

Guiding students up their PEAK

Identifying successful routes toward effective
Professional Exploration and greater Knowledge



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TAKING STEPS ONTO A PATH

“We will take you where you are, and carry you where you want to go!”



LEARNING OBJECTIVES

- * You gain familiarity with the purpose and objective of PEAK and its student learning outcomes.
- * You will gain a broad understanding of the QEP's timeline, delivery point, capture points and assessment methods, and follow-up steps and resources that support them.
- * You will practice applying your knowledge and functioning in your roles helping a “real” student enter the PEAK process at SCC.

Focus Statement

The purpose of PEAK is for students to make informed career decisions early in their academic lives in order to enhance both academic and career success.

QEP Goal 1

To enhance student learning as related to career exploration and informed decision-making

SLO 1.1

Students will identify and explain a career goal that fits their individual strengths, interests, and job outlook for specific locations.

Assessment

- *Rubric for Reflection Essay
- *Student Satisfaction Surveys
- *Student Focus Groups
- *New Employer Survey
- *New Student Advising/Career Planning Survey
- *CCSSE

QEP Goal 2

To strengthen student understanding of career pathways leading to success in career and academic planning

SLO 2.1

Students will develop a five-year career plan that articulates their career goal and the steps required to achieve that goal.

Assessment

- *Rubric for Career Plan
- *Commencement Focus Group
- *SENSE
- *CCSSE
- *Career Center Tracking Appts.

SLO 2.2

Students will implement their career plan, using it to inform course selection and to achieve career success.

Assessment

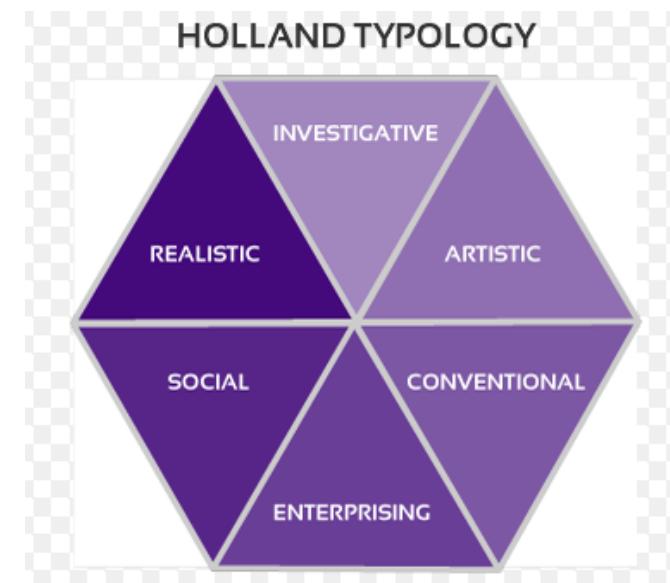
- *Commencement Focus Group
- *Graduate Survey
- *New Student Advising/Career Planning Survey
- *NC Comm Coll Transfer Trends
- *Changes of Major
- *IPEDS

IDENTIFYING GOALS

- * Identify broad goals (career or job, self-improvement, financial, educational)
- * Identify your interests, abilities, values, and personality traits and preferences
- * Identify possibilities (career areas, sectors of the economy and workforce, specific occupations)

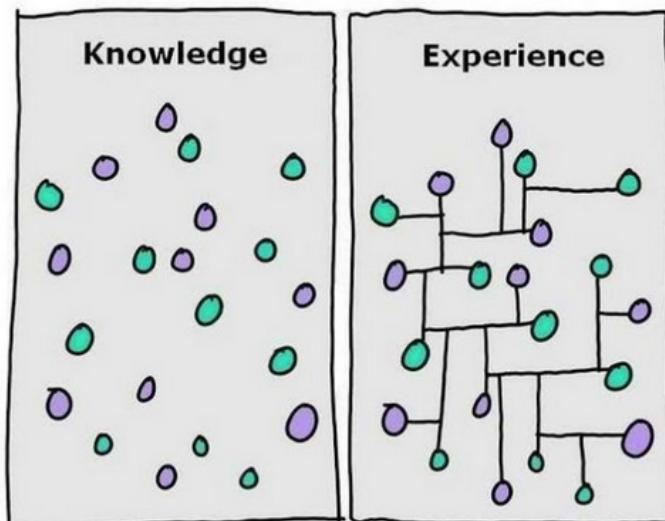


Career Coach



DEVELOPING FIVE-YEAR PLANS

- * Further research likely interests
- * Consider personal preferences and values and situational needs
- * Research educational and experiential pathways to achieve goals
- * Plan next steps, such as future job search or educational attainment



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MAKING DECISIONS

- * Select and/or *validate* a program of study at SCC (and sometimes beyond)
- * Begin implementing 5-year plans (such as excelling academically, gaining experience, developing required skills, attending career seminars, networking at job fairs and on LinkedIn, and building a resume)



Joseph is a 22-year-old high school graduate. He was in the army for four years, and, while there, he installed and maintained radar equipment. He has since finished his commitment to the military and has been taking a few courses at SCC but isn't particularly interested in any of them. He works as an assistant to an electrician and though he might want to pursue a job in the construction industry (given his experience in the military), but he is beginning to feel like his current job is just one more dead-end avenue. He is also a volunteer and team leader at the local Boys and Girls Club on the weekends, and really loves what he does there. He is starting to feel unhappy and confused, and isn't sure why. He just took his Career Coach Assessment in ACA 111, and his two dominant Holland Code personality types were SE (followed by A). He doesn't have much to say about that.

In PEAK and ACA 111, Joseph must:

1. Identify and explain his internal personality-based interests, weaknesses, and relevant career interests
2. Identify and rank potential fields of interest
3. Compare three potential fields of interest
4. Select one and justify selection of that field
5. Identify stackable credentials within degrees that represent stepping stones to degree and needed in career path
6. Explain activities that lead to and support professional learning and success
7. Analyze and synthesize the academic, professional, and leisure aspects of his life that integrates and leads to professional success
8. Incorporate self-assessment as key component of goal setting and achievement

DIRECTIONS FOR CASE STUDY GROUPS:

1. Describe Joseph's problem. What major question does he need to resolve?
2. Describe Joseph's internal or intrinsic personality-based interests. How are they informed by his experiences? What might be the meaning of the RIASEC (Holland) results given by the Career Coach assessment?
3. Describe Joseph's known or hypothetical (have fun) other concerns, values, constraints, or needs and how they might effect his career decision-making, and identify a possible academic and career pathway that he might choose.
4. Describe concrete steps that Joseph might take over the next five years.

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CONSIDER:

- **Level of dissatisfaction**
- **Congruence between Holland Code (Career Coach result) and codes of job vs. volunteer position (O*Net identifies electrician helpers as RC and nonprofit coordinator as SA), and he worked in an RC job in the Army**
- **S = people, helping, teaching; E = persuading, leading**
- **Expression of interests, developing/showing skills increases satisfaction**

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4. ***Describe concrete steps that Joseph might take over the next five years. [5, 6, 7, 8 above]***