Life After Mary Washington:
Preparing Students for Life and Career

UNIVERSITY OF MARY WASHINGTON
2023 QUALITY ENHANCEMENT PLAN

2023 Reaffirmation of Accreditation
with the Southern Association of Colleges and
Schools Commission on Colleges

Dates of On-Site Review: March 27-30, 2023

University *of*
Mary Washington

University of
Mary Washington

January 31, 2023

Dr. Belle S. Wheelan, Ph.D.
President
Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Dear Dr. Wheelan:

The University of Mary Washington is pleased to submit our Quality Enhancement Plan (QEP), Life After Mary Washington: Preparing Students for Life and Career. This plan is the result of two years of investigation, development, and refinement by several QEP planning committees comprising of faculty, administrative, staff, and student representatives. This plan enhances our approach to preparing students for success in their lives and careers by building upon existing efforts in the UMW undergraduate experience to help students draw connections between the work they are doing in the classroom and their life's work.

The proposed QEP directly connects to the University's strategic vision and planning processes and follows from ongoing assessments, including our annual Exit and First Destination survey data. The goal of this plan is to ensure that all students know and understand the competencies so essential to success in both life and career and are prepared to take advantage of the many opportunities embedded in UMW's academic and co-curricular experiences.

We look forward to the visit of the SACSCOC On-Site Review Committee that begins on March 27, 2023.

Sincerely,

Troy D. Paino, J.D., Ph.D.
President

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Executive Summary

The 2023 Quality Enhancement Plan, *Life After UMW: Preparing Students for Life and Career,* is designed to accelerate and amplify the way the University community engages around career preparation across all aspects of the student experience. This plan emerges from and is connected to the University's comprehensive planning and assessment processes. Our strategic planning process identified a need for increased focus on career readiness and outcomes for our students particularly those who are early in their college journey. Assessment of students' focus and understanding of career planning, particularly at the end of their first year, indicates that there is an opportunity to provide a framework for knowledge acquisition with respect to core competencies which underpin career readiness. To build this framework, we adopted the eight career competencies established by the National Association of Colleges and Employers (NACE). To address the specific needs, values, and interests of the university community, the QEP planning team elaborated on the eight competencies, considered the ways in which they align with the institution's strategic priorities, community values, and goals and ultimately settled on ten essential competencies that should sustain students in their life and careers after graduation.

The topic for this plan emerged through an iterative process that involved a team of faculty, staff, and students who engaged in proposal writing, brainstorming, focus groups, and analysis of data to improve student outcomes in the area of career readiness and preparation. The existence of key departments such as the Center for Career and Professional Development, Student Activities and Engagement, and Institutional Analysis and Effectiveness and their involvement with core components of the plan forms a sustainable structure that will support the implementation and evolution of the plan as its components become part of the fabric and culture of the UMW experience. Many individuals and offices have been part of the exploration and development of the QEP, and representatives will continue to support aspects of the plan such as the co-curricular transcript, student activities, faculty development, assessment, and career coaching and development as part of their normal daily work with touchpoints through representatives on the QEP implementation team.

This plan builds upon what UMW has already done over several years to prepare students for life and career by creating an engagement framework for connecting existing academic, co-curricular, and extracurricular activities. This framework includes a robust branding and communications plan; training, development, and resources to support faculty and staff; and onboarding and first-year messaging and activities to ensure that students who choose UMW will start their college journey with an understanding of what it will take to be life and career ready at the end of their experience. The plan includes two specific learning outcomes that will not only guide the approach to the plan, but also the assessment of the plan's effectiveness:

- Student Learning Outcome 1: Students will connect their liberal arts and sciences education with the ten core competencies and understand how they relate to life and career after Mary Washington.

- Student Learning Outcome 2: Students will communicate their experiences in a way that is relevant to their life and career after Mary Washington.

Using these two learning outcomes that were approved by the University Faculty Council, various existing assessment tools will be used to evaluate our ability to progress toward accomplishing these outcomes. Supporting these outcomes are the ten competencies that were adopted from (NACE) and adapted to our institution. The ten competencies are:

1. Critical Thinking and Problem Solving;
2. Teamwork and Collaboration;
3. Communication;
4. Digital Fluency;
5. Global Awareness and Intercultural Competence;
6. Career, Self-Development, and Professionalism;
7. Well-Being and Mindfulness;
8. Meaningful Connections;
9. Civic Engagement and Community Service; and
10. Leadership.

In the full expression of the plan, these competencies will be part of conversations both inside and outside the classroom and across the full range of the student experience. Students will come to understand what it takes to be ready for life and career after college, see opportunities to engage with these competencies, and have opportunities to document their experiences and accomplishments in a co-curricular transcript. The university has developed a branded icon for each competency thus creating a uniform visual image that will help all community members connect their lessons, assignments, events, programs, and activities connect intentionally to preparing students for life after graduation. These icons will be the visual representation of our amplified focus on life and career preparation.

This plan will be assessed using existing evaluation tools and surveys, enhancements to existing instruments, and the introduction of new assessments that will help us to measure the two student learning outcomes and four goals:

Goal 1: Improving our career outcome rate;
Goal 2: Improving the "employed full-time" outcome rate;
Goal 3: Meeting or exceeding key indicators of career and workforce preparation relative to peer institutions; and
Goal 4: Improving student connectedness and self-confidence.

Resources will be dedicated to support the implementation of this plan, including onboarding and engagement activities, faculty and staff development, communications and branding, and assessment.

Through our existing assessment, we know that our programs are impactful. With the implementation of this QEP, we will have the opportunity to amplify that impact by reaching more students earlier through intentional communication. Students will be supported by faculty and staff who are well-informed and prepared to engage in meaningful career conversations that are grounded in the competencies.

I. Background and Institutional Readiness

In recent years, UMW has made significant progress in its efforts to build the infrastructure necessary to prepare students for life and career. As part of its first QEP in 2013, UMW invested in a first-year seminar program focused on research, writing, and speaking as essential skills necessary for not only success in college, but also post-graduation.

In 2015, the University relocated the Center for Career and Professional Development (CCPD) to the new university center, placing it in a very prominent space right off the first floor "living room." At the same time, the University initiated the use of the First Destination survey in accordance with the standards established by the National Association of Colleges and Employers (NACE), with the goal of understanding where graduates are six months after graduation. That was followed by a revamped alumni survey, to more fully understand the view from a graduate five, ten and fifteen years after graduation.

Career development courses were first introduced to the curriculum in the 2016-2017 academic year. These optional one-credit courses created opportunities for students to explore "Designing Your Life Through the Liberal Arts" (IDIS 191), "Personal Development for Life and Career" (IDIS 193), and "Life and Career after UMW" (IDIS 195). A fourth was recently added, "Preparation for Healthcare Careers" (IDIS 192),

As part of the general education review in 2018-2019, UMW introduced a new requirement called "After Mary Washington." This requirement could be satisfied with one of the previously created IDIS courses or through new courses developed by individual academic programs. One such course was already offered by the theatre program (THEA 400 – Professional Identity and Practice), and since then 19 departments have created courses within their programs to satisfy this requirement. Beginning in FY 2019 the University secured a state budget amendment that provided an additional $375,000 annual appropriation from the Commonwealth of Virginia to support these efforts.

In addition to the curriculum, the university has made several IT investments to support its student career development goals. In 2017, the CCPD procured and implemented Handshake, the college to career network and premier platform for career centers. This was followed in 2018 by the procurement and implementation of Presence, which supports student engagement and offers ways to track involvement in campus activities. Finally, in 2020, Big Interview was implemented to provide students with training and support for interviews.

In spring 2022 the University brought together its continuing and professional studies efforts with the career center under a single executive, the Associate Provost for Career and Workforce.

With this infrastructure and experience in place, the University is well prepared to continue these efforts through this QEP, which attempts to remedy a gap in our efforts: at present, we have no systematic or comprehensive strategy (in the first year or otherwise) for talking to students about what it means to be life and career ready and how the entirety of the curricular, co-curricular, and extra-curricular liberal arts experience is a powerful force toward that end.

II. Topic Selection, Development, and Stakeholder Involvement

A. Brief Summary of the QEP

The Life After Mary Washington: Preparing Students for Life and Career Quality Enhancement Plan (QEP) supports student success by preparing them for life after their undergraduate experience. This plan will enhance existing efforts to prepare students for success after college by introducing students to the core competencies necessary for life and career and further embedding these competencies into the fabric and culture of the University of Mary Washington (UMW) experience. With this plan, we will take the best of what we already do as a campus community and bring together the many and varied university activities with a common language, visual branding, and a community-wide focus.

The plan is grounded in our strategic focus as an institution as well as industry trends. Through a multi-year planning process, the QEP Development Team identified 10 life and career readiness competencies, based on the National Association of Colleges and Employers' (NACE) Career Ready Competencies. This topic was selected because it focuses on developing student understanding of those things that are critical to their success beyond college and which are present in many aspects of their undergraduate experience – both inside and outside the classroom. In a real and practical way, it seeks to make manifest to students the very things core to our institutional identity and our belief in the value of the UMW liberal arts experience.

UMW's QEP topic has the broad-based support of institutional constituencies. This can be demonstrated in two ways. First, the QEP topic has itself arisen from and can be traced to the university's ongoing planning and evaluation processes as evidenced by UMW's strategic planning documents over the past decade. In each case, these prior planning processes have involved faculty, staff, students, senior leadership, and ultimately the Board of Visitors. Second, the development and refinement of this QEP topic has involved the broad-based support of institutional constituencies as can be observed in the university-wide call for proposals and widespread representation on the QEP development and implementation teams. Significantly, an important ingredient to the success of this QEP – the integration of a culture of career readiness in the curricular and co-curricular activities of the institution – will require the active involvement of virtually all members of the UMW community.

Specifically, this plan and its successful implementation will involve the contributions and participation of a wide variety of stakeholders: admissions, orientation, first-year experience, academic advisors, academic programs and departments, student activities and engagement, and alumni relations, to name a few. Connecting the liberal arts curricular and co-curricular experience in meaningful ways to life and career will necessarily involve virtually every element of the University community because insofar as they touch students, they have something to contribute.

B. QEP Topic Selection Process

Readiness for life and career has been a central concern identified through the institution's ongoing, comprehensive planning and evaluation processes, and it has been a topic at the forefront for a wide variety of constituents. In 2015, UMW's strategic planning efforts identified the establishment of the Center for Career and Professional Development and the ongoing evaluation of student achievement and success as a key institutional priority in *Mary Washington 2020: Excellence. Impact. Distinction.* These goals were extended to curricular integration with the 2017 strategic vision (*An Investment of Hope for the Future)*, a key aspect of which was both an overall general education review tied to UMW's values and goals generally and the specific desire to have all undergraduate students experience one course in which some elements of career development were a significant component. In 2022, this topic was further advanced in the University's *Strategic Vision 2022-2027,* a plan endorsed by the UMW community and approved by the Board of Visitors. A central objective arising from that planning process is the institution's desire to make career readiness an integral part of the undergraduate student experience.

The identification, development, and refinement of the QEP topic follows from these planning processes and has been an iterative process involving stakeholders across the university. Through an institutional planning process, with a specific focus on the institutional needs and the viability of the plan, President Troy Paino solicited proposals in January 2021. While not all suggestions could ultimately be included in the QEP, discussions, focus groups, and targeted feedback yielded noteworthy ideas for supporting students during and after their time at UMW. Ultimately, stakeholders were well-informed and engaged in the development of this plan, the implementation, and the proposed assessment. The final proposal includes an actionable plan that reflects central concerns about increasing student success during *and after* their UMW experience. Many valuable and significant ideas were developed during this two-year long process, which included three phases outlined below.

1. Initial Review of QEP Proposals

The initial development of the current QEP began with an email from the President Paino to all university faculty and staff regarding the reaffirmation of accreditation from the Southern Association and Colleges and Schools Commission on Colleges (SACSCOC). At that time, a request for QEP concept papers was solicited. The deadline for submission of brief topics to the Provost and Provost's Council was March 31, 2021. Concept papers were required to include a topic or issue of student learning and success, specific goals, and a clear derivation from the university's planning and evaluation process. Four concept papers, representing ten faculty and seven staff from centers, programs, or offices, were selected for consideration. These papers included *Civility, Engagement, and Argumentation - A Debate-Centered Model for UMW*, *Community Engagement*, *Designing Your Life - Launchpad to the Second Year*, and *Eagles Thrive: Enhancing Student Learning Through Improved Well-being*. A summary timeline of the initial proposal review process is depicted below:

Action	Call for Proposals (January 2021)	QEP Team created (May 2021)	Data review and theme development (May 2021)	Focus narrowed to 3 themes (June 2021)	SACSCOC conference attendance (Jul 2021)	Develop models and draft strategic plan (Aug 2021)	Models presented to Student Affairs (Sept 2021)
Stakeholders	President sends call to all faculty and staff	11 faculty and staff members (See Appendix A)	QEP Development Team	QEP Development Team	Co-Chairs	QEP Development Team	QEP Development Team and Student Affairs
Outcome	Four proposals submitted in March 2021	One paper immediately implemented	Identified five themes to explore	Meaningful connections, Resilience, and Communication	Refined assessment focus and themes	Provost provides guidance to pare down the concept	Positive support for themes and co-curricular transcript

In summary, the following actions were part of the first phase of QEP topic development:
- Kickoff and explanation of the QEP process to the entire UMW community by President Paino;
- Institution-wide call for all constituencies to submit concept papers;
- Selection of three concept papers for further discussion and development;
- Organization of these ideas into broad-based themes by the QEP development committee;
- Development of three potential models by QEP committee;
- Circulation of preliminary models to small groups of community members for feedback.

2. Topic and Plan Refinement

As this process moved forward, the committee worked with the Associate Provost for Institutional Analysis and Effectiveness to review assessments, discuss relevant institutional data, and analyze the university's strategic vision and its role in focusing the QEP. Thus, the committee could begin developing effective criteria for evaluating each plan component. After feedback from various groups around campus, the QEP committee began brainstorming various plan components. These discussions focused on topics such as well-being, communication, meaningful connections, recruitment, retention, resources, application, and implementation considerations. Throughout January, February, and March 2022, small groups of QEP committee members met bimonthly to continue refining the QEP plan components. QEP committee members examined QEPs from other universities with similar themes or programs including the University of Louisville, College of Coastal Georgia, Texas Tech, Hollins University, and the University of North Texas. As a result of these exploratory conversations and meetings, four focus groups were planned with the University community. The goal of these focus groups was to solicit feedback from the University community and include as many stakeholders as possible in the QEP development process.

The feedback for the themes (communication, meaningful connections, and well-being/ mindfulness) was overwhelmingly positive and harmonious with the QEP committee's identification of the needs of the University community. The feedback on concepts (e.g. a one-

credit course focused on life design, peer mentorship or small groups, and a centralized tracking of co-curricular activities and general education courses) was more negatively received, particularly as it related to sustainability, alignment with goals of the QEP, community buy-in, and institutional capacity.

In April 2022, the committee began zeroing in on the commentary and feedback on the themes and concepts to develop a more focused final QEP topic. The group agreed to further explore one concept, specifically a semester-long interdisciplinary course. The discussions about this course focused on the potential entry points for the course and the layout and support needed to sustain this type of endeavor.

After several discussions, the committee refocused on an earlier concept to support and enhance the "After Mary Washington" general education requirement introduced as part of the 2018 general education revision. This requirement focused on helping students to understand the importance of thinking about career readiness and tasked them with thinking about 1) their values, interests, and strengths, 2) how they communicate those experiences, and 3) the importance of building connections and networks to support their transition from college to career. This existing, fundamentally sound start on career readiness was an established identity upon which to further build and integrate both curricular and co-curricular goals. The "After Mary Washington" brand provided an integrated and logical place to realize the QEP goals.

In summary, the following actions were part of the second phase of QEP topic development:
- Small group meetings on concept and delivery refinement;
- Focus groups on preliminary themes and concepts;
- Continued meetings with the Provost and Provost's Council for feedback;
- Review and critique of preliminary themes, concepts, and delivery in light of institutional feedback.

3. Process to Finalize the QEP

In July 2022, a final QEP Planning and Communication Committee was established. These members are listed in Appendix A. To realize the goals of the QEP and connect it to the "After Mary Washington" experience, and to more fully identify the meaning of life and career readiness, the committee considered and adopted the eight career readiness competencies from the National Association of Colleges and Employers (NACE). These competencies interwove themes that had been present since the beginning of the QEP process (communication, meaningful connections, and well-being/mindfulness) in a more comprehensive and outcome-based approach, while also marrying career readiness components. The committee adopted NACE's definition of career readiness, which is defined as "a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management." NACE outlines career readiness competencies into eight categories, each of which may be achieved in a variety of ways. These competencies include 1) career and self-development, 2) communication, 3) critical thinking, 4) equity and inclusion, 5) leadership, 6) professionalism, 7) teamwork, and 8) technology. An overview of the NACE competencies, corresponding definitions, and sample behaviors can be found on the [NACE website](#).

Once settled, working groups were subsequently developed to include "orientation," "faculty development," "rolling out to majors," and "communication." These groups met weekly during late summer and early fall 2022. Each working group was tasked with specific deliverables, with each group reporting back to the larger QEP Planning and Communication Committee.

The QEP co-chairs presented an initial outline of the QEP to the University Faculty Council (UFC) on three occasions (August 19, September 21, and October 19). Following each meeting, the QEP Committee focused on considering and incorporating faculty and staff feedback to refine learning outcomes, enhance data collection methods, and provide additional clarity. One significant change included a more concise alignment of the NACE competencies to the three themes identified early in the QEP process and UMW's ASPIRE values. This yielded ten competencies, reflecting UMW's needs assessment and established values. These competencies were: critical thinking and problem solving; teamwork and collaboration; communication; digital fluency; global awareness and intercultural competence; career, self-development, and professionalism; well-being and mindfulness; meaningful connections; civic engagement and community service; and leadership.

In an effort to solicit more feedback from the University at large, a public document outlining the proposed QEP's purpose and objectives was shared campus-wide. Suggestions, questions, and comments were collected from this outreach, and a separate resource was created, addressing responses and comments. This online dialogue continued until the final UFC meeting. In addition, one of the co-chairs of the committee visited departments across the campus to address questions and concerns and provide additional information. On October 19, the UFC voted and passed two student learning outcomes for the QEP:

- Student Learning Outcome 1: Students will connect their liberal arts and sciences education with the ten core competencies and understand how they relate to life and career after Mary Washington.

- Student Learning Outcome 2: Students will communicate their experiences in a way that is relevant to their life and career after Mary Washington.

The QEP Committee and co-chairs continued to meet weekly, in conjunction with the Office of Institutional Analysis and Effectiveness to refine implementation, outcomes, and assessment methods. Overall, the QEP team identified important constituent groups to help develop and initiate the plan. Stakeholders from across the University were engaged in the development of the plan and will continue to be engaged in implementation and assessment.

In summary, the following actions were part of the finalization of QEP topic development:
- Development of a QEP Implementation and Communication Committee;
- Small group meetings on orientation, faculty development, major implementation, and communication;
- Repeated meetings with the University Faculty Council;
- Adoption of NACE competencies and alignment with UMW values;
- University-wide feedback on the QEP objectives and implementation;

- Review and critique of QEP objectives and implementation in light of institutional feedback;
- Meetings with departments and colleges to respond to questions and concerns about the QEP objectives and implementation; and
- University Faculty Council approval of QEP student learning outcomes.

C. Alignment of QEP with University Initiatives

This QEP aligns with several important and strategic initiatives across UMW. As a starting point, this QEP is firmly rooted in the liberal arts education. On the building block of a liberal arts education, *Life After Mary Washington: Preparing Students for Life and Career* promotes the four goals as outlined in the strategic vision of the University, aligns with UMW's ASPIRE values, and works in concert with the general education requirements established by the University.

1. Liberal Arts Education as a Starting Point

The Association of American Colleges and Universities (AAC&U) defines liberal education as "an approach to undergraduate education that promotes integration of learning across the curriculum and co-curriculum, and between academic and experiential learning, in order to develop specific learning outcomes that are essential for work, citizenship, and life" (AAC&U, 2022, no page). Essential learning outcomes of a liberal education include: knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning. Based on evidence, AAC&U outlines specific high-impact practices for students in higher education. These include, but are not limited to, common intellectual experiences, internships, first-year seminars and experiences, learning communities, diversity/global learning, service learning and community-based learning, undergraduate research, and writing-intensive courses. The University of Mary Washington's previous Quality Enhancement Plan, "First-Year Seminar: Research, Write, Speak" focused on several of these high-impact practices. The current QEP will expand upon and support the institution's beliefs about the value proposition of the liberal arts and the imperative of high-impact practices.

UMW is proud to be one of Virginia's outstanding public liberal arts universities. The liberal arts and sciences are central to the University's mission; therefore, it is important that this QEP is situated within the framework of the liberal arts and sciences. In particular, this includes an integration of learning across the curriculum and co-curriculum, in such high-impact areas of service learning and community-based learning, internships, and diversity/global learning. Given that the University of Mary Washington is committed to providing a top-quality liberal arts and sciences education to all students, what matters most in our mission is the students themselves and the ways in which their experience here prepares them for life and career. This QEP will center on ten competencies that we believe students should know, understand, and have opportunities to hone and refine during their experience here: critical thinking and problem solving; teamwork and collaboration; communication; digital fluency; global awareness and intercultural competence; career, self-development, and professionalism; well-being and mindfulness; meaningful connections; civic engagement and community service; and leadership.

2. UMW's Strategic Vision

UMW's strategic vision, updated in 2022, outlined four important goals. These goals are 1) Promoting the values of service and community and civic engagement; 2) Immersing our students in applied, impactful learning experiences; 3) Adapting the liberal arts to the knowledge economy and a global digital environment; and 4) Creating a diverse and inclusive community as an essential requirement for realizing our strategic goals and objectives. A crosswalk of these goals and action steps and this QEP's ten competencies, based on NACE's eight career readiness competencies, is outlined in Appendix B.

3. ASPIRE Values

The UMW community is committed to a set of common values, known as ASPIRE. These values include the standards at which students' conduct, scholarship, integrity, inclusiveness, respect, and engagement is upheld. ASPIRE values include *A*ccountability, *S*cholarship, Personal and Institutional Integrity, *I*nclusive Excellence, *R*espect and Civility, and *E*ngagement. This QEP supports or enhances all of the values set forth by ASPIRE. Appendix C includes a crosswalk of ASPIRE and this QEP's ten competencies, based on NACE's eight career readiness competencies.

4. General Education Requirements

The University of Mary Washington utilizes general education requirements to "cultivate the skills, knowledge, and habits of mind that are essential in every field of study" (UMW, 2022). As part of the liberal arts experience, these general education requirements "enable graduates to make effective decisions as citizens of a rapidly changing, richly diverse, and increasingly interconnected world" (UMW). These requirements are listed under three major categories: foundations, methods of investigation, and connections. A sample of requirements include a first-year seminar, a natural science course, three written communication courses, a diverse and global perspectives course, and a digital-intensive course.

5. After Mary Washington

The UMW QEP is designed to fully integrate the After Mary Washington (AMW) general education requirement into the fabric of the university's academic and co-curricular culture. The learning outcomes of the AMW general education requirement state:
1. Students will explore their own values, interests, skills, and strengths that guide their personal and professional aspirations.
2. Students will develop and articulate their personal and professional identities in appropriate modalities.
3. Students will create professional relationships that support lifelong career growth and satisfaction.

This general education requirement was fully outlined in a working group report in July 2019. In that report, the purpose of the AMW requirement was established as follows: "The 'After Mary Washington' requirement means that students will be able to translate the knowledge, skills, and competencies of their Mary Washington liberal arts experience to the career management competencies that are valued by employers. The goal is for students to be able to confidently manage their careers through an iterative process involving three connecting elements: exploring, translating, and connecting. Courses and experiences that satisfy this requirement will include three learning outcomes."

In the final General Education Curriculum Student Learning Outcomes document, approved by the University Faculty Council on September, 11, 2019, the rationale for the AMW requirement was presented and approved as follows: "The University of Mary Washington seeks to prepare students for life after UMW by connecting the liberal arts to career success by preparing undergraduates to succeed in the transition from college to career and to thrive in the dynamic and ever-changing 21st century world of work. Adoption of this graduation requirement as part of the General Education review would be unique and noteworthy, distinguishing UMW from its competitors on the very thing that drives students and their families to invest in a four-year degree in the first place. While other General Education requirements foster student attainment of career ready competencies, this requirement prepares students to effectively transfer and translate the liberal arts experience to the workplace while learning to manage post-graduation outcomes. Approached this way, career readiness is not anathema to the liberal arts experience. Rather, a quality liberal arts experience is the *sine qua non* of career readiness. In recent years, within six months of graduation, approximately 92% of UMW undergraduates are either employed, attending graduate school, or participating in a service program or the military. However, a closer examination of employment data reveals that too many UMW graduates are underemployed, often working low-wage or part-time jobs that have little connection to their degree or the knowledge, skills, and competencies nurtured during their UMW experience. A survey of recent UMW graduates conducted by the General Education Committee in Fall 2018 indicated that personal and professional development should be meaningfully integrated into the undergraduate experience."

D. Analysis of Needs

In conjunction with focus groups and ongoing work within the QEP committee, several data sources were reviewed to support the development of this QEP. These resources included regular exit, first destination, and alumni surveys, a survey of alumni in 2018, the 2022 National Survey of Student Engagement (NSSE), and the 2019-20 Healthy Minds Campus Feedback Report (JED Report).

1. Exit, First Destination, and Alumni Surveys

Career readiness is continually an issue cited by graduating seniors and alumni when asked about lagging elements of their UMW experiences. It has been present in the exit survey, First Destination surveys (FDS), and alumni surveys.

Exit surveys are completed by graduating seniors (fall, spring, and summer graduates) each spring. Students complete the survey prior to graduation. While student satisfaction with career services has shown improvement since 2015, only about 25% of students say it is excellent while approximately 30% of graduates say that it is fair or poor:

UMW Exit Survey Question on Career Services 2015-2021*				
	Excellent	Good	Fair	Poor
2015	18.9%	40.4%	27.0%	13.7%
2016	21.6%	37.4%	28.8%	12.3%
2017	20.6%	39.4%	26.7%	13.3%
2018	24.4%	35.2%	28.3%	12.1%
2019	24.5%	35.2%	28.1%	0.1%
2021	25.5%	36.2%	29.5%	8.1%
*the survey was not administered in 2020 due to the COVID-19 pandemic				

In addition, a First Destination survey (FDS) is emailed each year about six months after graduation to the same group of students, with special attention paid to those who had not responded or had not yet had employment or a graduate school acceptance at the time of graduation. We use LinkedIn, Handshake, the National Student Clearinghouse, and the Virginia Department of Education (for teachers) data to round out our information about graduating seniors. Our knowledge rate has been about 75% for the last five years.

While the overall career outcome rate has been generally favorable (about 90% reporting that they are employed or in school in all but two years from 2015 to 2021), of those who report being employed, only about 75% report full-time employment. Moreover, analysis of the job titles and employers often reveals that students who report part-time employment are working in positions that do not require a college degree.

Alumni surveys are conducted each summer for the undergraduate classes that graduated five, ten, and fifteen years ago. Response rates are typically about 15% of graduates for whom we have contact information. In 2022, for the class of 2017, 28% said that their undergraduate experience prepared them "very well" to develop career- or work-related knowledge and skills, while 23% said "more than adequately" (about the same as prior years). However, qualitative comments explain further an underlying concern for insufficient support for career readiness. For example, one student wrote: "I landed my first full-time position five years after graduating from UMW. The education and advising prepared me how to handle the work, but it was not always honest with the reality of the job market." Similarly, another suggested: "I wish more career advice/help would've been required before graduation. I know that the career center was available, but I could have used more advice looking for jobs after graduation." A third wrote, "I'd recommend more workplace communication skill building programs."

Finally, the QEP was also informed by a survey conducted as part of the 2018 general education review, which was administered in August 2018 to a sample of recent alumni. This was an ad hoc survey specifically administered to ask about UMW's general education curriculum. Alumni were asked how well UMW's then-current general education program prepared them for lifelong

learning, problem solving, making positive contributions, and career and the world of work. They were also queried about programs or supports that should be added or changed in a new (now current) general education program. This is important context coming from graduates who have both experience with the general education curriculum and the world of work. An overview of the data is below.

2018 Alumni Survey Results		
Questions	Responses	
	Exceptionally Well, Well, or Moderately Well	Somewhat or Not at All
How well do you think the UMW general education program prepared you for lifelong learning?	83.1%	16.9%
How well do you think the UMW general education program prepared you to solve problems?	80.6%	19.4%
How well do you think the UMW general education program prepared you to make positive contributions to the world?	80.3%	18.2%
How well do you think the UMW general education program prepared you for your career and the world of work?	65.7%	34.3%

One third of alumni indicate that general education was only "somewhat" if "at all" effective in preparing them for career and the world of work. When they were asked about what they would add to enhance UMW's current general education program, 32% selected "career readiness," followed by 22% who said an "internship in the major," 13% said "digital fluency," followed in descending order by cultural competencies, leadership development, research experience in the major, community and civic engagement, and ethical decision-making.

A review of these data sources, in conjunction with university-wide focus groups and feedback, shaped and informed the objectives of *Life After Mary Washington: Preparing Students for Life and Career*. With ever changing global and digital landscapes, challenges with civil discourse, and post-pandemic challenges to make meaningful connections, UMW recognized an opportunity to create a culture that goes beyond what was started in the new general education requirement, After Mary Washington. This QEP will enhance and extend these objectives by introducing students to the ten essential competencies and helping them to identify and take advantage of experiences which enhance their proficiency.

2. The National Survey of Student Engagement (NSSE)

NSSE is a national survey of first-year and senior students' participation in institutional learning and personal development programs and activities. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. It can be

benchmarked each year with selected institutions that have also participated in NSSE. Typically, UMW participates in the NSSE survey every other year.

In spring 2022, UMW included the Career and Workforce Preparation Module as part of its biennial administration of the National Survey of Student Engagement (NSSE). This module is a collaborative effort between NSSE and Strada Education Network to assess how the college experience prepares students for their future. This 40-question survey asks a variety of questions about post-graduation planning and preparation and is administered to both first-year students and seniors. It also permits UMW to compare itself to peers that were in UMW's Carnegie Classification in 2022. The 2022 administration indicated that UMW was lower than peers in 30 of the 40 questions for first-year students. On 12 questions, UMW was significantly lower according to the NSSE. Scores from seniors indicate that the gap closes, with UMW pulling even relative to peers on more than half of the questions; however, results remain significantly lower on 10 questions. A small sample of some of these questions is listed in the table below.

2022 NSSSE Career and Workforce Preparation Questions	UMW mean (on a scale of 1-4)	Carnegie Classification mean
Your experience at this institution has helped clarify your career plans	2.1 (first-years) 2.4 (seniors)	2.3 (first-years) 2.5 (seniors)
You know where to go with questions about your career plans or further education	2.4 (first-years) 2.7 (first-years)	2.7 (first-years) 2.8 (seniors)
You can describe the knowledge, skills, and experiences that are necessary for your career plans	2.4 (first-years) 3.0 (seniors)	2.6 (first-years) 2.9 (seniors)
How much confidence do you have in your ability to communicate your knowledge, skills, and experiences to potential employers?	2.6 (first-years) 3.0 (seniors)	2.7 (first-years) 3.0 (seniors)
To what extent has (fit for your skills and abilities) influenced your career plans	2.8 (first-years) 3.3 (seniors)	3.0 (first-years) 3.2 (seniors)
Which of the following have you *done or do you plan to do* at this institution before you graduate?		
Take a career exploration, planning, or development course	9% (first-years) 27% (seniors)	22% (first-years) 22% (seniors)
Attend a talk, panel discussion, or workshop about career	8% (first-years) 29% (seniors)	28% (first-years) 45% (seniors)
Discuss your career interests with a faculty member	29% (first-years) 62% (seniors)	45% (first-years) 72% (seniors)

Two bright spots (at least relative to peers) emerged in the 2022 NSSE administration. One, likely attributable to the introduction of the After Mary Washington requirement, is the gain in the percentage of UMW seniors relative to Carnegie peers (27% vs. 22%) who indicate that they have taken or plan to take a career course. The other is the response from UMW seniors who show improvement with respect to their ability "describe the knowledge, skills, and experiences that are necessary" for their career plans. Even so, UMW lags behind peers in several other categories.

While the peer comparison is useful, taken alone it obscures what may be an even more significant finding with respect to the impact of the college experience on career and workforce preparation. A significant percentage of students complete their first-year reporting "some," "very little" or "none at all" on answers to key questions about career and workforce preparation.

NSSE Career and Workforce Preparation Questions	Not at all	Very little	Some
You have a clear idea of your career plan	7%	19%	20%
Your experience at this institution has helped clarify your career plan	10%	22%	27%
You can describe the knowledge, skills, and experiences that are necessary for your career plans	7%	12%	33%

And perhaps most importantly, significant percentages of seniors *at the end of their senior year* (the NSSE is administered in the middle of the spring semester) report having not done many of the things that are essential for their transition to life and career.

NSSE Career and Workforce Preparation Questions	% of students who say "done or in progress"
Attend a talk, panel discussion, or workshop about careers	29%
Discuss your career interests with a faculty member	62%
Get help with your résumé	47%
Participate in a mock or practice interview	25%
User resources and information (database or other digital tools, videos, guides, books, etc.) from career services	28%
Network with alumni or professionals in a field related to your career interests	29%

Put differently, almost 75% of our pending graduates report having not attended an event or program focused on careers, had a practice interview, used Handshake or other resources in the career center, or started networking. Fewer than half of our seniors report having received help with their résumé. And just a majority indicate that they had a conversation with their faculty about their career interests.

3. The Healthy Minds Study

The Healthy Minds Study, colloquially referred to as "JED" because it is supported by the Jed Foundation, addresses mental health status, knowledge and attitude about mental health, overall health, substance abuse, sexual assault, financial stress, and resilience and coping. UMW's partnership with the Jed Foundation included the administration of a survey in fall 2019. Survey results from 2019 reveal that UMW students are less likely to feel connected to others. Although the majority of UMW students feel they have a social circle or community where they feel they belong, 29% of students disagree. Since these results were prior to the COVID-19 pandemic, it is likely that even more students feel this way currently. In addition, when UMW students compare themselves to others, they are more likely to say that others handle their lives better than they do.

Over a third of UMW students (36%) say that it is frequently to almost always true that "most people are handling their lives better than I am."

Based upon this data, JED recommended that we work with students on developing life skills education to help students cope with the stress of college life, make wise lifestyle choices, foster resilience, and achieve academic success. Their suggestions included focusing on areas such as mindfulness, career readiness, and the transition into and out of college as we endeavor to support students.

E. About the University of Mary Washington

The University of Mary Washington is a comprehensive public liberal arts and sciences university located in Fredericksburg, Virginia. The institution was founded in 1908 as a State Normal and Industrial School for Women. Through the years, the name was changed to the State Teachers College at Fredericksburg (1924), Mary Washington College (1938), and finally, the University of Mary Washington (2004). Although once a college for women, the institution became coeducational in 1970.

Currently, just under 4,000 undergraduate students attend UMW, with about 55% of students living on campus. Approximately one quarter of the on-campus residents are from out of state or foreign countries. These students represent over 30 states and 20 foreign countries. Approximately 28% of students self-identify as minorities.

UMW is organized into three colleges: the College of Arts and Sciences, the College of Business, and the College of Education. The university offers more than 50 majors, 41 minors, one undergraduate certificate and four graduate degree programs. Degrees are: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Elementary Education, Bachelor of Science in Nursing, Bachelor of Liberal Studies, Master of Science in Elementary Education, Master of Business Administration, Master of Education, and Master of Science in Geospatial Analysis.

The University's mission is to support "high quality instruction" in a "place where faculty, students and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service." In 2017, the University's Board of Visitors approved *An Investment of Hope for the Future,* a strategic vision for the University of Mary Washington. This vision outlined four goals with associated action items. Goal 2 identified the importance of immersing our students in applied, impactful learning experiences that will prepare them for intellectual and professional success, and to live productive and full lives in their communities.

A first step in meeting this charge was reflected in the 2018 general education revision. There, the After Mary Washington concept was enhanced and codified into the general education curriculum. By making After Mary Washington a general education requirement, the University was able to develop and introduce learning outcomes related to career readiness and begin collecting assessment data for specific academic courses that meet the criteria. With the inception of the After Mary Washington concept, the university introduced for-credit courses (either interdisciplinary or within majors) to support students' career and professional development.

III. Desired Outcomes

A. Student Learning Outcomes

Overall, this QEP is focused on important outcomes related to student success. Implementation of the QEP will equip students with the structure and support to gain an understanding of the core competencies that will help them thrive as they transition from college to career. These outcomes build upon UMW's efforts in recent years to provide the support and infrastructure for an undergraduate experience that prepares students for life after college. For example, the new general education program, generally, and the After Mary Washington requirement, specifically, are important to this endeavor. The QEP further develops and enhances UMW's efforts to better prepare students for life after college. This plan supplements and extends the reach of prior efforts and makes the focus on "Life After Mary Washington" a cultural pillar of the UMW student experience. Therefore, the specific and measurable QEP learning outcomes have been identified as:

- Student Learning Outcome 1: Students will connect their liberal arts and sciences education with the ten core competencies and understand how they relate to life and career after Mary Washington.

- Student Learning Outcome 2: Students will communicate their experiences in a way that is relevant to their life and career after Mary Washington.

As evident from the analysis of baseline data, UMW students will benefit from the integration of an enhanced focus on what is essential to post-graduation success throughout their academic and co-curricular undergraduate experience. The introduction of "After Mary Washington" as part of our general education coursework was a necessary, but insufficient, step to preparing students to be career ready. Students need to know all that career readiness entails, they need to learn about it earlier in their college careers, and they need to see the full range of opportunities for developing their capacities. Critical to this entire undertaking is the implementation of a robust communication plan that engages students early in their first year to help them know and understand the competencies that will be essential to their lives after Mary Washington.

B. Essential Competencies for Career Readiness

The Life After Mary Washington: Preparing Students for Life and Career QEP focuses on ten competencies adopted from the National Association of Colleges and Employers and adapted to fit the academic and campus culture of the university. Each competency is listed and defined as follows:

Competencies

Career, Self Development and Professionalism	**Career, Self-development, and Professionalism** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization. Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace. (NACE)
Civic Engagement and Community Service	**Civic Engagement and Community Service** Understand the importance of participating in civic engagement that may include community service, political activities, or other community engagement that contributes to the betterment of the community or society. (UMW)
Communication	**Communication** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization. (NACE)
Critical Thinking	**Critical Thinking and Problem Solving** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information. (NACE)

Digital Fluency	**Digital Fluency** In an increasingly digital world, it is essential to gain experience with the tools of digital creation, practice creating content ethically and effectively, and recognize how what you do online impacts your online identify. (UMW)
Global Awareness and Intercultural Competence	**Global Awareness and Intercultural Competence** Global awareness/intercultural competence are the building blocks of inclusive excellence and effective engagement with others in your everyday life. The ability to analyze new information, be open-minded, be aware of other cultures and global systems, and appropriately engage with individuals with different backgrounds and beliefs leads to more equitable and inclusive experiences for all. (UMW)
Leadership	**Leadership** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage their emotions and those of others; use empathic skills to guide and motivate; and organize, prioritize, and delegate work (NACE).
Meaningful Connections	**Meaningful Connections** Actively seeking to create an awareness of and appreciation for meaningful interactions with others that enriches our own sense of community and purpose. Demonstrate empathy, openness, respect, positive communication, and support as you build relationships with peers and others. (UMW)
Teamwork and Collaboration	**Teamwork and Collaboration** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities. (NACE)

Well-being and Mindfulness
Thrive at and beyond the University of Mary Washington by recognizing connections among physical, emotional, mental, and other areas of wellness. Demonstrate the ability to recognize challenges as opportunities for growth. (UMW).

C. Goals of the QEP

In addition to the student learning outcomes, the university aims to see progress on several key goals. A full understanding of what is involved with career readiness and opportunities to experience it and gain proficiency in its key dimensions should contribute to graduates' career outcomes.

Goal 1: Improved career outcome rate. As one of its student success and achievement goals, UMW has an established aspirational goal of having a career outcome rate of 95% by the class of 2027. As noted earlier, the University has been tracking and monitoring this rate since 2015, with a seven-year career outcome rate of approximately 90%. That is, approximately 90% of UMW graduates are employed, in graduate school, or engaged in full-time service six months after they graduate. This rate is calculated in accordance with the standards set forth by the National Association of Colleges and Employers (NACE).

Career Outcomes Rate – First Destination Survey				
Grad Year	**# Graduates**	**# Reporting**	**Knowledge Rate**	**Career Outcome Rate**
2015	990	732	74%	95%
2016	1005	755	75%	93%
2017	969	778	80%	92%
2018	931	799	86%	83%
2019	1051	944	90%	89%
2020	1114	758	68%	90%
2021	1049	728	69%	93%

Goal 2: Improved "employed full-time" outcome rate. UMW seeks to see a shift toward full-time employment in the first destination career outcome data. As discussed earlier, although the overall career outcome rate has been generally favorable at 90%, only about 75% who report being employed are employed full-time. Further engagement with career readiness should support more students in finding full-time employment and employment that requires a college degree.

Full-Time vs. Part-Time Employment		
Grad Year	Full-Time Employment	Part-Time Employment
2015	70%	8%
2016	57%	16%
2017	55%	15%
2018	54%	11%
2019	55%	16%
2020	53%	14%
2021	58%	7%

Goal 3: Meet or exceed key indicators of career and workforce preparation relative to peer institutions. The NSSE "Career and Workforce" module offers the University a tool to monitor progress on a wide variety of fronts in the overall area of career readiness and to benchmark our progress against peers. As demonstrated by the deficiencies revealed in the first administration of this survey module in 2022, there are several areas for improvement. Specifically, the University seeks to meet or exceed the key indicators of career and workforce preparation of our peer institutions. Implementation of this plan, which builds career readiness into the fabric of the UMW experience, should offer the opportunity to measure progress relative to our peers.

Goal 4: Improved student connectedness and self-confidence. The University's work with JED over several years has identified connectedness and self-confidence as key areas for improvement, with a specific focus on career and life skills exhibited by the core competencies of this QEP. As a result, ongoing assessment of the QEP will include successive administrations of the Health Minds survey to determine if there is an observable increase in students' sense of connectedness and self-confidence. Providing students with further opportunities to grow and develop with respect to their readiness for life after college should support the university's aspirations to have students connect and develop a deeper sense of self-confidence.

IV. Literature Review and Best Practices

At a foundational level, a graduate from a liberal arts institution is well prepared for the job market and life after college. In fact, in a 2020 survey of employers, 90% agree that achieving outcomes as defined by a liberal arts education is important (Finley, 2021). However, only 60% of employers believe graduates are prepared with these skills when they enter the workforce (Finley, 2021). While a liberal arts institution can prepare a student for success, it is important to continue engaging with students on specific preparatory life and workforce skillsets given the impact of a pandemic and a changing civil discourse landscape. Further, students should be able to easily make connections and communicate how their education connects to the workforce and post-secondary success (AAC&U, 2020).

A. Career, Self-Development, and Professionalism

Broadly, professionalism involves knowing and understanding that work environments differ and in turn, engaging in work habits that benefit the larger work community (NACE, 2022). At least half of all employers ranked words like "work ethic," "self-confidence," "persistence," and "connection with the workplace" as "very important" for success in the workplace, in life, and with citizenship (Finley, 2021). However, only 11% of students recently surveyed felt very prepared for the workforce (Salesforce, 2021). Similarly, students also identified "job prospects" as one of the most influential challenges faced at their university (Muir, 2022). This is interesting given that half of these same students reported that they expected to acquire work-related skills from their respective universities, and 40% believed universities should offer job-specific opportunities such as workshops about careers (Salesforce, 2021).

B. Civic Engagement and Community Service

Employers are "much more likely" (49%) or "somewhat more likely" (41%) to hire a potential candidate who has completed an internship or apprenticeship and "much more likely" (41%) or "somewhat more likely" (44%) to hire a potential candidate who has been involved in a community-based or service-learning project with a community organization (Finely, 2021). Active involvement in the community leads to acquisition of knowledge, skills, and the power to make positive change. This involvement leads to more constructive relationships and equitable decision-making for individuals, communities, organizations, and government entities. Further, civic engagement enhances communication, collaboration, and problem-solving, and increases intercultural competence and meaningful connections.

C. Communication.

Communication is a broad field of study, which, at its core, promotes life practices conducive to healthy and varied interpersonal relationships. Given the preponderance of evidence regarding the value of effective communication skills and strong relationships, there seems little question as to the need for teaching individuals the skills and knowledge related to effective communication through traditional and contemporary means. Effective communication in families, for instance, is a strong indicator of satisfaction with family relationships, as researchers have found that the more positively couples rated their communication, the more satisfied they were with their relationships (Peterson and Green, 2009). Effective communication also serves as the basis of every interpersonal relationship both in and out of family settings as individuals need to employ effective communication to both prevent and respond to problems that arise. As the National Association of Communication notes, communication "cuts across contexts and situations" as communication "is the relational and collaborative force that constructs the social world." (NCA, n.d.) The understanding of how meaning is generated within and across various contexts and media is central to the study of communication practices and has never been more of an "issue of vital importance in contemporary society." (Morreale and Pearson, 2008) The study of communication embraces a deep commitment to ethical and civically productive communication, and through a study of communication, students emerge with a commitment to using their education to make a difference in their workplaces and in their communities (NCA, n.d.).

Of particular concern in today's political climate is the lack of civil discourse preventing collaborative consideration of problems that our society would like to address. Central to the United States' inspiring experiment in democratic government is the expectation of compromise that is only possible with civil discourse, defined by James Calvin Davis as "the exercise of patience, integrity, humility and mutual respect in civil conversation, even (or especially) with those with whom we disagree" (Leskes, 2017). In addition to seeking to understand others' perspectives, the development of skills in civil discourse includes study of how arguments are constructed, how to back up those arguments with evidence, and how to responsibly conduct research to select the right evidence to support those arguments (Civil Discourse, 2017). Effective communication provides graduates with the understanding of how to communicate effectively, ethically, and productively, with the goal to produce engaged citizens who can contribute to their families, workplaces, and communities.

Given the important set of skills tied to the study of communication, it is not surprising to find that employers seek candidates with these skills. In their study of trends in desired workplace competencies, Bertelsen and Goodboy (2019) reported that "interpersonal communication, teamwork, leadership, intercultural or multicultural communication, and some level of reasoning, critical thinking or analysis are regularly listed as highly desirable workplace communication competencies."

D. Critical Thinking and Problem Solving
Critical thinking and problem solving are key life skills and necessary for the work force. Traditional views of critical thinking define the term as the purposeful ability to approach problems, interpret information, and regulate judgment across domains (McMillan, 1997; Abrami, 2008). More recent definitions place importance on the need to analyze, reason, plan, and make decisions (OCTAE, 2022). A key feature of both critical thinking and problem solving is the willingness to do so. In a meta-analysis of critical thinking skills of college students over the past 50 years, Huber and Kuncel (2016) found that critical thinking skill scores have decreased over time, despite concerted efforts to improve these skills. While it is possible that college students enter higher education already well-equipped with critical thinking skills, it may also be possible that students are less willing or capable of acquiring these skills. Whatever the cause, critical thinking and analysis, along with problem solving, continue to rank among the top skills necessary for entering and successfully navigating the workforce, life, and citizenship (Finley, 2021).

E. Digital Fluency
In a survey of employers, digital literacy was ranked in the top five skills necessary for success in work, life, and citizenship (Finley, 2021). Despite this need, in a worldwide survey of the workforce, only 32% of employees born in the "Gen Z" era reported feeling very equipped with resources to learn digital skills (Salesforce, 2021). According to NACE (2022), behaviors that demonstrate proficiency in this domain include learning and adapting to new technologies and utilizing technology to improve efficiency and to manipulate information and achieve goals.

F. Global Awareness and Intercultural Competence
The population continues to diversify rapidly. According to the U.S. Census, the percentage of people of color over 18 rose from 46.5% in 2010 to 52.7% in 2020, a first in the history of

census reporting (Frey, 2021). Without intercultural competence or global awareness, individuals, employers, and organizations may miss opportunities to tap into the strengths, creativity, and knowledge of their employees and organizations. Further, individuals also need to feel welcomed and encouraged within organizations to maximize productivity. These skills require global and intercultural attitudes, behaviors, and mindsets. Thankfully, employers have reported they are "much more likely" (47%) or "somewhat more likely" (41%) to hire a potential candidate who has experience working in a community with people from diverse backgrounds or cultures and "much more likely" (44%) or "somewhat more likely" (40%) to hire a potential candidate who has global learning experiences that include exposure to diverse experiences and perspectives (Finley, 2021). Similarly, 81% of employers felt a focus on global issues in higher education was "very important" or "somewhat important" as they considered employees. This is aligned with students who, when asked what values they wanted their universities to uphold, listed diversity and inclusion in the top three (Salesforce, 2021).

G. Leadership
Leadership skills include recognizing both personal and organizational strengths to achieve results (NACE, 2022). Behaviors might include using innovative thinking, motivating and inspiring others, and inspiring, planning, initiating, motivating, managing, completing and evaluating self and team projects (NACE, 2022). In a 2020 survey of employers, 53% of respondents listed leadership as a "very important" skill for work, life, and citizenship success (Finley, 2021). In a similar survey, 65% of employers rated leadership as very to extremely important (NACE Recruiting Benchmarks, 2022). Although members new to an organization may not be poised for leadership roles, leadership behaviors will still be required to work effectively in teams and groups. These behaviors can also create a trajectory of future successes, leading to longevity in and for organizations.

H. Meaningful Connections.
Student engagement with student organizations leads to greater persistence to graduate, increased capacity for leadership, cognitive and social development, and student academic and career success (Mayhew et al., 2016). Although student organizations are often voluntary endeavors, students who authentically engage see growth in skills, leadership efficacy, and real-world impact (Rosch and Collins, 2017). These are skills needed for post-collegiate life. When considering meaningful connections such as critical thinking, communication, teamwork, equity and inclusion, and professionalism, 87% or more of all employers rated these as important for new employees. Further, both critical thinking and communication were rated as important by 98.5% of all employers (Job Outlook, 2022). In addition to employment, critical thinking is viewed as vital for wider social engagement in society (Koenig et al., 2011; Davies, 2015).

Meaningful connections are important for skill building and employment and also because they foster a sense of belonging and well-being. A recent program at the University of Virginia explored a relationship-focused intervention among first-year and transfer students (Costello et al., 2022). During this program, university students attended weekly one-hour sessions for nine weeks. These sessions were voluntary extracurricular activities that included facilitated discussions. After nine weeks, students reported feeling increased belongingness to their university and were less lonely and depressed, also a measure of well-being. Overall, the opportunities to engage in structured activities met a need. This is not surprising since supportive

relationships through meaningful connections are among the strongest predictors of well-being (Myers, 2003; Diener and Suh, 2003).

I. Teamwork and Collaboration
Teamwork includes the ability to build and maintain relationships while working collaboratively toward common goals (NACE, 2022). A survey of employers in 2020 found that teamwork was one of the top-ranked essential outcomes of college education (Finley, 2021). These outcomes were determined necessary for work, life, and citizenship. In fact, over 90% of employers ranked the "ability to work effectively in teams" as a very important or somewhat important skill. While groupwork and teamwork are common practices in higher education classrooms, little research on this topic exists in the United States. Most literature focuses on K-12 environments or international universities. This is aligned with Halonen and Dunn's (2021) recent article in the *Chronicle of Higher Education*, which noted that instruction in higher education frequently utilizes group projects, yet students are not provided direct instruction on how to work together and collaborate in teams. To adequately address the needs of students who may not understand how to work collaboratively, connections should be made in and out of the classroom. Students should be instructed on how to use communication skills to coordinate activities and set goals. Teamwork and collaboration allow students to learn from one another and feel heard, and discussions and interactions promote professionalism and a sense of connection to a group or organization.

J. Well-Being/Mindfulness.
At UMW, the goal is for students to thrive within an optimal learning community that encourages academic success and personal well-being, defined as "the presence of positive emotions and moods (e.g. contentment, happiness), the absence of negative emotions (e.g. depression, anxiety), satisfaction with life, fulfillment, and positive functioning" (CDC, 2022). The umbrella of well-being encompasses physical well-being, social well-being, emotional well-being, psychological well-being, life satisfaction, and engaging activities and work. UMW's strategic vision, *An Investment of Hope for the Future*, directs the University to build a culture of wellness at Mary Washington that recognizes "cohesive wellness - a state of physical, mental, and social well-being [as] integral to the learning and work environment." (Investment, 2017) Calls for improvement of UMW students' mental health and well-being arose from faculty and staff input, assessments and surveys (JED, 2019-20), and student advocacy.

Over the past few decades across U.S. higher education, college students' mental health has grown into a primary area of concern. In a 2004 article, Dr. Richard Kadison, chief of mental health services at Harvard University, concluded that "promoting emotional health in students is an investment in the future. It should be part of the mission of all colleges and universities" (Kadison). Kadison further makes the point, known well at the University of Mary Washington, that if students are struggling mentally, they cannot achieve their academic goals. In 2019, fifteen years later, most college presidents recognized student mental health as among their chief priorities and challenges (Wolf). At UMW, several surveys and assessments illustrate the critical need for more support in mental health resources, including the Wake Forest Well-Being Assessment, Healthy Minds, and the National College Health Assessment. Additionally, post-COVID data about high school students shows students are struggling with mental well-being at increasingly greater levels (Zhou et al., 2021). Further, during the pandemic, a meta-analysis of

post-secondary students found that 30.6% of students exhibited clinically elevated depressive symptoms and 28.2% exhibited anxiety symptoms (Zhu, 2021). This will undoubtedly continue over the next few years.

One way to intervene and improve well-being is mindfulness. Schwind et al. (2017) used five-minute guided mindfulness sessions, in combination with mindful breathing, at least five times a week, to alleviate stress and anxiety and promote well-being of undergraduate and graduate students. More broadly, a review of mindfulness interventions in higher education revealed a decrease in emotional distress and overall improvements in self-perceptions and social-emotional skills (Conley, 2015).

V. Implementation Plan

Through the implementation of this plan, UMW will have the opportunity to connect the ten core competencies to our academic and co-curricular programs as well as extracurricular activities. This plan invites the entire University community to join the conversation about career and life post-graduation. It is a conversation that begins at the moment a student accepts their admission to the University and which is threaded throughout their experience on campus. If we do this well, our students will have the tools to be more intentional about where they go next, and they will start preparing for those next steps earlier in their college careers.

A unique aspect of this plan is that it unites offices across the University and challenges faculty and staff to intentionally invest in improving career outcomes among our students by helping them translate their on-campus experience into meaningful skills once they leave the University. In its full expression, this plan will be evident in the language we use to describe what happens in the classroom, in our student and University sponsored programming, and even on our athletic fields. The tangible aspect of the plan will be demonstrated through the branding and the use of the competency icons prominently displayed in syllabi, on posters and flyers, and used in training discussions with advisors, coaches, and mentors. A sample of the branding can be found in Appendix D.

A. Plan Components

There are four components to this plan. The first is a robust communications campaign around the significance of preparing for life after college, knowing what it entails and the many opportunities for realizing it, and the degree to which the university's investment in success after college is a central part of who we are. The second component is aimed at a structured set of touchpoints and engagements with students from the time they accept their admission to the University through the time they say their last goodbye on campus. It involves introducing students to the competencies and the connection between their work and life on campus and their life and career after graduation. The third component aims to prepare our faculty and staff with a deep understanding of each of the ten competencies and equip them with the necessary language and tools to support student growth with respect to career readiness. Finally, we understand that in order for the culture to be sustained, the plan must continue to evolve at the hands of its

stakeholders. That evolution and infusion of new energy will come through an innovation fund established to encourage continuous improvement, activity, and energy around the other three components of the plan.

Life After Mary Washington Plan Components

| Student Communications | Student Onboarding, and Affinity | Faculty and Staff Development | Invitation to Innovate |

10 Core Competencies ○ **QEP Director** ○ **Advisory Council** ○ **Assessment** ○ **Co-curricular Transcript**

Student Communications
The student communications campaign will begin with the invitation to orientation by including a written piece that introduces the ten core competencies and how those competencies will shape their time at the University. Further, students will be asked to complete a brief self-assessment to help them to begin thinking about their level of knowledge and comfort with each of the competencies. Communications with students will continue throughout their onboarding and first-year experience in the form of written, verbal one-to-one, verbal assembly, and visual communications designed to introduce, familiarize, and ingrain the relevance of the ten core competencies to their work and life on campus and after graduation. Examples of such communications may take the form of wall clings, social media posts, and flags around campus, to name a few. For more detail on the communication plan to support student awareness and internalization, see Appendix E.

Student Onboarding and Affinity
This component considers students at each stage of their college career and across the key milestone events that mark their progression through college. At first-year orientation (a two-day event) programming will be offered about the competencies and students will first be introduced to the ways in which the entirety of their undergraduate experience offers opportunities to prepare themselves for life after college. As demonstrated in Appendix F the milestone events such as declaring a major, setting a schedule for the upcoming year, securing an internship, applying for graduation, and securing a first career are recognized with events, traditions, and celebrations of accomplishments which can be connected to the QEP. Students will also be introduced to and have access to their co-curricular transcripts, detailing activity, club, or event involvement. By extending existing events, the plan stands to more seamlessly fit into the culture and fabric of the UMW community.

Faculty and Staff Development
Faculty and staff across the UMW community contribute to students' preparation for life and career when they create and host opportunities for students to develop, refine and practice the 10 core competencies. This happens across campus in ways large and small every day. It happens when a faculty member tasks students with using a particular software in their courses or requires them to complete group work. It happens when the James Farmer Multicultural Center offers programming which fosters students' cultural competency. It happens every day in clubs, organizations, and teams. It happens in campus employment, service projects, and even in the campus paint crew.

The cultural integration of the QEP implies that faculty and staff are informed and prepared to initiate, execute, and/or support these activities. This will require faculty and staff professional development and training, which is the third component of the plan. The level of awareness and understanding of the ten core competencies, learning outcomes, and student engagement plan must be supported through development activities among faculty and staff. Faculty who plan to incorporate competencies into their coursework may need support in connecting competencies to content, developing activities, or recognizing how campus programs can be integrated into majors or departments. One such example may be utilizing competency icons within syllabi to visually connect academic objectives to work and life skills (See Appendix G). They will also need feedback from alumni and employers who can articulate how they are observing students use the skills gained in the classroom. These University and employer conversations will be part of the development process for faculty and staff to help them internalize the competencies while learning about the progress on this plan. A series of conversations and sharing sessions for faculty and staff will be developed to introduce the competencies and generate dialogue and thinking about their application. Further, staff and faculty will be invited to collaboratively identify areas in which competencies are currently covered and further develop concrete intersections of competencies among academic, co-curricular, and extracurricular areas. Finally, the existing structure of Leadership UMW, the University's internal leadership development program, can be aligned to the ten competencies, thereby providing additional exposure to and experience with the competencies in action.

Invitation to Innovate
A fund will be set aside to support innovations that will facilitate the achievement of the goals of the Life After Mary Washington plan. Innovations may be identified from faculty, staff, or students and carried out by any combination in support of the learning outcomes, plan goals, or mastery of the ten core competencies. The plan aims to support the growth of new and innovative efforts to capitalize on the energy and insights created through the initiation and implementation of this plan.
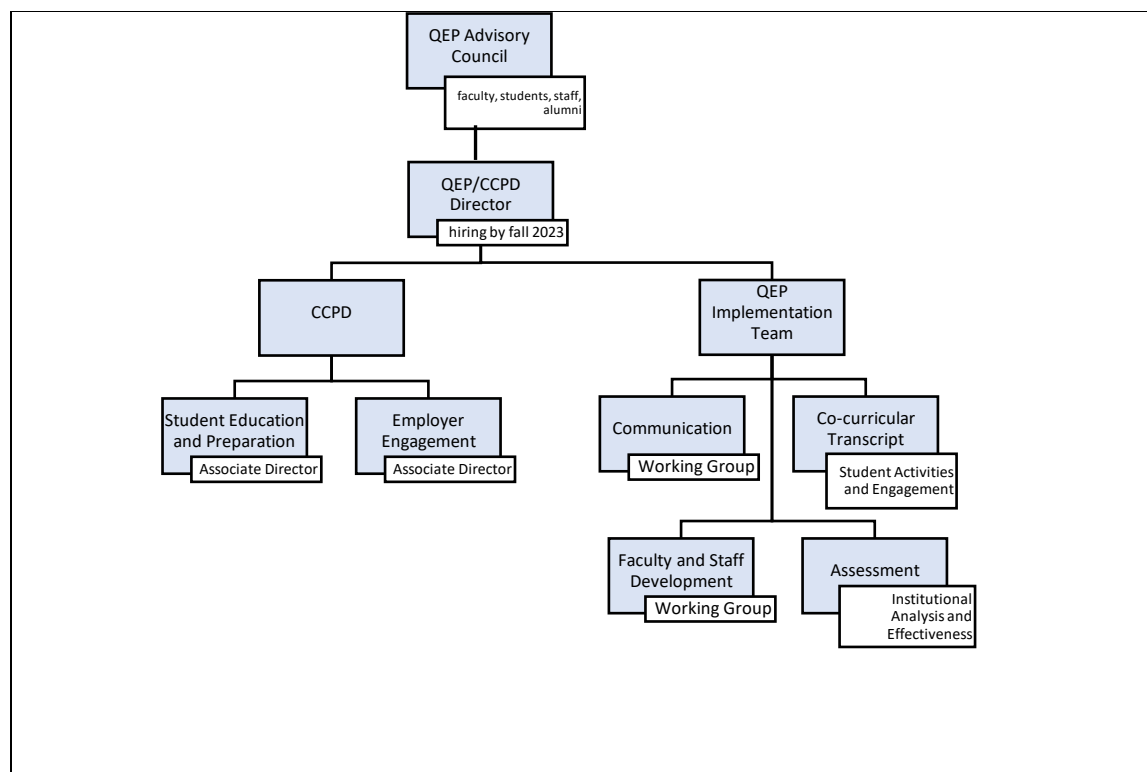
B. Resourcing the Plan

UMW has committed resources to initiate, implement, and complete the QEP. Over the past several years, key investments have made this possible. This includes investments in the Center for Career and Professional Development, investments in the IT infrastructure to support student tracking of the experiences (résumés and co-curricular transcripts) such as Handshake and Presence as well as those necessary for direct assessment of the student learning outcomes (Big Interview), and investments in curricular and co-curricular offerings that create rich opportunities for students to engage in the ten core competencies.

This QEP commits necessary but sufficient additional resources to communicate and inform students about these competencies, brand and market curricular and co-curricular opportunities for engaging with and improving one's experience with these competencies, and offering the training and professional development for faculty and staff to more effectively join in this conversation. It also establishes a modest budget to spur growth and innovation in the classroom and beyond.

It is important to note that the University is hiring a new director of the Center for Career and Professional Development who will report to the Associate Provost for Career and Workforce and be responsible for the integration of the QEP in the University's activities and culture. The job advertisement is in Appendix H, and the goal is to complete the search by fall 2023.

The human and financial resources necessary for implementing and sustaining the QEP have been identified. To initiate the QEP, the Associate Provost for Career and Workforce shall form a QEP Advisory Council which will consist of the director of the Center for Career and Professional Development (who shall ultimately serve as the QEP director), faculty, students, staff, and alumni. This council will include several subcommittees to implement, monitor, and assess the QEP and will be supported by the Center for Career and Professional Development. The subcommittees will develop frameworks for programs and units to engage with the objectives of the QEP, introduce and develop a co-curricular transcript process for students to track their experiences, organize and coordinate experiences which support the QEP, coordinate with University Communications to implement a robust marketing and communications plan to engage students, faculty, and staff in the language and activities of this QEP, and be responsible for regular reporting on progress on the QEP.

The organizational chart is as follows:

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                              ┌──────────────────┐
                              │  QEP Advisory    │
                              │     Council      │
                              ├──────────────────┤
                              │ faculty, students, staff,
                              │      alumni       │
                              └──────────────────┘
                                       │
                              ┌──────────────────┐
                              │   QEP/CCPD       │
                              │    Director      │
                              ├──────────────────┤
                              │ hiring by fall 2023 │
                              └──────────────────┘
                     ┌─────────────────┴─────────────────┐
              ┌────────────┐                      ┌──────────────────┐
              │   CCPD     │                      │      QEP         │
              │            │                      │ Implementation   │
              │            │                      │     Team         │
              └────────────┘                      └──────────────────┘
           ┌───────┴────────┐              ┌───────────────┴──────────────┐
  ┌────────────────┐ ┌────────────────┐ ┌────────────────┐ ┌──────────────────┐
  │ Student Education │ │   Employer    │ │ Communication  │ │ Co-curricular   │
  │ and Preparation   │ │  Engagement   │ │                │ │  Transcript     │
  ├────────────────┤ ├────────────────┤ ├────────────────┤ ├──────────────────┤
  │ Associate Director │ │ Associate Director │ │ Working Group │ │ Student Activities │
  └────────────────┘ └────────────────┘ └────────────────┘ │ and Engagement   │
                                                            └──────────────────┘
                                      ┌────────────────┐ ┌──────────────────┐
                                      │ Faculty and Staff │ │   Assessment    │
                                      │  Development   │ │                  │
                                      ├────────────────┤ ├──────────────────┤
                                      │ Working Group  │ │ Institutional    │
                                      └────────────────┘ │ Analysis and     │
                                                         │ Effectiveness    │
                                                         └──────────────────┘
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Supports and Frameworks for Departments and Majors

As the University implements the core components of the QEP, it will also be important to continue to support academic departments and majors continued growth with respect to After Mary Washington designated courses, specifically, and career readiness, generally. There are multiple opportunities to continue to develop and refine these courses, to assess their effectiveness, and to support course development in programs that do not currently participate. To build capacity for increasing the number of majors that offer courses that fulfill the AMW requirement, faculty, departments, and colleges will be provided with tools shared in collaborative groups to support course development.

Support for integrating the QEP goals into academic departments and majors may include, but may not be limited to:
- Designating a class in the major as AMW;
- Encouraging faculty to collaborate on career readiness frameworks and assignments;
- Launching scaffolded faculty development training through the Center for Teaching;
- Creating an internship class, designated as AMW, within majors;
- Integrating AMW & LAMW outcomes into multiple classes within majors;
- Training career advisors in specific majors/areas for workshops, informal discussions, etc. outside the classroom (those not necessarily inside the career center, but in majors); and
- Hosting speakers and community partners to address what they are looking for in new graduates.

Co-curricular Transcripts

To provide students an opportunity to make connections between their academics and activities at UMW, it is critical that UMW offers the infrastructure that allows students to find and catalog their experiences in one central location. According to a survey of employers in 2020, cataloging a potential job candidate's college experience, is viewed as "very" or "somewhat useful" by at least 90% of employers (Finley, 2021). This is an 11% increase from a similar survey in 2015. While UMW boasts more than 150 clubs and organizations, over 25 sport clubs or intramural sports, and countless activities, internships, and volunteer activities, students do not currently have a centralized way to catalog these broad experiences. A co-curricular transcript administered through Presence will allow students to showcase specific competencies and highlight activities, leadership roles, internships, and volunteer activities.

QEP Communication Plan

Finally, the advisory council will be tasked with collaborating with University Communications to develop and implement a marketing and communications plan that will target students, faculty, staff, parents, and the community. The plan will include a rollout starting in spring 2023 and continue for 24 months with repeatable activities that can become part of the communications calendar for the University ongoing. One method of communication will include a website to serve as the central hub of information for the QEP. The mark of success for this communications plan will be the effortless articulation of one to two core components of Life AMW by students, faculty, and staff in addition to the general education requirement. This plan can be referenced in Appendix E.

VI. Timeline

The University of Mary Washington is excited to begin *Life After Mary Washington: Preparing Students for Life and Career* QEP. Between now and Year 1 (AY2023-24), UMW anticipates completing the following tasks: (1) hire the QEP/CCPD Director, (2) Establish the QEP Advisory Council, (3) Collect baseline data through NSSE Career and Workforce module, JED

Healthy Minds survey, and exit interview administration, (4) Establish criteria and process for the innovation fund, (5) Complete and roll out the communication plan. The table below represents a sketch of the timeline for the five-year implementation:

Year 1 AY 2023-24	Year 2 AY 2024-25	Year 3 AY 2025-26	Year 4 AY 2026-27	Year 5 AY 2027-28
• Summer - Onboard cohort 1 • August - Faculty/staff development programming and release of toolkits • September - Call for Innovation Fund Proposals • November - First Destination Survey • December - Employer Survey • March - NSSE Survey administered • April - Exit Interview Class of 2024 • June - Report on first year progress and results and build AY 24-25 action plan based on analysis of assessment results	• Summer - Onboard cohort 2 • August - Faculty/staff development programming • September - Call for Innovation Fund Proposals • November - First Destination Survey • December - Employer Survey • February - JED Survey administered • March - NSSE Survey administered • April - Exit Interview Class of 2025 • June - Report on second year progress and results and build AY 25-26 action plan based on analysis of assessment results	• Summer - Onboard cohort 3 • August - Faculty/staff development programming • September - Call for Innovation Fund Proposals • November - First Destination Survey • December - Employer Survey • March - NSSE Survey administered • April - Exit Interview Class of 2026 • June - Report on third year progress and results and build AY 26-27 action plan based on analysis of assessment results • *Three year summary report from the QEP director due.*	• Summer - Onboard cohort 4 • August - Faculty/staff development programming • September - Call for Innovation Fund Proposals • November - First Destination Survey • December - Employer Survey • February - JED Survey administered • March - NSSE Survey administered • April - Exit Interview Class of 2027 • June - Report on fourth year progress and results and build AY 27-28 action plan based on analysis of assessment results • *Document outcomes for first four-year cohort under the QEP*	• Summer - Onboard cohort 5 • August - Faculty/staff development programming • September - Call for Innovation Fund Proposals • November - First Destination Survey • December - Employer Survey • March - NSSE Survey administered • April - Exit Interview Class of 2028 • June - Report on fifth year progress and results and build AY 28-29 action plan based on analysis of assessment results • *Fifth-Year Interim Report Due Spring 2029*

VII. Assessment Plan

Outcomes for this QEP are specific, measurable, and clearly related to student learning and success. The National Survey of Student Engagement (NSSE) Career and Workforce module indicates that while there are some improvements in some areas, UMW students are outperformed by peers on many of the key indicators of career readiness. Students appear to be engaged in career preparation at rates significantly lower than we would hope and which is observed at peer institutions. We seek to improve these results and have a plan to assess progress using reliable assessment methods with appropriate targets. In addition, institutional personnel and partners are included in this plan along with a timeline for completion that is consistent with UMW's annual institutional effectiveness cycle.

A. Assessment Measures

UMW's QEP focuses on improving specific student learning outcomes for student success. First, the QEP identifies two specific student learning outcomes.

- Student Learning Outcome 1: Students will connect their liberal arts and sciences education with the ten core competencies and understand how they relate to life and career after Mary Washington.

- Student Learning Outcome 2: Students will communicate their experiences in a way that is relevant to their life and career after Mary Washington.

These outcomes have long been a part of what UMW has hoped for its students but has not made explicit in specific and tangible ways. In addition, this QEP builds upon and reinforces UMW's commitment to student success and how it evaluates student success and achievement with respect to post-graduation outcomes. As outlined in the goals section of this QEP, UMW is seeking to improve the career outcomes of its graduates as well as the degree to which they have the confidence in their preparation to navigate the transition from college to life and career. To evaluate the effectiveness of this plan, UMW has identified assessments that will provide both direct and indirect measures. Some of these assessments are currently in use, some will be augmented with additional questions, and others will be added to our assessment portfolio.

1. NSSE Topical Module Report on Career and Workforce Preparation
UMW will annually administer the National Survey of Student Engagement (NSSE) Topical Module on Career and Workforce Preparation as one means of assessing the QEP. This survey measures 40 indicators for career and workforce preparation. It will be administered annually at the end of the academic year. UMW has purchased the module from NSSE and is able to offer it to all students (not just first-years and seniors). It not only offers UMW an opportunity to measure progress on the two student learning outcomes over the course of the QEP, but it also permits comparisons with peer institutions (goal 3).

In addition, it will provide important additional information to the QEP Advisory Council (and its members from both the Center for Career and Professional Development and the Implementation Team) across a range of additional indicators of career and workforce preparation. This information will then support efforts to improve and make adjustments in each of the four implementation areas as well as the services offered. If for example, prior year assessment results indicate that only 29% of seniors networked with alumni or professionals in their field, then that can become a point of emphasis in the following year.

2. Big Interview Interviews
Big Interview is a student interview preparation platform that helps students improve their interview and presentation techniques while building confidence. This platform is currently used by career coaches to help students prepare for interviews or by faculty as part of classroom assignments. To assess the student learning outcomes for the QEP, students will use the recording feature to complete interview assignments. Those recorded mock interview responses will be collected, reviewed, and evaluated against a set rubric by a faculty team on an annual basis to determine progress toward the stated student learning outcomes for the QEP. The rubric can be referenced in Appendix I. A pilot to establish baseline data will be completed in the spring 2022 semester.

3. Course Evaluations
All courses that bear the AMW designation will have an additional course evaluation question, "This course has helped me to connect my college experience to life after Mary Washington." (Strongly Agree through Strongly Disagree). The response to this question across all AMW designated courses will be aggregated each year by OIAE and reported to the QEP Advisory Council.

4. Employer Survey
UMW has surveyed employers on their satisfaction with UMW graduates previously. However, these have only been periodic surveys taken at career fairs and recruiting events or surveys administered by particular academic programs. Using information collected from first-destination surveys and other sources of information about where graduates are employed, UMW is developing a more complete and systematic employer survey to obtain direct feedback concerning the strengths and weaknesses of graduates who enter the workforce. This survey is being developed by the Center for Career and Professional Development and the Office of Institutional Analysis and Effectiveness who will be responsible for its administration and providing the QEP Advisory Council with the results. The first iteration of the employer survey is scheduled to launch in fall 2023.

5. After Mary Washington Designated Course Outcomes
After Mary Washington designated courses will continue to be assessed each year. All IDIS 19X courses will be assessed each semester, and a sample of the AMW courses that meet major requirements will be assessed each year. To assess the AMW learning outcomes, faculty teaching each course will assess one or more course activities or assignments on each student's overall effectiveness in meeting the expectations specified in the AMW rubric. Instructors will score their own students on each element and share that data with the Office of Institutional Analysis and Effectiveness (OIAE). OIAE will aggregate and report the data yearly to the QEP Advisory Council.

6. Annual Exit Survey, First-Destination Survey, Alumni Survey
UMW will continue to administer annual exit, first-destination, and alumni surveys – all important sources of information on the impact of the QEP. The Exit Survey provides important information about student satisfactions with career related supports and services. The First-Destination Survey will provide important information about both the ways in which the impact of the QEP is driving students to engaging with the competencies and other opportunities. It also provides a means of evaluating UMW's progress on goals 1 and 2 of the QEP with respect to graduates' career outcomes six-months after completion. Finally, although it will not have an immediate impact on the evaluation of the first five years of the QEP, the Alumni Survey will eventually provide insights into its long term impact of the QEP five, ten, and even fifteen years after graduation.

7. JED Healthy Minds Study
UMW will administer the JED Healthy Minds Survey every other year. This survey, which addresses mental health, will help UMW judge whether the QEP, with its focus on the essential competencies for success in life and career, is reducing student stress and increasing their confidence in managing their lives (goal 4).

B. Assessment Indicators, Baseline, and Targets

This plan is focused on specific student learning outcomes with the goal of improvement both with respect to student learning and the goals of the QEP. The tables below indicate our approach to each measure related to the student learning outcomes. These measures are specific to the student learning outcome and identified as direct or indirect. Baseline data and targets are so indicated.

Assessment Measures for Student Learning Outcome 1

SLO 1: Students will connect their liberal arts and sciences education with the ten competencies and understand how they relate to life and career after Mary Washington

Methodology	Indicators	Direct or Indirect Measure	2022 Baseline	2028 Target
National Survey of Student Engagement Career and Workforce Preparation Module (NSSE)	My experience at this institution helped clarify my career plans.	Direct	41% of first-years, "quite a bit" or "very much" 52% of seniors, "quite a bit" or "very much"	60% of first-years, "quite a bit" or "very much" 90% of seniors, "quite a bit" or "very much"
	I can describe the knowledge, skills, and experiences that are necessary for my career plans.	Indirect	48% of first-years, "quite a bit" or "very much" 73% of seniors, "quite a bit" or "very much"	60% of first-years, "quite a bit" or "very much" 90% of seniors, "quite a bit" or "very much"
Big Interview Interviews	Knowledge of competencies	Direct	TBD from pilot interviews in spring 2023	60% of first-years meet expectations 90% of seniors meet expectations
	Engaging the competencies as part of the UMW experience	Direct	TBD from pilot interviews in spring 2023	60% of first-years meet expectations 90% of seniors meet expectations
Course evaluations in AMW designated courses	To what degree has this course helped you connect your experience to life after Mary Washington?	Indirect	TBD, baseline data are being collected in spring 2023 as part of the end of semester course evaluation process	An average of 70% of students taking AMW courses each year will say "Agree" or "Strongly Agree"

First-Destination Survey	I had an internship or job that allowed me to apply what I learned in the classroom.	Indirect	60% of seniors, "agree or strongly agree"	70% of seniors, "agree or strongly agree"
Alumni Survey	Based on what you know now, how well do you think your undergraduate experience prepared you to develop career- or work-related knowledge and skills	Indirect	51% say "more than adequately" or "very well"	70%, "more than adequately" or "very well"

Assessment Measures for Student Learning Outcome 2

SLO 2: Students will communicate their experience in a way that is relevant to their life and career after Mary Washington.

Methodology	Indicators	Direct or Indirect Measure	2022 Baseline	Target 2028
National Survey of Student Engagement Career and Workforce Preparation Module (NSSE)	How much confidence do you have in your ability to communicate your knowledge, skills, and experiences to potential employers?	Indirect	54% of first-years, "quite a bit" or "very much" 72% of seniors, "quite a bit" or "very much"	60% of first-years, "quite a bit" or "very much" 90% of seniors, "quite a bit" or "very much"
Exit Survey	Rank your experience with Career Services (poor to excellent)	Indirect	61% of students ranked their experience "good" (4) or "excellent" (5) (61% baseline is a 7-year avg.)	70% of students ranked their experience "good" (4) or "excellent" (5)
Big Interview interviews	Communication	Direct	Baseline to be established from spring 2023 pilot interviews	60% of first-years meet expectations

				90% of seniors meet expectations
	Connection and application to life after college	Direct	Baseline to be established from spring 2023 pilot interviews	60% of first-years meet expectations 90% of seniors meet expectations
Employer Survey Questions	How would you rate the overall professionalism of UMW students? (poor to excellent)	Direct	Baseline to be established from fall 2023 survey	70% of students score "good" (4) or "excellent" (5)
	How would you rate the overall written communication of UMW students? (poor to excellent)	Direct	Baseline to be established from fall 2023 survey	70% of students score "good" (4) or "excellent" (5)
	How would you rate the overall oral communication of UMW students? (poor to excellent)	Direct	Baseline to be established from fall 2023 survey	70% of students score "good" (4) or "excellent" (5)
	How would you rate overall the teamwork capabilities of UMW students? (poor to excellent)	Direct	Baseline to be established from fall 2023 survey	70% of students score "good" (4) or "excellent" (5)
	How would you rate overall the critical thinking /problem solving abilities of UMW students? (poor to excellent)	Direct	Baseline to be established from fall 2023 survey	70% of students score "good" (4) or "excellent" (5)
	How would you rate overall the leadership capabilities of UMW students? (poor to excellent, or not relevant to the position)	Direct	Baseline to be established from fall 2023 survey	70% of students score "good" (4) or "excellent" (5) where relevant
	How would you rate overall the digital fluency of UMW students? (poor to excellent, or not relevant to the position)	Direct	Baseline to be established from fall 2023 survey	70% of students score "good" (4) or "excellent" (5) where relevant

	How would you rate overall the intercultural competency of UMW students? (poor to excellent, or not relevant to the position)	Direct	Baseline to be established from fall 2023 survey	70% of students score "good" (4) or "excellent" (5) where relevant
	How would you rate overall the teamwork capabilities of UMW students? (poor to excellent)	Direct	Baseline to be established from fall 2023 survey	70% of students score "good" (4) or "excellent" (5)

In addition, the University will measure its progress on the four goals of the QEP using existing and ongoing annual evaluations described in this report. This includes (1) the annual exit survey required of all seniors prior to graduation, (2) the First Destination Survey administered six months after graduation, and (3) the JED Healthy Minds Study every other year. The first destination survey will be used to measure progress on goals 1 and 2 related to career outcomes and full-time vs. part-time employment. The NSSE Career and Workforce module will be administered every year to both first-years and seniors, and, in addition to its value for measuring progress on student learning outcomes, it will also measure progress on goal 3 (UMW's success in preparing graduates relative to peers). The JED Healthy Minds Study (administered every two years) will be used to measure progress on goal 4, student engagement/self-confidence.

C. Assessment Personnel, Partners, and Timeline

Assessment of UMW's progress on the QEP will necessarily involve the personnel who are critical to this undertaking. Primary leadership will come from the QEP director (who is the director of the Center for Career and Professional Development), the Associate Provost for Career and Workforce (to whom the QEP director reports), and the Associate Provost for Institutional Analysis and Effectiveness. Both associate provosts are direct reports to the provost and chief academic officer, who is responsible for reporting on progress with respect to the president and the governing board.

Beyond senior leadership, many individuals and offices across the University will be involved in ongoing assessment and efforts to seek improvement. This includes faculty in each of the three colleges through both annual outcomes assessment and course evaluations. It also includes the Office of Institutional Analysis and Effectiveness responsible for the exit survey, the First Destination Survey, the NSSE, and the JED survey. Other offices and units will include the Center for Teaching, Academic Services and Advising, Student Activities and Engagement, Student Affairs, and the Registrar.

The QEP Director will work with the Associate Provost for Institutional Analysis and Effectiveness throughout the academic year to implement and track assessments related to QEP student learning outcomes and goals. As indicated in the Timeline (Part VI of this document) assessment data will be collected at appropriate increments during the academic year and will be reported to and reviewed by the QEP Advisory Council and the Provost annually in June.

At the conclusion of year 3, the QEP Director, in conjunction with the Implementation Team, will produce a summary report for the UMW community. This report will document all QEP activities, review progress on implementation, discuss three cycles of assessment results (including progress on the numerical targets for the student learning outcomes and QEP goals), identify improvements and/or changes made as the result of assessment, and make recommendations for further progress during the subsequent two years of implementation.

VIII. Budget

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Assessment						
NSSE Additional Administration	$ 400.00	$ 400.00	$ 400.00	$ 400.00	$ 400.00	$400 covers using the questions separate from the full survey in the off years. We typically run NSSE every other year.
Competency Assessment	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	Labor to build, launch and analyze results of NSSE and Interviews.
Assessment Subtotal	*$ 3,400.00*	*$ 3,400.00*	*$ 3,400.00*	*$ 3,400.00*	*$ 3,400.00*	
Marketing						
Collateral (T-shirts, clings, materials, etc.)	$ 15,000.00	$ 8,000.00	$ 5,000.00	$ 2,500.00	$ 2,500.00	Branded merchandise giveaways and communications
Photography/Video	$ 2,500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	
Media	$ 500.00	$ 300.00	$ 250.00	$ 250.00	$ 250.00	Targeted social media ads for students, parents, and alumni
Web Development	$ 5,000.00	$ -	$ -	$ -	$ -	Dedicated hourly time for production of sitemap
Marketing Subtotal	*$ 23,000.00*	*$ 8,800.00*	*$ 5,750.00*	*$ 3,250.00*	*$ 3,250.00*	
Personnel						
Incremental student labor	$ 15,000.00	$ 15,750.00	$ 16,537.50	$ 17,364.38	$ 18,232.59	Approximately 2 students at 10 hours/week to support the efforts and lead the student ambassador team
CCPD Director	$ 108,800.00	$ 114,240.00	$ 116,524.80	$ 118,855.30	$ 121,232.40	Salary and benefits factor with annual adjustments in years 2 and 3 only.
Personnel Subtotal	*$ 123,800.00*	*$ 129,990.00*	*$ 133,062.30*	*$ 136,219.67*	*$ 139,465.00*	

Professional Development

Staff Development	$ 10,000.00	$ 8,000.00	$ 5,000.00	$ 5,000.00	$ 2,500.00	Classroom sessions, incorporation into leadership development, events and toolkits
Faculty Development	$ 10,000.00	$ 10,000.00	$ 8,000.00	$ 5,000.00	$ 2,500.00	Classroom sessions, employer and alumni conversations, events, and toolkits
Faculty and Staff Communications	$ 2,500.00	$ 2,000.00	$ 1,500.00	$ 1,000.00	$ 500.00	Electronic and physical collateral pieces. Design and distribution
Professional Development Subtotal	*$ 22,500.00*	*$ 20,000.00*	*$ 14,500.00*	*$ 11,000.00*	*$ 5,500.00*	
Innovation Fund	*$ 10,000.00*	*$ 10,000.00*	*$ 10,000.00*	*$ 10,000.00*	*$ 10,000.00*	
Plan Total by Year	***$ 182,700.00***	***$ 172,190.00***	***$ 166,712.30***	***$ 163,869.67***	***$ 161,615.00***	

Five Year Plan Total　　　***$ 847,086.97***

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Appendix A: QEP Team Composition

Initial QEP Committee Members:
Dr. Paul Binkley*, co-chair, Executive Director, Center for Career and Professional Development
Kimberly Young**, co-chair, Associate Provost for Career and Workforce
Dr. Jennifer Walker, co-chair, Associate Professor of Special Education
Mary Becelia, Career Coach, Center for Career and Professional Development
Dr. Alexandra Dunn, Assistant Professor of Management
Dr. Wes Hillyard, Director of Academic Services
Dr. Anand Rao, Professor of Communication, Director of the Speaking Center
Dr. Marion Sanford, Director of Multicultural Affairs
Kelly Shannon, Director of Campus Recreation and Fitness Center
Dr. Laura Wilson, Associate Professor of Psychology and Director of Safe Zone
Dr. April Wynn, Associate Professor of Biological Sciences, Director of the First-Year Experience
* May 2021-September 2021
**November 2021- present

QEP Implementation and Communication Committee Members:
Kimberly Young, co-chair, Associate Provost for Career and Workforce
Dr. Jennifer Walker, co-chair, Associate Professor of Special Education
Andrea Cordray, Associate Director for Career Education and Programs
Dr. Alexandra Dunn, Assistant Professor of Management
Dr. Rita Dunston, Registrar
Dr. Wes Hillyard, Director of Academic Services
Dr. Kimberley Kinsley, Senior Lecturer in the College of Business, Career Coach
Dr. Chris McBride, Professor of Psychology, Career Coach
Dr. Deborah O'Dell, Professor of Biological Sciences, Career Coach, Pre-Health Advisor
Dr. Anand Rao, Professor of Communication
Dr. Victoria Russell, Director of Center for Teaching, Associate Professor of Special Education
Dr. Marion Sanford, Assistant Vice President for Student Affairs/Director of Multicultural Affairs
Dr. Debra Schleef, Associate Provost for Institutional Analysis and Effectiveness, Professor of Sociology
Sandrine Sutphin, Director of Student Activities and Engagement
Justin Wilkes, Director, Student Transition Program and Rappahannock Scholars Program
Dr. April Wynn, Associate Professor of Biological Sciences, Director of the First-Year Experience

Appendix B: Crosswalk of Strategic Plan Goals and Action Steps with QEP Competencies

Goals and Action Steps	Related QEP Competencies
Goal 1: Promoting the values of service and community and civic engagement. 1:1 Building active citizens and engagement with our region. 1:2 Partnership with K-12. 1:3 Post-graduate opportunities for leadership and service. 1:4 Sustainability.	critical thinking and problem solving; teamwork and collaboration; communication; global awareness and intercultural competence; career, self-development, and professionalism; well-being and mindfulness; meaningful connections; civic engagement and community service; and leadership.
Goal 2: Immersing our students in applied, impactful learning experiences. 2:1 Employment based learning experiences/ internships. 2:2 Undergraduate research. 2:3 Co-curricular transcripts. 2:4 Interdisciplinarity. 2:5 Career readiness.	critical thinking and problem solving; teamwork and collaboration; communication; digital fluency; global awareness and intercultural competence; career, self-development, and professionalism; well-being and mindfulness; meaningful connections; civic engagement and community service; and leadership.
Goal 3: Adapting the liberal arts to the knowledge economy and a global digital environment. 3:1 Online and hybrid teaching. 3:2 Digital fluency and in-demand credentials. 3:3 Simpson library. 3:4 Employee development. 3:5 Open education.	teamwork and collaboration; communication; digital fluency; global awareness and intercultural competence; career, self-development, and professionalism; and leadership.
Goal 4: Creating a diverse and inclusive community as an essential requirement for realizing our strategic goals and objectives. 4:1 ASPIRE values. 4:2 Recruit, retain, and graduate underserved students. 4:3 Free speech and expression. 4:4 Campus accessibility. 4:5 Mental health and well-being. 4:6 Campus safety.	critical thinking and problem solving; teamwork and collaboration; communication; digital fluency; global awareness and intercultural competence; career, self-development, and professionalism; well-being and mindfulness; meaningful connections; civic engagement and community service; and leadership.

Appendix C: Crosswalk of ASPIRE Values and QEP Competencies

ASPIRE Values	Related QEP Competencies
*A*ccountability – we promote practices, behaviors, and attitudes where individuals take responsibility for their actions and decisions.	critical thinking and problem solving; teamwork and collaboration; communication; digital fluency; global awareness and intercultural competence; career, self-development, and professionalism; well-being and mindfulness; meaningful connections; civic engagement and community service; and leadership.
*S*cholarship – we promote intellectual inquiry by engaging ideas and one another in order to gain better understanding and contribute to knowledge.	critical thinking and problem solving; global awareness and intercultural competence; career, self-development, and professionalism; well-being and mindfulness; meaningful connections; and civic engagement and community service.
*P*ersonal and Institutional Integrity – we are honorable in our academic and work endeavors as well as our interactions with others.	critical thinking and problem solving; teamwork and collaboration; global awareness and intercultural competence; career, self-development, and professionalism; meaningful connections; civic engagement and community service; and leadership.
*I*nclusive Excellence – we strive for all members of the community to have equitable access to opportunities for participation and the resources necessary for success.	critical thinking and problem solving; teamwork and collaboration; global awareness and intercultural competence; career, self-development, and professionalism; meaningful connections; civic engagement and community service; and leadership.
*R*espect and Civility – we foster an environment in which every individual is treated with dignity at all times by valuing the inherent worth of all identities, abilities, and differences.	critical thinking and problem solving; teamwork and collaboration; global awareness and intercultural competence; career, self-development, and professionalism; well-being and mindfulness; meaningful connections; civic engagement and community service; and leadership.
*E*ngagement – we develop engaged members of our community who actively participate in the community through responsible leadership and service.	critical thinking and problem solving; teamwork and collaboration; global awareness and intercultural competence; career, self-development, and professionalism; meaningful connections; civic engagement and community service; and leadership.

Appendix D: Life AMW Branding

Appendix E: QEP Communications Plan

Timing	Message	Audience	Method
December 2022	What is a QEP?; QEP timeline; introducing Life After Mary Washington	Faculty Staff Student	Introduction email to faculty and staff.
February 2023	Begin to introduce competencies; social media competency hashtags	Faculty Staff Students Alumni	Videos of QEP; social media posts; monthly messages in the SAE Weekly; video and social media contests; QEP ambassador programs
March 2023	Prepare for your graduation	Faculty Staff Students Alumni	Videos of QEP; social media posts; monthly messages in the SAE Weekly; video and social media contests; QEP ambassador programs
April-May 2023	Icons for use in syllabus; 2023-2024 planning; how to engage with	Faculty Staff Students Alumni Parents	Share icons digitally with faculty for use in classroom; new faculty workshop (announcement); training for student ambassadors
Summer 2023	Introduction for parents; introduction for incoming students and parents at orientation	Parents (current students) Faculty Staff Alumni Students (incoming) Parents (incoming students)	Parents' letter; co-curricular transcript; parent class social media pages; orientation sessions; table at resource fair; student videos explaining how QEP impacts students

August-December 2023	Transition message from broad overview to class-specific messaging	Faculty Staff Students Alumni Parents (current students)	Parent newsletter; social media posts; student club leadership; posters around campus of the competencies and co-curricular transcript; paint rock; window clings in the UC; Student Government meeting reminder; attend trainings for student groups; attend meetings for student groups; advising workshop; FSEM training; new faculty workshop (announcement)
January-May 2024	What did we learn and how can we improve?	Faculty	Posters around campus of the competencies and co-curricular transcript; monthly message in the SAE Weekly; banner in the UC; faculty development program

Appendix F: QEP Onboarding and Affinity

QEP Integration for Students

Target Group: Students   **Shading:** Level of Engagement

Yearly Engagement Target	Orientation and New Student Advising	Start of Semester Large Event Goal	Spring Registration	Major Fair	Major Declaration/ minor/ certificate	Spring Semester Large Event - Signing Day	Fall Registration
Setting you on your path at UMW	Gearing up for first 6 weeks; initial communication and exposure to Life After Mary Washington on campus	1st years: Introduction to Life at UMW, Career Center and core competencies, FSEM advising and meet with peer mentors	Schedule build for 2nd semester; Enroll undecided students into IDIS 191 (if interested), introduction of the role of the co-curricular transcript	Pick a major/ minor, get answers major requirements, engage with alumni around majors and careers	Declare a major or further explore interests	Celebrate major declaration.	Schedule build for 3rd semester - major and general education requirements, action planning for engagement with the competencies.
Academic success at UMW		2nd years: Continue on path at UMW, major declaration if needed, advisor meeting to confirm schedule, explain co-curricular transcript and internship next semester or summer	Schedule build for 4th semester; enroll undecided students into IDIS 191 (if interested)		Declare major if not already declared	Celebrate major declaration and/or celebrate accepting an internship.	Schedule build for 5th semester - major and general education requirements, action planning for engagement with the competencies.

Translating liberal arts skills from UMW into next steps after graduation		3rd years: Considering life beyond UMW; discuss co-curricular transcript and internship opportunities/support	Schedule build for 6th semester		Pick up a certificate or a minor (if interested)	Celebrate accepting an internship	Schedule build for 7th semester - major and apply to graduate
Translating liberal arts skills from UMW into your next steps after graduation		4th years: Your life after UMW, Career Center and upcoming job fairs	Schedule build for last semester, consider proficiency gained in the ten core competencies	Apply to graduate		Celebrate accepting a job or graduate school acceptance	

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QEP Integration for Parents

Target Group: Parents   **Shading:** Level of Engagement

Engagement target for the academic year	Admission	Orientation	Target Communications for Parent Contact in Fall
1st years: Introduction to life at UMW	Prospective Student Parents - blurbs about the QEP	1st years: Orientation - Introduce to Life After Mary Washington	How to support your student on transitioning to UMW and successful engagement
2nd years: Continue on path at UMW, major declaration if needed, advisor meeting to confirm schedule, explain co-curricular transcript and internship next semester or summer			How to help your student move into a major and chart a path for success while here in preparation for after Mary Washington
3rd years: Considering life beyond UMW; discuss co-curricular transcript and internship opportunities/support			How to support your student with internship hunt, setting up their own plans for summer, and starting to consider career readiness.
4th years: Your life after UMW, Career Center and job fairs coming up			How to support your student to get the most out of their last year, prepare for graduation and apply for job/school/etc.

Appendix G: Sample Syllabus

University of Mary Washington
IDIS 300N: Introduction to Disability Studies
Mondays, Wednesdays, and Fridays 9:00-9:50

Course Description:
This interdisciplinary course, taught by expert faculty and staff across UMW, connects you with a broad and diverse range of issues pertaining to disability. Examining everything from disability and education (K-12 and higher ed) to issues of accessibility and accommodations, as well as the ways archaeology, architecture, computer science, literature, psychological science, visual art, and writing engage with disability, the course aims to foster a complex, profound engagement with a variety of issues essential for the way we humans experience the world.

Material in this interdisciplinary course will ask you to consider thoroughly how disability is used to make meaning and what patterns of signification may be projected onto it. To do so, it will require you to define—or, perhaps, more accurately, to theorize—(dis)ability, in the process reinforcing an understanding of it as a cultural, historical, legal, medical, political, and social construct.

We also will examine how the various critical lenses offered by disability studies theory impact your assessment of disability alongside class, ethnicity and race, gender and sexuality, and other identities/expressions. Further, course material will engage with the ways people with disabilities live in the twenty-first century and advocate for better ways of living. Ultimately, this course aims to reveal disability's essential role as a fundamental facet of human identity—and, accordingly, to insist disability is as integral to any consideration of the human experience as other more commonly considered categories.

In only sixteen weeks, we will not be able to cover everything relevant to disabilities or disability studies. Our hope, though, is that through our sampling you will gain exposure to some of the key issues and the skills to follow up on your own interests in the future.

Required Textbooks:
No textbook is required. Readings will be shared either via URLs on the course syllabus or distributed via PDFs made available on Canvas.

Core Assignments
Text Says, I Say (70 pts.):

Communication

Responses to course material are required for each class. Students should respond to at least three points, ideas, or components of the readings, websites, or videos. Responses should be detailed and specific in nature, versus generalized statements such as "I liked this" or "I agree with this statement." The purpose of this assignment is to provide students with a starting place to refine communication skills and prepare for in-class discussions. Your notes should be reminders of important points you could share during our discussions and to support debates or in class activities.

Submissions should contain scholarly writing, complete sentences, proper grammar, and correct spelling. Submissions must be turned in before the start of each class session.

Exit Reflections (40 pts.):
Responses to in class discussions are required at the end of some classes. For some of these discussions, a starter question or two will be provided; others will be open ended. You do not have to limit your reflections to only instructor-generated prompts/topics, they are meant to get your ideas flowing, not serve as the exclusive focus of the reflection. Reflections should demonstrate an awareness and appreciation for the in-class interactions and discussions. Points will be awarded for complete, thorough answers to prompts that reflect in-class engagement and asking questions that demonstrate empathy, openness, respect, positive communication, and support of your peers.

Unit Assessments (20 – 25 pts. each):
There will be three unit assessments. Please see Canvas for more information. These unit assessments will offer you the opportunity to logically analyze course material into a culminating reflection. Students will be expected to understand the situational context of disabilities as it relates to preferred language. In the spirit of Universal Design for Learning, you will have multiple options for completing this final assignment so you can showcase your work in a format that works best for you.
These assignments should incorporate concepts and case studies from the entire unit. The three units are:

Unit 1: Weeks 1-5
Unit 2: Weeks 6-11
Unit 3: Weeks 11-15

You should focus on content from the weeks within that unit. Think about how the foundational concepts from each topic informed, and were used in, case studies and topics throughout those weeks. You should reference at least **four (4) different weekly topics from the unit** in your unit assessment (you can discuss more than four, if you would like).

Interview and Reflection Paper (20 pts.): Students will conduct a 30-minute interview using semi-structured, open-ended questions approved by the instructor. **Interview questions will be developed during class and must be approved**. The objective of this assignment is for the student to demonstrate inclusive excellence and effective engagement with an individual with disability, or their family. Students will listen, analyze, and work to understand the firsthand experience of an individual or family about their lives and living with a disability. The student will protect the privacy of the individual by not revealing information about the person to prevent others in the class from learning the person's identity. Students will turn in a 2-3 page typed, double-spaced reflection paper regarding takeaways from the interview, specifically as the information relates to course material.

Honor Code:

In order to reaffirm commitment to the Honor System, the student shall write out in full and sign the following pledge on all quizzes, examinations, papers, and other assignments, as appropriate:

"I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work."

Students are expected to comply with the Honor Code. All work is to be pledged and completed by the student without assistance unless otherwise indicated by the instructor. Any violations of the code in or outside of class will be brought to the attention of the Honor Council for appropriate action. All members of the UMW community abide by the Honor Code.

A student's pledge on an exam or written assignment in this course will be a statement of academic honor. Pledging an exam or written assignment will be an indication that they have not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student.

Office of Disability Resources

I strive to create a fully inclusive classroom; thus I welcome individual students to approach me about your learning needs and requests for accommodations. To obtain accommodations for this course, students with disabilities should contact the Office of Disability Resources (ODR) by email at odr@umw.edu or by phone at 540-654-1266. ODR is responsible for coordinating disability-related accommodations.

I also recognize that at times the class might not be accessible, despite efforts to ensure universal access. Please contact me if you find that lecture or discussion format to be not accessible to your needs. Additionally, if the facilities are inaccessible, please let me know. I am committed to making your learning experience as accessible as possible. I want to ensure that accessibility is a process that we communicate as a class together throughout the semester.

Title IX Statement

University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence.* Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. ***While you may talk to me, understand that as a "responsible employee" of the University, I MUST report to UMW's Title IX Coordinator what you share***. If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit http://diversity.umw.edu/title-ix/ to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

Resources	Confidential Resources
On-Campus	
Ruth Davison, PhD	Talley Center for Counseling Services –

Title IX Coordinator
Lee Hall, Room 401
1301 College Avenue
540-654-5656
email: rdavison@umw.edu
website: http://diversity.umw.edu/titile-ix/

Lee Hall 106
540-654-1053
Student Health Center
Lee Hall 112
540-654-1040

Off-Campus
Empowerhouse
24-hour hotline: 540-373-9373
Rappahannock Council Against Sexual Assault (RCASA)
24-hour hotline: 540-371-1666

Writing Center:
All writers benefit from additional feedback on written work. I highly encourage you to make use of The Writing Center's services at least once this semester (either face-to-face or online). The Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, and research projects. The Writing Center can support students with clear and effective exchange of information, ideas, facts, and perspectives. http://academics.umw.edu/writing-fredericksburg/

Plagiarism:
As a condition of taking this course, any assignment that the instructor, in good faith, suspects is in whole or in part plagiarized may be subject to submission electronically for textual similarity review for the detection of plagiarism. **Proper APA citations must be included where appropriate.**

University Emergency Information:
The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about closings of the university (unplanned) due to weather or other safety hazard.

Course Outline. Assignments, and Due Dates:

Week	Competency	Class Topics	Readings, Activities, and Assignments Due Dates
Week 1	Communication	* Overview of the Course * Syllabus Overview * Student Introductions * Communication (Perspectives and Ideas)	* **Read** Syllabus * **Read** all readings and resources posted to Canvas
	Communication	* Setting ground rules. Norms for discussion and language/ etiquette * Person-first and Identity-first language * Communication (Perspectives)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**

		* Defining disability and disability studies * Social construction of disability * Meaningful connections (Develop sense of community and purpose)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
Week 2		* Disability Studies Theory * Global awareness and intercultural competence (Explore global systems)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
		* Interview Question Development * Teamwork and Collaboration (Work towards common goal)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
Week 3		* Intersectionality * Global awareness and intercultural competence (Engage with differing beliefs)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
		* Intersectionality * Well-being and mindfulness (Make connections with physical, emotional, mental, etc.)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
Week 4		* Equity and Inclusion * Career, self-development, and professionalism (Understand and demonstrate effective work habits)	* **Read** all readings and resources posted to Canvas * **Unit 1 Reflection DUE** * **Text Says I Say DUE**
Week 5		* Accessibility standards * Leadership (Organize, prioritize, and delegate work)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
		* Museum spaces * Civic engagement and community service (participation in civic engagement)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
Week 6		* Literature * Communication (Clearly exchange information, ideas, facts, and perspectives)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
Week 7		* Universal Design for Learning Campus Exploration and Decision-Making * Critical thinking and problem solving (Understand situational context)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
Week 8		* Writing and Accessibility * Communication (Clearly exchange information, ideas, facts, and perspectives)	* **Read** all readings and resources posted to Canvas * **Unit 2 Reflection DUE** * **Text Says I Say DUE**
Week 9		* Digital Accessibility * Digital Fluency (Practice creating content ethically and gain experience with tools of digital creation)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**

Week 10	Digital Fluency	* Assistive Technology * Digital Fluency (Gain experience with tools of digital creation)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
Week 11	Career, Self Development and Professionalism	* Disabilities and K-12 Education * Career, self-development, and professionalism (Navigation of career opportunities)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**
Week 12	Critical Thinking	* Course wrap up * Critical thinking and problem solving (Understand situational context and analyze relevant information)	* **Read** all readings and resources posted to Canvas * **Text Says I Say DUE**

Appendix H: Job Posting for QEP Director

Director for Center for Career and Professional Development

Director, Center for Career and Professional Development
Position Details

Classification Information

Agency Name and Code	University of Mary Washington, 215
Role Title	Faculty-Professional
Pay Band / Salary Grade	5
Employee Class	AF
EEO	B

Position Information

Working Title	Director, Center for Career and Professional Development
Position Number	FA0011
Anticipated Hiring Range	
Position FLSA	Exempt
Level Indicator	Manager
Organizational Objective / Goal	The University of Mary Washington is searching for a director of the Center for Career and Professional Development. Reporting to the Associate Provost for Career and Workforce, the Director will be a transformational leader who engages the staff to execute the University's goal of making the process of finding and securing a meaningful and rewarding career a central component of the student experience. This includes support for and oversight of experiential learning including internships.
General Description of Position	The Director is responsible for the oversight and management of the University's Center for Career and Professional Development (Career Center), which serves students across the university's three colleges. A central aspect of this role will be to increase the visibility and reputation of the Career Center among current and

prospective students, parents, faculty and staff. This role will be expected to collaborate with university officials across several divisions (e.g. Alumni Relations, Advancement, Continuing and Professional Studies, and college deans) to increase the use and efficacy of the services offered through the center. The Director will be responsible for implementing the Quality Enhancement Plan (QEP) which is focused on helping students know and understand ten established career readiness competencies. The director will serve as the University's Quality Enhancement Plan Director leading efforts to weave the concept of Life After Mary Washington into the fabric and culture of the university.

Required KSAs / Competencies / Qualifications to successfully perform their work

- Demonstrated ability to develop, motivate and lead a professional staff;
- Experience engaging and cultivating employers;
- Knowledge of student-centered practices in college career planning and counseling;
- Demonstrated ability to connect the student experience to the world of work;
- Prior experience in strategic planning, outcomes assessment, and program evaluation;
- Knowledge of industry and workforce needs, employment trends, and the economic, legal, regulatory, and technological issues that will impact the lives of today's students; and
- Outstanding interpersonal, presentation, and writing skills;

Preferred KSA's / Competencies / Qualifications to successfully perform the work

- Knowledge of and experience with the use of digital networks and social media in support of career and professional development services;
- Experience using data and statistical analysis to inform decision making and program development.

Required Education

- Master's degree in Business or related field

Required Experience

- Five years of progressive leadership experience in higher education or an equivalent combination of education and experience in corporate management and recruitment.
- Prior supervisory experience developing and supervising a professional staff.

Appendix I: Big Interview Interview Rubric

Interview Rubric for Life and Career After Mary Washington					
Dimension	Rating Category				TOTAL or Not Applicable
	1 Beginning (below expectations)	2 Developing (needs improvement)	3 Accomplished (meets expectations)	4 Exemplary (exceeds expectations)	
SLO1: Knowledge of the Competencies *What are the 10 core competencies for life and career after UMW?*	Student demonstrates little to no knowledge and understanding of the 10 core competencies.	Student demonstrates some limited knowledge and understanding of the 10 core competencies.	Student demonstrates knowledge and understanding of the 10 core competencies.	Student demonstrates a sophisticated knowledge and understanding of the 10 core competencies.	
SLO 1: Engaging the competencies as part of the UMW Experience *What did you intentionally do while at UMW, both inside and outside the classroom, to improve your proficiency with one or more of the competencies?*	Student demonstrates little to no engagement with the 10 core competencies as part of their undergraduate experience.	Student demonstrates some limited engagement with the 10 core competencies as part of their undergraduate experience.	Student demonstrates engagement with the 10 core competencies as part of their undergraduate experience. They provide some examples from their experience.	Student demonstrates significant engagement with the 10 core competencies as part of their undergraduate experience. They cite numerous examples and exhibit evidence of depth and refinement.	
SLO 2: Communication *What have you gained from your liberal arts experience both inside and outside the classroom?*	Student has little to no capacity to communicate what they've gained from their liberal arts experience, both inside and outside the classroom.	Student has some limited capacity to communicate what they've gained from their liberal arts experience, both inside and outside the classroom.	Student is able to communicate what they've gained from their liberal arts experience, both inside and outside the classroom.	Student is able to persuasively communicate what they've gained from their liberal arts experience, both inside and outside the classroom.	
SLO2: Connection and application to life after college *In what ways has your liberal arts experience (curricular and co-curricular) prepared you for life and career after college?*	Student discussion of their experiences has little to no connection to their life and career after Mary Washington.	Student discussion of their experiences has some limited relevance to their life and career after Mary Washington.	Student discussion of their experiences displays multiple connections between their college experience and life and career after Mary Washington.	Student discussion of their experiences exhibits a robust and integrated set of connections between their college experience and life and career after Mary Washington.	