



Phase 1 Info Packet

QEP Overview

The QEP for East Texas A&M University, *Foundation for Your Future*, equips students with a comprehensive approach to making career choices. These choices begin with an inward assessment and conclude by connecting personal traits to a broad range of career options for which students are most suited, embedded in an engaging, hands-on education that prepares students for success in their chosen careers. The overarching purpose of the QEP is to represent the construction of a student's career readiness and ability to manage their career in three phases designed to:

- Provide students with a solid career *foundation* as they begin college.
- Build upon this foundation with a *framework* that provides students with the skills, content, and competencies needed for a successful future.
- Launch students successfully into their careers with a *capstone experience or project* as a synthesis of prior learning.

GOAL of PHASE 1: To provide students with a solid career foundation as they begin college.

Student Learning Outcome: Students will align their personal strengths, interests, and values to a potential career path or field of study.

Courses CID 1300 The Student and the University
 CID 2301 The Human Experience
 Career-orientation courses in each academic program, where applicable

Phase 1: *Foundation*

Through introductory career classes embedded in the university undergraduate core and lower-level undergraduate courses, assignments and non-curricular activities, students will have the opportunity to identify long-range goals from the outset of their college experience so that they will be more likely to persist, graduate on time, and enter a career for which they are well suited. Part of this effort includes students identifying and evaluating their own Values, Interests, Personal traits, Rewards systems, Experiences, Skills, and Strengths (VIPRESS).

East Texas A&M Faculty: What We Need from You

In your Phase 1 QEP course, implement a unit on careers and career awareness appropriate to your course and content. As a component of this unit, invite students in your course to take the *Focus2* Self-Assessment. This assessment is available online, free of charge to all ETAMU students, and is available through the [Office of Student Career Preparedness](#) website (see instructions below). Invite students to bring the results of their self-assessment back to class for further in-class discussion. At the conclusion of this unit, assign the Phase 1 QEP writing assignment as described below, or another suitable career-related assessment that fulfills the QEP student learning outcomes for Phase 1. Grade the assignment for your course as you see fit. A suggested rubric is included below that could easily be converted into a grading rubric.

Near the end of the semester, you will receive an email from a member of the QEP committee asking for submissions for annual assessment of the QEP. When you receive this message, you will select ungraded student submissions that represent 10% of your course enrollment, download the student submission and share them with the QEP committee via the QEP OneDrive for evaluation by the QEP Committee. The grade you assign as the course instructor will not impact the QEP evaluation, and the QEP evaluation should not impact the grade you choose to assign for your course.

The QEP Career-Ready Micro-Credential

Through successful completion of QEP tasks through all three phases, students will be eligible to earn the QEP Career-Ready Micro-Credential. In Phase 1, students need to complete the *Focus2* Self-Assessment and Reflection Assignment, scoring a 3 (meets expectations) or higher on the QEP rubric. Additionally, students need to create a professional profile in *SkillsFirst* or *Handshake* (Hire-a-Lion).

Online Resources

- Office of Student Career Preparedness: <https://www.ETAMU.edu/student-career-preparedness/>
- *Focus2* (new user cap-sensitive code: **Lions**) <https://www.focus2career.com/Portal/Login.cfm?SID=1842>
- Hire-a-Lion (*Handshake*): <https://ETAMU.joinhandshake.com/login>

Designing a Career and Career-Awareness Unit

The information below includes basic suggestions, questions and discussion points if you would like a starting point to design a career or career-awareness unit in your class. These could be embedded in or part of oral presentations, written essays, course discussion groups, and more.

- Discuss VIPRESS and its importance to choosing a career path that will be meaningful for students.
- What are the career options? Focus on broader career categories or headings, and then the individual jobs within each heading, as applicable to your content area. Also discuss some of the careers that may be less commonly known, especially to those outside of the content area.
- What are the career ladders or opportunities for advancement?
- What are the requisite degrees, certifications, skills, knowledge and competencies for career entry, and then for career advancement?
- How does their upcoming coursework link to career skills, knowledge and competencies?
- How might students use their general education course skills and knowledge in various careers in the content area or major field of study?
- Where can students go to learn more about careers and career options?
- Where are jobs commonly posted in your content area?
- What can students do throughout their undergraduate coursework to make themselves competitive applicants upon graduation?
- Where are the jobs available? (locally, state-wide, regionally, nationally, internationally)
- What professional organizations should students be aware of and participate in? (Are there student-affiliate chapters on campus?)
- What does it take to be a good fit in the various careers (linking students' VIPRESS to career-specific information)?
- Direct students who do not yet know what degree or career they may want to pursue to additional resources, both within and in addition to your content area. Student Preparedness Navigators in the Office of Student Career Preparedness and university Academic Advisors can help. Point students towards opportunities that will help them learn more about themselves and how their attributes connect to various degrees across campus.

Phase 1 Writing Assignment



To complete this assignment, students will begin by completing at least three embedded assessments from the *Focus2* Self-Assessment to identify their skills, interests, work-values and personal traits. The five assessments from which students may select are:

- Work Interest
- Values
- Personality
- Leisure
- Skills

Students can take this *Focus2* Self-Assessment by contacting the **Office of Student Career Preparedness** or following the instructions below access their account:

1. Visit <https://www.ETAMU.edu/student-career-preparedness/>
2. Create a free account using the cap-sensitive access code **Lions**
3. Once you have an account, scroll down to take each assessment listed above

After a student has taken the *Focus2* Self-Assessment, they will write a two to five (2-5) page essay addressing the following items:

1. What is your major and what career do you hope to pursue after you graduate? If you have not yet selected a major, describe some possible degree or career paths that interest you).
2. Describe how you chose this major and degree path.
3. Describe the values, interests, personal traits, rewards systems, experiences, skills, and strengths (VIPRESS) you may need to be successful in your chosen career.
4. Explain what you learned from the *Focus2* results. Consider what surprised you, what you disagreed with, what you agreed with, and how closely the result met what you thought it would reveal.
5. What do you see as your greatest area of needed improvement? Be sure to provide support (such as examples from the report and your own experiences) in your response.
6. Apart from your chosen degree / career path, what other career paths seem interesting to you, and why?

Formatting: Include your *Focus2* results when you submit your written essay. Use 12 point, Times New Roman font, double spaced. Be sure to include headers, if you'd like, to assist readers.

Phase 1 Rubric

QEP Assessment Rubric

The QEP Assessment Sub-Committee will evaluate student submissions using this rubric, which neither impacts, nor is impacted by the course grade for the course assignment. A scoring guide is included if you choose to use this rubric for your course grade.

Identifying VIPRESS					
DOMAIN	(5) Exceeds Expectations 90 - 100	(4) Above Expectations 80-89	(3) Meets Expectations 70-79	(2) Below Expectations 60-69	(1) Does Not Meet Expectations 59 & below
Developing Self Awareness through Assessing: Values, Interests, Personality, Reward system, Experience, Skills, and Strengths (VIPRESS)	<ul style="list-style-type: none"> Has full awareness of VIPRESS through completion of 5 or more assessments in <i>Focus2</i> Reviews assessments results and consults on these with advisor, professor, and student career preparedness office Confirms that assessments are valid descriptions of one's VIPRESS and, if not, adjusts results for better alignment with one's true VIPRESS 	<ul style="list-style-type: none"> Has nearly full awareness of VIPRESS through completion of 4 assessments in <i>Focus2</i> Reviews assessments results and consults on these with advisor and professor Confirms that assessments are valid descriptions of one's VIPRESS and, if not, explores results and alignment with one's true VIPRESS 	<ul style="list-style-type: none"> Has some awareness of VIPRESS through completion of 3 assessments Reviews assessments results with professor or advisor Confirms or doubts that assessments are valid descriptions of their VIPRESS 	<ul style="list-style-type: none"> Has little awareness of VIPRESS through completion of 2 assessments in <i>Focus2</i> Reviews assessment results only partially Does not confirm assessment is a valid description of one or more of their VIPRESS 	<ul style="list-style-type: none"> Unaware of VIPRESS Or Does not take VIPRESS assessment