

Quality Enhancement Plan 2025-2030



NFC
NORTH FLORIDA
COLLEGE

**A GUIDE TO A
CAREER STUDENTS
WILL LOVE**



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INTRODUCTION



North Florida College (NFC) is committed to fostering a supportive academic environment that prioritizes accessible education, lifelong learning opportunities, and professional growth for its students and surrounding communities. This commitment is reflected in the college’s 2020-2025 Strategic Plan, which was developed with a focus on data-driven decision-making and comprehensive planning. Four key strategic goals were identified: improving branding efforts, increasing job placement and transfer rates, aligning academic programming with community needs, and enhancing enrollment, retention, and completion rates. Aligned with these strategic goals, the *Career Compass* Quality Enhancement Plan (QEP) has been developed to further support the college’s mission. This QEP is the result of continuous, comprehensive planning and evaluation processes, highlighting NFC’s dedication to data-informed strategies. By analyzing institutional data, NFC has identified areas needing additional focus and resources, particularly in improving completion and transfer rates.

Through targeted interventions and a focus on student subgroups such as first-generation PELL recipients, NFC aims to bridge performance gaps and ensure equitable opportunities for all students. The *Career Compass* QEP emphasizes the importance of career exploration and goal setting as essential components of student success, aiming to enhance academic engagement, increase completion rates, and ultimately support students in achieving their educational and professional aspirations.



1-TOPIC DEVELOPMENT: WHY CAREER COMPASS?



SELECTION OF TOPIC THROUGH ONGOING, COMPREHENSIVE PLANNING AND EVALUATION

North Florida College's (NFC) 2020-2025 Strategic Plan directly supports the College's mission to provide its students and communities a "supportive academic atmosphere, accessible education, lifelong learning opportunities and professional growth." Four strategic planning goals were established by faculty and staff in response to institutional data reviews. These goals address the College's desire to I) improve internal and external branding efforts, II) increase job placement and transfer rates, III) adjust academic programming to better meet the needs of its service communities, and IV) increase overall enrollment, retention, and completion rates.

In alignment with and support of NFC's Strategic Plan, the College's *Career Compass* Quality Enhancement Plan (QEP) was built upon an ongoing, comprehensive planning and evaluation process. Emphasizing the College's data-informed culture of decision-making, the College's Strategic Plan guides all facets of institutional planning and therefore was the impetus for the development of this QEP.

Annual, comprehensive reviews of the data used to assess the College's Strategic Plan and presented to the College's Board of Trustees revealed areas that would benefit from additional focus and resources. Specifically, goals II and IV warranted a closer look:

Strategic Plan - Goal II: NFC students who complete their program will be prepared for successful entry into either the workforce or into an upper-level institution.

Strategic Plan - Goal IV: NFC will enroll, retain, and graduate a larger and more diverse student body engaged in classroom and technology-enhanced education in a thriving learning community that meets students' educational goals.

Implementation of the Strategic Plan resulted in an overall increase of job placement rates which were 75.1% in 2019 to a noteworthy 83.6% in 2023 (a 14.4% increase). However, **transfer** and **completion** rates still lagged institutional expectations, as illustrated in the charts below.

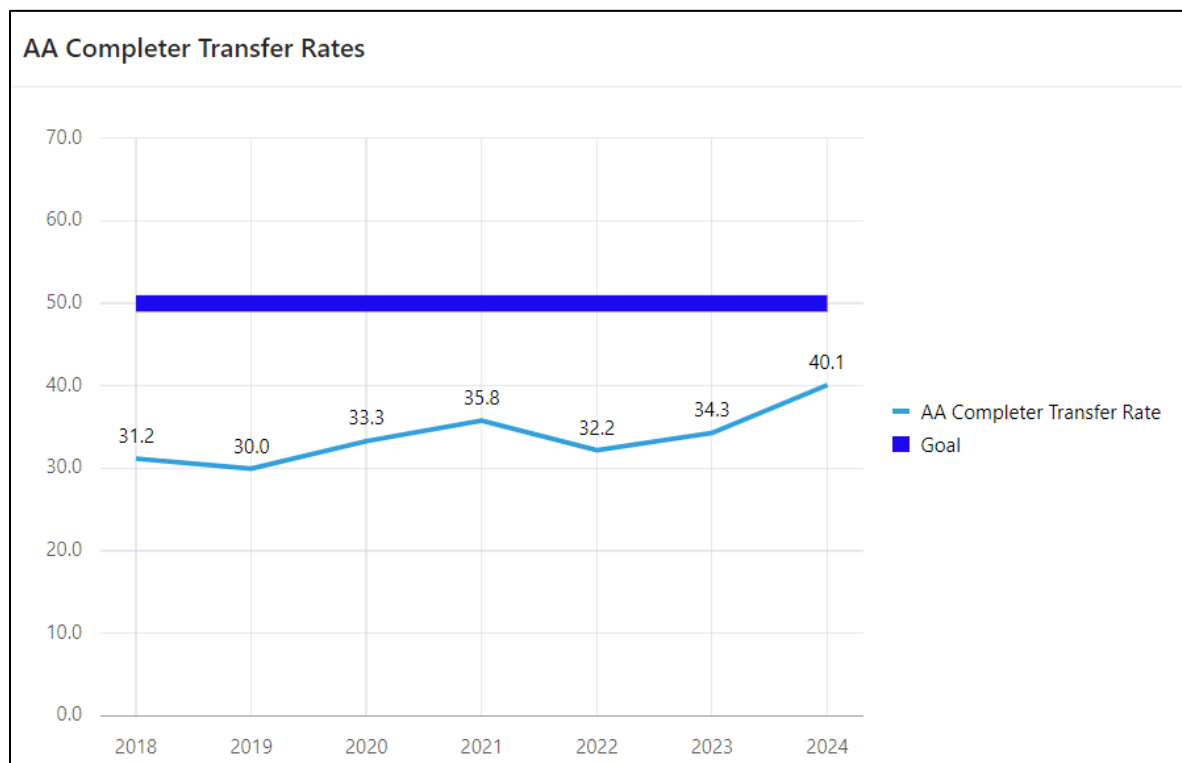
TRANSFER DATA

As referenced in Chart 1.1 below, the 2024 average rate at which associate in arts (AA) completers transfer to an upper-level institution within one year of completion increased by 5.8%, from 34.3% to 40.1%, indicating a positive impact of the strategic plan. However, and as stated in the [Targeted Transfer Pathways in Florida article issued by Florida College Access Network](#), the Florida College System average for AA graduates articulating to the Florida College System or the State University System was 67.6% as of 2018, which is far superior to the NFC rate of 31.2% for the same year. It is important to note that NFC's 31.2% includes transfers to any in-state or out-of-state upper-level institution. The 2020-2025 NFC Strategic Plan attempted to progressively increase this performance metric by first reaching a goal of 50%. Thus far, NFC has been unable to attain success in this metric.



1-Topic Development: Why Career Compass?

Chart 1.1 - AA Completer Transfer Rates



Through a series of disaggregation data analysis exercises, the College compared the performance of different student subgroups to identify which groups had been less responsive to strategic interventions. NFC expects increased and deliberate attention to these student subgroups will improve successful outcomes for those students while increasing the College's overall completion and transfer rates.

NFC tracks the performance of its students by placing them into cohorts using the first academic year in which students enter the college. NFC only tracks dual enrollment students once they graduate from high school and enroll as a degree-seeking student. These cohorts may then be further analyzed by hours and/or transferable credit from other institutions.

A brief explanation of the subgroups analyzed include the following:

- **Average** - The average rate of NFC AA completers transferring to an upper-level institution within one year of completion
- **FGP** - Students identifying as both 1) first-generation and 2) receiving the Federal PELL grant.
- **Neither FG nor PELL** – Students having both 1) a parent or guardian who has navigated the college experience and 2) an individual or household income higher than the PELL limitation.
- **PELL** – All recipients of the Federal PELL grant. Defined by NFC as low-socioeconomic status.
- **First-generation** – No parent or guardian has a baccalaureate degree.
- **Ethnic minority** – All students not represented in the majority ethnic population of NFC.
- **Ethnic majority** – All students represented in the majority ethnic population of NFC.



Chart 1.2 - Percentage AA Completers Transferring Within One Year

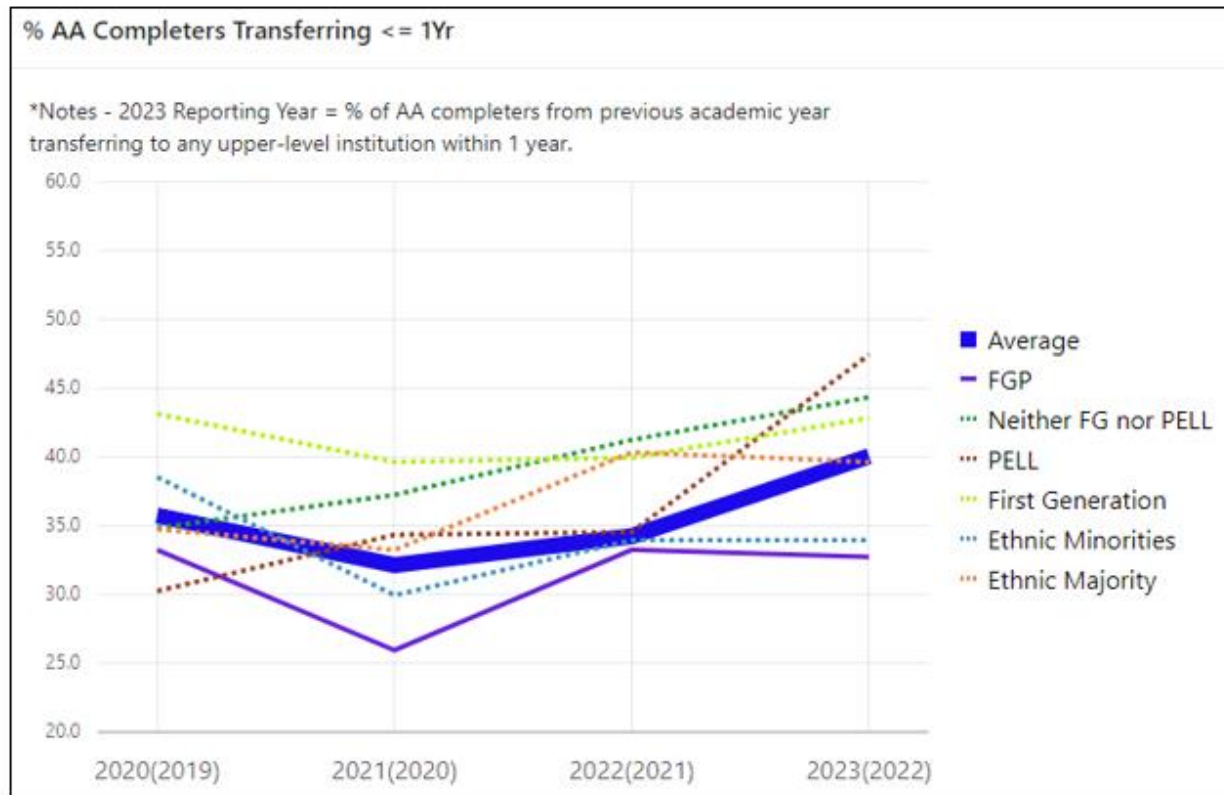


Chart 1.2 provides an example of the type of disaggregation studied during the planning of the QEP. The example measures how each group performed in the percentage of AA graduates transferring to an upper-level institution within one year of completion. The committee found combining some of these groups created a custom group of students performing much lower than its parent groups. For example, when students identified as first-generation (FG) and are also the recipient of a Federal PELL grant, their success rate plummets compared to students who are only found in either the PELL recipient group or the first-generation group.

The committee found combining some of these groups created a custom group of students performing much lower than its parent groups.



1-Topic Development: Why Career Compass?

Chart 1.3 – Improvement in Percentage AA Completers Transferring Within One Year

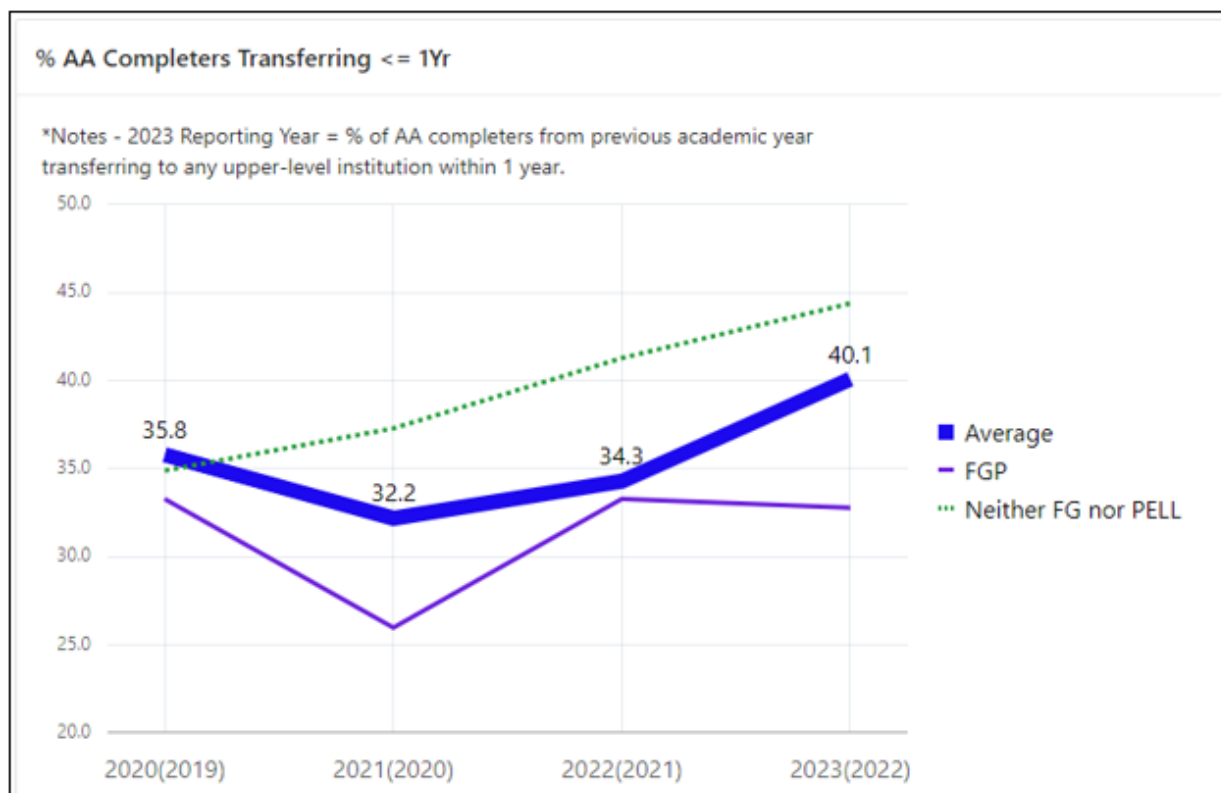


Chart 1.3 demonstrates that the practices implemented under the Strategic Plan have led to positive outcomes for the “average” and the “high-performing” groups; however, the FGP students show little improvement.

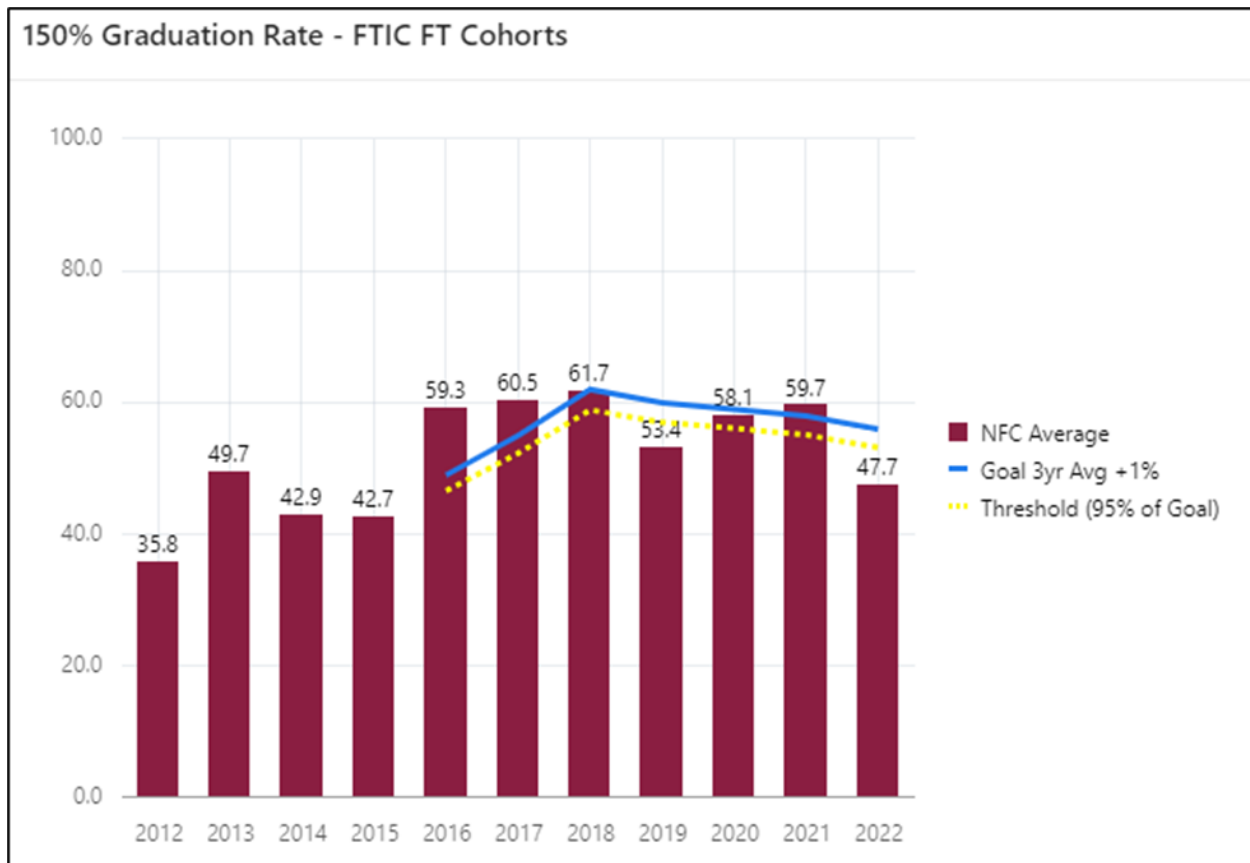
COMPLETION DATA

In addition to the AA Graduate Transfer Rate mentioned earlier in this section, the 150% Completion Rate also informed the QEP. North Florida College (NFC) utilizes the 150% Completion Rate as a primary metric for student success, which measures the percentage of first-time, full-time students who complete their program within 150% of the expected time.

Analysis of completion data illustrated in the charts below yielded similar results as the transfer data discussed above.



Chart 1.4 – 150% Graduation Rate of FTIC FT Cohorts



As detailed in Chart 1.4, of the 2022 first-time in college full-time (FTIC FT) cohort, which consisted of 88 students who began in Fall 2021, only 42 students completed their programs by the end of the 2024 academic year. This yields a 150% Completion Rate of 47.7%.

The College acknowledges that smaller cohort sizes can result in more volatile year-to-year outcomes. This can be due to the smaller sample size being more susceptible to fluctuations

NFC remains committed to student success and recognizes the need for immediate action when completion rates fall below established thresholds.

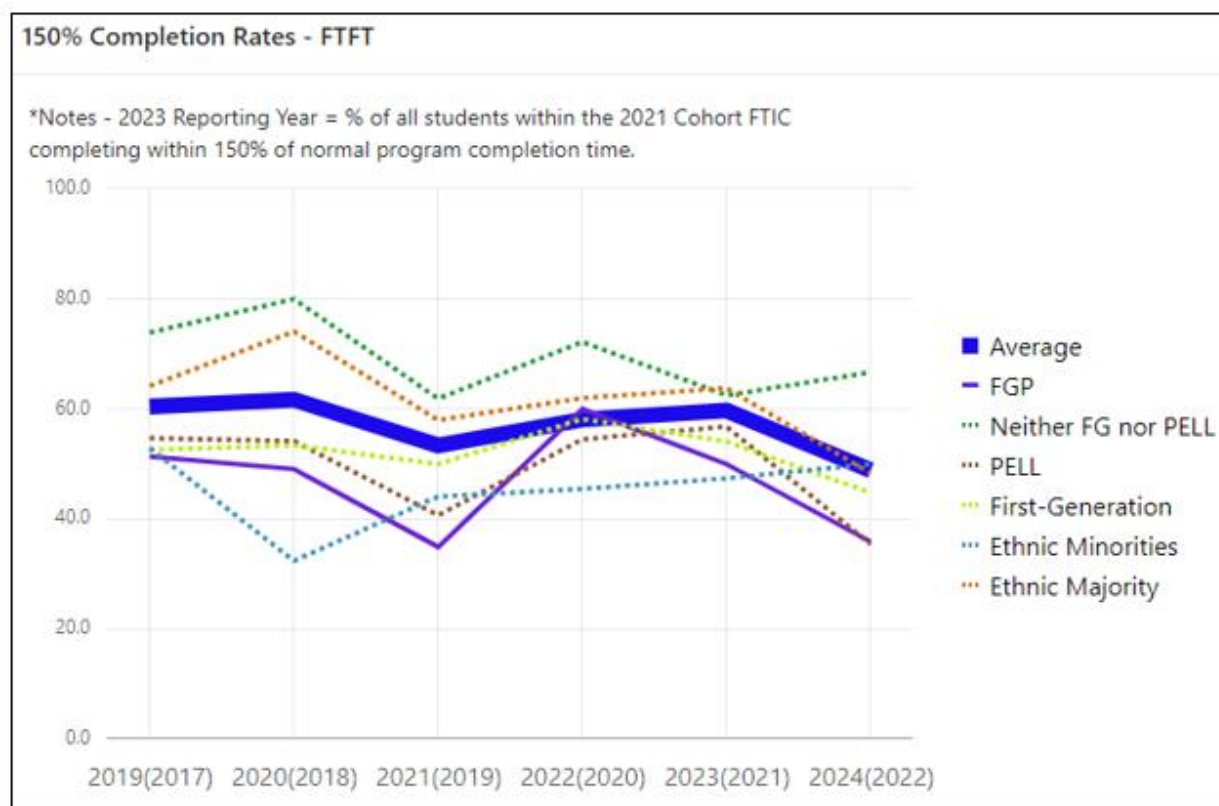
caused by individual student outcomes. However, NFC remains committed to student success and recognizes the need for immediate action when completion rates fall below established thresholds. The decline in the 150% Completion Rate to 47.7% for the 2022 cohort suggests that the College must address factors contributing to non-completion.

Similar to the AA Graduate Transfer Rate analysis, the QEP Committee examined disaggregated completion data to help identify high-performing student groups performing above the cohort average and underperforming groups falling below the cohort average.



1-Topic Development: Why Career Compass?

Chart 1.5 – 150% Completion Rates by Subgroups



A brief explanation of the subgroups analyzed in Chart 1.5 above include the following:

- **Average** - The average rate of NFC AA completers transferring to an upper-level institution within one year of completion
- **FGP** - Students identifying as both 1) first-generation and 2) receiving the Federal PELL grant.
- **Neither FG nor PELL** – Students having both 1) a parent or guardian who has navigated the college experience and 2) an individual or household income higher than the PELL limitation.
- **PELL** – All recipients of the Federal PELL grant. Defined by NFC as low-socioeconomic status.
- **First-generation** – No parent or guardian has a baccalaureate degree.
- **Ethnic minority** – All students not represented in the majority ethnic population of NFC.
- **Ethnic majority** – All students represented in the majority ethnic population of NFC.

The results of disaggregating the 150% Completion Rate cohorts by the subgroups above revealed very similar results to the AA Graduate Transfer Rate. Students who 1) self-identify as first-generation and 2) receive the Federal PELL grant are less likely to complete within 150% of the normal program completion time. The disaggregated data revealed that FGP students consistently lagged behind other student groups in the 150% completion rates metric.



Chart 1.6 – 150% Completion Rates – Performance Gap between FGP and Non-FGP

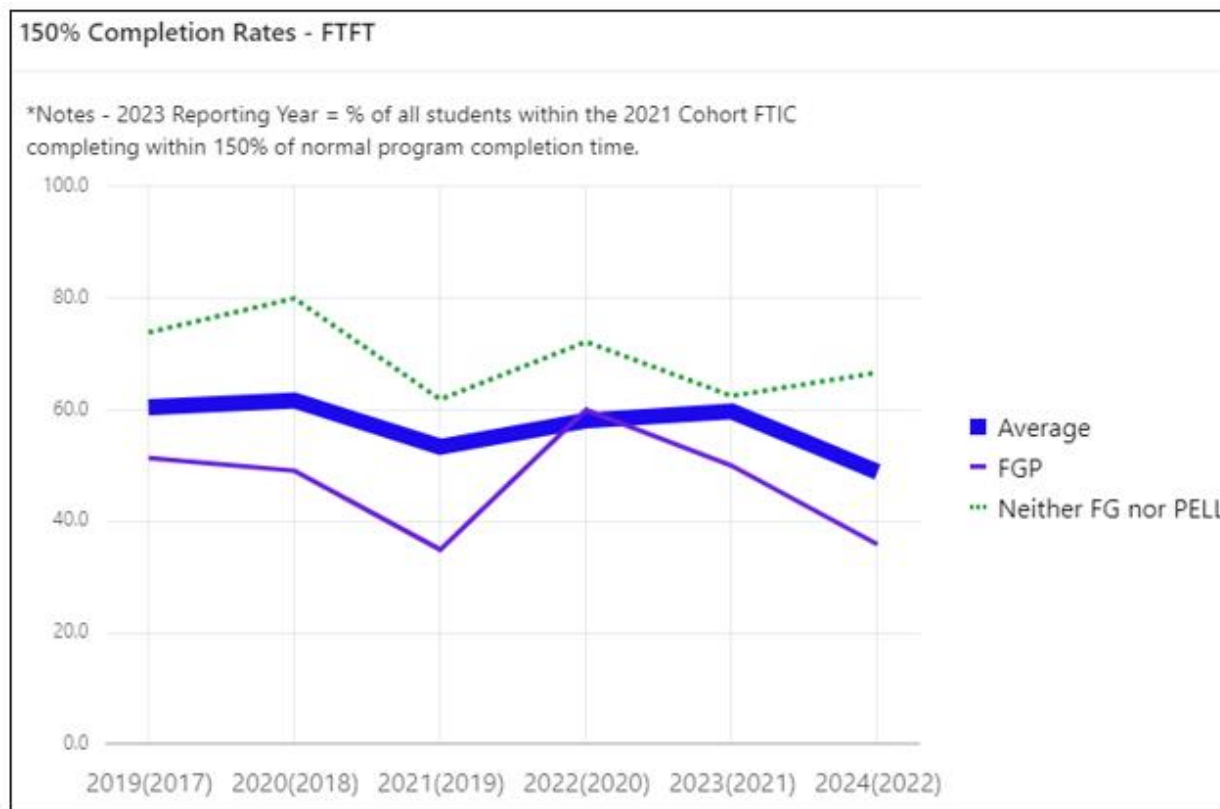


Chart 1.6 filters the data from Chart 1.5 to only include the FGP group, non-FGP group, and cohort average. By filtering the data to include only these three categories, the significant gaps between FGP students and their peers, at times more than 20%, underscore the need for targeted support. Providing equitable opportunities and support to this vulnerable group ensures they have the resources and guidance to succeed.

Providing equitable opportunities and support to this vulnerable group ensures they have the resources and guidance to succeed.

ADDITIONAL DATA ANALYZED

In addition to transfer and completion rates, the following is a list of additional performance metrics included in the analysis. Each of the metrics reveals similar results as the transfer and completion charts above with gaps in performance between FGP students and students neither first-generation nor PELL recipients.

- Fall to Fall Retention
- Average GPA
- Hours Attempted vs Hours Earned
- Gateway English Pass Rates
- Gateway Math Pass Rates



1-Topic Development: Why Career Compass?

Furthermore, Charts 1.7 and 1.8 below show the results of a college study that tracks students beginning with their first term at NFC. The study places students into one of the following categories, prioritizing the categories in this order:

- 1) NFC Completion
- 2) NFC Continued Enrollment
- 3) Transfer without NFC Completion
- 4) Dropout

Each category is associated with a color in the legend below and identified as a positive or negative outcome for the student and/or college. For example, in this study, NFC defines the transfer category as a positive outcome for students but not the College because students in this category transferred before NFC completion.

Legend for Chart 1.7 and 1.8 below

<ul style="list-style-type: none"> • Negative Outcome for Both NFC and Students <ul style="list-style-type: none"> ○ Red – No Completion or Transfer (Dropout) • Positive Student Outcome <ul style="list-style-type: none"> ○ Yellow – Transferred but No Completion ○ Brown – Transferred and Completed Elsewhere ○ Green – Still Enrolled at NFC ○ Light Blue – Completed NFC Certificate ○ Dark Blue – Completed NFC AA or AS • Positive NFC Outcome <ul style="list-style-type: none"> ○ Green – Still Enrolled at NFC ○ Light Blue – Completed NFC Certificate ○ Dark Blue – Completed NFC AA or AS 	<table border="1"> <thead> <tr> <th>Category</th> <th>Color</th> <th colspan="2">Outcome</th> </tr> </thead> <tbody> <tr> <td>Dropout</td> <td>Red</td> <td colspan="2">Negative</td> </tr> <tr> <td rowspan="2">Transfer</td> <td>Yellow</td> <td rowspan="2">Student Positive</td> <td rowspan="2">NFC Negative</td> </tr> <tr> <td>Brown</td> </tr> <tr> <td>Enrollment</td> <td>Green</td> <td colspan="2">Student Positive</td> </tr> <tr> <td rowspan="2">Complete</td> <td>Light Blue</td> <td colspan="2">NFC Positive</td> </tr> <tr> <td>Dark Blue</td> <td colspan="2">NFC Positive</td> </tr> </tbody> </table>	Category	Color	Outcome		Dropout	Red	Negative		Transfer	Yellow	Student Positive	NFC Negative	Brown	Enrollment	Green	Student Positive		Complete	Light Blue	NFC Positive		Dark Blue	NFC Positive	
Category	Color	Outcome																							
Dropout	Red	Negative																							
Transfer	Yellow	Student Positive	NFC Negative																						
	Brown																								
Enrollment	Green	Student Positive																							
Complete	Light Blue	NFC Positive																							
	Dark Blue	NFC Positive																							

The legend colors are further explained below:

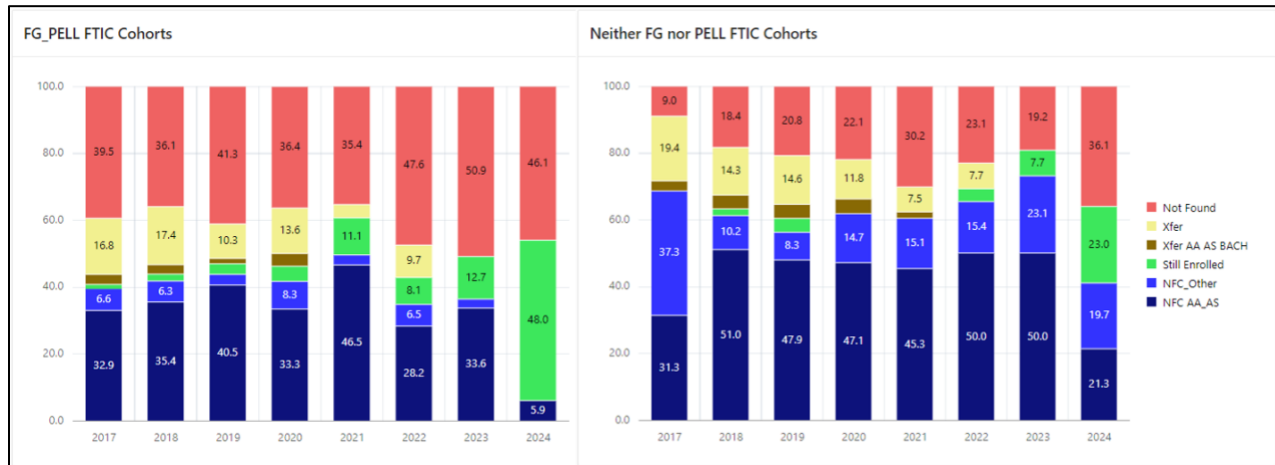
- **Red:** The student did not earn a completion and is not currently enrolled at NFC or any other institution reporting to the National Student Clearinghouse.
- **Yellow:** The student transferred to another institution but has not yet completed.
- **Brown:** The student transferred to another institution and completed an AA, AS, or baccalaureate degree.
- **Green:** The student is still enrolled at NFC.
- **Light Blue:** The student completed an NFC certificate.
- **Dark Blue:** The student completed an AA or AS degree.

As evidenced in Charts 1.7 and 1.8 below, tracking the completion and transfer of NFC students from their first entry term reveals that FGP students are much more likely to drop out compared to non-FGP students. Remembering red as a negative outcome for both students and the College, this trend is evident in the amount of red in Chart 1.7 as compared to the amount of red in Chart 1.8.



Chart 1.7 – First Gen AND PELL

Chart 1.8 - Neither First Gen nor PELL



NFC anticipates the strategies implemented in this *Career Compass* QEP will positively impact the students in the red dropout category by intervening early in their educational tenure at NFC. The charts indicate that first-generation PELL students, despite their initial decision to improve their lives by applying and enrolling at NFC, are more likely to leave NFC and college entirely. Would assisting them with identifying goals and mapping pathways to success improve these statistics? Research suggests that setting goals can promote intrinsic motivation, leading to student achievement of those goals (Petty, 2014). Early interventions are expected to significantly benefit these students by providing the guidance and motivation needed to set and achieve their educational goals.

A FOCUS ON FIRST-GENERATION PELL STUDENTS

The picture ultimately revealed by this comprehensive data analysis is that a single student cohort, first-Generation PELL Students (FGP), continually lags behind all other student subgroups in all performance metrics. While this reality has been identified as a trend in higher education, it is not an outcome North Florida College is willing to passively accept. The only possible response for an institution intent on providing opportunities to ALL students is to prioritize service and support to this student subgroup. This intention, therefore, serves as the rationale for this QEP target cohort. The data analysis illustrated above supports the committee’s conclusion to design and assess the QEP from the perspective of the first-generation PELL student, defined as a student identifying as both first-generation and receiving the Federal PELL grant, due to the consistent underperformance of this group of students.



1-Topic Development: Why Career Compass?

First-generation PELL (FGP) recipient students bring with them unique challenges that faculty and college administrators alike seek to understand and support. According to researchers for the Community College Research Center, PELL recipients at community colleges often take longer to complete an academic credential than is prudent (Cho et al., 2013). First-generation students, most of whom are PELL recipients, are more likely to come from low-income and minority backgrounds, are parents or caregivers, are less likely to participate in student engagement activities such as clubs and are less likely to hold leadership roles on campus compared to their continuing-generation student peers (RTI International, 2024). The Center for First-Generation Student Success (2020) notes that these students are less likely to use career-planning services than their continuing-generation student counterparts. Furthermore, literature documents that these students often struggle academically and often have lower grade point averages than continuing-education college students (Huerta et al., 2013). While these barriers to FGP recipient student success in post-secondary education are discussed throughout the research literature, there is also research that indicates that this student population can be successful despite those barriers (Bers & Schuetz, 2014; Cho et al., 2013; Stephens et al., 2014). NFC's *Career Compass* QEP proposal will demonstrate that we *can* and *will* make these students successful.

While the FGP subpopulation represents a small sample size for a QEP focus, the low completion and transfer rates of this group negatively impact the College's overall completion and transfer rates. As indicated by the data discussed above, overall completion and transfer rates still lag institutional expectations. Therefore, an initial strategic focus on the College's FGP subpopulation will evolve to include institutional practices that impact the broader NFC student population. As deliberate and impactful interventions yield more positive outcomes for this initial target student subgroup (FGP) the College will expand these efforts to gradually encompass additional student subgroups that display any lagging performance indicators. In essence, the rising tide of intervention strategies will eventually lift all boats.

The only possible response for an institution intent on providing opportunities to ALL students is to prioritize service and support to this student subgroup.

A FOCUS ON CAREER EXPLORATION

As the QEP committee, comprised of faculty, staff, and administration, discussed ways to address subpar completion and transfer rate data, there was an overwhelming consensus that many NFC students lack goal-setting experiences. Moreover, many NFC students seem to lack long-term academic or professional goals when they enroll. Anecdotally, faculty and support staff shared their observations of and interactions with students who come to NFC with no plan and/or no understanding of how a college degree or certificate can lead to a promising career.

Career exploration is a critical component of the college experience, providing students with the opportunity to understand their interests, strengths, and values in relation to potential career paths. This process is particularly beneficial for underrepresented students, who may face additional challenges in accessing resources and opportunities. Considering the challenges facing first-generation college students, research suggests additional benefits of career exploration including increased academic engagement and motivation (Martinez et al., 2009), increased access to professional networking typically lacking for first-generation students (Tate et al., 2015), improved career readiness (Stebleton et al, 2014), and a stronger sense of self-efficacy (Garriott et al., 2015). Furthermore, career exploration can aid these students in



aligning their academic pursuits with career aspirations, fostering motivation, and enhancing skills necessary for success in both academic and professional settings (Gushue et al., 2006; Savickas, 2011).

The *Career Compass* QEP will focus on inserting career exploration opportunities within the onboarding process to assist students with intentional decision-making regarding their academic and career pathways. Engaging in career exploration helps students identify their interests and strengths, which can enhance motivation and persistence in their studies. Clarity about career goals allows students to see the relevance of their academic work, increasing their engagement and reducing feelings of disconnection (Nauta, 2010; Betz & Luzzo, 1996). This QEP posits establishing clear goals along with opportunities for career exploration at the beginning of the student's academic journey will improve the rate at which the student completes, transfers, and ultimately succeeds.

TOPIC DEVELOPMENT TIMELINE

The QEP committee worked to create a viable topic through a process that involved students, faculty, staff, administration, and board members' input to ensure NFC's students feel confident about their educational plan. The timeline below outlines NFC's topic development process and demonstrates how a wide range of constituents were involved in developing the final NFC QEP topic.

MARCH 2022

- NFC conducted a broad community survey from service-area stakeholders soliciting feedback on several critical topics including current program inventory, curriculum outcomes satisfaction, and anticipated employment and skillset needs.

SEPTEMBER 2022

- NFC faculty were emailed asking their input for a QEP topic.
- The Faculty Senate meeting included a discussion regarding potential topics/ideas for QEP.

OCTOBER 2022

- The QEP Faculty Lead requested feedback from NFC Management Team regarding topics discussed at faculty senate
- Management Team's feedback for the top five proposals was provided and discussed in Faculty Senate.
- Faculty voted to choose their top three topic proposals via email.

NOVEMBER 2022

- NFC Students were surveyed about their QEP topic preferences.
- NFC Management Team met with the QEP Faculty Lead and provided feedback on the topic proposals.
- Faculty Senate communicated their selection of one QEP topic.

FEBRUARY 2023

- Faculty Lead and Executive Director for Institutional Research and Effectiveness met to review data on a potential student group for QEP focus.

MARCH 2023

- A student group was selected.



1-Topic Development: Why Career Compass?

AUGUST 2023

- SACSCOC summer institute QEP information was shared with QEP Faculty Lead.

SEPTEMBER 2023

- Academic Affairs staff met with QEP Faculty Lead on how to narrow the QEP topic.

OCTOBER 2023

- Faculty Senate proposed a narrowed QEP topic.
- Management Team approved the narrowed QEP topic.

DECEMBER 2023

- NFC faculty were provided with the finalized QEP topic and discussed “next steps” at the faculty end-of-the-semester meeting.

JANUARY 2024

- NFC conducted a second broad community survey from service-area stakeholders soliciting feedback on several critical topics including current program inventory, curriculum outcomes satisfaction, and anticipated employment and skillset needs.

JUNE 2024

- The QEP topic was presented to the career and workforce faculty and directors.
- The QEP topic was presented to the NFC Board of Trustees.

JULY 2024

- An in-depth presentation regarding the QEP topic, outcomes, and assessment was presented to the NFC Board of Trustees at their annual summer workshop.



**INTENTIONAL
CAREER CHOICE**



2-BROAD-BASED SUPPORT FOR CAREER COMPASS



North Florida College actively engaged a diverse range of stakeholders in both the initial selection and ongoing refinement of its *Career Compass* Quality Enhancement Plan (QEP). We invited participation from students, faculty, college administration, the Board of Trustees, and community members from our designated service district, ensuring that everyone could contribute their valuable perspectives.

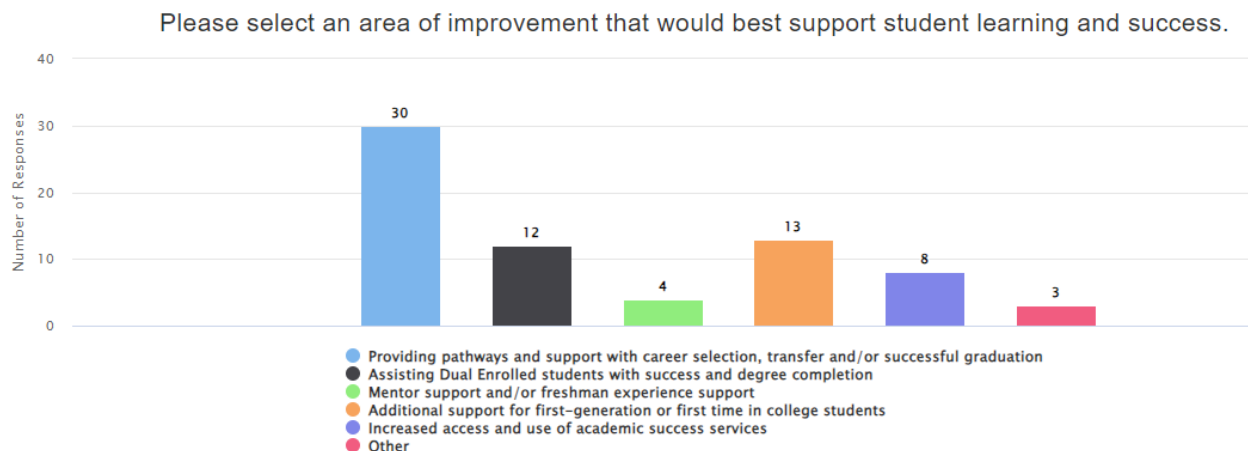
NFC STUDENT INPUT FOR TOPIC SELECTION

North Florida College solicited input from students to guide the selection of its QEP topic. A survey containing the highest-ranking faculty topic choices was distributed to NFC students, with 70 respondents in total. Among these responses, 43%—or 30 students—identified "providing pathways and support with career selection, transfer, and/or successful graduation" as the most impactful approach for the college to enhance continuous improvement in student learning and success. This significant student feedback played a crucial role in shaping the final decision on the QEP topic. The results of the QEP student survey are presented in the table below.

QEP Selection Survey_Students

Please take a few minutes to take a short survey regarding our Quality Enhancement Plan(QEP). This plan is part of the reaffirmation of this institutions accreditation process and is an opportunity for the institution to demonstrate its commitment to continuous improvement of student learning and student success which is the most fundamental role of any institution of higher education.

Chart 2.1 - Survey Responses



NFC FACULTY INPUT

Following the identification of potential Quality Enhancement Plan (QEP) topics, the Faculty Senate convened to discuss and evaluate each option. In October 2022, the faculty lead of the QEP Committee presented the top five potential topics to the Faculty Senate, seeking feedback from the Vice President of Academic and Student Affairs and the QEP Director. After reviewing the feedback, the Faculty Senate conducted an email vote to select their top three preferred QEP topics.



2-Broad-Based Support for Career Compass

NFC's Management Team was informed of these top three selections and provided their feedback to the faculty lead. To ensure the most informed decision, the faculty lead consulted with the Executive Director of Institutional Research and Effectiveness to analyze relevant data on potential student groups. Following this, a meeting was held with the Vice President of Academic and Student Affairs, the QEP Director, and the faculty lead to further refine the QEP topic. The finalized topic was subsequently approved by both the Management Team and the faculty.

In December 2023, during NFC's Faculty and Staff meeting at the close of the fall semester, the QEP Director presented the chosen QEP topic and its objectives. In January 2024, the QEP Director conducted additional meetings with faculty and staff to discuss the *Career Compass* QEP's impact and expectations. Department chairs were also engaged to discuss integrating the QEP into all campus programs, including incorporating information into course syllabi to raise awareness of the *Career Compass* initiative.

Following these meetings, there was significant interest from faculty and staff to join the QEP committee. In response, the QEP Director expanded the committee to include additional members, reflecting the broader engagement and support from the NFC campus community.

COMMUNITY SUPPORT

Valuable stakeholders of NFC are the citizens of the six counties that the institution serves: Hamilton, Jefferson, Lafayette, Madison, Suwannee, and Taylor. With the help of Career Source North Florida, local Chambers of Commerce, social media, and student newsletters and emails, a broadly administered survey was conducted asking NFC service district community members to provide feedback regarding educational needs and support. Using this survey data, the College identified areas that contributed to the development of a QEP topic and additional college programming. For instance, survey data indicated that industry/business respondents send or refer their potential and current employees to NFC for additional training, especially at the recruitment stage. However, some of the industry respondents indicated that they do not consider NFC their primary toolbox for retention and expansion. This concerned NFC leadership and became a key talking point in the QEP development stage as we recognized the need to strengthen our programming in ways that ensure proper job placement and support for industry retention efforts. This acknowledgement contributed to our QEP strategy for implementing intentional education planning activities. In essence, intentional planning efforts yield proper job placement; proper job placement yields satisfied and motivated employees; satisfied employees yield retention. Additional survey responses provided useful feedback such as the request for apprenticeship or internship opportunities. These examples illustrate NFC's reliance on community feedback and support for the development and implementation of this QEP.

Also, NFC's Career and Workforce advisory committees inform program development and expansion while providing the College with an awareness of business and industry-specific needs across the service district. Nursing and Allied Health, Emergency Medical Services, Early Childhood Education, and Engineering/Manufacturing industry

NFC is dedicated to using stakeholder input and data to drive the evolution of the QEP, with the ultimate goal of enhancing the student experience.



partners represent some of the business community members who provide input for college programming and related student learning outcomes. For the *Career Compass* QEP, NFC intends to invite local business providers to participate in career exploration activities designed to support students' academic and career development goals. Activities such as shadowing, internships, and apprenticeships are just a few of the examples of ways community business and industry stakeholders can support this QEP.

NFC BOARD OF TRUSTEES SUPPORT

At the NFC Board of Trustees June 2024 meeting, the QEP Director, Vice President of Academic and Student Affairs, and Executive Director of Institutional Research and Effectiveness provided an overview of the upcoming *Career Compass* QEP.

In July 2024, the Board of Trustees summer workshop convened, and NFC's QEP Director, Vice President of Academic and Student Affairs, and Executive Director of Institutional Research and Effectiveness presented a more in-depth review of the *Career Compass* QEP topic and a deep dive into the data used to inform its development. Board of Trustees members asked questions regarding the data presented, provided feedback, and offered their unanimous support of the project's implementation.

NFC MANAGEMENT TEAM SUPPORT

North Florida College's Management Team has supported the faculty and staff in all aspects of the upcoming QEP. By their attendance at meetings, providing necessary data, and committing fiscal and human resources, the NFC Management Team is dedicated to a successful and sustainable QEP and invested in the *Career Compass* concept.

STAKEHOLDERS ROLE IN ASSESSMENT OF THE QEP

North Florida College is committed to keeping all stakeholders well-informed and actively engaged in the implementation and assessment of the *Career Compass* Quality Enhancement Plan (QEP). To ensure continuous improvement and transparency, the QEP committee will hold regular assessment meetings at the conclusion of each semester. During these meetings, the committee will review data on each *Career Compass* QEP objective provided by the Office of Institutional Research and Effectiveness.

The QEP Director will present findings and progress updates to the Management Team during their scheduled weekly meetings. This information will be made accessible to all stakeholders through a dedicated QEP public-facing webpage on the NFC website. The webpage will serve as a comprehensive archive of past, present, and projected future QEP data, ensuring that stakeholders can easily access up-to-date information.

Each semester, a detailed report on *Career Compass* QEP progress, including any data-driven changes, will be presented to the NFC Board of Trustees. This report will also be shared publicly during the Board's meetings, further emphasizing NFC's commitment to transparency.

Faculty members on the QEP committee will report key insights to the Faculty Senate, enabling faculty to engage in discussions on how best to achieve *Career Compass* QEP objectives. Student involvement is integral to the plan's success. In addition to student representation on the committee, QEP information will be made readily available to all students through the learning management system (Desire2Learn), course syllabi, program-specific activities, and



2-Broad-Based Support for Career Compass

campus-wide advertisements. Students will also have the opportunity to provide feedback on the QEP through surveys focused on their satisfaction with the plan.

NFC is dedicated to using stakeholder input and data to drive the evolution of the *Career Compass* QEP, with the ultimate goal of enhancing the student experience. It is the responsibility of NFC to keep key stakeholders well informed about the QEP outcomes in order to sustain a collaborative and effective effort to improve student outcomes.



**CHOOSING THE BEST
ACADEMIC PATHWAY**



3-FOCUSED STUDENT SUCCESS OUTCOMES



NFC's *Career Compass* QEP is focused on improving specific student success outcomes for first-generation PELL recipient students seeking an associate in arts degree. For this QEP, student success is defined by two criteria: a) 150% **completion rate**, and b) eventual **transfer** into a baccalaureate degree program.

Students enter NFC for the first time in one of the four categories below.

- **FTIC Full Time** – First time to NFC and taking at least 12 hours during the first term
- **FTIC Part Time** – First time to NFC and taking less than 12 hours during the first term
- **FTIC Full Time with Transfer Credits** – First time to NFC but entering with transfer credits from another institution and taking at least 12 hours during the first NFC term
- **FTIC Part Time with Transfer Credits** – First time to NFC but entering with transfer credits from another institution and taking less than 12 hours during the first NFC term

To ensure all first-generation PELL recipient students are captured, **all incoming students** will need to complete the same new QEP onboarding process upon acceptance to NFC. This is due to 1) the delay in first-generation data collection status, occurring during the first term's registration process, and 2) the delay in Federal PELL award distribution, occurring during the first term of attendance.

Cohorts will be systematically phased into the new QEP process beginning with Group 1, FTIC – Full Time students. The table below illustrates when a student will complete QEP activities and how many students the QEP will cumulatively serve each year. The table also reflects the total number of students entering NFC for the first time and is projected using the most recent 2024 first-time in-college cohort numbers. For context, the NFC headcount for the most recent academic year was 1,804 students.

Table 3.1 – Systematic Scaling of Cohorts

Cohort	2025	2026	2027	2028	2029
FTIC FT	101	101	101	101	101
FTIC PT		199	199	199	199
FTIC FT Transfer			34	34	34
FTIC PT Transfer				117	117
Total Entering QEP	101	300	334	451	451
Total Served by the QEP	101	401	735	1186	1637

The systematic approach, outlined above, is designed to facilitate a successful transition to the new onboarding requirements while not overwhelming the Advising and Career & Transfer departments. Additionally, the College recognizes different cohort groups may have unique needs and staggering the entry of cohorts will allow NFC time to research and customize processes for each group.



3-Focused Student Success Outcomes

It is important to note that the 5-year average of first-time NFC students self-identifying as first-generation and receiving the Federal PELL grant is 42%. This percentage is derived using first-generation PELL recipient students from all the incoming cohorts referenced above.

Table 3.2 - Comparison of Numbers Served by QEP and FGP Evaluated

Cohort	2025	2026	2027	2028	2029
Total Served By QEP	101	401	735	1186	1637
FGP - 42%	42	168	309	498	688

As referenced in the table above, in 2025, the College will pursue the FTIC FT cohort, of approximately 101 students, to ensure they complete the intentional education planning activities outlined in this QEP. Of this group, the College anticipates that 42 of these students, or 42%, will be first-generation PELL (FGP) recipient students. These 42 students will be evaluated during the Year 1 QEP assessment process.

During the 2026 academic year, the College plans to include both the FTIC FT and FTIC PT cohorts, bringing the total number of students served by the QEP to 401. Using the 42% projection, 168 FGP students would be assessed during 2026. By 2028, approximately 451 incoming students will complete the intentional educational activities within the QEP. These projections translate to a cumulative 498 FGP students, or 42% of 1,186 total students served, who will be evaluated during Year 4 of the QEP assessment process.

Furthermore, the College will use the valuable information learned each year to hone the processes within the QEP, continuously seeking improvement.



**A GUIDE TO A CAREER
STUDENTS WILL LOVE**



CAREER COMPASS OUTCOME AND GOALS TO ACHIEVE STUDENT SUCCESS

QEP Outcome: NFC will increase the student success of first-generation PELL students seeking an associate in arts degree, with success defined as 150% **completion** and subsequent **transfer** into a baccalaureate degree program. The following goals and objectives will be assessed as explained in detail later in this document.

Table 3.3 – Career Compass Goals and Objectives

QEP Goal	SP Goal	Area	Description	Obj	Expected Results
1	II	Goal Identification	Students within the target cohort(s) will complete a Focus2 Assessment to inform their individual goals during the first incoming/onboarding term.	1a	90% of the target cohort will complete a Focus2 Assessment.
2	II	Intentional Educational Planning (Academic Advising)	Within the first incoming semester, and with the help of academic advisors, students will use their Focus 2 Assessment results to develop an academic plan aligned with a career goal (<i>Career Compass</i>). Annual student feedback regarding the <i>Career Compass</i> activity will guide QEP expansion.	2a	90% of the target cohort will develop a <i>Career Compass</i> plan with their academic advisor that identifies a transfer and/or career goal.
				2b	At least 10 students completing the QEP strategies will be interviewed via individual or Focus Groups recorded each year and results shared with QEP Committee.
3	II	Academic and Career and Workforce Education Program Level Career Exploration	Students will engage in a meaningful career exploration activity related to their degree program pathway within their first year of enrollment.	3a	90% of the target cohort will complete a career exploratory assignment.
				3b	80% of students surveyed will agree that the assignment provided value to their career planning process
4	II	Professional Development	Students will have increased success in academic and career pathways through interactions with informed faculty and staff before completion.	4a	90% of full-time faculty and student-facing staff will complete one QEP <i>Career Compass</i> professional development each year
Goals 5 and 6 are directly supported by Goals 1 - 4 described above.					
5	IV	Completion	Increase the 150% Completion Rate for first-generation PELL recipient students.	5a	3-year average + 1%
6	II	Transfer	Increase the AA Graduate Transfer Rate for first-generation PELL recipient students.	6a	50% of AA Graduates will transfer to an upper-level program



4-RESOURCES FOR CAREER COMPASS



For *Career Compass* to be successful across NFC's campus and off-campus instructional sites, human and fiscal resources must be available to initiate, implement, and complete the Quality Enhancement Plan. NFC has dedicated faculty and staff who will serve on the QEP committee and will be instrumental in ensuring the QEP is successful. NFC's Chief Financial Officer (CFO) directed the budgeting process and will continue to serve and provide expertise as the QEP progresses. If changes are needed after assessing the QEP, the CFO will assist the committee in adjusting the budget.

HUMAN RESOURCES

All employees (faculty and staff) listed in Tables 4.1 and 4.2 are actively participating in the QEP, starting with development and continuing through its implementation. All full-time faculty at NFC are required to demonstrate service to the College as part of their annual evaluation process; therefore, faculty participation on the QEP committee helps fulfill their service requirement. Every academic department related to the associate in arts degree is represented on the QEP committee faculty team – mathematics, communication, science, humanities, and social science – in addition to a faculty member from the College's Career and Workforce Education department.

Table 4.1 – NFC Faculty Serving on the QEP Committee

QEP Team	QEP Role (Academic Department)	NFC Title
Glenn Bryce	Mathematics Department Representative	Mathematics Instructor
Dr. Carol Burkart	Science Department Representative	Biology Instructor
Bill Eustace	Career and Workforce Education Representative	Certified Production Technology Instructor
Dr. Laura Hanna-Dixon	Communications Department Representative	English Instructor
Dr. Guenter Maresch	Science Department Representative	Science Department Chair Physics, Astronomy, and Mathematics Instructor
David Paulk	Humanities Department Representative	History, World Religion, and Philosophy Instructor
Phillip Taylor	Mathematics Department Representative QEP Faculty Lead	Faculty Senate Vice President, Mathematics Department Chair, Mathematics Instructor
Jay Welch	Social Science Department Representative	Faculty Senate President, History Instructor



Table 4.2 – NFC Staff Serving on the QEP Committee

QEP Team	QEP Role	NFC Title
Allison Finley	Marketing and Website	Director of Communications and Recruitment
Windy Gamble	Dual Enrollment	Director of Dual Enrollment
Cheri Green	Data and Reports	Associate Director of Institutional Effectiveness
Snowey Hagan	Career and Transfer Center	Coordinator of Career and Transfer Center
Dani Mays	Assessment	Executive Director of Institutional Research and Effectiveness
Ellie Morgan	Current QEP Director Research and Learning Resources	Director of Learning Resources
Micah Rodgers	Budget	Dean of Administrative Services / CFO
Kristin Summers	Initial QEP Development Director	Associate Dean of Academic Affairs
Philip Wilkerson	Advising	Director of Advising, Retention, and Career Center
Lynn Wyche	Student Impact	Associate Dean of Student Life

**FOCUS ON CAREER
EXPLORATION**



FINANCIAL RESOURCES

The *Career Compass* QEP Budget shows a six-year commitment of necessary resources (human and fiscal) allocated and budgeted to initiate, implement, and complete the QEP. With over \$1.2 million total invested (new and repurposed funds), sufficient funding is dedicated demonstrating adequate financial investment into the Quality Enhancement Plan. NFC’s budget shows an increase each year in funding to ensure adequate funding for anticipated increasing cohorts.

BUDGET FOR CAREER COMPASS

Table 4.3 - Budget

Career Compass (QEP) Budget							
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
QEP Director - Stipend*	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Advisor - Full Time - Career Coach**	44,700.00	45,370.50	90,751.06	92,112.32	93,494.01	94,896.42	461,324.31
Advisor Supervisory Oversight (10 percent)***	7,000.00	7,000.00	7,000.00	-	-	-	21,000.00
Advisors - Career Compass (Intentional Education Plan) (10 percent)***	23,000.00	23,000.00	23,000.00	23,000.00	23,000.00	23,000.00	138,000.00
Student Employment*	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	120,000.00
OPS - Advising*	-	16,800.00	17,052.00	-	-	-	33,852.00
Advising - Part Time*	-	-	-	18,000.00	18,270.00	18,544.05	54,814.05
Stipends - Faculty - Curriculum and Assessment*	7,500.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	12,500.00
Benefits**	30,880.00	32,399.80	50,570.80	50,644.93	51,251.60	51,867.38	267,614.51
Total Budgeted Personnel Expenses	\$ 138,080.00	\$ 150,570.30	\$ 214,373.85	\$ 209,757.25	\$ 212,015.61	\$ 214,307.85	\$ 1,114,104.86
Software (Focus 2 Assessment)*	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 12,000.00
Promotional Items*	3,500.00	2,500.00	2,000.00	2,000.00	3,000.00	3,000.00	16,000.00
Professional Development*	5,000.00	5,000.00	3,000.00	3,000.00	3,000.00	3,000.00	22,000.00
Total Budgeted Current Expenses	\$ 10,500.00	\$ 9,500.00	\$ 7,000.00	\$ 7,000.00	\$ 8,000.00	\$ 8,000.00	\$ 50,000.00
Equipment (Furniture)*	\$ 5,000.00	\$ -	\$ 20,000.00	\$ -	\$ -	\$ -	\$ 25,000.00
Equipment (Technology)*	2,000.00	-	20,000.00	-	-	-	22,000.00
Total Budgeted Capital Expenses	\$ 7,000.00	\$ -	\$ 40,000.00	\$ -	\$ -	\$ -	\$ 47,000.00
Total Budgeted Expenses	\$ 155,580.00	\$ 160,070.30	\$ 261,373.85	\$ 216,757.25	\$ 220,015.61	\$ 222,307.85	\$ 1,236,104.86

* Represents new resources
 ** Represents new and repurposed resources
 *** Represents repurposed resources

BUDGET LINE-ITEM DESCRIPTIONS

QEP Director

This role ensures quality oversight of the implementation and on-going assessment of the QEP. The QEP Director will work directly with the QEP Committee and NFC leadership to coordinate institutional meetings, activities, trainings, etc., related to the QEP. The director is also responsible for regular and timely reporting to stakeholders of QEP status, results, and subsequent strategic changes needed for continuous improvement. Furthermore, the QEP Director will be responsible for monitoring expenditures and requesting additional resources as needed through the NFC budget amendment process.

Advisor – Full-Time – Career Coach

This full-time advisor is currently the Coordinator of the Career and Transfer Center at NFC; this is not a new or added position. This position was added in the fiscal year 2022-23 as part of the Strategic Plan goals. In addition, the six-year QEP budget above includes the hire of an additional full-time career coach in Year 2 to assist with the planned growth of the students served through the QEP.



Advisor – Supervisory Oversight

A percentage of the Director of Advising, Retention, and Career Center’s salary and benefits will be paid through the QEP budget. This director will provide supervisory oversight of the advising department to ensure all advisors complete the students’ *Career Compass*. This director will provide supervisory oversight of the advising department to ensure all advisors complete the students’ *Career Compass*. This represents a repurposing of existing resources and is based on the projected amount of time needed to oversee the QEP goals related to advising.

Advisors – Career Compass

These advisors are currently employed at NFC as academic advisors. A percentage of their salaries will be paid through the QEP due to the amount of time spent creating *Career Compass* guides for students during advising sessions. This represents a repurposing of existing resources and is based on the projected amount of time needed to oversee the QEP goals related to advising. With the increased intentionality of the advising sessions, we believe the percentage of time necessary to assist in the QEP objectives (*Career Compass* guides) is manageable given the existing advising loads of the advisors. However, see the additional OPS advising narrative below.

Student Employment

A student worker will be employed beginning Year 0 and budgeted through Year 5 to assist where needed, including conducting the Focus2 Assessment and supporting duties within the Career and Transfer Center.

OPS – Advising

As the *Career Compass* QEP develops throughout the years, NFC anticipates that more help will be needed. OPS employees are part-time and are budgeted for Years 1 and 2 and will transition to regular part-time by Year 3.

Advising – Part Time

Additional assistance in the advising department is anticipated as the QEP advances and more students are creating a *Career Compass*. This line item begins in Year 3.

Stipends – Faculty – Curriculum and Assessment

Stipends will be provided to faculty who help with curriculum development of course materials aligning with the QEP goals. This will be a one-time stipend earned if faculty meet the criteria provided by the Office of Academic and Student Affairs to receive the stipend.

Benefits

This line item indicates the estimated cost of benefits for full-time and part-time staff benefits.

Software (Focus2 Assessment)

The cost of the Focus2 Assessment software is indicated for all years represented on the budget. This is a contractual cost so there will not be a price increase until the contract is renewed.

Promotional Items

Items to promote the QEP such as banners, shirts, signs and more are included in the budget to help promote awareness of the QEP. The visual cues will initiate conversation among students and employees and provide opportunities for staff to discuss the goals and objectives of the QEP and further show the commitment NFC faculty and staff have for the QEP.



Professional Development

Funds are budgeted to purchase professional development opportunities for all NFC faculty and student-facing staff regarding intentional educational planning.

Equipment (Furniture)

With the Career and Transfer Center providing an integral role in guiding students after the Focus2 Assessment, additional furniture will be needed for seating, storage, and meeting space.

Equipment (Technology)

There are currently five laptops being used in the Career and Transfer Center. The budget will provide approximately twenty laptops in Year 2 for the anticipated increased number of students completing the Focus2 report.

ADEQUACY AND COMMITMENT OF RESOURCES

North Florida College is building a solid foundation for its Quality Enhancement Plan (QEP) with a strong commitment of human and fiscal resources. For the 2024-25 fiscal year (Year 0), the College has allocated nearly \$150,000 specifically to launch the QEP, with a recurring base financial commitment totaling over \$1.2 million during the 5-year project cycle. As such, a dedicated organization number for tracking QEP-related expenditures has been established. This significant investment underscores the College's dedication to establishing the necessary conditions for the QEP's successful implementation.

The objectives of the QEP are strategically aligned with NFC's Strategic Plan Goal IV. The College's budgetary processes ensure that expenditures are directly linked to these strategic goals, reflecting a unified and committed approach from the entire institution.

Additionally, NFC benefits from a stable financial base and effective financial management, as detailed in Sections 13.2 and 13.4 of the Compliance Report. This financial stability ensures that resources will be sustained for both current and future initiatives, supporting the long-term success of the QEP.

In summary, North Florida College is taking a proactive and strategic approach to securing and managing the resources necessary for the QEP, ensuring its successful implementation and ongoing impact.

ONGOING PLANNING AND EVALUATION OF RESOURCES

Stakeholders will continue to be involved in ongoing planning and evaluation to adjust resources (human and fiscal as the QEP proceeds. The CFO will report to the QEP Committee at each term's end to evaluate the budget. After meeting with the QEP Committee and making any necessary adjustments for the upcoming term, the College's Chief Financial Officer and the QEP Director will report to the NFC Board of Trustees at the conclusion of every Spring and Fall term, and those meetings will be used to request any necessary adjustments in resource levels committed to the QEP.



5-ASSESSMENT PLAN FOR *CAREER COMPASS*



QEP Outcome: NFC will increase the student success of first-generation PELL students seeking an associate in arts degree, with success defined as 150% **completion** and subsequent **transfer** into a baccalaureate degree program.

The *Career Compass* Quality Enhancement Plan (QEP) at North Florida College (NFC) aims to improve student success outcomes through various structured goals and assessments. This commitment is evidenced by the significant allocation of resources to support this plan. To ensure the plan is positively impacting the QEP goals, the College will assess the QEP using a very prescribed approach by identifying and evaluating multiple metrics. The goals discussed in this section are the initial goals for the plan and may evolve during each evaluation period.

This section of the Quality Enhancement Plan includes detailed information about the following:

- I) Goals and Objectives
- II) Assessment Timeline
- III) Planned Adjustments
- IV) Expanding Target Cohort Projections
- V) Stakeholder Reporting and Oversight

I) GOALS AND OBJECTIVES

The QEP focuses on six primary goals as outlined in the Focused Outcomes section of this report. These goals are aligned with NFC's 2020-2025 Strategic Plan.

For this QEP, the term “goals” defines the six primary goals of the plan

- 1) Focus2 Assessment
- 2) *Career Compass* Plan
- 3) Career Exploration Assignment
- 4) Academic and Career Pathways Professional Development
- 5) Increase in 150% Completion Rate for First-Generation PELL Recipients (FGP)
- 6) Increase in Graduation and Transfer Rates for FGP Students

Furthermore, for this QEP the term “objective” uniquely identifies the methods of assessment, expected results, and the responsible evaluator for each goal listed above. Notice Goals 2 and 3 each contain two separate objectives.

Objective 1a:

- **Assessment Method:** APEX, a web-based integrated development environment, will collect and record students completing a Focus2 Assessment
- **Expected Result:** 90% of the target cohort will complete a Focus2 Assessment within the first enrollment term
- **Responsible Evaluator:** Office of Institutional Research and Effectiveness

Objective 2a:

- **Assessment Method:** NFC's degree audit tool, Ellucian Degree Works
- **Expected Result:** 90% of the target cohort will complete a *Career Compass* Plan with their advisor by the end of their first enrollment term
- **Responsible Evaluator:** Office of Institutional Research and Effectiveness



5-Assessment Plan for Career Compass

Objective 2b:

- **Assessment Method:** APEX, a web-based integrated development environment, will collect student interview information
- **Expected Result:** 10 student interviews completed
- **Responsible Evaluator:** Office of Institutional Research and Effectiveness

Objective 3a:

- **Assessment Method:** Desire2Learn (D2L) learning management system
- **Expected Result:** 90% of the target cohort will complete a career exploration assignment
- **Responsible Evaluator:** Office of Institutional Research and Effectiveness

Objective 3b:

- **Assessment Method:** APEX, a web-based integrated development environment, will collect student interview information
- **Expected Result:** A minimum of 10 interviews with students completing the QEP strategies each year and results shared with QEP Committee
- **Responsible Evaluator:** Office of Institutional Research and Effectiveness

Objective 4a:

- **Assessment Method:** Professional Development Form
- **Expected Result:** 90% of faculty and student-facing staff will complete annually assigned training
- **Responsible Evaluator:** Office of Institutional Research and Effectiveness

Objective 5a:

- **Assessment Method:** 150% Completion Rate
- **Expected Result:** 1% increase over the previous 3-year average
- **Responsible Evaluator:** Office of Institutional Research and Effectiveness

Objective 6a:

- **Assessment Method:** AA Graduate Transfer Rate
- **Expected Result:** 10% increase in AA Graduate Transfer rate
- **Responsible Evaluator:** Office of Institutional Research and Effectiveness

Though multiple parties will be involved, the primary evaluator will be the Office of Institutional Research and Effectiveness. The Executive Director of the Office of Institutional Research and Effectiveness is a member of the Management Team at the College and has access to the resources and support needed to ensure scheduled assessments occur.

Table 5.1 below identifies the initial goals for the *Career Compass* Quality Enhancement Plan and provides links to the relevant goal within the 2020-2025 NFC Strategic Plan. The table also includes the outcome type as either student success or student learning, a description of the goal, a unique number for each objective, the method of assessment, the expected results, and the evaluator for each objective within the QEP. Additionally, **the method of assessment column** specifically establishes how NFC will assess the goal, and **the expected results column** defines what NFC considers success for each objective. It is important to note that a goal may have multiple objectives.



Table 5.1 – Goals and Objectives

QEP Goal	SP Goal	Area	Description	Outcome Type	Obj	Method of Assessment	Expected Results	Evaluator
1	II	Goal Identification	Students within the target cohort(s) will complete a Focus2 Assessment to inform their individual goals during the first incoming/onboarding term.	Student Success Outcome	1a	APEX Application will record, and track completed Focus2 assessments. (Summative and Quantitative)	90% of the target cohort will complete a Focus2 Assessment.	Office of IEIR
2	II	Intentional Educational Planning (Academic Advising)	Within the first incoming semester, and with the help of academic advisors, students will use their Focus 2 Assessment results to develop an academic plan aligned with a career goal (<i>Career Compass</i>). Annual student feedback regarding the <i>Career Compass</i> activity will guide QEP expansion.	Student Success Outcome	2a	The number of <i>Career Compass</i> forms completed compared to the number of students in the target cohorts. (Summative and Quantitative)	90% of the target cohort will develop a <i>Career Compass</i> plan with their academic advisor that identifies a transfer and or career goal.	Office of IEIR
					2b	APEX Application will facilitate Focus Group and/or individual interviews. (Formative and Qualitative)	At least 10 students completing the QEP strategies will be interviewed via individual or Focus Groups recorded each year and the results shared with the QEP Committee.	Office of IEIR
3	II	Academic and Career and Workforce Education Program Level Career Exploration	Students will engage in a meaningful career exploration activity related to their degree program pathway within their first year of enrollment.	Student Success Outcome	3a	D2L exports identifying students completing career exploratory assignments. (Summative and Quantitative)	90% of the target cohort will complete a career exploratory assignment.	Office of IEIR
					3b	End of Course survey for student perception. (Summative and Qualitative)	80% of students in identified courses will agree that the assignment provided value to their career planning process.	Office of IEIR
4	II	Professional Development	Students will have increased success in academic and career pathways through interactions with informed faculty and staff before completion.	Student Success Outcome	4a	Employees will document their training through a <i>Career Compass</i> professional development form maintained by the Coordinator of Academic and Student Affairs. (Summative and Quantitative)	90% of full-time faculty and student-facing staff will complete one QEP <i>Career Compass</i> professional development each year	Office of IEIR
5	IV	Completion	Increase the 150% Completion Rate for first-generation PELL recipient students.	Student Success Outcome	5a	150% Completion Rate (Summative and Quantitative)	3 year average + 1%	Office of IEIR
6	II	Transfer	Increase the AA Graduate Transfer Rate for first-generation PELL recipient students.	Student Success Outcome	6a	AA Graduate Completion Rate (Summative and Quantitative)	50% of AA Graduates will transfer to an upper-level program	Office of IEIR



5-Assessment Plan for Career Compass

To explain further, a narrative for each QEP Goal is included below.

GOAL 1 of the QEP focuses on career and transfer exploration and directly aligns with Goal II of the 2020-2025 NFC Strategic Plan. QEP Goal 1 strives to incorporate the Focus2 Assessment, which assists students with identifying a career preference immediately following acceptance into the College. To measure the success of this goal, the Office of Institutional Research and Effectiveness (OIRE) will use the Oracle development software, APEX, to track and record the number of students completing the Focus2 Assessment. With this data, the OIRE will calculate the percentage of students from the target cohort who have completed the assessment. NFC expects 90% of the target cohort to complete the assessment before the end of their first term.

GOAL 2 of the QEP focuses on intentional educational planning within the academic advising department and aligns with Goal II of the 2020-2025 NFC Strategic Plan. The goal of this metric is to ensure each student completes a *Career Compass* Form with their advisor as informed by the Focus2 Assessment. NFC will use two different methods to assess QEP Goal 2.

- a) *Career Compass* Form data is collected and stored using degree audit software, Degree Works. The *Career Compass* Form is a documented plan which allows the student and advisor to map out term-by-term the courses needed to effectively accomplish the student's goal. NFC expects 90% of the target cohort to complete the *Career Compass* Form by the end of their first term.
- b) A representative sample of students completing the previous Focus2 Assessment and *Career Compass* Form will be invited to an interview with the Coordinator of Career and Transfer Center individually or via Focus Groups to gain student insight into the usefulness and effectiveness of the *Career Compass* Form exercises. The expectation is to collect at least 10 student interviews annually and that these results be shared with the QEP Committee to inform any potential changes to the *Career Compass* Form process.

GOAL 3 of the QEP focuses on academic and career and workforce education program level career exploration. This goal aligns with Goal II of the 2020-2025 NFC Strategic Plan and strives to increase exposure to the student's career choice. NFC will use two different methods to assess QEP Goal 3.

- a) A career exploratory assignment will be embedded in Freshman English I, a high enrollment course within the associate in arts degree program. The Office of Institutional Research and Effectiveness will export results from the Desire2Learn (D2L) learning management system to determine which students within the target cohort completed the assignment. The expectation is that 90% of the target cohort students will complete the assignment.
- b) At the end of each term, Freshman English I students will receive an expanded end-of-course survey with a question specifically assessing the students' perception of the career exploratory assignment. The expectation is that 80% of students surveyed will agree that the assignment provided value to their career planning process.

GOAL 4 of the QEP focuses on professional development for all faculty and student-facing staff and aligns with Goal II of the 2020-2025 NFC Strategic Plan. QEP Goal 4 seeks to improve student success by ensuring faculty and student-facing staff are trained and knowledgeable about the QEP and prepared to assist students throughout their academic journey. To measure



the success of this goal the Office of Academic Affairs will document the completion of the assigned professional development by collecting completed professional development reflection forms. The expectation is that 90% of faculty and student-facing staff will complete an annual professional development activity each year.

GOAL 5 of the QEP monitors the progress made to one of the identified areas of weakness during the NFC Strategic Plan review. This QEP goal focuses on increasing the 150% completion rate for first-generation PELL recipient students seeking an associate in arts degree and aligns with Goal IV of the 2020-2025 NFC Strategic Plan. QEP Goal 5 seeks to ensure first-generation PELL recipient students are afforded the opportunities to intentionally research, plan, and create pathways to accomplish their goals. The strategies implemented within the other goals of the QEP are all designed to improve this metric. Existing data and disaggregated reports will be used to monitor the impact of the strategies implemented within the QEP on Goal 5. The expectation is that the 150% completion rate for the disaggregated first-generation PELL recipient target cohort will increase at a rate of 1% annually over the previous 3-year average; however, since the 150% completion rate is a delayed metric, complete data will not become measurable for up to three years. The assessment calendar is provided in the next section.

GOAL 6 of the QEP monitors the progress made to another one of the identified areas of weakness during the NFC Strategic Plan review. This QEP goal focuses on increasing the associate in arts (AA) degree graduate transfer rate for first-generation PELL recipient students. This goal aligns with Goal II of the 2020-2025 NFC Strategic Plan. The strategies implemented within the other goals of the QEP are all designed to improve this metric. Existing data and disaggregated reports will be used to monitor the impact of all QEP strategies on Goal 6. The expectation is 50% of Spring 2026 AA graduates will transfer to an upper-level program by Spring 2027. The expectation for Goal 6 will adjust appropriately based on the results from this first measurable cohort.



**ACHIEVE EDUCATIONAL
& PROFESSIONAL GOALS**



II) ASSESSMENT TIMELINE

Table 5.2 - Assessment Calendar

QEP Goal	SP Goal	Obj	Method of Assessment	Expected Results	Results										
					Fall 2024	Spr 2025	Fall 2025	Spr 2026	Fall 2026	Spr 2027	Fall 2027	Spr 2028	Fall 2028	Spr 2029	
1	II	1a	APEX Application will record, and track completed Focus2 assessments. (Summative and Quantitative)	90% of the target cohort will complete a Focus2 Assessment.											
2	II	2a	The number of <i>Career Compass</i> forms completed compared to the number of students in the target cohorts. (Summative and Quantitative)	90% of the target cohort will develop a <i>Career Compass</i> plan with their academic advisor that identifies a transfer and or career goal.											
		2b	APEX Application will facilitate Focus Group and/or individual interviews. (Formative and Qualitative)	At least 10 students completing the QEP strategies will be interviewed via individual or Focus Groups recorded each year and results shared with QEP Committee.											
3	II	3a	D2L exports identifying students completing career exploratory assignment. (Summative and Quantitative)	90% of the target cohort will complete a career exploratory assignment.											
		3b	End of Course survey for student perception. (Summative and Qualitative)	80% of students in identified courses will agree that the assignment provided value to their career planning process.											
4	II	4a	Employees will document their training through a <i>Career Compass</i> professional development form maintained by the Coordinator of Academic and Student Affairs. (Summative and Quantitative)	90% of full-time faculty and student-facing staff will complete one QEP <i>Career Compass</i> professional development each											
5	IV	5a	150% Completion Rate (Summative and Quantitative)	3 year average + 1%											
6	II	6a	AA Graduate Completion Rate (Summative and Quantitative)	50% of AA Graduates will transfer to an upper-level program											

The white cells in the table above indicate when a respective objective will be assessed while the burgundy cells indicate terms which are not scheduled to record results. However, NFC will monitor in-progress results for all goals within the QEP each term to quickly identify any troublesome areas in need of additional attention.



III) PLANNED ADJUSTMENTS

Table 5.3 - Changes Implemented

QEP Goal	SP Goal	Obj	Status (Met, Not Met) - If the status is unmet, list the changes made or strategies implemented.									
			Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027	Spring 2028	Fall 2028	Spring 2029
1	II	1a										
2	II	2a										
		2b										
3	II	3a										
		3b										
4	II	4a										
5	IV	5a										
6	II	6a										

Another essential element of the assessment process involves analyzing results and making changes based on those results. Table 5.3 above will be used to record any changes made to the QEP during the assessment process. Changes to the QEP may occur during the assessment process or at any other time deemed necessary based on data. During scheduled assessment periods, the status of each objective will be recorded in the table above and documented as MET or UNMET. The required actions for each status type follow:

- **MET** – A goal status of MET indicates the assessment results were equal to or greater than the expected results for that goal and assessment period. No further action is



5-Assessment Plan for Career Compass

required for the chart above however, strategies will continue, and the goal will be assessed during the next assessment period.

- **UNMET** - Each goal with a status of UNMET will require further examination and analysis from the Office of Institutional Research and Effectiveness. Proposed strategic changes from stakeholders will be recorded in the table above, implemented immediately, and assessed during the next assessment period to determine effectiveness.

The plan will undergo continuous assessment and adjustments based on data to ensure the QEP goals are met. This adaptive approach will be documented in Table 5.3, which tracks the status and changes made to the QEP. In summary, NFC's *Career Compass* QEP is designed to enhance student success through structured goals, regular assessments, and continuous improvements based on data-driven results.

IV) EXPANDING TARGET COHORT PROJECTIONS

The QEP will introduce new cohorts over four years, and the assessment process will appropriately include participating students in its analysis as shown in Table 5.4 below. The table identifies which cohorts and the anticipated number of students to be included in the assessment within the relevant year.

The projections below reflect the size of each respective cohort entering NFC during the most recent 2024 academic year. The decision was made to use the Fall 2023 numbers instead of a 3- or 5-year average because of the previous years' reduction in cohort size which NFC contributes to COVID-19.

The sizes of the incoming cohorts and their launch year will be monitored closely, and changes will be made accordingly. The numbers reflected below represent the entire incoming cohorts. To ensure all first-generation PELL recipient students are captured, **all incoming students** will need to complete the same new QEP onboarding process upon acceptance to NFC.

Table 5.4 - Approximate Total Student Cohort Sizes Entering QEP

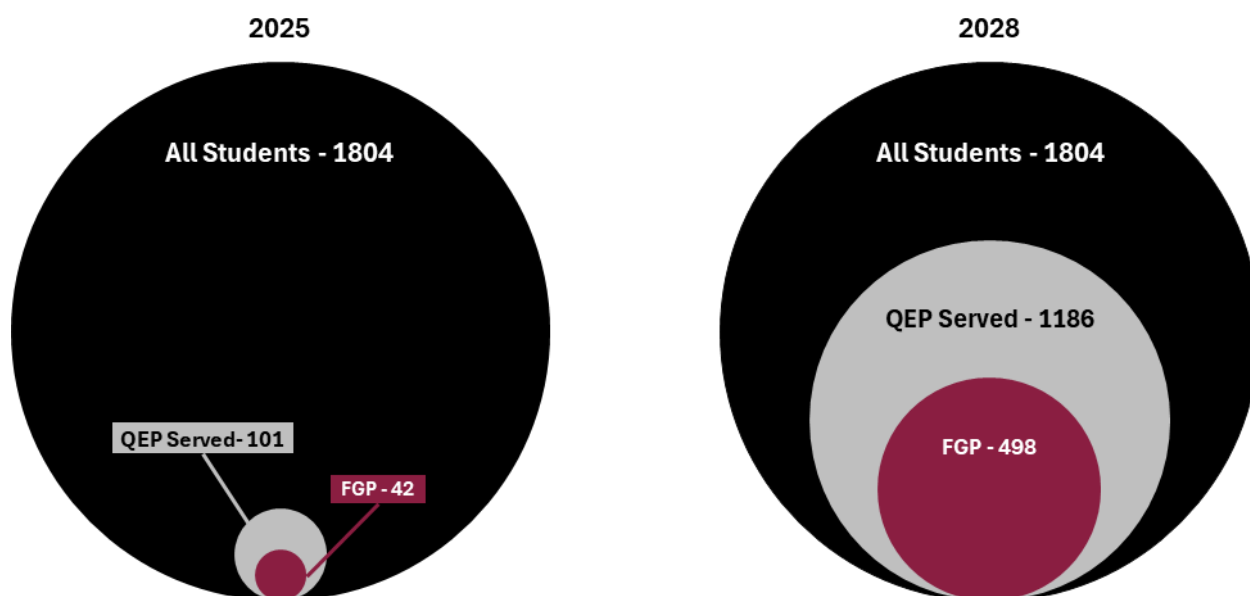
Cohort	2025	2026	2027	2028	2029
FTIC FT	101	101	101	101	101
FTIC PT		199	199	199	199
FTIC FT Transfer			34	34	34
FTIC PT Transfer				117	117

The assessment and student cohorts will include:

- **2025 (Fall 2024 and Spring 2025):** Full-time first-time college students.
- **2026 (Fall 2025 and Spring 2026):** Full-time and part-time first-time college students.
- **2027 (Fall 2026 and Spring 2027):** Full-time first-time, part-time first-time, and full-time transfer-in students.
- **2028 (Fall 2027 and Spring 2028):** Full-time first-time, part-time first-time, full-time transfer-in, and part-time transfer-in students.
- **2029 (Fall 2028 and Spring 2029):** same as 2028; Full-time first-time, part-time first-time, full-time transfer-in, and part-time transfer-in students.



Diagram 5.5 – Students Served by QEP



The diagrams above provide a visual of the gradual introduction of cohorts into the QEP. The circle on the left represents the 2025 academic year. With a projected overall student headcount of 1,804 students, NFC is anticipating the QEP will serve 101 students in the first-time in college full-time cohort. Based on the historical trend, the College projects 42%, or 42 students self-identify as first-generation and receiving a Federal PELL grant. These 42 students will be evaluated during the 2025, Year 1, QEP assessment process.

As shown in the diagram on the right, by year 4, the saturation of students served by the QEP has spread considerably. With an estimated student population of 1,804, NFC predicts 1,186 students having participated in the intentional educational planning activities. Using these projections, 498 students will be evaluated during the 2028 academic year.

V) STAKEHOLDER REPORTING AND OVERSIGHT

North Florida College is committed to the *Career Compass* Quality Enhancement Plan as evidenced in the comprehensive assessment plan above. In addition to the Office of Institutional Research and Effectiveness adhering to the scheduled evaluation process outlined in the Assessment Plan of this document, the QEP Director will be responsible for reporting the results of these evaluations to all stakeholders as stated below.

- **QEP Committee** – The QEP Director will report the status and results of each evaluation to the QEP Committee at the end of each semester. During these meetings, the committee will review the data on each QEP objective and make recommendations accordingly.
- **Management Team** – The QEP Director will present progress updates, at least once every term, to the Management Team.
- **Students** – The QEP Director will ensure that QEP assessment results are readily available to students through the learning management system, Desire2Learn and via the NFC website. A Student Government representative will be invited to serve on the QEP Committee.



5-Assessment Plan for Career Compass

- **Community** – The QEP Director will ensure that all stakeholders have access to the status of the QEP via a public-facing webpage on the NFC website. This webpage will also serve as a comprehensive archive of past, present, and projected future QEP data.
- **Faculty** – Each term QEP Committee faculty members will report key insights to the Faculty Senate to promote engagement and discussions on how best to achieve the QEP objectives.
- **Board of Trustees** – At the conclusion of each semester, the QEP Director will present a detailed report on the progress of the QEP and include any data-driven changes. This report will also be accessible on the QEP webpage on the NFC website.

North Florida College is dedicated to keeping all stakeholders well-informed and actively engaged during the progression of the QEP. The reporting transparency, use of stakeholder input, and analysis of data results will drive the evolution and ultimate success of the QEP.

**STRATEGIES TO SELECT
MEANINGFUL CAREERS**



RESOURCES



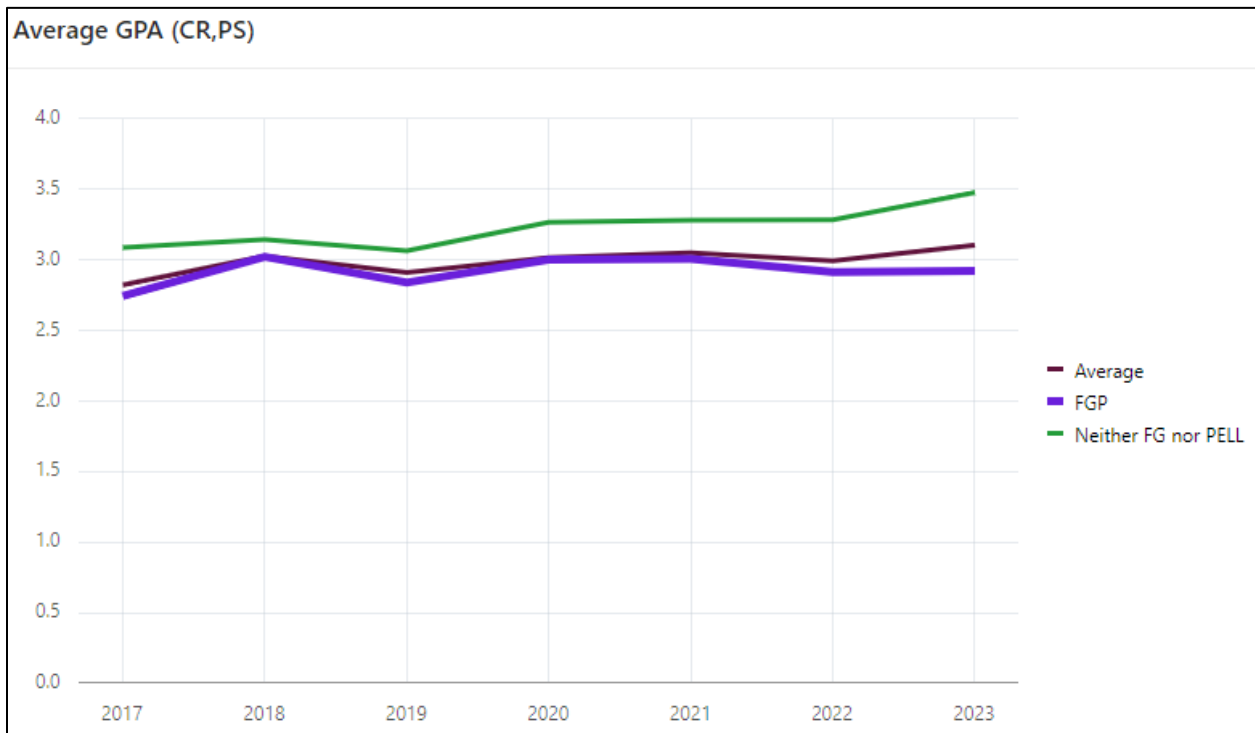
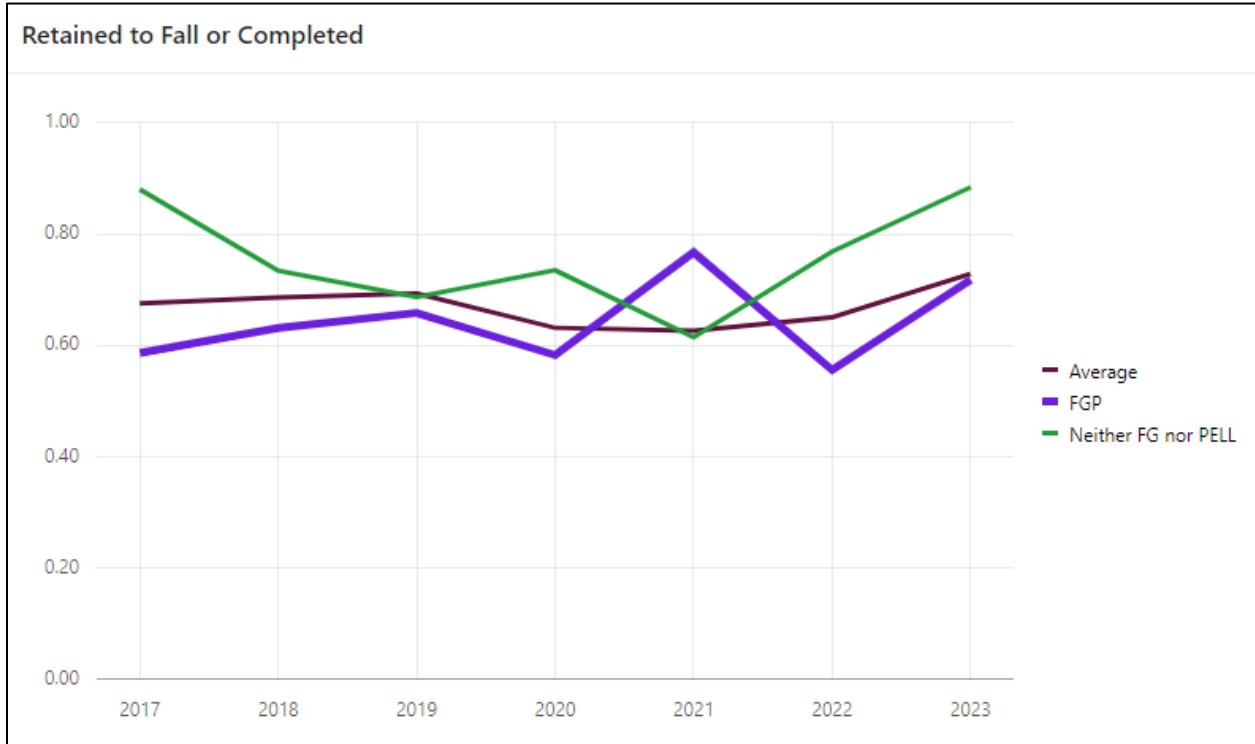
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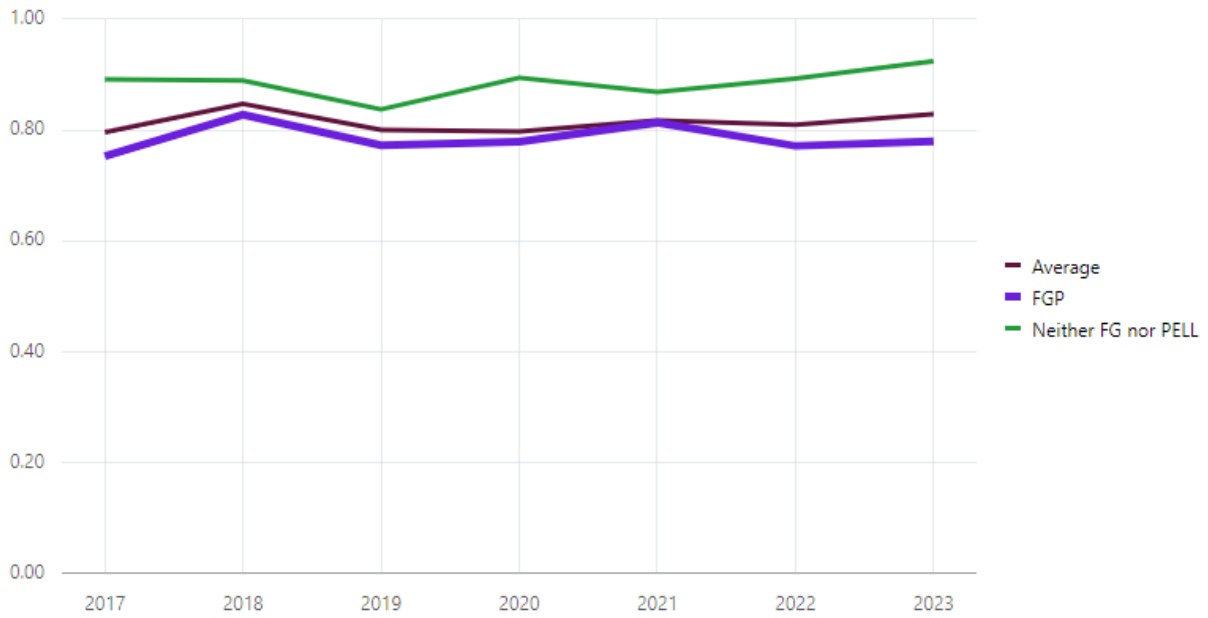
APPENDIX A



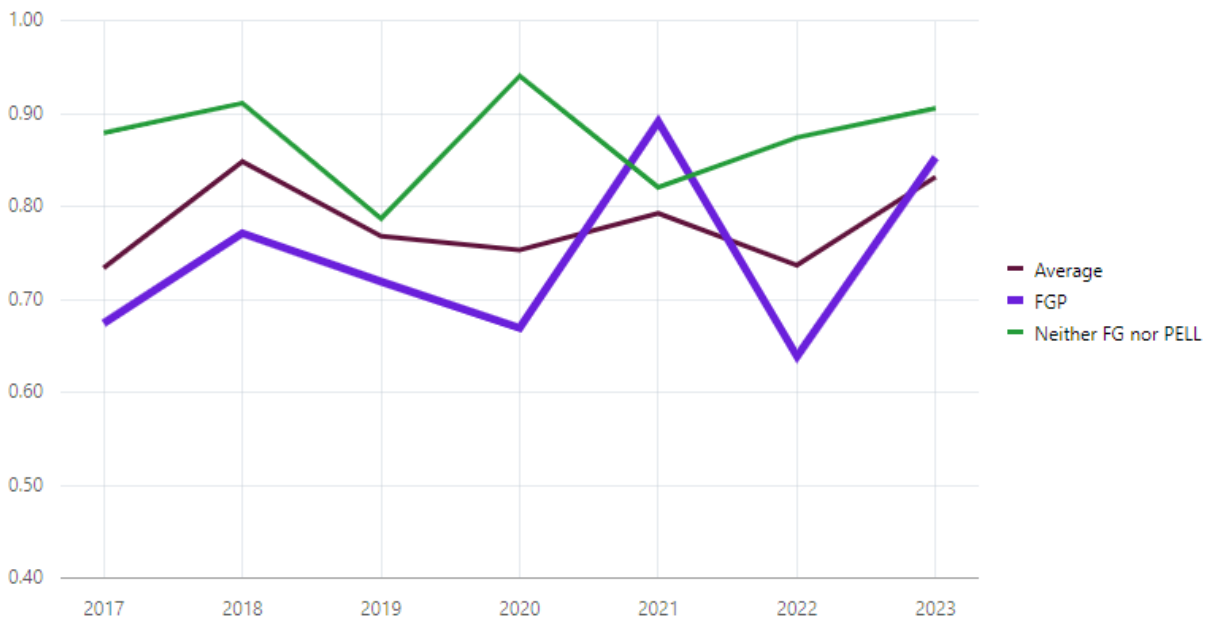
ADDITIONAL DATA POINTS REVIEWED DURING TOPIC DEVELOPMENT STAGE



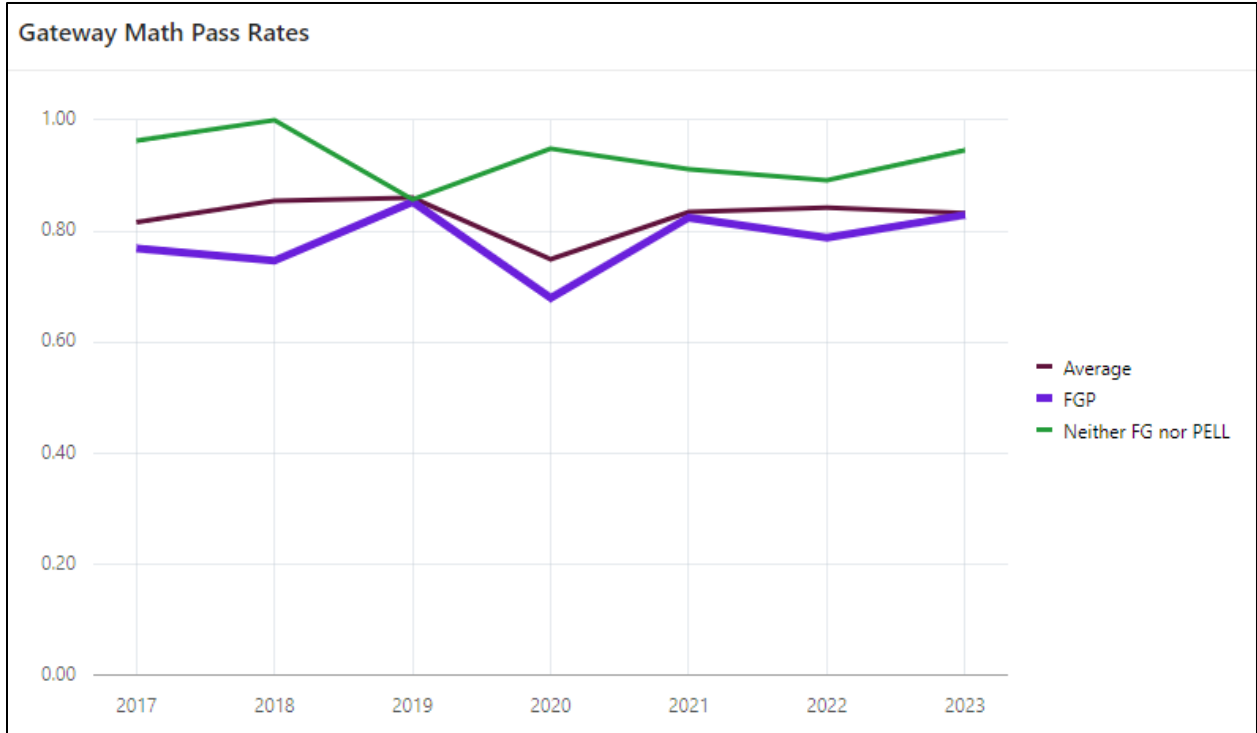
Hrs Attempted vs Hrs Earned Rates



Gateway English Pass Rates



Appendix A



APPENDIX B



ENC1101 COURSE SURVEY QUESTION



1. After completing the career exploration assignment, how confident are you that the career path you are pursuing aligns with your personal interests, strengths, and long-term goals?

- Extremely confident
- Very confident
- Somewhat confident
- Not so confident
- Not at all confident

2. How valuable did you find the career exploration assignment in helping you gain insight into your potential career options and paths?

- Extremely valuable
- Very valuable
- Somewhat valuable
- Not so valuable
- Not at all valuable



APPENDIX C



CAREER COMPASS PROFESSIONAL DEVELOPMENT FORM



Career Compass Professional Development Documentation

Please complete this form to indicate your participation in the required Career Compass professional development opportunity.

* Required

* This form will record your name, please fill your name.

1. Full name *

2. Title of Professional Development *

3. Date of Professional Development *

4. Email *

5. Department

6. Term *



7. What did you learn that you will apply to your practice? *

8. What would you like to explore further? *

9. How did this professional development change or impact your perspective? *

10. How will you follow up this professional development experience? What support or resources will you need? *

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 Microsoft Forms



APPENDIX D



ENGLISH DEPARTMENT CAREER EXPLORATION ASSIGNMENT

Hillary Ring, NFC English Faculty - August 2024

Off to work we go!

For this module, we are going to focus on your future careers. One area of our public education system that is often understaffed and underutilized is career counseling. Most students, when asked, say they are going to go into fields that they already know. Usually, the types of jobs held by people they have interacted with as kids in their community, i.e. doctors, teachers, nurses, hair stylists, police officers.

HOWEVER, there are so many types of jobs in so many career fields that could make for a great life out in our big world.

For this module, you are going to write an essay that explores an unexpected career choice, describes why this career would be good for you, and then explains the steps you could take to get the career.

In this module, we will do all of our work in APA format.

Assignment 1: Job Outlook

For this discussion respond to the following question using the guidelines below.

What does our job market tell us about the American people and our economy?

Use the [Occupational Outlook Handbook](#) to respond to this question in at least one paragraph.

Using the [OOH](#), find the following information to help inform your response:

- What are the three fastest growing jobs?
- What are three groups of job types that are currently declining in number (you will have to determine how to search for this in the OOH)
- What are three of the highest earning jobs?

Use the information you find about these questions to write at least **one paragraph response**. Make sure you include at least three data figures in your paragraph. Rely on your own thoughts about how this data relates to the topic question. What can you discern about what our country needs or what we value from this data?

Submit your paragraph in APA format using the guides in the materials section of Module 2.

You will need to use in-text citations.



Assignment 2: Find the Job

Use each of these pictures to think about the different kind of jobs people might be working/or have worked in these scenes. For each picture (there are three), quickly try to brainstorm at least 15 jobs! That means that each of you (or each group) should have 45 jobs total.

You can use bullet points, divided up by each picture. Example:

Football game picture:

- Architect
- Sports Broadcaster
- Choreographer

The three pictures:



Assignment 3: Career Research

Individually research a job or career that is new or different for you - think about your hobbies or about what you want your life to be like after college. Do you want to be in an office? Do you want to be outside? Driving to see clients? Working with people? --you can answer these in your head.

Then respond to the following:

- Find one career that is something you may not have considered. What is the career?
- Why do you think you would be happy in this career? Think about lifestyle, location, and your personal likes and dislikes.
- What are the qualifications? What degree? Training?
- What would you do after college to put yourself in a position to move into this career? Which specific degree program, transfer school (if necessary) company, location?
- What is the job growth rate for this job? (sometimes called "Job Outlook")
- Find a real company or real-life example of someone who has this job. (you should search outside the OOH for this question)

You can use the [Occupational Outlook Handbook](#).

AND also do your own searches. Think of search terms to find jobs that you have never heard of. "Great jobs you have never heard of" for example. Then think of your own. Also maybe search "jobs in _____" and insert your interest (i.e. sports broadcasting, television, agriculture, forestry, fashion)

This site has some interesting choices: <https://moneywise.com/employment/fun-dream-jobs-that-pay-well>

This discussion post is part of our prewriting as you work towards APA Essay topics. You do not have to choose anything from this discussion, but you should start to pay attention to what interests you, so you can begin to focus on your topic.

Major Essay Assignment

Resumes and job applications are formal, generic, and impersonal. They are often lifeless. Job Descriptions are often the same way. However, **jobs are all about people**. In this essay, you will explain who you are and what you are good at in a way that is personal and unique. You will tell a story about yourself, then find a specific career that interests you, and then explain how you could obtain that career.

You will each write an essay in APA format that consists of three sections. Each section will have its own title, written by you.

One section will be a selection of paragraphs that describe your abilities, your weaknesses, your preferences, and any other aspects of your personality that could relate to your job performance. Think about the film Taken with Liam Neeson, "[I have a very particular set of skills . . .](#)"

- This should be written in first person.
- This section should contain specific details about who you are as a person



- You should include some specific story or stories from your actual life to help SHOW the reader who you are.
- You can use humor, dialogue, metaphors, or other storytelling devices.
- This section should be at least 400 words.

Another section will be research-based. You will research a specific occupation and clearly explain the occupation.

- This section should include (but is not limited to) detailed information about the job duties, the job growth, the pay range, and training.
- This section will be written in third person (no use of I, me, myself OR you)
- You will use at least TWO sources.
- This section should be at least 400 words.

Another section will explain exactly what you need to do to obtain this job and to be successful.

- This should be written in first person.
- You will need to explain the education and training needed by researching a specific college (if applicable) program website.
- Then you will also need to clearly explain what you need to do after completing the necessary training to actually get a job in this career (Do you need to do an internship? Move to a specific place? Find a position in an entry-level job in this same field?)
- Then explain what you will need to do to be successful in this career and to stay successful.
- This section should be at least 200 words.

Your essay will include a References page with any sources (at least three) that you used for any of the sections.

You can choose the order of your sections – they do not have to be in this order.

Additional Assignment from previous module:

This is a small assignment students do in Module 2 (before the jobs module) that helps to get them thinking about businesses the economy of our communities:

Read the article, "[35 Small Town Business Ideas That Every Community Needs](#)"

Then think about your own communities. Pick THREE business ideas that you think would benefit your community and explain why. These could be ideas that your community does not have or businesses that maybe your community does have but could be improved.

After you post your response, you should respond to at least TWO other student posts. Make sure you add to the conversation by sharing additional ideas or explanations. Do not just write "I agree!"



APPENDIX E



FOCUS2 ASSESSMENT

Focus 2 Portfolio

North Florida College

08/23/2024

My Career Planning Involvement

Completion Date February 25, 2024

Self Assessment Score 4.67	Self Assessment is the first and most important step in career planning and is used to identify occupations and major study areas compatible with your personal attributes. Your <i>high</i> self assessment score indicates that you are very involved in examining your interests, values, personality, and skills. It is important that you stay actively involved in self assessment because finding a satisfying career path begins with knowing yourself.
Career Exploration Score 3.33	Career Exploration is important because learning about types of jobs, educational requirements, and job functions will help you to identify occupations that appeal to you. Your <i>medium</i> score indicates that you are moderately involved in career exploration. It is important that you continue or increase your involvement in career exploration because it will help you narrow down your options and map out your career goals. Exploration should be ongoing because new career paths are constantly unfolding, traditional ones are changing and shifts may be taking place in skills and educational requirements.
Career Planning Satisfaction Score 3.17	Career Planning Satisfaction measures the extent to which you are satisfied with the results of your career planning activities and your ability to resolve problems that can interfere with your decision making. Your <i>medium</i> score suggests you may be experiencing some problems with your career planning. If you think you are not able to resolve problems of concern on your own, you should discuss them with a career counselor.

My Academic Strengths

Completion Date February 25, 2024

"I do very well" in the following:	Art (Fine, Visual, Studio, Design); English and Language Arts (Grammar, Composition, Spelling); Life Science (Biology, Environmental Sciences, Ecology); Literature (Creative Writing, Technical Writing); Social Studies (History, Global Studies, Government);
"I do alright" in the following:	Foreign Languages (French, Spanish, Linguistics); Mathematics (Applied, Financial, Statistics); Performing Arts (Dance, Drama, Music); Physical Education (Sports and Fitness); Physical Sciences (Chemistry, Geology, Physics, Astronomy); Skilled Trades/Vocational (Mechanic, Construction, Cosmetology, Electrician, Plumbing, etc.);
"I don't do well" in the following:	Family and Consumer Science (Food Science, Hospitality, Child Care);
"I never took this subject" in the following:	Business (Management, Marketing, Economics); Engineering (Biochemical, Civil, Mechanical); Social Sciences (Psychology, Philosophy, Religion); Technology (Computer Science, Web Design, Media Technology);



Am I Career Ready

Completion Date February 25, 2024

Critical Thinking **Highly Developed**

- Participate in research projects.
- Brainstorm various ways you could solve a problem.
- Ask yourself, "What's missing here?" when analyzing a situation.
- Ask questions. Avoid accepting ideas as fact.
- Monitor your emotions during decision making.
- Participate in class discussions and debates.
- Join a club that requires problem solving.
- Join a club that engages in problem solving activities such as debate, robotics, chess, entrepreneurial club, etc.

At my old job, I was unsure of how to work one of the machines. I resorted to asking questions before doing something I would have regretted.

Communication **Very Highly Developed**

- Take a variety of writing classes such as Technical Writing and Creative Writing.
- Proofread your papers to avoid errors.
- Participate in class discussions and debates.
- Practice your interviewing skills. Complete a mock interview in the Career Center.
- Get your professional job and graduate school documents reviewed in the Career Center.
- Record your voice. Eliminate "filler words" such as "um" and "like."
- Review and clean up your social media accounts--employers will check these.

At my previous job, I usually would communicate to my coworkers about an issue.

Teamwork **Highly Developed**

- Work with others on a class project with shared duties.
- Work with your teammates to develop guidelines of each team member's responsibilities.
- Practice being respectful of people's viewpoints even if you do not agree with them.
- Work with your team members to develop a detailed plan on how to approach a project.
- Come to a group decision on how team members will communicate and when.
- Look for campus involvement opportunities to enhance teamwork skills.
- Join campus groups or clubs to engage in more team oriented environments.
- Join a sports team, student organization or intramural team.
- Get involved! Join student organizations and engage in service learning.
- Respectfully and professionally address any issues regarding team members' contributions and work load.

As I am involved with the National Beta Club organization, I've competed in groups and individually. I've noticed that while doing teamwork, I effectively managed conflict and resolved any issues to ensure success for everyone involved.

Technology **Moderately Developed**

- Try using a new technology for a project.
- Search job postings and O*NET in your intended field to see what types of technologies are essential and recommended for your future career and focus on developing your skills in those areas.
- Use online tutorials to expand knowledge of software used in your industry/career area.
- Help a club/organization build a digital presence.
- Use an online calendar such as Microsoft or Google to keep up with all appointments, meetings, classes, tests, and due dates.
- Learn how to use Microsoft Excel effectively.
- Create a LinkedIn profile and use LinkedIn regularly. Seek out social media responsibilities in a student organization.
- Take a computer & digital literacy class or Intro to computer Information systems class.
- Look for opportunities in internships and jobs that use new technology.
- Subscribe to trending technology related Twitter feeds.
- Put your digital resume on LinkedIn and explore the information LinkedIn sends back to you based on your likes and interests.
- Practice using technology tools to develop presentations, communicate on-line and coordinate group projects.
- Learn about personal branding and how to do so effectively.
- Research what tools & technologies are important for your specific field of study.

At one point, I helped make a slideshow to present to our schools Beta Club.



Leadership Moderately Developed

- Offer to be a team leader for a group assignment or organization.
- Take on leadership responsibilities in a club, work, internship or student group.
- Seek a leadership role in a student organization.
- Take a Leadership class.
- Explore blogs and webinars on leadership.
- Run for a campus office or become an officer of a campus club or organization.
- Understand your preferred leadership style.
- Seek opportunities to learn from people you see as leaders and use those lessons to hone your own leadership.
- Assess yourself on a team. Identify ways you can be a better leader by understanding those around you.

I participated in a food fundraiser, and helped others that were unsure of what to do.

Professionalism Very Highly Developed

- Work on being transparent and taking concerns directly to individuals.
- Avoid engaging in negative interactions in school and in the work place.
- Listen and reflect on what other people are saying before you talk.
- Keep a positive attitude and be cordial. In a tough situation or when dealing with negativity stay positive and proactive.
- Work in a part-time job and observe workplace behavior.
- Be punctual for all classes, meetings, and work shifts.
- Arrive on time for work or class and communicate when you cannot attend appropriately.
- Visit your career center to learn about professional dress.

I avoided drama or unnecessary conflict.

Career & Self-Development Very Highly Developed

- Make appointment with your college career services office to discuss your FOCUS results.
- Participate in a mock interview in the Career Center. Use a job description to practice connecting your skills to the needs of an employer.
- Stay aware of trends in the job market.
- Do volunteer work, internships or summer jobs in fields that appeal to you.
- Review your social media through the eyes of a future employer and determine appropriateness.
- Develop a resume or a functional resume with a career counselor.
- Get involved in campus professional organizations to further develop and test out career interests.
- Identify and prioritize what you will discuss each time you meet with a career counselor.

I dig deep into what interests me. I do a lot of research and do what I think suits me best.

Equity & Inclusion Very Highly Developed

- Talk with people who you may not necessarily agree with and try to understand their perspective.
- Attend events with people who have different politics, religion, race, or sexual orientation.
- Volunteer to help people in need.
- Do Harvard's Implicit Bias Curve to learn about your biases.
- Read books or listen to podcasts by authors with differing backgrounds and perspectives.
- Participate in trainings such as Safe Zone Project training.
- Take cultural diversity courses and/or attend campus events.
- Attend events with people who have different politics, education, religion, ethnicity, race, affectional or sexual orientation.
- Participate in study abroad and/or alternative break trips.
- Take a Diversity class or World Cultures class.

I have read many books pertaining to this subject.

Work Interest Assessment

Completion Date February 25, 2024

R	Realistic The Doers	A	Artistic The Creators	I	Investigative The Thinkers
---	-----------------------------------	---	-------------------------------------	---	------------------------------------------



- Realistic
The Doers
- Prefer to work with objects and things.
 - Enjoy being physically active, repairing equipment, rebuilding cars, fixing electrical things, solving mechanical problems, playing sports, and working outdoors.
 - Enjoy creating things with their hands and using tools and machines.
 - May enjoy working with large, powerful machines like tractors. Prefer precision machinery such as X-ray or electronic equipment.

- Artistic
The Creators
- Prefer to be expressive and like the opportunity to create new things and be innovative.
 - Typically do not like structure or conformity.
 - Prefer to use their imagination and be creative.
 - Enjoy activities such as: writing, poetry, photography, designing, singing, acting, dancing, painting, attending theaters and exhibits, and reading.

- Investigative
The Thinkers
- Have a strong desire to understand cause and effect and solve puzzles and problems.
 - Often work in jobs that are scientific in nature. Their work often involves the analysis of data, using formulas, graphs and numbers.
 - Enjoy using computers, solving math problems, interpreting formulas, and thinking abstractly.
 - Prefer to work independently with minimum supervision.

Values Assessment

Completion Date February 25, 2024

Altruism/Helping Society

Doing something to contribute to the betterment of the world. Doing something for the greater good.

Tangible Results

Doing something where you can physically see the results of your work.

Working Outdoors

Having a job where you can spend a significant amount of time outside.

Personality Assessment

Completion Date February 25, 2024

Your Personality Type ESFP

- When working on projects, you place emphasis on creating harmonious relationships with associates by being tactful and sympathetic to their needs.
- You see the positive qualities of other people and enjoy helping them improve their well being, their talents, and their potential.
- Your approach to work is to set your objectives, and perform the tasks required in an orderly way.
- You make practical decisions in a systematic fashion based on the facts along with your own personal values.



Choosing Your Career:

People with your personality type are attracted to occupations where you can work directly with people and can see practical results from your actions. Examples of such occupations can be found in fields such as health services, business services, community services, teaching, counseling, marketing, human resources management, and selected areas of troubleshooting involving people.

Skills Assessment

Completion Date February 25, 2024

<p>Listening</p> <p>Paying attention to what other people are saying, and taking time to understand the points being made.</p> <p>Problem Solving</p> <p>Ability to identify a problem, review related information, develop and evaluate options, and implement a solution.</p> <p>Reading Comprehension</p> <p>The ability to understand complex written paragraphs, instructions, or reports.</p>

Leisure Interest Assessment

Completion Date February 25, 2024

I	<p>Inquiring</p> <p>The Thinkers</p>	R	<p>Reality</p> <p>The Doers</p>	C	<p>Correct</p> <p>The Organizers</p>
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- | | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Inquiring
The Thinkers</p> | <ul style="list-style-type: none"> • Like to be involved in activities that have to do with ideas and thinking and search for facts and figure out problems mentally. • Like to observe, learn, investigate, analyze, evaluate, or solve problems. • Prefer working with ideas rather than with people or things. • Often described as being analytical, curious, methodical, rational, cautious, independent, precise, reserved, complex, intellectual, and modest. |
| <p>Reality
The Doers</p> | <ul style="list-style-type: none"> • Prefer hands-on activities, and tend to focus on things in the physical world. • Enjoy working with tools or machines, and often gravitate toward careers that can be performed outdoors. • Often described as being frank, genuine, humble, practical, natural, and persistent |
| <p>Correct
The Organizers</p> | <ul style="list-style-type: none"> • Like to be involved in activities that follow set procedures and routines. • Like to work with data and details, have clerical or numerical ability, and carry out tasks in great detail. • Often described as being conforming, practical, careful, obedient, thrifty, efficient, orderly, conscientious, and persistent. |



Take Action Plan

Your Results

My Education: Past, Current and Future

Major Area of Study	Type of Degree	Institution	Date Earned
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My Awards, Research, Publications, Presentations

Award, Research, Publication, Presentation	Institution/Organization	Date Earned	Description
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Horse Judging, 15th in state	FFA		
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My Campus Involvement: Teams/Clubs/Leadership

Team/Club/Leadership	Institution	Start - End	Description
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FFA	Madison County High School	- Present	
Beta Club	Madison County High School	- Present	

My Career Objectives and Goals

Objective/Goal Date	Objective/Goal
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My Internships

Job Title	Employer	Supervisor	Description of Duties
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	- Present		
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My Work Experience

Job Title	Employer	Supervisor	Description of Duties
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Team Member	Mcdonald's		
	- Present		
Cemetery Cleanup	Walker Cemetery	Melva Walker	
	- Present		

My Volunteer / Community Service Experience

Job Title	Employer	Supervisor	Description of Duties
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Daycare	Beta Club		
	- Present		
Food services	Beta Club		
	- Present		
Earth Day, NFC	Beta Club		
	- Present		

My Network of Contacts

Contact	Details	Notes
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My Social Networking, Professional Memberships

Network / Organization	URL	Notes
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Saved Occupations

Occupation	Your Rating	Majors at this college
Veterinarian (VMD) <input checked="" type="checkbox"/> Factors that appeal to you: Job Duties, Skills, Values, Outlook, Earnings, Advancement, Interest Profile, Working Conditions, Areas of Study	-	-
Veterinarian Technician <input checked="" type="checkbox"/> Factors that appeal to you: Job Duties, Skills, Values, Outlook, Earnings, Advancement, Interest Profile, Working Conditions, Areas of Study	-	-
Veterinary Assistant <input checked="" type="checkbox"/> Factors that appeal to you: Job Duties, Skills, Values, Outlook, Earnings, Advancement, Interest Profile, Working Conditions, Areas of Study	-	-
Animal Caretaker Factors that appeal to you: Skills, Values, Areas of Study	-	-
Animal Scientist	-	-
Botanist <input type="checkbox"/>	-	-
Greenhouse and Nursery Manager <input checked="" type="checkbox"/>	-	Business Administration and Management

Saved Majors

Major	Your Rating
Animal Sciences Comments: <i>I enjoy learning and working with animals.</i>	

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CAREER COMPASS FORM

Focus 2 Portfolio for Test FocusPDF

Created on August 19, 2024



Take Action Plan

My Career Objectives and Goals

<u>Objective/Goal Date</u>	<u>Objective/Goal</u>
Jan. 2025	Have a great job





Quality Enhancement Plan 2025-2030

NFC NORTH FLORIDA
COLLEGE

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