

Career Development Ends Policy - Understanding the Current Situation

Gap 1 - There is not a uniform expectation that all students develop the 8 success skills and it does not appear that development of all 8 skills is threaded and reinforced in courses and programs (the 8 skills referenced in the second paragraph of the intent statement).

Underlying Factors

- The success course (FYE) for developmental students incorporates success skills but is not directly based on the 8 success skills
- The success course (FYE) for college ready students does not address the 8 success skills
- The 8 success skills have not been recognized throughout the college as being critical to student success, success in the workplace (skills employers want) and as life success skills
- The success skills have not been previously emphasized as core competencies
- Professional development on how to thread and reinforce the development of the success skills has not been routinely available
- Gateway course completion rates and overall completion rates suggest not all college ready students have not mastered the success skills

Gap 2 - While some courses and programs assess the achievement of some of the success skills, there is not a uniform process for assessing the development of all 8 skills. Nor is there an assessment upon entry to college.

Underlying Factors

- There is not an end of course assessment to determine if students developed success skills in either version of the FYE courses
- It is assumed that students that place into developmental course have not developed the success skills
- It is assumed that students that are college ready have developed the success skills even though some college ready students do not successfully complete courses or college
- The success skills have not been previously emphasized as core competencies
- NC State does not have standards or rubrics for assessing success skills

Gap 3 - Critical thinking, which includes creativity and problem solving, is a core outcome but it is not well defined and understood and it is not uniformly assessed.

Underlying Factors

- A uniform definition of critical thinking does not exist
- It is not well understood that critical thinking includes creativity and problem solving and encompasses the concept of flexible and creative problem solving
- There is not a uniformly understanding of what critical thinking is by faculty and students
- Current tools for assessing critical thinking are limited
- Rubrics for critical thinking are not routinely shared between disciplines
- Critical thinking has not been fully integrated (threaded) into courses
- Critical thinking is not measured in courses
- Professional development on developing critical thinking rubrics, threading in courses and assessing critical thinking has not been routinely available

Gap 4 - There is appears to be a gap in the number and type of industry related certificates that are recognized and available and the number and type that are offered at NC State to students.

Underlying Factors

- Local businesses have not required industry certificates for employment of our graduates with the exception of our health career programs.
- Students have not indicated that not having a certificate was a detriment to finding employment and therefore do not find value in the validation of skills.
- It has been thought that requiring students to take industry certifications could be a deterrent for students to graduate.
- Finding certified people and places to administer the testing can be challenging.
- Until recently certificates in applied mathematics, locating information and reading for information were considered in the domain of career/workforce centers.
- When career programs do not have outside accrediting agency requirements, it is more likely that certificates in specific career areas are unavailable.