style="list-style-type: none"> Meet with target group and other participants to discuss FOCUS 2 results prior to advising for spring semester. Meet with students who enter the target group in the spring semester to discuss FOCUS 2 results prior to advising for fall semester. 	Director of C2C	
	During semester – fall During semester – spring	<ul style="list-style-type: none"> As needed, coordinate with faculty advisors to advise students on major selection and career planning. 	Director of C2C	
	During semester – fall/spring (mid- to late-semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) post-test to all students in the target group. 	Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question post-test
	Students will be able to identify the skills they need to acquire that will support future career choices.	During semester – fall/spring	<ul style="list-style-type: none"> Schedule small-group sessions with target group to complete initial version of CAT-R prior to advising for fall semester. Monitor CAT-R content using CAT-R rubric. 	Director of C2C
During semester – fall/spring		<ul style="list-style-type: none"> Invite target group to events, activities, and speakers that will enhance their skills. Monitor attendance. 	Director of C2C	

Table 5.3
 Catawba to Career (C2C) Budget for Year 1- Academic Year 2015-2016

Category	Budget Element	2015-2016
Personnel	Career Awareness Director (10 month)*	\$50,000
	Administrative Assistant (50%, 10 month)*	\$15,000
	IT Assistance *	\$10,000
Materials		
	FOCUS 2 (CACGS) Software	\$2,000
	CDSE Assessment Surveys	\$500
	C2C Supplies	\$2,000
	Computer Equipment	\$7,500
	Facilities	\$7,000
	Promotional Materials	\$2,500
Training		
	Faculty Professional Development	\$10,000
Total		
		\$106,500

*Includes benefits calculated at 125% of salary

Table 5.4a

Catawba College's C2C Implementation Timeline – Year 2- Academic Year 2016-2017

Time Frame	Actions Associated with Planning, Preparation, and Training	Persons Responsible
Pre-semester – fall/spring	<ul style="list-style-type: none"> Identify target group for Year 2 of C2C. 	Director of C2C Assistant Director of C2C
Fall	<ul style="list-style-type: none"> Train new faculty in FOCUS 2. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Continue to provide career awareness support to all faculty advisors. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact all sophomores to make them aware of C2C. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact the target group of sophomores and arrange an information session. 	Director of C2C Assistant Director of C2C
Pre-semester and during semester – fall/spring	<ul style="list-style-type: none"> Plan for and schedule C2C events, activities, and speakers. Work with College constituencies to coordinate and advertise events. 	Director of C2C Assistant Director of C2C
Spring (end of semester)	<ul style="list-style-type: none"> Conduct a focus group session with sophomores and juniors (about 10 students in each cohort). Data will be used to monitor and improve the C2C program. 	Director of C2C
Spring (end of semester)	<ul style="list-style-type: none"> Review and adjust long-range plans for implementation of C2C. Modify C2C based on assessment data and feedback. 	Director of C2C C2C Advisory Committee
Spring (end of semester)	<ul style="list-style-type: none"> Prepare and submit Year 2 report for SACSCOC. 	Director of C2C Assistant Director of C2C SACSCOC Liaison

Table 5.4b
 Catawba College’s C2C Implementation Timeline – Year 2- Academic Year 2016-2017

Student Learning Outcomes	Time Frame	Actions	Persons Responsible	Student Learning Outcome Assessments
Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal.	During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) pre-test to all students in the target group. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Schedule and offer required FOCUS 2 training for target group of sophomores. 	Director of C2C Assistant Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question pre-test
	During semester – fall/spring	<ul style="list-style-type: none"> Target group will complete FOCUS 2 prior to advising for spring semester. 	Director of C2C Assistant Director of C2C	
	During semester – fall During semester – spring	<ul style="list-style-type: none"> Meet with target group students to discuss FOCUS 2 results prior to advising for spring semester. Meet with students who enter the target group in the spring semester to discuss FOCUS 2 results prior to advising for fall semester. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring	<ul style="list-style-type: none"> Meet with any student not in the target group who has completed FOCUS 2 to provide guidance. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring (mid- to late-semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) post-test to all students in the target group. 	Director of C2C Assistant Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question post-test
	During semester – fall	<ul style="list-style-type: none"> Year 1 target group (now juniors) will revisit FOCUS 2 results prior to advising for spring semester. 	Director of C2C Assistant Director of C2C	

Student Learning Outcomes	Time Frame	Actions	Persons Responsible	Student Learning Outcome Assessments
Students will be able to identify the skills they need to acquire that will support future career choices.	During semester – fall/spring	<ul style="list-style-type: none"> Schedule small-group sessions with target group to complete initial version of CAT-R prior to advising for fall semester. 	Director of C2C Assistant Director of C2C	Sophomore year CAT-R and rubric
	During semester – fall/spring	<ul style="list-style-type: none"> Invite target groups (Year 1 and 2) to events, activities, and speakers that will enhance their skills. Monitor attendance. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring	<ul style="list-style-type: none"> Year 1 target group (now juniors) will complete second version of CAT-R prior to advising for fall semester. Monitor CAT-R content using CAT-R rubric. 	Director of C2C Assistant Director of C2C	Junior year CAT-R and rubric
	During semester – fall/spring (end of semester)	<ul style="list-style-type: none"> Year 1 target group (now juniors) will complete the Skills Identification and Improvement Report. Select and study a random sample of 25%. 	Director of C2C Assistant Director of C2C	Skills Identification and Improvement Report

Table 5.5
 Catawba to Career (C2C) Budget for Year 2- Academic Year 2016-2017

Category	Budget Element	2016-2017
Personnel	Career Awareness Director (10 month)*	\$51,000
	Career Awareness Assistant Director (10 month)*	\$51,000
	Administrative Assistant (50%, 10 month)*	\$15,500
	IT Assistance *	\$5,000
Materials	FOCUS 2 (CACGS) Software	\$2,000
	CDSE Assessment Surveys	\$500
	C2C Supplies	\$2,000
	Facilities	\$500
	Promotional Materials	\$1,500
Training	Faculty Professional Development	\$1,500
Total		\$130,500

*Includes benefits calculated at 125% of salary

Table 5.6a

Catawba College's C2C Implementation Timeline – Year 3- Academic Year 2017-2018

Time Frame	Actions Associated with Planning and Preparation	Persons Responsible
Pre-semester – fall/spring	<ul style="list-style-type: none"> Identify target group for Year 3 of C2C. 	Director of C2C Assistant Director of C2C
Fall	<ul style="list-style-type: none"> Train new faculty in FOCUS 2. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Continue to provide career awareness support to all faculty advisors. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact all sophomores to make them aware of C2C. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact the target group of sophomores and arrange an information session. 	Director of C2C Assistant Director of C2C
Pre-semester and during semester – fall/spring	<ul style="list-style-type: none"> Plan for and schedule C2C events, activities, and speakers. Work with College constituencies to coordinate and advertise events. 	Director of C2C Assistant Director of C2C
Spring (end of semester)	<ul style="list-style-type: none"> Conduct a focus group session with sophomores and juniors (about 10 students in each cohort). Data will be used to monitor and improve the C2C program. 	Director of C2C Assistant Director of C2C
Spring (end of semester)	<ul style="list-style-type: none"> Review and adjust long-range plans for implementation of C2C. Modify C2C based on assessment data and feedback. 	Director of C2C C2C Advisory Committee
Spring (end of semester)	<ul style="list-style-type: none"> Prepare and submit Year 3 report for SACSCOC. 	Director of C2C Assistant Director of C2C SACSCOC Liaison

Table5.6b
 Catawba College’s C2C Implementation Timeline – Year 3- Academic Year 2017-2018

Student Learning Outcomes	Time Frame	Actions	Persons Responsible	Student Learning Outcome Assessments
Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal.	During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) pre-test to all students in the target group. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Schedule and offer required FOCUS 2 training for target group of sophomores. 	Director of C2C Assistant Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question pre-test
	During semester – fall/spring	<ul style="list-style-type: none"> Target group will complete FOCUS 2 prior to advising for spring semester. 	Director of C2C Assistant Director of C2C	
	During semester – fall During semester – spring	<ul style="list-style-type: none"> Meet with target group students to discuss FOCUS 2 results prior to advising for spring semester. Meet with students who enter the target group in the spring semester to discuss FOCUS 2 results prior to advising for fall semester. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring	<ul style="list-style-type: none"> Meet with any student not in the target group who has completed FOCUS 2 to provide guidance. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring (mid- to late-semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) post-test to all students in the target group. 	Director of C2C Assistant Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question post-test
	During semester – fall	<ul style="list-style-type: none"> Year 2 target group (now juniors) will revisit FOCUS 2 results prior to advising for spring semester. 	Director of C2C Assistant Director of C2C	

Student Learning Outcomes	Time Frame	Actions	Persons Responsible	Student Learning Outcome Assessments
Students will be able to identify the skills they need to acquire that will support future career choices.	During semester – fall/spring	<ul style="list-style-type: none"> Schedule small-group sessions with target group to complete initial version of CAT-R prior to advising for fall semester. Monitor CAT-R using CAT-R rubric. 	Director of C2C Assistant Director of C2C	Sophomore year CAT-R and rubric
	During semester – fall/spring	<ul style="list-style-type: none"> Invite target groups (Year 2 and 3) to events, activities, and speakers that will enhance their skills. Monitor attendance. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring	<ul style="list-style-type: none"> Year 2 target group (now juniors) will complete second version of CAT-R prior to advising for fall semester. Monitor CAT-R content using CAT-R rubric. 	Director of C2C Assistant Director of C2C	Junior year CAT-R and rubric
	During semester – fall/spring (end of semester)	<ul style="list-style-type: none"> Year 2 target group (now juniors) will complete the Skills Identification and Improvement Report. Select and study a random sample of 25%. 	Director of C2C Assistant Director of C2C	Skills Identification and Improvement Report

Table 5.7

Catawba to Career (C2C) Budget for Year 3- Academic Year 2017-2018

Category	Budget Element	2017-2018
Personnel	Career Awareness Director (10 month)*	\$52,000
	Career Awareness Assistant Director (10 month)*	\$52,000
	Administrative Assistant (50%, 10 month)*	\$16,000
	IT Assistance *	\$5,000
Materials	FOCUS 2 (CACGS) Software	\$2,000
	CDSE Assessment Surveys	\$500
	C2C Supplies	\$2,000
	Facilities	\$500
	Promotional Materials	\$1,000
Training	Faculty Professional Development	\$1,500
Total		\$132,500

*Includes benefits calculated at 125% of salary

Table 5.8a

Catawba College's C2C Implementation Timeline – Year 4- Academic Year 2018-2019

Time Frame	Actions Associated with Planning and Preparation	Persons Responsible
Pre-semester – fall/spring	<ul style="list-style-type: none"> Identify target group for Year 4 of C2C. 	Director of C2C Assistant Director of C2C
Fall	<ul style="list-style-type: none"> Train new faculty in FOCUS 2. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Continue to provide career awareness support to all faculty advisors. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact all sophomores to make them aware of C2C. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact the target group of sophomores and arrange an information session. 	Director of C2C Assistant Director of C2C
Pre-semester and during semester – fall/spring	<ul style="list-style-type: none"> Plan for and schedule C2C events, activities, and speakers. Work with College constituencies to coordinate and advertise events. 	Director of C2C Assistant Director of C2C
Spring (end of semester)	<ul style="list-style-type: none"> Conduct a focus group session with sophomores and juniors (about 10 students in each cohort). Data will be used to monitor and improve the C2C program. 	Director of C2C Assistant Director of C2C
Spring (end of semester)	<ul style="list-style-type: none"> Review and adjust long-range plans for implementation of C2C. Modify C2C based on assessment data and feedback. 	Director of C2C C2C Advisory Committee
Spring (end of semester)	<ul style="list-style-type: none"> Prepare and submit Year 4 report for SACSCOC. 	Director of C2C Assistant Director of C2C SACSCOC Liaison

Table 5.8b
 Catawba College’s C2C Implementation Timeline – Year 4- Academic Year 2018-2019

Student Learning Outcomes	Time Frame	Actions	Persons Responsible	Student Learning Outcome Assessments
Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal.	During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) pre-test to all students in the target group. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Schedule and offer required FOCUS 2 training for target group of sophomores. 	Director of C2C Assistant Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question pre-test
	During semester – fall/spring	<ul style="list-style-type: none"> Target group will complete FOCUS 2 prior to advising for spring semester. 	Director of C2C Assistant Director of C2C	
	During semester – fall During semester – spring	<ul style="list-style-type: none"> Meet with target group students to discuss FOCUS 2 results prior to advising for spring semester. Meet with students who enter the target group in the spring semester to discuss FOCUS 2 results prior to advising for fall semester. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring	<ul style="list-style-type: none"> Meet with any student not in the target group who has completed FOCUS 2 to provide guidance. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring (mid- to late-semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) post-test to all students in the target group. 	Director of C2C Assistant Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question post-test
	During semester – fall	<ul style="list-style-type: none"> Year 3 target group (now juniors) will revisit FOCUS 2 results prior to advising for spring semester. 	Director of C2C Assistant Director of C2C	

Student Learning Outcomes	Time Frame	Actions	Persons Responsible	Student Learning Outcome Assessments
Students will be able to identify the skills they need to acquire that will support future career choices.	During semester – fall/spring	<ul style="list-style-type: none"> Schedule small-group sessions with target group to complete initial version of CAT-R prior to advising for fall semester. Monitor CAT-R using CAT-R rubric. 	Director of C2C Assistant Director of C2C	Sophomore year CAT-R and rubric
	During semester – fall/spring	<ul style="list-style-type: none"> Invite target groups (Year 3 and 4) to events, activities, and speakers that will enhance their skills. Monitor attendance. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring	<ul style="list-style-type: none"> Year 3 target group (now juniors) will complete second version of CAT-R prior to advising for fall semester. Monitor CAT-R content using CAT-R rubric. 	Director of C2C Assistant Director of C2C	Junior year CAT-R and rubric
	During semester – fall/spring (end of semester)	<ul style="list-style-type: none"> Year 3 target group (now juniors) will complete the Skills Identification and Improvement Report. Select and study a random sample of 25%. 	Director of C2C Assistant Director of C2C	Skills Identification and Improvement Report

Table 5.9

Catawba to Career (C2C) Budget for Year 4- Academic Year 2018-2019

Category	Budget Element	2018-2019
Personnel	Career Awareness Director (10 month)*	\$53,000
	Career Awareness Assistant Director (10 month)*	\$53,000
	Administrative Assistant (50%, 10 month)*	\$16,500
	IT Assistance *	\$5,000
Materials	FOCUS 2 (CACGS) Software	\$2,000
	CDSE Assessment Surveys	\$500
	C2C Supplies	\$2,000
	Computer Equipment	\$7,500
	Facilities	\$500
	Promotional Materials	\$1,000
Training	Faculty Professional Development	\$1,500
Total		\$142,500

*Includes benefits calculated at 125% of salary

Table 5.10a

Catawba College's C2C Implementation Timeline – Year 5- Academic Year 2019-2020

Time Frame	Actions Associated with Planning and Preparation	Persons Responsible
Pre-semester – fall/spring	<ul style="list-style-type: none"> Identify target group for Year 5 of C2C. 	Director of C2C Assistant Director of C2C
Fall	<ul style="list-style-type: none"> Train new faculty in FOCUS 2. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Continue to provide career awareness support to all faculty advisors. 	Director of C2C Assistant Director of C2C
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact all sophomores to make them aware of C2C. 	Director of C2C Assistant Director of C2C C2C Advisory Committee
During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Contact the target group of sophomores and arrange an information session. 	Director of C2C Assistant Director of C2C C2C Advisory Committee
Pre-semester and during semester – fall/spring	<ul style="list-style-type: none"> Plan for and schedule C2C events, activities, and speakers. Work with College constituencies to coordinate and advertise events. 	Director of C2C Assistant Director of C2C
Spring (end of semester)	<ul style="list-style-type: none"> Conduct a focus group session with sophomores and juniors (about 10 students in each cohort). Data will be used to monitor and improve the C2C program. 	Director of C2C Assistant Director of C2C
During semester – spring and post-semester – spring	<ul style="list-style-type: none"> Examine C2C assessment data and feedback. Determine next steps for continuation of C2C program. 	Provost Director of C2C Assistant Director of C2C C2C Advisory Council
Post-semester – spring	<ul style="list-style-type: none"> Prepare and submit final C2C report for SACSCOC. 	Director of C2C Assistant Director of C2C C2C Advisory Council

Table 5.10b
 Catawba College’s C2C Implementation Timeline – Year 5- Academic Year 2019-2020

Student Learning Outcomes	Time Frame	Actions	Persons Responsible	Student Learning Outcome Assessments
Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal.	During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) pre-test to all students in the target group. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring (early in semester)	<ul style="list-style-type: none"> Schedule and offer required FOCUS 2 training for target group of sophomores. 	Director of C2C Assistant Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question pre-test
	During semester – fall/spring	<ul style="list-style-type: none"> Target group will complete FOCUS 2 prior to advising for spring semester. 	Director of C2C Assistant Director of C2C	
	During semester – fall During semester – spring	<ul style="list-style-type: none"> Meet with target group students to discuss FOCUS 2 results prior to advising for spring semester. Meet with students who enter the target group in the spring semester to discuss FOCUS 2 results prior to advising for fall semester. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring	<ul style="list-style-type: none"> Meet with any student not in the target group who has completed FOCUS 2 to provide guidance. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring (mid- to late-semester)	<ul style="list-style-type: none"> Administer Career Decision Self-Efficacy Survey (CDSE) post-test to all students in the target group. 	Director of C2C Assistant Director of C2C	Career Decision Self-Efficacy Survey (CDSE) 25-question post-test
	During semester – fall	<ul style="list-style-type: none"> Year 4 target group (now juniors) will revisit FOCUS 2 results prior to advising for spring semester. 	Director of C2C Assistant Director of C2C	

Student Learning Outcomes	Time Frame	Actions	Persons Responsible	Student Learning Outcome Assessments
Students will be able to identify the skills they need to acquire that will support future career choices.	During semester – fall/spring	<ul style="list-style-type: none"> Schedule small-group sessions with target group to complete initial version of CAT-R prior to advising for fall semester. Monitor CAT-R using CAT-R rubric. 	Director of C2C Assistant Director of C2C	Sophomore year CAT-R and rubric
	During semester – fall/spring	<ul style="list-style-type: none"> Invite target groups (Year 4 and 5) to events, activities, and speakers that will enhance their skills. Monitor attendance. 	Director of C2C Assistant Director of C2C	
	During semester – fall/spring	<ul style="list-style-type: none"> Year 4 target group (now juniors) will complete second version of CAT-R prior to advising for fall semester. Monitor CAT-R content using CAT-R rubric. 	Director of C2C Assistant Director of C2C	Junior year CAT-R and rubric
	During semester – fall/spring (end of semester)	<ul style="list-style-type: none"> Year 4 target group (now juniors) will complete the Skills Identification and Improvement Report. Select and study a random sample of 25%. 	Director of C2C Assistant Director of C2C	Skills Identification and Improvement Report

Table 5.11
 Catawba to Career (C2C) Budget for Year 5- Academic Year 2019-2020

Category	Budget Element	2019-2020
Personnel	Career Awareness Director (10 month)*	\$54,000
	Career Awareness Assistant Director (10 month)*	\$54,000
	Administrative Assistant (50%, 10 month)*	\$17,000
	IT Assistance *	\$5,000
Materials	FOCUS 2 (CACGS) Software	\$2,000
	CDSE Assessment Surveys	\$500
	C2C Supplies	\$2,000
	Facilities	\$500
	Promotional Materials	\$1,000
Training	Faculty Professional Development	\$1,500
Total		\$137,500

*Includes benefits calculated at 125% of salary

VIII. Organizational Structure

Catawba College’s C2C program will be housed within Academic Affairs under the direct supervision of the Provost, Dr. Michael Bitzer, because of the focus on student learning and learning outcomes. The C2C offices will be housed in a location that facilitates student and C2C staff interactions. Mrs. Robin Perry, the College’s Director of Career Services, and the only career services counselor on campus, will be reassigned from the Office of Student Affairs to the Office of Academic Affairs. In addition, the offices for Career Services and C2C will be located in the same space to enable communication between departments. This shift will help to strengthen the connection between faculty advising, career counseling, and career awareness advising. Mrs. Perry will continue as Director of Career Services and will focus primarily on her work with juniors and seniors in getting students ready for “life after Catawba” (2014a, <http://catawba.edu/about/our-campus/offices/student-affairs/career-services/>). Because she assists students with all phases of their individual career development, she will work very closely with the C2C staff.

The Provost will appoint a C2C Advisory Committee to work closely with the C2C Director and Assistant Director to provide oversight and direction to the program. The committee will include a faculty member serving as chair, an additional member of the faculty, a member of the staff, a member of the Board of Trustees, and the Student Government Association President.

In order to successfully implement and administer the C2C program, the College has approved hiring a full-time senior career awareness counselor during the first year of implementation who will serve as the Director of C2C and carry out the work. A part-time administrative assistant will also be hired in year one; the administrative assistant will coordinate the office management of C2C and will support C2C staff as well as Mrs. Perry. In year two, a second career awareness counselor will be hired and will serve as the Assistant Director of C2C. The services of an existing instructional technology technician will be called upon, particularly in the first year, to make sure that implementation of FOCUS 2 and coordination with existing CatLink software are successful.

The two career awareness counselors will be working directly with students. Ongoing responsibilities for the career awareness counselors will include the following:

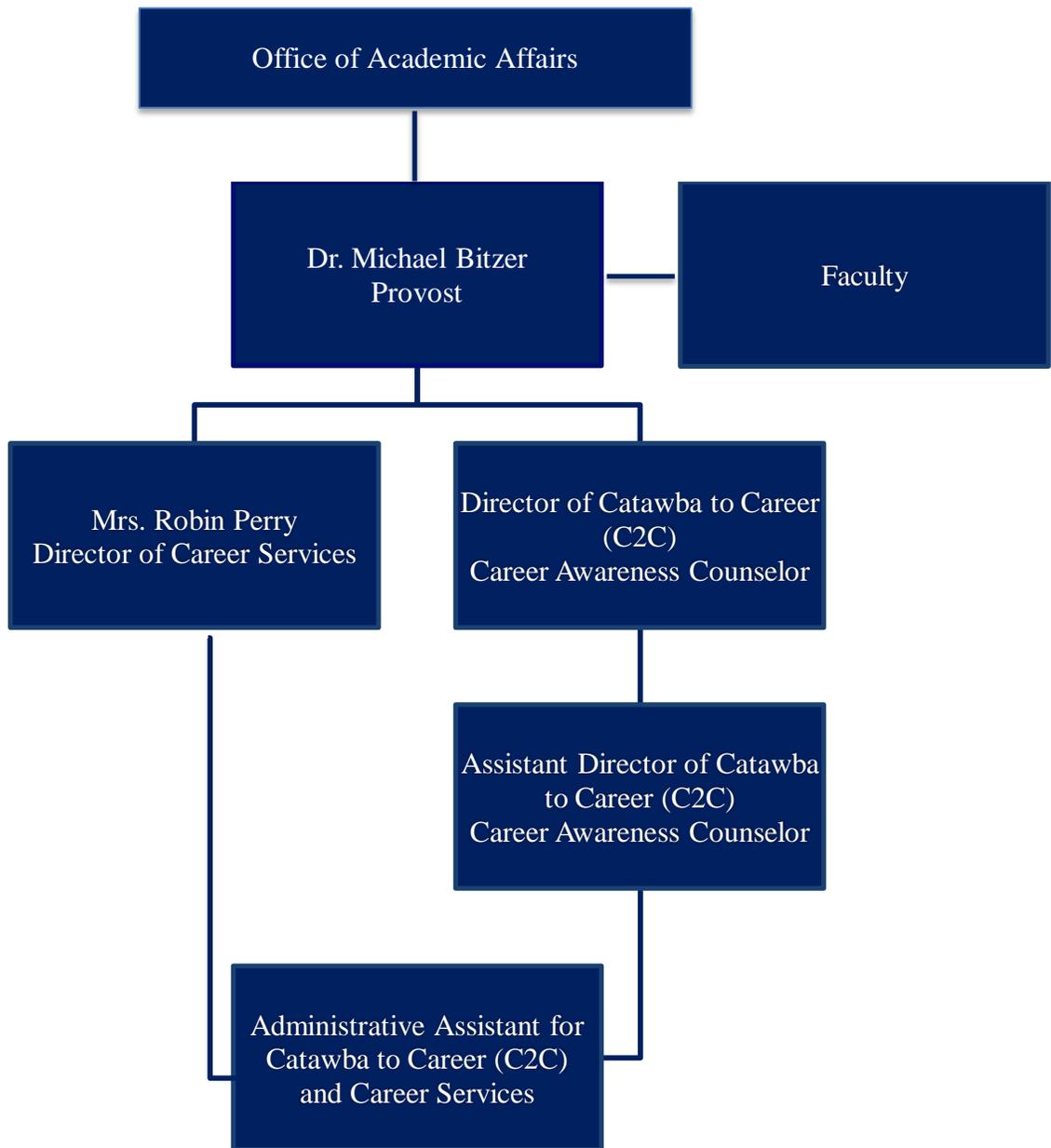
- Identify and notify the target group of sophomores about their participation in the program.
- Notify all students about C2C opportunities and work with these students if they choose to participate in various components of the program.
- Assist and monitor students in the target group as they complete the components of C2C, which include FOCUS 2 and CAT-R.
- Remove registration hold codes for students in the target group who have completed the required components of C2C.
- Provide one-on-one career awareness advising based on individualized FOCUS 2 results.
- Work with students in the target group to complete the assessments associated with the student learning outcomes (Learning Outcome 1: pre- and post-Career Decision Self-Efficacy Survey; Learning Outcome 2: Skills Identification and Improvement Report).
- Conduct focus groups with sophomores and juniors for assessment purposes.

- Organize and conduct professional development for faculty.
- Work closely with the Catawba community to plan, advertise, and implement activities, speakers, and events.
- Modify the C2C program based on assessment data and feedback.
- Complete yearly C2C reports for SACSCOC.

Professional development workshops for faculty, organized and conducted by C2C career awareness advisors, will explain FOCUS 2 and demonstrate how to interpret and use the results of FOCUS 2 self-assessments with individual students. The professional development workshops will be conducted for all faculty as a half-day event during pre-term meetings. In future years, new faculty will be trained during the new faculty orientation.

Figure 1, shown on the following page, displays an organizational chart for the C2C program.

Figure 1. Organizational Chart for C2C Program



IX. Resources

Additional financial resources will be necessary in three key areas in order to implement the C2C program (i.e., personnel, materials, training). Catawba College is committed to providing the resources necessary for program success. Currently, one full-time staff member, Mrs. Robin Perry, Director of Career Services, provides all of the career services support for the entire student body. The addition of the C2C program will require additional staff support. Each year's sophomore class will be the primary focus of C2C, which will include approximately 237 students. The target group will be 70 students in Year 1 and 140 students in Year 2 and beyond. We anticipate a larger number of participants because upperclassmen have consistently expressed their interest in participating in FOCUS 2 and CAT-R opportunities.

Personnel: Qualified and dedicated personnel will be required to implement programs with the students and assess those activities. These programs and activities include FOCUS 2 advising, CAT-R workshops, and the creation of new career awareness activities, speakers, and events. To accomplish these tasks, we will hire two new C2C staff: a Director of C2C and an Assistant Director of C2C. Both career awareness counselors will be hired as full-time, 10-month employees. (See Appendix I for a sample job description.) Because there will be fewer students in the program during the first year (approximately 70 in the target group), hiring will take place in a staggered manner. In addition, a part-time administrative assistant (20 hours per week for 10 months) will be hired to support the C2C career awareness advisors and Robin Perry, Director of Career Services. The Office of Human Resources was consulted on anticipated costs of personnel based on qualifications and anticipated job duties. (See program budget on the following page.). Finally, IT assistance will primarily be needed to incorporate FOCUS 2, set up a hold code system, and install C2C program computers, but will then be required for some updates and monitoring over the following years.

Materials: C2C materials are needed to carry out these activities. A key element is to purchase a FOCUS 2 renewable license (\$2,000 per year) for student use and the necessary CDSE assessment surveys (\$500 per year). General office supplies and office space will be required for the new personnel. A small allocation of \$500 per year is included for minor adjustments to and upkeep of the office space. Computer equipment for the C2C staff as well as a dedicated pod of three computers will be provided for walk-up and small-group FOCUS 2 sessions. The office space will combine the Career Services office and the C2C office for easy accessibility for students. Finally, promotional materials will be created and distributed to make sure that all students are aware of the C2C opportunities.

Training: Professional development workshops for the faculty will explain FOCUS 2. The professional development workshops will be conducted for all faculty as a half-day event during pre-term meetings. All faculty will undergo training in the first year (approximately 66 faculty), and new faculty will require training in future years (approximately 10 faculty per year). Faculty will be paid a stipend of \$150 for participation in professional development workshops.

Table 6 provides a detailed C2C program budget.

Table 6
Catawba to Career (C2C) Budget

Category	Budget Element	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Personnel	Career Awareness Director (10 month)*	\$50,000	\$51,000	\$52,000	\$53,000	\$54,000
	Career Awareness Assistant Director (10 month)*	N/A	\$51,000	\$52,000	\$53,000	\$54,000
	Administrative Assistant (50%, 10 month)*	\$15,000	\$15,500	\$16,000	\$16,500	\$17,000
	IT Assistance*	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
Materials						
	FOCUS 2 (CACGS) Software	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	CDSE Assessment Surveys	\$500	\$500	\$500	\$500	\$500
	C2C Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Computer Equipment	\$7,500	\$0	\$0	\$7,500	\$0
	Facilities	\$7,000	\$500	\$500	\$500	\$500
	Promotional Materials	\$2,500	\$1,500	\$1,000	\$1,000	\$1,000
Training						
	Faculty Professional Development	\$10,000	\$1,500	\$1,500	\$1,500	\$1,500
Total		\$106,500	\$130,500	\$132,500	\$142,500	\$137,500
Five-Year Total		\$649,500				

*Includes benefits calculated at 125% of salary

X. Assessment

“Higher education has been entrusted with an important social responsibility. This responsibility calls for a commitment to see that all students reach high standards and fulfill their potential”
(New Leadership Alliance for Student Learning and Accountability, 2012).

As a means of assessing the effectiveness of our C2C implementation, we propose to perform assessment in five different forms: CDSE surveys, CAT-R rubric, Skills Identification and Improvement Report, focus groups, and records of participation. The plan for assessing C2C will provide evidence that our students are acquiring the skills necessary to make effective career choices and will provide data that the College can use to make adjustments in the C2C program. We will specifically assess the level of improvement among sophomores who have a GPA in the lowest 30th percentile. One potential measure of this improvement will be based on career self-efficacy scores of students before and after completion of the program (Betz & Borgen, 2009; Tirpak & Schlosser, 2012). Other forms of assessment will be a review of CAT-R rubrics (see Appendix E) and Skills Identification and Improvement Reports (see Appendix F). Beyond the learning outcomes, we plan to monitor the overall effectiveness of C2C through focus groups and maintain a record of student participation in non-compulsory events.

Learning Outcome 1: Students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal.

To gather quantitative data about students’ career awareness in regard to their own abilities and assets, we will make use of pre- and post-tests in the form of the Career Decision Self-Efficacy (CDSE) short form survey (Taylor & Betz, 1983) surrounding the use of FOCUS 2. Prior to the target group’s use of FOCUS 2, students will complete a 25-question CDSE survey. Subsequently, we will make use of the same survey instrument after the target group completes the FOCUS 2 components. The CDSE is a highly reliable, widely studied, and commonly employed assessment used in the field of vocational preparedness (Betz & Taylor, 2012). Moreover, the CDSE aligns well with our goals for student improvement in career awareness. The CDSE short form includes 25 questions that evaluate five competency areas:

- 1) Self-Appraisal
- 2) Occupational Information
- 3) Career Goal Selection
- 4) Career Planning
- 5) Problem Solving

Each competency area is evaluated with five questions on a 5-point scale, from *Complete Confidence* (5) to *No Confidence* (1). (See sample questions in Appendix D, Table D1.) After completion of the CDSE, average sub-scores for each of the competency areas are reported and will be used in our assessment of *Learning Outcome 1*. CDSE sub-scores are interpreted from *Low to Little Confidence* in a competency area to *Good Confidence*. (See Appendix D, Table D2.)

The CDSE short form will be administered online using a fee-based delivery system by Mind Garden, Inc. Students participating in C2C will register online with their Catawba College email address via the Mind Garden website under direction of C2C personnel. CDSE pre- and post-test scores will be reported electronically to C2C personnel in flat database format (csv file). For assessment of *Learning Outcome 1*, analyses of five CDSE areas, Self-Appraisal, Occupational Information, Career Goal Selection, Career Planning, and Problem Solving will be conducted. C2C career awareness advisors will analyze and compile changes between pre- and post-test scores as well as aggregate post-test scores for students.

The CDSE can be completed as part of the discussion of the material and will assess students' confidence in their understanding of career awareness strengths and weaknesses. These tests will be conducted by the C2C career awareness advisors who are responsible for FOCUS 2 implementation. (See Appendix D for sample questions.)

Learning Outcome 2: Students will be able to identify the skills they need to acquire that will support future career choices.

The CAT-R and CAT-R rubric will be used to teach students how to identify the skills needed for their desired career. As juniors, each student will complete a Skills Identification and Improvement Report. (See Appendix F.) Each report will be assessed to determine whether students were able to identify the skills they need to acquire that will support future career choices. Each year, we will select and study a random sample of 25% of the Skills Identification and Improvement Report to determine areas for improvement.

Finally, to gather qualitative data about the effectiveness of the C2C activities, we will conduct focus groups of approximately 10 sophomores and 10 juniors. The primary purpose of these interviews will be to determine the extent of career awareness improvement among the students. In addition, a very important outcome of this type of discussion will be to see how uniform the experiences were across the cohort of participants. As with each of the other forms of assessment, these data can then be used to modify and change the existing program to better align the goals with the activities. (See Appendix G for focus group questions.)

XI. References

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XII. Appendices

APPENDIX A

Steps for Counseling a Student After Use of FOCUS 2



- Identify the student’s planning needs: exploring majors, exploring careers, changing majors, identifying an area of specialization within a major, second career, planning for graduate school or the world of work, etc.
- At what stage in the career planning process is the student?
- Ask student to describe his/her experience using FOCUS 2. Any problems or questions?
- Model information-seeking behavior using FOCUS 2.
- Review the student’s FOCUS 2 career portfolio. Discuss what the student has learned from FOCUS 2 and how this information can be applied to his/her planning needs.
- Review the progress the student has made towards meeting his/her current planning needs.
- Address any misunderstandings.
- Recommend appropriate further resources and services for the student.
- Balance the conversation when discussing the student’s results so that you do not dominate the conversation.

The FOCUS 2 Companion Workbook includes an introduction to the career planning process, career development exercises, and journaling opportunities to reinforce a student’s understanding of his/her FOCUS 2 results. The FOCUS 2 workbook can be downloaded on your FOCUS 2 administrative interface.

*Based on Sampson, Shy, and Cooley’s model for integrating counseling and website use described in Osborn, D. S., Dikel, M. R., & Sampson, Jr., J. P. (2011). *The Internet: A tool for career planning* (3rd ed.). Broken Arrow, OK: National Career Development Association.

APPENDIX B

Helping Students Understand their FOCUS 2 Portfolio



Following the use of FOCUS 2, a student may benefit from opportunities to review and discuss his/her career assessment results in individualized and group settings.

Students and C2C personnel will need the following materials during a follow up session

- Online access to the student’s Career Portfolio (or a printout of **Your Career Portfolio**).
- Online access to the student’s FOCUS 2 account (or a printout of the student’s top 3 preferred occupations).

Activity At A Glance

<u>FOCUS 2 Task</u>	<u>Completed</u>
Educational Plans & Career Goals	___
Academic Strengths & Weaknesses	___
Career & Educational Accomplishments	___
Career Planning Status	___
Personal Development Needs	___
Work Interest Assessment	___
Personality Assessment	___
Leisure Interest Assessment	___
Skills Assessment	___
Values Assessment	___
Search for Occupations by Name	___
Search for Occupations by Industry	___
What You Can Do With a Major In ...	___
Compare 2 Occupations Side by Side	___

___ Has the student saved his/her favorite occupations in their FOCUS 2 Career Portfolio?

___ Has the student saved his/her favorite majors in their FOCUS 2 Career Portfolio?

Students should save their preferred occupations and majors as they are making decisions when they eliminate or save occupations and majors.

STUDENT'S FOCUS 2 CAREER PORTFOLIO



CAREER READINESS: A good starting point for students to assess their involvement in activities that support career and education decision making.

Career and Education Goals

_____ Do the student's education goals support his/her career goals? Do the student's preferred majors and degree level support the student's career goals?

_____ Are the student's career goals congruent with his/her assessment results?

Academic Strengths

_____ Does the student understand that knowledge of his/her academic strengths and weaknesses can help him/her overcome and compensate for his/her weaknesses while maximizing his/her strengths?

_____ A student with an undeclared major may wish to explore career fields that utilize his/her academic strengths.

_____ If a student has not taken a course in a career field he/she wishes to pursue, it would be wise to do so.

Your Accomplishments

_____ What aspects about a previous job did the student particularly like or dislike? Has the student used **Compare Any Two Occupations** on the FOCUS 2 Main Menu to compare a past occupation he/she enjoyed to an occupation of interest?

Career Planning Status Assessment

This assessment measures the student's "Career Planning Maturity" and "Readiness to Plan" by looking at the level of involvement and specificity of a person's activities associated with his/her career exploration process.

_____ **Self Assessment** (pink bar) Recognition of one's interests, values, personality type, and skills helps a person to identify occupations that appeal to him/her, narrow down options, and map out career goals. A low score in self-assessment indicates that the student is minimally involved in examining his/her interests, values, personality, and skills. It is important that the student becomes more actively involved in self-assessment because it is the most important first step in career planning.

_____ **Career Exploration** (green bar) It is important that the student is actively involved in the career exploration activities to help him/her become an informed decision maker. A low score in career exploration indicates that the student is minimally involved in career exploration. It is important that the student becomes more actively involved in career exploration because it will help the student to narrow down options and map out career goals.

_____ **Career Planning Satisfaction** (blue bar) A low score in Career Planning Satisfaction indicates that there are obstacles interfering with the student’s ability to engage in career planning activities. Obstacles could be financial, family responsibilities... The obstacles should be addressed by directing the student to the appropriate support services.

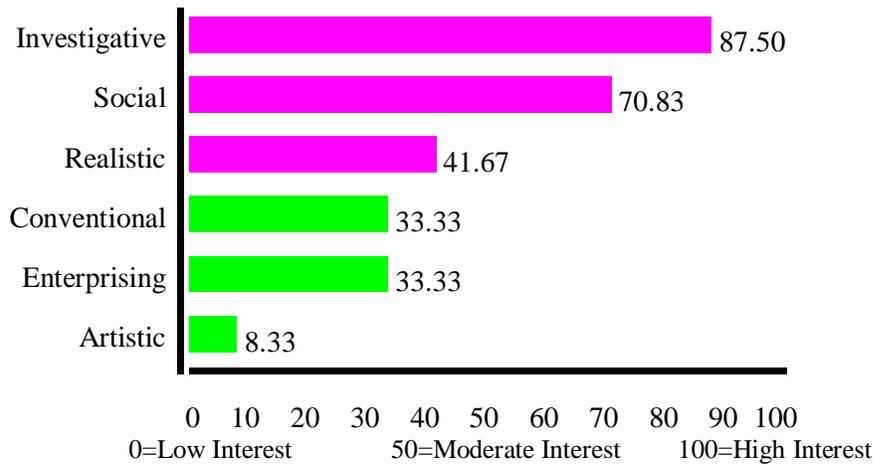
Your Personal Development Needs: An important aspect of the career planning process is the identification of one’s personal development needs to support the attainment of one’s career objectives.

_____ A student’s personal development needs could be addressed by directing a student to the appropriate support services.

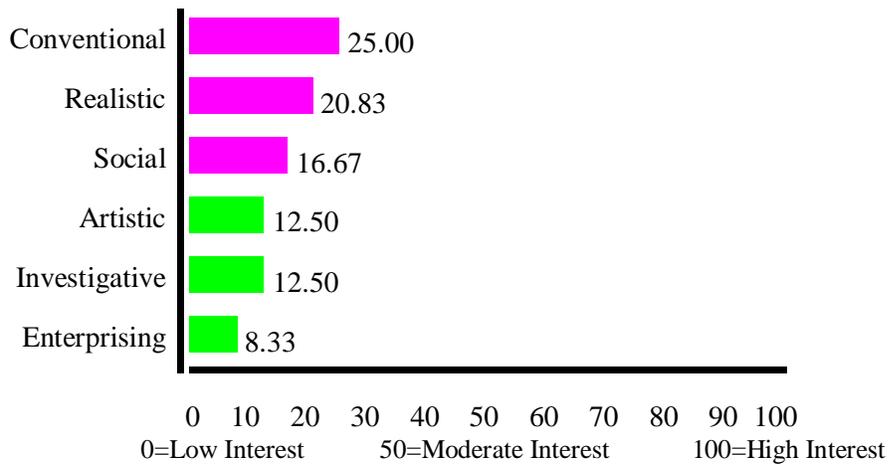


SELF ASSESSMENT: Five Self- Assessments are available to students. Assessment results are matched to occupations and supporting majors at your college and displayed in the results of each assessment. (Lists can be viewed on the student side of the FOCUS 2 system within each assessment and in Narrow and Refine Your Results: See Your Top Career Choices.)

Work Interest Assessment: The work assessment identifies a student’s work interests and matches his/her interests to occupations and supporting majors at the college. A person’s Holland code describes his/her top 3 work interests. The bar graph display of the student’s Holland Code shows the strength in each work interest area. The Holland Code in this graph is ISE (Investigate, Social, Enterprising, or the top 3 work interests in order shown).



- If a student scores less than 50 on all six elements, the student may have negative or indifferent feelings or lack of exposure towards the world of work. In this situation, the student may benefit by exploring elective college courses, volunteer work, and internships. The FOCUS 2 **Leisure Activities Assessment** could be used to substitute for the work interest assessment.



Personality Assessment: The FOCUS 2 personality assessment utilizes the Jung theory of personality and the research insights surrounding the use of the Myers-Briggs Type Indicator. The assessment measures how a person likes to focus his/her attention, prefers to acquire information, handles information, looks at the world, makes decisions, and organizes the world around him/her. The student’s personality type is matched to occupations and supporting majors at the college.

Skills Assessment: A skill is defined as the ability to perform an activity proficiently. The skill can be acquired through education, through work experience and job training, or it can be the result of an ability that a person has had for years. The student’s skills are matched to occupations and majors at the college supporting those occupations.

Values Assessment: An assessment of values enables students to focus on what is important to them in their work and their life. It then matches students to occupations that they may find satisfying, based on the similarity between their work values (such as achievement, autonomy, and conditions of work) and the characteristics of the occupations.

Leisure Interest Assessment: The leisure interest assessment identifies a student’s leisure interests and matches his/her leisure interests to occupations and supporting majors at the college.



THE STUDENT’S CAREER PORTFOLIO

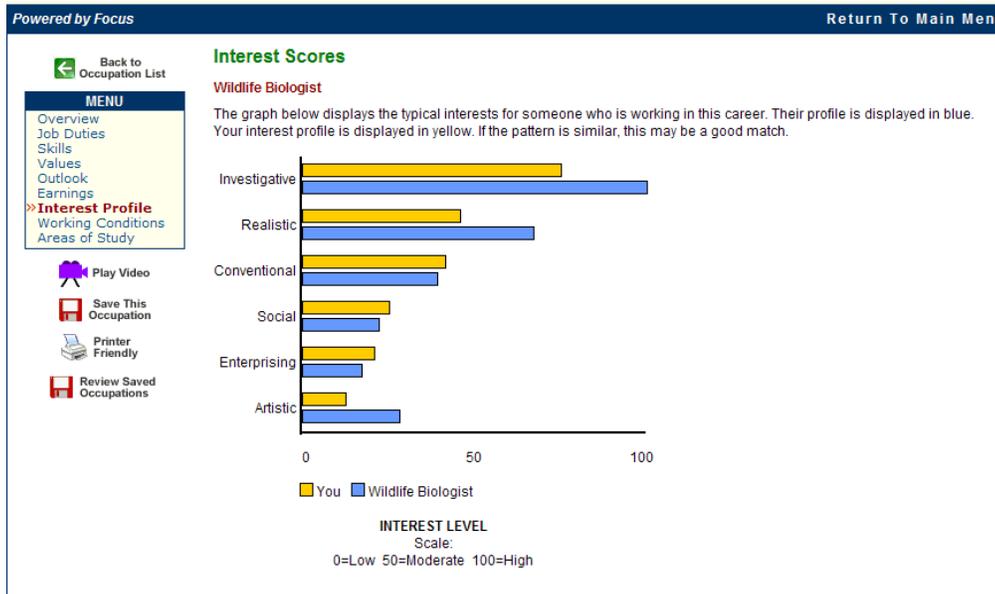
Narrative descriptions of students’ attributes are included in the assessment results and summarized in their career portfolios. These summaries can be helpful to students writing cover letters or preparing for interviews. Each student should have a good understanding of his/her attributes and why the attributes will be a strength in the world of work.

Your Saved Careers:

Students should save their preferred occupations as they review them. By saving their preferred occupations, the student is making a decision. Students can explore the occupations by clicking on any occupation and viewing short video clips associated with many of the occupations, exploring job duties, outlook, advancement opportunities, earnings, professional associations, areas of study, etc.

_____ Are the student’s preferred occupations in congruence with his/her assessment results?

_____ While viewing a preferred occupation, see if a student’s work interests are a good match with the occupation’s work interests.



Your Saved Majors: A student should save preferred majors as he/she reviews them. By saving preferred majors the student is narrowing his/her choices and approaching a decision.

_____ Does the student find the occupations associated with their preferred major appealing?

_____ Are the student’s preferred majors in congruence with his/her assessment results?

_____ Do the student’s saved majors support his/her saved occupations?

ADDITIONAL NOTES ABOUT FOCUS 2:

USING FOCUS 2 TO CHOOSE THE RIGHT MAJOR:

Step 1: Complete the Self Assessments

Step 2: Explore occupations and majors presented in results of each assessment. Use **Narrow and Refine Your Results: See Your Top Career Choices**. Save favorite occupations and majors.

Step 3: Use **What Can I do with a Major In...?** Click on any major of interest. Explore occupations associated with that major.

EXPLORE THE POSSIBILITIES

Ongoing exploration of occupations using the FOCUS 2 system will help the student to make informed decisions about his/her career and education.

Exploration of occupations is a key component of career planning. A student can explore occupations in many different ways using several tools in FOCUS 2 including

- **Exploring the Occupation and Major Lists** presented in their assessment results. Click on any occupation or major in the lists displayed in the student’s assessment results.

Following completion of each assessment, the student is presented with a list of Occupations and Majors at the college matching the assessment results.

SAVED	SORT BY OCCUPATION NAME	SORT BY NATIONAL AVERAGE SALARY	MAJORS AT A SAMPLE COLLEGE
	Computer Network Engineer	\$78,560.00	Computer Science Computer Engineering Electrical Engineering
	Computer Programmer	\$74,690.00	Computer Science Computer Engineering Mathematics
	Computer Software Technician	\$74,690.00	Computer Science Computer Engineering
	Environmental Compliance Inspector	\$55,100.00	Law Geology/Earth Science
	Environmental Technician	\$45,730.00	Biochemistry Chemistry
	Fish Hatchery Specialist	\$60,670.00	Biology
	Forest and Conservation Technician	\$36,370.00	Chemistry
	Hazardous Waste Management Analyst	\$67,360.00	Biology Biochemistry Geology/Earth Science Physics
	Industrial Air Pollution Analyst	\$45,730.00	Chemical Engineering Chemistry

A student can vary the education level of the occupations displayed matching the assessment results.

- **Narrow and Refine Your Results: See Your Top Career Choices:** Students can narrow their occupation choices by using Narrow and Refine Your Results: See Your Top Career Choices in which two or more assessments’ results are combined and only those occupations occurring in multiple lists are displayed. Students should save their preferred occupations and majors as they are making decisions when they eliminate or save occupations and majors.

- **Search by Name:** Students can explore over 1,500 occupations
- **Search by Industry:** Students can explore occupations associated with an industry area.
- **What can I do with a major in...?** Undeclared and declared students can use **What Can I Do with a Major In...?** to learn more about the majors offered at the college and the occupations associated with those majors. To explore majors not offered at the college and learn about specialization areas, students can scroll down beyond the college's major areas of study to explore a list of all majors defined by the U.S. Department of Education.
- **Compare Two Occupations Side-by-Side:** This feature offers a side-by-side comparison of any two occupations a student would like to explore.
- **Explore the Job Market** (under Recommended Tools and Websites on the Main Menu): Links to Job Boards allow students to explore the job market in various categories.

APPENDIX C

FOCUS 2 Student Feedback

(Completed without face-to-face advising, support, or feedback)

Feedback from Israel Suarez, student member of the Catawba College QEP Committee:

What I liked about this program was that I was able to be completely honest with my answers, and I have gotten the same career outcome from other programs that I have done. Ironically, the careers that were optimized for me are what I had in mind anyway! Also, some students say they don't know where to begin after they decide what career they would like to have. Well, on the right side [of the screen], [FOCUS 2] has the majors that Catawba offers that are related to a specific career. This is helpful because one goal was to get those who have not decided on a major, to declare. Lastly, I completed the link "Build your Action Plan." While it was simple in terms of the questions that it asked, such as what previous work and volunteer experiences you've had, who your advisor is and what is their contact information, and what internships have been done or are in the near future, it was helpful because it served as a reminder for those who have little past experiences with work to get out and add to the résumé.

Overall, it is a great program that honestly takes your skills and personality traits and forms a career out of them.

Feedback from Andrew McCollister, student member of the Catawba College QEP Committee:

I have taken the full FOCUS 2 survey. I felt overall it was a very strong and detailed representation of my skill sets and personality type. It also did a good job of showing the job opportunities available for me. I would highly recommend that this program be made available to the entire student body, and if possible, make it a requirement for the entire student body.

I would, however, say that the test did have some confusing language and did ask some questions that not all students would answer honestly or even know how to answer. Teacher guidance would be needed to help prepare the students for taking this survey. I would also recommend that the students be guided in how to interpret their results. The test would give students a good foundation for choosing their occupation path and major but definitely should not be the only factor to be considered.

All in all, it is a great test that I believe, with the proper guidance, would be able to help struggling and non-struggling students obtain a firmer grasp on their skills and future plans.

APPENDIX D

Sample Career Decision Self-Efficacy Scale (CDSE) Information

Table D1
Sample Career Decision Self Efficacy Scale (CDSE) Questions

1	2	3	4	5
No Confidence At All	Very Little Confidence	Moderate Confidence	Much Confidence	Complete Confidence
1. Select one major from a list of potential majors you are considering.				1 2 3 4 5
2. Make a plan of your goals for the next five years.				1 2 3 4 5

Reproduced with permission from Mindspring Inc. <http://www.mindgarden.com/products/cdse.htm>

Table D2
CDSE Score Interpretation

Score Range	Interpretation
1.0-2.5	Low to Little Confidence: Needs Intervention
2.5-3.5	Moderate Confidence: May be comfortable exploring or may need some improvement.
3.5-5	Good Confidence: Comfortable with this skill set

Reproduced with permission from Betz and Taylor, 2012.

APPENDIX E

C2C Career Awareness Transitional Résumé (CAT-R) Rubric

Proposed Career:				
Quality Scoring/ Element	No Quality Opportunities and Experiences Present	Few Quality Opportunities and Experiences Present	Some Quality Opportunities and Experiences Present	Quality Opportunities and Experiences Present
Work History and Accomplishments with Scope of Responsibility				
Leadership Experiences				
Communication Skills				
Activities, Honors, Skills				
Career Skill 1				
Career Skill 2				
<p><i>Specific notes listed above are provided to help you improve your CAT-R and increase your ability to secure the best internship and career focused position. You may bring a revised CAT-R back for additional assistance.</i></p>				

APPENDIX F

C2C Skills Identification and Improvement Report

All careers require specific skills that separate the experts from those who will not advance to their highest level. Knowing what those skills are is important for your career planning, and having a course of action to acquire the necessary level of competency is critical.

Name: _____ **My Intended Career:** _____

Today's Date: _____ **Anticipated Graduation Date:** _____

The Top 3 Career-Specific Skills that Need Enhancement for My Intended Career			
Career-Specific Skill	Current Competency Level	Required Competency Level	Plan of Action to Improve Skill

APPENDIX G

Focus Group Questionnaire

The C2C career awareness advisors will conduct focus groups with sophomores and juniors. The intention is to ascertain what worked well for students and what can be improved in future years.

Step 1: Have each student complete the following survey. Take about 10 minutes.

1. How was your experience with FOCUS 2?
2. How was your experience with advising related to career choices?
3. What activities did you participate in to become a stronger candidate for your chosen career?
4. What was your experience with writing a CAT-R?
5. What advice would you offer to new Catawba students about how to learn about career possibilities over the course of their college experience?

Step 2: In groups of three or four, have sets of students discuss and write out answers to the following three questions. Take about 10 minutes.

1. How did you make use of the C2C program?
2. What worked well for you in the C2C program?
3. What would you change about the C2C program?

Step 3: As a group, facilitate a discussion about each of the three questions in Step 2. Let the students bring up points that are most relevant to them, but keep the discussion focused on the issue of career awareness. Take about 10 to 20 minutes.

APPENDIX H

The Top Seven Skills Sought by Employers

How to Develop the Top 7 Skills Sought by Employers - here at Catawba College

Year after year, regardless of job market conditions, employers have a similar wish list for candidates’ skills and qualities. Here is a list distilled from employer surveys published by eminent national associations, universities and research groups.¹ Below each skill are examples of how you can develop these skills, and demonstrate to future employers that you possess them.

*Some activities/organizations you can be part of at Catawba to gain these skills are in blue.
You can add more!*

*Use these suggestions to create your own powerful set of skills while at Catawba.
A strong set of these skills and behaviors will increase your marketability for internships, jobs, and graduate school.*

Be a Skill Seeker In and Out of the Classroom!

1. Communication Skills- oral & written

- Write stories, advertisements, press releases, or newsletters for Student Media, or a campus or community organization.
- Enroll in an academic class that is writing intensive, or includes presentations or speeches.
- Work in a campus office (i.e., at an information desk or in an operations or office assistant position).
- Improve the way you listen to others; use empathy and self-control when diffusing disagreements.
- Refine your job search materials (e.g., résumé, cover letter, interview preparation).
- Act with a theater group, film, or broadcast production.
- Do fundraising for charities or nonprofit events; volunteer to work on a political campaign.
- Be a tutor and/or note taker for students needing assistance.

<ul style="list-style-type: none"> ■ ALPHA Program ■ Blue Masque ■ Catawba Athletic Training Club ■ Catawba Guides ■ Dead Athenian Society (D.A.S.) ■ Delphinian Society ■ Retreat Leadership Corps ■ Helen Foil Beard Society 	<ul style="list-style-type: none"> ■ Psychology Club ■ Be a Residence Assistant ■ Student Government Association ■ Volunteer Catawba ■ Wigwam Productions ■ Intramural and Recreational Sports ■ American Chemical Society ■ Phi Beta Lambda (PBL)
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2. Interpersonal Skills- relates well to others, self-confident, tactful, friendly, outgoing, sense of humor

- Engage in discussions with people different from you.
- Participate as an active team member in class, a campus organization, or at a job.
- Conduct interviews with people to gather information for a class project, organization, or personal goal.
- Volunteer for a telephone hotline, women's shelter, after school program, hospital, nursing home, etc.
- Work as a tutor, coach, camp counselor, or mentor.
- Work as wait staff, info desk assistant, office or retail staff, recreation assistant, customer service staff, etc.
- Become a personal assistant for an individual with disabilities.
- Develop interpersonal skills in classes that emphasize human relationships or intercultural issues.

<ul style="list-style-type: none"> ■ ALPHA Program ■ Blue Masque ■ Catawba Guides ■ Dead Athenian Society (D.A.S.) ■ Delphinian Society ■ Phi Beta Lambda (PBL) ■ Intramural and Recreational Sports 	<ul style="list-style-type: none"> ■ Campus Crusade for Christ ■ Helen Foil Beard Women’s Society ■ Volunteer Catawba ■ Diversity Club ■ Psychology Club ■ Student Government Association ■ Be a Residence Assistant
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3. Teamwork Skills- works well with others, flexible, adaptable

- Lead a project team or committee in class, a student organization, or job.
- Use an internship, study group, class, or research project to help turn a group of people into a team with common goals.
- Join a musical group or act in a play.
- Participate on intramural team or sports club, coach Little League, become a summer camp counselor or recreational leader.
- Contribute as a valuable member of a team focusing on team goals more than personal goals.

<ul style="list-style-type: none"> ■ Catawba Pride Marching Band ■ Psychology Club ■ Intramural and Recreational Sports 	<ul style="list-style-type: none"> ■ Volunteer Catawba ■ Residence Assistant ■ Student Government Association (SGA) ■ Wigwam Productions
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4. Initiative- strong work ethic, risk-taker, entrepreneur

- Identify a campus or community need and proactively find and implement solutions.
- Select a skill that you would like to improve, and seek out experiences that will help you achieve that goal.
- Appropriately balance academics, co-curricular activities, and employment.
- Solicit strong instructor/supervisor references from academic, co-curricular or employment activity.
- Take pride in your work.
- Study abroad; interact with other cultures.
- Start your own business while in college.

<ul style="list-style-type: none"> ■ Arrowhead ■ Catawba Athletic Training Club (CATS) ■ The Pioneer ■ Student Government Association (SGA) 	<ul style="list-style-type: none"> ■ Retreat Leadership Corp ■ Environmental Catawba Outreach ■ Sustainable Catawba ■ Work Study
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5. Analytical Skills- problem-solver, detail-oriented, organized, creative, strategic planner

- Participate in undergraduate research with a faculty member.
- Work as a lab assistant with computers, science, or language.
- Organize a campus event, including volunteer staff, budget, publicity, etc.
- Seek opportunities to evaluate data to support decision making.
- Manage your time well; meet deadlines.
- Take a topic you are passionate about, and research the opposing view.
- Read an article in an academic area different from your own and develop implications for your area.
- Develop a decision tree for an upcoming purchase, researching all relevant information (brand, model, size, etc.)
- Develop a three-year strategic plan for a student organization.
- When considering a difficult decision, appraise your choices realistically and seek professional advice when appropriate.

<ul style="list-style-type: none"> ■ ALPHA Program ■ Arrowhead ■ Be a Residence Assistant (RA) ■ The Pioneer 	<ul style="list-style-type: none"> ■ Student Government Association ■ Sustainable Catawba ■ American Chemical Society
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6. Leadership Skills- communicate vision, action oriented, influence/motivate others, enthusiastic

- Run a campaign for student government or campus issue; or get involved in local or state politics.
- Be an active officer or committee chair of a campus organization.
- Identify a campus or community need and proactively find and implement solutions.
- Facilitate group discussions in class or in a campus organization.
- Organize and manage an intramural sports team, camp or recreation group.
- Lead children's programs, tutor kids in a local school, or coach a children's sports team.
- Get an internship in an area of career interest; consult with Career Services and your advisor.
- Train new campus organization members or employees at your job.

<ul style="list-style-type: none"> ■ APHA Program ■ Blue Masque ■ Catawba Guides ■ Residence Assistant (RA) 	<ul style="list-style-type: none"> ■ Student Government Association (SGA) ■ Volunteer Catawba ■ Wigwam Productions ■ Retreat Leadership Corp
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7. Technical Skills- utilize computer software & hardware, web and financial resources

- Design or maintain web sites for a student or community organization, campus office or yourself.
- Design a brochure, advertisement, or newsletter using desktop publishing software.
- Work with video/audio and media with Sports Information office or as a tech or projectionist on Campus.
- Keep budgets or financial records for campus or community organizations, or work in a billing office.
- Design PowerPoint presentation for class or a campus organization -- Design Posters to advertise events/clubs.
- Sell computer hardware or software, or start a web-based business.
- Work in the studio or control room of a radio or TV station.
- Learn computer and technical skills in classes and workshops that focus on software programs and applying technology.
- Assist community agencies with databases, statistical analyses, financial or service reports.

<ul style="list-style-type: none"> ■ Arrowhead ■ The Pioneer 	<ul style="list-style-type: none"> ■ Math Club
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¹ Sources include the National Association of Colleges & Employers (NACE), Michigan State University, University of Illinois at Urbana- Champaign, Hart Research Associates, CareerBuilder, US News & World Report, World Future Society, American Society for Training & Development and the U.S. Department of Labor.

APPENDIX I

Sample C2C Career Awareness Advisor Job Description

Job Title: C2C Career Awareness Advisor

Terms of Employment: Full-time, 10-month position

Description: Catawba College invites applications for the position of Career Awareness Advisor. This position is part of the college's new initiative based on the current Quality Enhancement Plan (QEP). This initiative is the Catawba to Career (C2C) program, which is designed to provide expanded career awareness opportunities for students.

Qualifications:

- Master's degree in counseling, student affairs, higher education, or a related field earned by date of appointment
- At least one year of experience providing career services to college students
- Proven ability to develop and lead career planning events or programming
- Ability to interact effectively with college students
- Ability to coordinate activities across departments

Responsibilities:

- Organize and coordinate career awareness activities
- Assist students with résumé counseling
- Counsel students after use of computer-assisted counseling software
- Administer surveys and conduct focus groups as part of program assessment
- Lead and/or facilitate professional development workshops
- Collect and analyze data
- Write formal evaluation reports