

*College to Career:
Career Readiness through Everyday Competencies
Quality Enhancement Plan
Georgia State University
Submitted: January 14th, 2019*

Table of Contents

I.	Executive Summary	1
II.	Identification of the Topic	3
III.	Broad-Based Support	19
IV.	Student Outcomes and Student Success	22
V.	Implementation	24
VI.	Assessment	39
VII.	Resources	51
VIII.	Conclusion	58
	Appendices	60

7.2 The institution has a Quality Enhancement Plan that (a.) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b.) has broad-based support of institutional constituencies; (c.) focuses on improving specific student learning outcomes and/or student success; (d.) commits resources to initiate, implement and complete the QEP; and (e.) includes a plan to assess achievement. (*Quality Enhancement Plan*)

I. Executive Summary

In November 2017, Georgia State's Reaffirmation Leadership Team chose the QEP proposal, *College to Career: Career Readiness through Everyday Competencies*, as the basis of Georgia State University's next Quality Enhancement Plan (QEP). The decision was the culmination of a nearly year-long selection process involving the review of 36 initial topic proposals and then three full proposals that were invited for further consideration. As described below, the Plan complies with all five parts of standard 7.2.

Since the University Strategic Plan was adopted in 2011, Georgia State has made great strides in accomplishing Goal One: *Become a National Model for Undergraduate Education*.¹ Graduation rates have climbed from 48 percent to 54 percent, and the number of undergraduates successfully completing degrees has soared from 4222 in 2010-11 to 7047 in 2016-17, a 67 percent increase. In addition, Georgia State has become the only public research university in the United States at which, over the past four years, there are no achievement gaps based on race, ethnicity, or income level. Our African-American, Latino, and Pell students now graduate at rates at or above the rate of the student body overall. In short, Georgia State has become a national model for academic success, so we wish to turn our attention to the second part of Goal One: that students from all backgrounds can achieve career success. Given the diversity of our student body and the large numbers of first-generation and low-income students that we enroll, we recognize the need to better support our students' preparation for careers and professional opportunities after graduation.

Career readiness was one of several potentially valuable QEP topics embedded in the Strategic Plan. To choose among them and to engage all segments of the university community in the

¹ <https://strategic.gsu.edu/preamble-2/goal-1/>

selection, Georgia State established an extensive QEP topic selection process, which is detailed in section II of this report.

Georgia State's selected QEP, College to Career, seeks to address both student learning outcomes and student success. The overall aim of the plan is to help students become aware of the career-readiness competencies that are valued by employers, understand the connections between their educational experiences and the career-readiness competencies they are developing, and demonstrate, through a variety of media and settings, the career-readiness competencies that they have acquired. College to Career (CTC) will build on Georgia State's success in using analytics and technology for student success, while leveraging existing course work and co- and extracurricular activities. This QEP is not an attempt to rewrite the curriculum; we are already imparting to our students many of the critical competencies prized by employers. Rather, CTC seeks to prepare students to understand, to articulate, and to demonstrate the connections between what they are learning and the competencies that are critical to their careers.

The career readiness competencies identified by the National Association of Colleges and Employers (NACE) have been selected as the initial standard for how Georgia State defines general career readiness (Appendix A). These competencies were determined and defined after conducting a nationwide survey of employers. The use of the NACE career readiness competencies is increasingly common for institutions of higher education. They provide a set of competencies that transcend individual majors and academic programs. Within the parameters of the Georgia State QEP, individual colleges, programs, and majors will determine the transferable and soft skills specific to them and connect those skills to general NACE competencies. We will also use the American Association of Colleges and University VALUE rubrics, which complement the NACE competencies. The VALUE rubrics are validated and can be customized for QEP assessment purposes.

Since career readiness competencies are also developed outside the classroom, professional staff will be encouraged to highlight to students how co- and extra-curricular activities develop career-readiness. A working group of these professionals meets on a regular basis both to ensure that career readiness is consistently understood and supported across such activities.

To achieve the goals of the QEP, three primary points of implementation and assessment have been identified:

- The first-year orientation course and first year learning communities, which enroll most entering freshmen.
- Key touchstone and required courses within the majors (for bachelors students) or pathways (for associate students), as identified by the academic units and faculty.²
- Selected co- and extra-curricular activities.

In addition, the QEP will provide opportunities for training and developing the faculty and staff who are engaged in the implementation.

² Perimeter College offers 37 Associate Degree Pathways. These pathways map out the requirements for AA and AS degree requirements and elective courses.

II. Identification of the Topic

The topic of College to Career was identified through Georgia State's ongoing, comprehensive planning and evaluation processes. CTC supports Georgia State's mission, which states that the university "strengthens the workforce of the future" and "**readies students for professional pursuits.**" It grows out of Goal One of the University Strategic Plan: "Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and **career success.**" In particular, the QEP is responsive to Initiative 3 of the 2016 revision of the Strategic Plan: "*Establish new pathways that facilitate **seamless college to career transitions.***"

Topic Selection Process

Georgia State established an extensive and inclusive QEP topic selection process. A central consideration throughout the selection process was how the proposed topic aligns itself with the University Strategic Plan. The published considerations for topic selection, the submission scoring rubric, the guidelines to finalists, and the selection committee's checklist for final proposals all considered whether the topic was clearly related to the Strategic Plan.

The QEP topic selection process formally began with a campus announcement by the Provost on February 6, 2017 (Appendix B). The Office of Institutional Effectiveness (OIE) created a section devoted to the QEP on Georgia State's SACSCOC reaffirmation website (sacscoc.gsu.edu/qep) that included instructions for preparing topic proposals and a topic proposal submission portal (Appendix C).

Following the Provost's announcement, the QEP coordinators made presentations about the topic selection process to many constituencies across the campus, including the Deans Council, the Staff Council, the University Senate Admissions and Standards Committee, the Student Government Association, the Emeriti Association, the University Library, and the leadership teams of all the colleges with undergraduate programs. Additionally, the process and the availability of the proposal submission portal were publicized through printed posters and digital signage on the university's Vizix message boards on all campuses. In addition, at Perimeter College, the Student Life staff and Student Government Association members distributed handouts with a QR code tied to the proposal submission screen and promoted the process through social media channels.

The Topic Selection Committee (TSC) received 36 topic proposals. Committee members evaluated the proposals using a common scoring rubric (Appendix D) and met in May to discuss them. Among the key factors considered by the Topic Selection Committee was whether a proposal would contribute to GSU's mission and strategic plan. Based on its review, the committee invited three teams to move forward with the preparation of full proposals. The committee also provided guidelines to the three teams and feedback for improving the proposals, including recommendations that the teams include representatives from closely related topic proposals as part of their continuing discussions (Appendix E). The full proposals were submitted in September 2018 and reviewed by the selection committee. To evaluate the proposals, the committee used a scoring checklist that asked whether the topic was clearly related to the university strategic plan.

The Associate Provost for Institutional Effectiveness issued two separate campus broadcasts inviting and encouraging members of GSU community to read the proposals, to attend or view the presentations, and to provide feedback by responding to the survey. Two additional posters were created: one to encourage attendance at the presentations and another with a QR code

linked directly to the feedback survey. Members of the selection committee were asked to publicize the process via traditional and social media channels. Approximately 50 people attended each presentation, more than 100 people viewed video of the presentations, and 74 responded to the survey. TSC members also completed a separate survey that evaluated the proposals in 21 categories, including whether the topic was clearly related to the strategic plan.

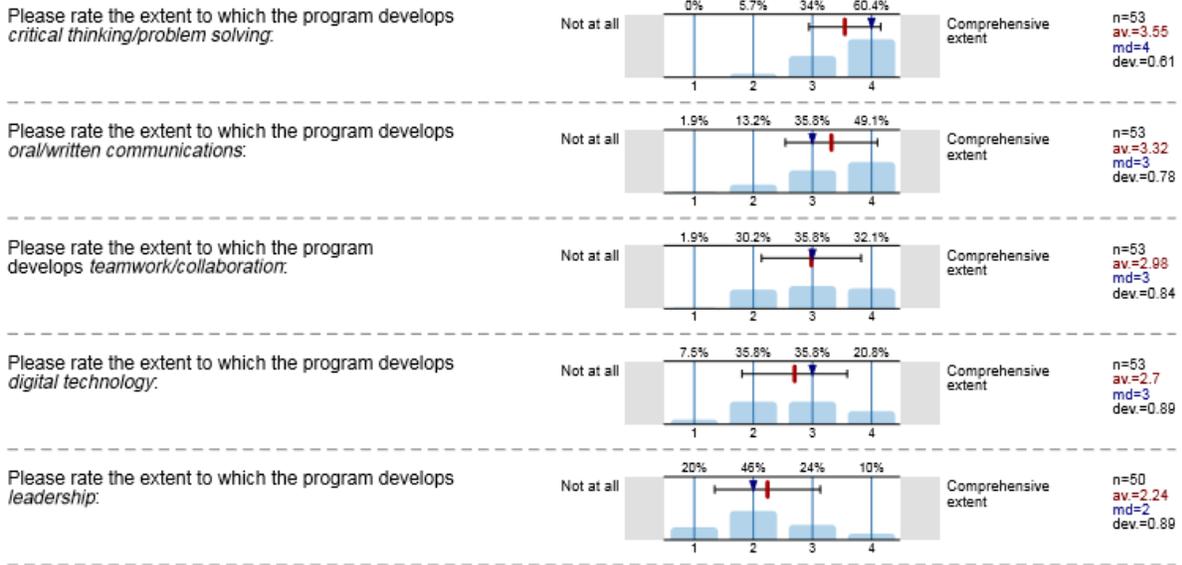
The final selection of the QEP topic was made by GSU's Reaffirmation Leadership Team (RLT), which consisted of the President, the Provost, the two Vice Provosts, the Senior Vice President for Finance and Administration, the Associate Provosts for Strategic Initiatives and Institutional Effectiveness, the university attorney, the chair of the University Senate executive committee, and the president of the Student Government Association. The Reaffirmation Leadership Team met in November to consider the report of the TSC. Based on that report and their individual assessment of the proposals, the members of the Reaffirmation Leadership Team chose College to Career as the topic for the QEP.

An important consideration in the Reaffirmation Leadership Team's decision was how College to Career could complement other career readiness activities being undertaken by Georgia State in support of the strategic plan. The university was already planning pilot initiatives for this purpose funded by the Goizueta Foundation and the State Farm LIFT Program, and they were scheduled to be launched in the spring of 2018. The pilot initiative included two programs. One was a Faculty Fellowship designed to directly engage select faculty in the development of career modules for incoming students enrolled in the university's first-year experience course across the seven meta-pathways and meta-majors³ at the two and four-year undergraduate levels. The second was a Department Incentive Grant program established to support the foundational work of integrating college-to-career content into certain pathway and major courses for academic departments. In the spring, 2108 semester, a total of 13 Faculty Fellows and six departments were selected to participate in the first round of the programs, with the expectation that additional rounds would follow.

The Office of Institutional Effectiveness collected preliminary baseline data on majors and pathways from the academic units, including whether and how frequently they addressed the eight NACE-highlighted career readiness competencies (CRCs) in their curriculum. The survey, which was completed by undergraduate directors or program coordinators, also requested information on a major or pathway's opportunities for students to develop and articulate their **awareness, connections, and demonstrations** of the NACE career readiness competencies. The data showed most undergraduate programs contained curriculum and opportunities for students' awareness, connection, and demonstration of career-related skills. The areas where majors and pathways indicated their lowest levels of development are global/intercultural fluency, leadership, and digital technology.

³ Incoming freshmen choose one of seven meta majors : STEM, Arts and Humanities, Health, Education, Policy and Social Science, and Exploratory. Their first semester classes are "blocked" in Freshman Learning Communities, which contain courses populated and organized around the meta major theme selection.

Part One: Questions Pertaining to Career Readiness Competencies (CRCs)

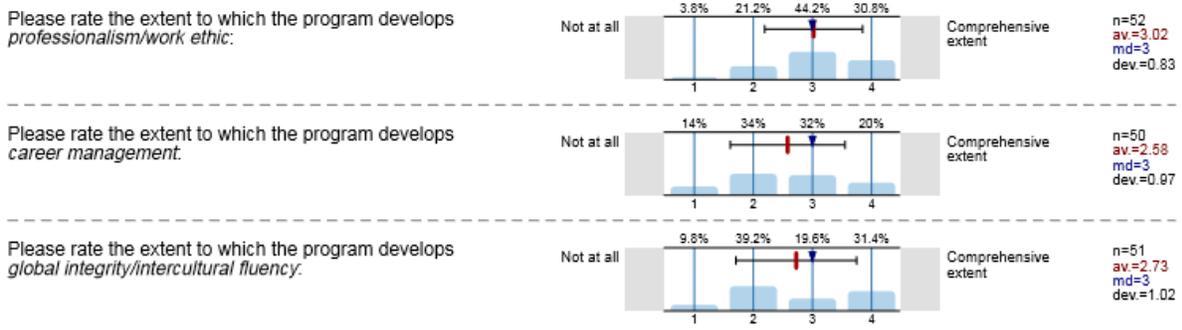


10/22/2018

Office of Institutional Research

Page 2

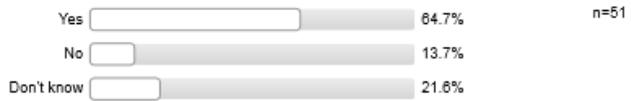
QEP Undergraduate Program - Full Results



The survey also highlighted the major and pathway's understanding of how their curriculum and programmatic activities offered to students addressed the QEP's Student Learning Outcomes:

Part Two: Questions pertaining to the QEP Student Learning Outcomes (Q-SLOs)

In the program, do students have opportunities to **develop their awareness** of CRCs?



In the program, do students have opportunities to **articulate their awareness** of CRCs?



In the program, do students have opportunities to **understand the connections** between what they learn and particular CRCs?



In the program, do students have opportunities to **articulate the connections** between what they learn and particular CRCs?



QEP Undergraduate Program - Full Results

In the program, do students have opportunities to **learn how to demonstrate their mastery** of CRCs?



In the program, do students have opportunities to **demonstrate their mastery** of particular CRCs they have acquired?



The conclusion drawn from these surveys was clear and not unexpected: our faculty in the majors and pathways are laying much of the groundwork for our students' career preparation. The QEP aims to address why students have difficulties articulating and connecting these skills post-graduation.

Preparation of the Proposal

Following the topic selection, the principal authors of the College to Career proposal met with the QEP coordinators to outline the preparation process. A QEP Development Committee

(QDC) was created with broad representation from the Georgia State community. Chaired by the Director of University Career Services, its 30 members were carefully selected and came from all the areas of the university that most likely would be touched by the QEP, including all of the colleges with undergraduate programs, the honors college, student affairs, career services, academic advising, student success programs, the university library, the Center for Excellence in Teaching and Learning, the Office of Institutional Effectiveness, and the University Senate as well as several students. The QDC met monthly through the spring and summer of 2018 to formulate the plan and on an as-needed basis thereafter.

The QDC set to work on developing QEP student learning outcomes (QSLOs), which would guide all subsequent proposal preparations. The committee developed three QSLOs, which allow QEP administration to assess student progress and measure the successful integration of career readiness into the university's curriculum and programming. The three QSLOs are:

1. **Awareness:** Within the first year, students articulate **awareness** of the career-readiness competencies that are valued by employers.
2. **Connections:** Throughout their undergraduate experience, students articulate the **connections** between specific curricular, co-curricular, and extra-curricular activities and the career-readiness competencies that they acquire.
3. **Demonstration:** Throughout their undergraduate experience, students **demonstrate** their career-readiness competencies in a variety of interpersonal and digital-media frameworks.

A detailed discussion of these outcomes is in section *IV. Student Outcomes and Student Success*. To facilitate the work related to the QSLOs, three subcommittees were established. The subcommittees addressed each of the major components of the student educational experience in which the QEP will operate: the first-year experience and core curriculum, majors and pathways, and co-/extra-curricular activities. Each subcommittee was tasked with identifying actions to be taken for implementation, the resources needed, the assessments to be conducted, potential pilot projects in its respective area, and a timeline from pilot to implementation to completion. To coordinate the work of the subcommittees and to address cross-cutting issues, such as the student learning outcomes and the relevant career-readiness competencies, a leadership subcommittee was established, initially called the Principals Committee and later renamed the Executive Committee.

Two additional efforts sponsored by the QDC were a review of relevant literature and practices at other institutions, and a series of surveys to obtain baseline information about the status of career readiness preparation in undergraduate majors and the core curriculum. In addition, the work of the QDC was informed by the experience of the Goizueta and LIFT pilot initiatives. The QDC was provided with updates on the work of the Fellows and participating departments, and the Fellows were in turn encouraged to consider the emerging details of the QEP as they developed and delivered their programming.

As the outlines of the plan began to take shape, the QDC turned to the process of selecting a Faculty Director of the QEP, who would oversee the further development and refinement of the plan, as well as coordinate implementation and assessment. The position was announced via a campus-wide broadcast and a search committee was formed to recruit and review potential applicants. The search committee invited three candidates to make presentations to the full QDC as well as participate in an interview with the search committee. After reviewing the

feedback from the members of the QDC who attended the presentations and conducted the candidate interviews, the search committee submitted a recommendation to the Senior Vice President for Student Success, who supervises the Faculty Director and who made the final selection. Dr. Angela Christie was named the Faculty Director of the QEP and formally began her duties on August 20, 2018.

One of the first tasks of the Faculty Director was to spearhead the completion of a draft of the entire plan, using the material already prepared by the QDC subcommittees and with the assistance of members of the QDC as needed. The first draft was reviewed by the Executive Committee in early October. Based on the feedback provided by the Executive Committee, the Faculty Director prepared a second draft that was circulated to the entire QDC. A final draft was then prepared and forwarded to the Reaffirmation Leadership Team for its approval.

Since coming aboard in the Fall 2018 semester, the Faculty Director has focused on outreach to a wide range of stakeholders. The Executive Committee was formed out of participants of the larger Development Committee. The Executive Committee meets once a month and directs its energy to improving the existing proposal and analyzing initial data from the Faculty Fellows. The Faculty Director has also met with Advising, Career Services, CASA (a program to create pipelines to graduate school for our undergraduates), Leadership Programs, Signature Experience, and the Center for Excellence in Teaching and Learning (CETL) to determine how best to leverage these existing resources. In some cases, as with CETL, the Faculty Director has helped to develop training teams, which will be funded through the QEP budget. In addition to these meetings, the QEP administration created the QEP website, which will house introductory information, QEP planning and development timeline, a page dedicated to participating staff and faculty, module materials, and a way for faculty to submit pre-implementation feedback. During the late part of the Fall semester, the Faculty Director took the initial program and implementation presentation to the Deans. With feedback from these presentations, the Faculty Director and the Executive Committee will start to meet with Chairs and Program Directors in each major, so they can develop their QEP Alignment Plans.

Rationale and Pilots

For the past six years, Georgia State University has been ranked number one among all not-for-profit colleges and universities in bachelor's degrees awarded to African American students.⁴ A New York Times article points to Georgia State's use of data-driven experimental programs that improve the social mobility for minority students.⁵ In addition, Georgia State has eliminated achievement gaps between African American, Hispanic, Pell-eligible, and first generation students and the student body overall. Moreover, the overall graduation rate has increased dramatically for all populations of students. Many colleges and universities have unique student bodies; however, Georgia State is consistently ranked one of the most diverse in the country. Our undergraduates are now 71% non-white, and we have more than *doubled* the number of low-income students (as defined by Pell status) that we enroll since the launch of the Strategic Plan. In fact, according to the *Chronicle of Higher Education's 2017-2018 Almanac of Higher Education*, Georgia State University now ranks first in the nation among all public research universities for the percent of its students who are on Pell Grants (58%). The average Pell family nationally last year had an annual household income of \$25,000. Thus, most of Georgia

⁴ *Diverse Issues In Higher Education*

⁵ NYT May 15, 2018 "Georgia State, Leading U.S. in Black Graduates, Is Engine of Social Mobility" by Richard Fausset

State students do not come from professional households, and many of our students lack examples and supports in their personal lives to guide their professionalization.

The QEP presents the opportunity to position the university as that guide. Helping students understand how the skills they acquire during their Georgia State education apply to an array of different skills sought by employers is at the heart of our Quality Enhancement Plan (QEP). The QEP will benefit the student body, while paying specific attention to the gains the university has made in eliminating the achievement gaps created by financial and cultural backgrounds.

While our student body is unique, the challenges they face in gaining employment mirror those of their peers.⁶ In 2015, the National Association of Colleges and Employers (NACE) conducted a survey to determine what skills employers thought or believed new college graduates needed to be career ready. The results indicated that while choice of major is considered, hiring managers heavily weight other factors known as “soft skills.” The ability to effectively work in a team, make decisions, problem solve, and thoughtfully communicate with people both within and outside the organization were rated as more important than knowing exact technical knowledge of the job. Other studies have found similar results. Surveys of hiring managers conducted in 2014 and 2016 found that a clear majority (72% and 60% respectively) felt that the ability to think critically and solve problems was lacking in potential new hires.⁷ Mirroring the NACE findings, after critical thinking, the next most important qualities for new hires included the ability to work well in teams, communicate, and lead. Technical mastery/knowledge was again placed behind “soft” skills in the list of skills most desirable to employers.

A survey of 500 business executives in the private sector and 500 hiring managers conducted by the American Association of Colleges and Universities (AAC&U) in 2018 found that they think completing college is “very important” or “essential.” In addition, they value more generalized skills that are not specific to majors and cited oral communication and critical thinking in particular.⁸ In their book *Beyond the Skills Gap: Preparing College Students for Life and Work*, by Matthew T. Hora, with Ross J. Benbow and Amanda K. Oleson, the skills they found that employers want include work ethic, problem solving, communication, interpersonal skills, and teamwork.

Employment markets have shifted in the last thirty years, which explains the growing demand in these skills. Between 1980 and 2012, a dramatic increase in the number of jobs requiring robust social skills, including leadership and critical thinking, has changed what qualities hiring managers are seeking from potential employees. These “career-readiness skills” transcend disciplinary borders, and most employers expect new graduates to possess these skills

⁶ Selingo, Jeffrey. *There Is Life After College: What Parents and Students Should Know About Navigating School to Prepare for the Jobs of Tomorrow*. 2016. Harper Collins.

⁷ 2016 Workforce-Skills Preparedness Report “Leveling Up: How to Win In the Skills Economy”

<https://www.payscale.com/data-packages/job-skills>

“Closing the Skills Gap,” Lumina Foundation, 2014,

[//www.luminafoundation.org/files/publications/Closing_the_skills_gap.pdf](http://www.luminafoundation.org/files/publications/Closing_the_skills_gap.pdf); and “The Role of Higher Education in Career Development: Employer Perceptions”, *Chronicle of Higher Education*, 2012, chronicle.com/items/biz/pdf/Employers_Survey.pdf

⁸ McCuen@aacu.org. *Fulfilling the American Dream: Liberal Education and the Future of Work*. Association of American Colleges & Universities. <https://www.aacu.org/research/2018-future-of-work>. Published August 28, 2018. Accessed September 14, 2018.

regardless of major, degree, certificate, or pathway. Students who excel at articulating their career-readiness have a much easier time getting employed than those who do not.⁹ Furthermore, those who excel at applying their career readiness skills often earn more over their lifetime than those who focus on developing only “hard” skills.¹⁰

In 2016 a report conducted by Gallup in partnership with Purdue University found the effectiveness of career services and skills training across different demographics. In fact, approximately “86% of incoming freshman have said that getting a better job represents a critical factor in their decision to enroll in college.”¹¹ With Georgia State University recently welcoming its most diverse and largest incoming classes of more than 7,000 undergraduate students, this statistic highlights the importance of a continual and consistent career readiness training throughout the entirety of students’ university experience.

Trends in Student Career Readiness

In 2018, a survey of 43 institutions of higher education in which approximately 32,000 students participated found that only about 34%¹² of those students felt they were prepared to succeed in the career search process. While especially evident in minority students, a version of this lack of confidence appears in polling results of students from all backgrounds. In a 2016 poll of recent graduates, 70% were either unemployed or working in non-professional jobs and half had only two job interviews within the last five months. In addition, in answering what the graduates thought were their main obstacles to more fulfilling employment, 75% responded that they do not know what positions are an appropriate fit, or “I don’t know what to do with my major” (46%).¹³ While these results are alarming, 71% of respondents noted that they had visited their college’s career center two times or less, with 35% never visiting once. Historically, students at Georgia State University have mirrored this trend, with most of our students waiting until their senior year to access career management resources. In fact, a 2018 *First Destination Survey* of Georgia State University students revealed 51% of students never visited the Career Services office and only 10% visited the office four or more times. The survey also indicated the rate of post-graduate employment. 43% of the bachelor’s degree-earning students reported their status as employed, 36% were “still looking,” and 17% were continuing their education. (Appendix F)

Strada-Gallup 2017 College Student Survey found a “crisis of confidence” among college students. Only a third believe they will graduate with the skills and knowledge to be successful in job market and workplace¹⁴. The report went on to find that three career-focused experiences

⁹ Deming, David J. "The growing importance of social skills in the labor market." *The Quarterly Journal of Economics* 132, no. 4 (2017): 1593-1640.

¹⁰ Liu, Yujia, and David B. Grusky. "The payoff to skill in the third industrial revolution." *American Journal of Sociology* 118, no. 5 (2013): 1330-1374.

¹¹ Great Jobs. Great Lives. The Value of Career Services, Inclusive Experiences and Mentorship for College Graduates. 2016:1-24. <https://news.gallup.com/reports/199172/6.aspx?ays=n#aspnetForm>.

¹² Study: College students don't have confidence they'll land a job. Inside Higher Ed. <https://www.insidehighered.com/news/2018/01/17/study-college-students-dont-have-confidence-theyll-land-job>.

¹³ Robert J. LaBombard, Gradstaff. 2016. <https://www.cnbc.com/2016/12/15/why-college-grads-cant-find-jobs-commentary.html>

¹⁴ Gallup, Inc. Strada-Gallup 2017 College Student Survey. Gallup.com.

<https://news.gallup.com/reports/225161/2017-strada-gallup-college-student-survey.aspx>. Accessed September 14, 2018.

make students significantly more confident. They are to speak often with faculty or staff about their career options, to have at least one university official initiate a conversation about their career options, and believe their university is committed to helping student find a rewarding career. One recommendation is that colleges invest in training for faculty so that they can discuss careers with students. Similarly, in a 2014 report from Gallup, in partnership with Purdue University and the Lumina Foundation, college graduates were more likely to be engaged at work if they had professors who fostered their excitement in learning, supported their efforts in an internship- type program, encouraged them to pursue their passions, and demonstrably cared about them.¹⁵ A 2016 NACE study described how “overwhelming” the career finding process can be for students. It cited faculty involvement in this process as essential. The QEP includes support for faculty training as well as the development of faculty videos that illustrate the value of developing career skills in the major. Faculty involvement is a signature difference between our College to Career initiative and those we researched at other institutions.

A recent report by the Association of American Colleges and Universities (AAC&U) looks at a survey of one-thousand hiring managers and business executives with backgrounds in both private and nonprofit organizations. The survey evaluated what skills these employers felt were important. The top skills were communication and critical thinking. While the employers found that many students do hold these skills, they still found that a great deal of students, approximately 30% or more, lagged in these “critical areas.” In an interview following the survey, the president of AAC&U stated, “having career-services faculty take seriously the feedback they’re getting from students who are placed in internships” and creating an assessment opportunity for students to “reflect on those experiences in relation to the curriculum” and to career goals post-graduation will make those experiences valuable. The QEP’s efforts to promote faculty involvement and competency-specific training on how to engage with students are crucial to its success. The report further indicates the importance of “[m]aking sure all students, whether they are in community and technical colleges or residential liberal arts colleges, have the opportunity to engage in hands-on applied learning and internship opportunities,” which is another function and responsibility of university staff and faculty. GSU’s College to Career initiative works to institutionalize the career-minded adjustments to curriculum, faculty training, and programmatic enhancements for students at all levels of academic pursuit. The associate-degree seeking student at the Perimeter campus will encounter career-skills training in much the same way as the student attending the downtown, four-year campus.

The QEP aims to expand the opportunities students have to build professional networking systems. Rochelle Parks-Yancy investigated the ways low-income and first-generation African American students “obtain social capital resources from university contacts.”¹⁶ The study discusses how current employment opportunities are not advertised, but rather obtained through networking. However, African American students were less likely to know that interacting with professors and staff were essential skills to facilitate upward mobility. This study

¹⁵ Bartlett T, Egginton W, Bliss KE, Justice G, Kramnick J, Usher N. Home. The Chronicle of Higher Education. <https://www.chronicle.com/>. Accessed September 14, 2018.

¹⁶ Parks-Yancy R. Interactions Into Opportunities: Career Management for Low-Income, First-Generation African American College Students. Oral History Review. <http://muse.jhu.edu/article/482082>. Published July 31, 2012. Accessed September 14, 2018.

reveals the need for institutionalized systems of faculty involvement and encouragement as part of the major and pathway curriculum. It's especially crucial because the study reports African American students are also less likely to have someone in their social networks that are helpful towards reaching "career outcomes."

Other institutions' approaches

GSU is not alone in tackling the issues recent graduates face when identifying how their college experience has prepared them for the workforce. Institutions nationwide are developing new, innovative ideas to help bridge the college to career gap. Wesleyan College's *From Here to Career* program was created to better prepare their students for the job market. Wesleyan's program is a four-year plan with goals such as LinkedIn profile benchmarks, mock interview requirements, which help students make connections between their educational experiences and their eventual employment.¹⁷ In addition, Reinhardt University has begun their *Enrollment to Employment* initiative, which aims to increase student awareness of their soft skills. Reinhardt hosts sessions related to soft skills, such as leadership or emotional intelligence, and has the students write a reflection paper on what they learned and how they can communicate it effectively to an employer. When a student participates in at least five sessions, they wear a special pin on their graduation regalia.¹⁸ Finally, the University of Adelaide has developed elective courses for students to mentor with industry professionals, helping them navigate modern recruitment tools (i.e. LinkedIn), and practice interviewing with actual hiring managers.¹⁹

Non-profit organizations also recognize the importance of guiding students to understand how their life experiences are developing their soft skills. Georgia State University has partnered with OneGoal in the Perimeter LIFT program and as part of a Kresge Foundation project. This non-profit uses predictive analytics to identify early warning signs in the academic performance of students who are at risk to struggle at Georgia State. The program encourages the development of curriculum focused on building "leadership, resilience, ambition, resourcefulness, integrity, and professionalism."²⁰ The United Negro College Fund (UNCF) has begun the "UNCF Career Pathways Initiative," which awards grants to education institutions with the goal of "enhance[ing] what their students gain from the liberal arts—critical thinking, creative problem solving, effective oral and written communication skills, [and] diverse and global perspectives."²¹ This program serves as an exemplar on how to develop career pathways, adjust curriculum, and connect co/extra-curricular programming to the Strategic Plan's career success goals.

In 2015 Georgia State University merged with Perimeter College, and one of the many challenges for the Perimeter student population is that they most often track into remedial courses. In 2013, a report was published that discussed how students who are not adequately prepared for college-level work also faced many challenges making appropriate career

¹⁷ <https://www.wesleyancollege.edu/studentlife/career/From-Here-to-Career-Home-Page.cfm>

¹⁸ Tate, Emily. 2017. Teaching Students Soft Skills. *Inside Higher Ed*.

<https://www.insidehighered.com/news/2017/01/30/liberal-arts-college-tries-new-approach-teaching-soft-skills>

¹⁹ Callaghan, Ruth. Universities teach soft skills employers want to students of 'hard' disciplines. 2017. *Financial Review*. <https://www.afr.com/leadership/management/business-education/universities-teach-soft-skills-employers-want-to-students-of-hard-disciplines-20170328-gv89hq>

²⁰ Adams, Caralee. 2012. 'Soft Skills' Pushed as part of College Readiness. *Education Week*.

https://www.edweek.org/ew/articles/2012/11/14/12softskills_ep.h32.html

²¹ UNCF Career Pathways Initiative. <https://www.uncf.org/CPI>

decisions.²² For underprepared students many of the challenges they face are from external factors, but this takes a huge toll on their academic careers. The report goes on to discuss Narrative Career Counseling, which aims to adjust to the varying circumstances and changing needs of the underprepared student population. Ultimately, the study concluded that continued career counseling training for faculty and staff improves the way underprepared students understand the demands of the job market and, therefore, helps them focus on developing career competencies.

Georgia State's Approach

Georgia State's College to Career initiative seeks to help students more deeply understand the connection between the skills already acquired while enrolled and how to articulate them to potential employers. Georgia State University's faculty—through academic program, college, and university-level curriculum committees—have already done the work of articulating the fundamental learning outcomes of the core curriculum as well as the progressively sophisticated learning outcomes expected of students within each academic program as they advance through their studies. CTC does not change these learning outcomes, but rather highlights them. Through the QEP outcome classifications of **awareness**, **connection**, and **demonstration**, we seek to enable students to become more effective communicators about their learning. Both internal and nationally-published data supports the College to Career QEP.

The established Goizueta/LIFT Pilot initiatives paved the way for an easy transition from grant-funded career-infused curriculum projects to a university-wide enhancement plan initiative. The Goizueta project, which launched during the 2017-2018 academic year, provides seed grants to academic departments and individual faculty members to support the development of course-based exercises as assignments that encourage students to reflect upon, articulate, and chronicle their awareness of career competencies. One initial goal in the development of the QEP administrative plan concentrated on how to leverage the work of the grant without creating unnecessary disruptions and confusion. The Faculty Director investigated existing pilot activities, data, and resources to ensure a seamless transition. In order to combine the efforts of faculty and service program administrators who had submitted detailed Goizueta/LIFT Pilot plans, the QEP administration combined the funding lines for both programs. In addition to the grant support already behind Goizueta Pilot programs and course modules, the QEP sources its primary funding from the university's central administration. Blending the two projects made most fiscal sense and permitted an easy transition that maintained the current university services, faculty, and departmental funding opportunities.

According to the Georgia State University Foundation report submitted to The Goizueta Foundation in September 2016, Georgia State's career training initiatives combine cutting-edge technology and analytics to respond to research that shows that low-income and first-generation college students, on average, have more limited exposure to college-educated professionals while growing up and hence have less knowledge about the range of career opportunities.²³ Through curriculum adjustments, faculty training, e-portfolio platforms, and career-driven course modules the program aims to influence the learning and college experience of all students of all our campuses.

²² Hughes AN, Gibbons MM, Mynatt B. Using Narrative Career Counseling with the Underprepared College Student. *The Career Development Quarterly*. 2013;61(1):40-49. doi:10.1002/j.2161-0045.2013.00034.x.

²³ Georgia State University's Foundation report for *The Goizueta Foundation*, September 2016

The call for applicants requested that interested departments identify at a curricular level the appropriate points in a student's academic program to infuse awareness and demonstration of career competencies. Departments submitted major or pathway-specific materials and demonstrated how these materials complemented the meta-major orientation information students encounter in introductory freshman seminars (GSU1010 courses for Atlanta campus students and PCO1020 courses for Perimeter students). These one-credit hour courses, which are placed into each Freshman Learning Community, deliver valuable information about university services, college-level offerings, and meta-major specific information that promotes student success. Departments who received the grants developed career-readiness content for courses across the curriculum, including career components for gateway, required, and capstone courses. Incentive grants also encouraged faculty to develop additional Signature Experience courses. Signature Experience is an existing program of courses—at least one of which can be found in every major—that center on a sustained, application-based experiential pedagogy resulting in a culminating product that is evaluated by a faculty member. There are currently 356 Signature Experience courses offered by GSU. Each department also proposed a plan for e-portfolio usage and assessment. The QEP Faculty Director mapped those Goizueta/LIFT Pilot projects into the QEP plan. Additional incentive grants will be awarded for the 2019 and 2020 academic years. Campus-wide involvement in these incentive grants also reflect the QEP's broad-based support.

Incentive grants allow departments to infuse awareness of career competencies in their majors. For instance, Andrew Young School of Policy Studies developed program-specific competencies to drive the curriculum and assessment changes prompted by the Goizueta/LIFT Pilot grant. Policy Studies faculty connected program-specific competencies with their appropriate parallels in the NACE competencies. This work provides an example of the type of intentional programmatic adjustment that is outlined in the College-to-Career Development Plan. It is offered here as an early example of the disciplinary-grounded work that is being developed as part of the QEP:

The Andrew Young School of Policy Studies aims to prepare students for careers that “**strengthen communities across the globe.**” To achieve this goal, its students will be made aware of, make connections to, and work towards demonstration of the following competences upon graduation from the majors of the college:

Leadership: *An ability to influence others toward positive social action, using strong communication and collaboration skills.*

- **Influence:** Leverage the strengths of others and use interpersonal skills to coach and develop individuals from all backgrounds. The individual is able to assess and manage his/her emotions and those of others; uses empathetic skills to relate, guide and motivate.
- **Communication:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization to demonstrate knowledge, build relationships, increase understanding between individuals and groups, and inspire action.
- **Collaboration:** Work effectively with colleagues and the community to achieve common goals. The individual is able to work within a team structure by taking responsibility for one's role within a group and can negotiate, manage conflict, organize, prioritize, and delegate work for a shared purpose.
- **Civic Engagement:** Able to identify and analyze complex social issues, make and justify informed judgments, and take action to improve the quality of life in a community, through both political and non-political processes.

Resilience: *An ability to respond effectively and creatively to change, using critical and analytical thinking skills; possess an awareness of multiple ways of knowing and being in the world and an overall sensitivity and respect for difference.*

- **Adaptability:** Demonstrate the ability to adapt to change with ways of thinking or approaches that allow for action, reflection, failure, and resilience in an ever-changing world. Able to respond to an unpredictable situation by using new information and technologies to solve challenges, complete tasks, and accomplish goals.
- **Critical/Analytical Thinking:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality, creativity and inventiveness.
- **Intercultural Fluency:** Individual is able to value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences. Able to respectfully disagree and seek common ground as a starting point for dialogue about difference.

Presence: *Mature, self-reflective and aware; possessing an ability to respond thoughtfully and with ethical, sound judgment and present an authentic, consistent and professional demeanor.*

- **Self-Awareness:** An understanding of strengths, interests, skills, and values and has the ability to articulate how those align with educational and professional goals.
- **Professionalism:** Individual demonstrates personal accountability and the capacity to act independently to make good choices. The individual is honest and demonstrates effective work habits, e.g., punctuality, etiquette, time management, etc. Individual makes a deliberate and on-going effort to build a positive impression or image in every facet of life, regularly seeking input from others to ensure congruence between her/his intended and perceived reputation.
- **Ethics:** The individual demonstrates integrity (following internal principles, morals, and values) and ethical behavior (following external laws, rules, and norms), acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

As demonstrated in the above example, the Andrew Young School's development committee expanded upon and re-imagined the NACE career readiness competencies so that they more appropriately correspond to their mission to "prepare students for careers that strengthen communities across the globe." The career-readiness headings of Leadership, Resilience, and Presence house NACE competencies such as communication, collaboration, critical thinking, and professionalism/work ethic while also adding program and major-goal oriented soft or transferable skills like adaptability, civic engagement, influence, and self-awareness. By incentivizing faculty to engage in such work, the QEP supports curricular innovation and elicits faculty buy-in and enthusiasm.

In addition to Departmental Grants, Faculty Fellowships were awarded to 13 applicants. Goizueta/LIFT Pilot administrators paired these faculty fellows with meta-majors to create curriculum modules for the GSU1010/PCO1020 orientation courses (Appendix G). The QEP will continue to develop and use modules for first-year orientation courses. As part of the **awareness** outcome for the QEP, these CTC modules provide the first point of data collection for review and re-design/re-implementation. The course modules include a *Career Exploration Project* (below), which introduces students to Portfolium and, therefore, provides the first point of data collection.

GSU101/PCO1020 Career Exploration Project

To start: You will need to set up a Portfolium account. The bulk of your project will be uploaded to Portfolium. Visit the following website (<https://portfolium.com/network/georgia-state-university/>) to create your Portfolium account. Here, you will upload content throughout the semester to develop your professional portfolio. Once your account is set up, email your instructor the link to your account (make sure it's not private) so they can keep track of your progress.

Part I – Select a Career & Research, Create Portfolium

Select a career that you aspire to have in the future. If you are uncertain of a career, choose a job that you have found interesting and could potentially have in the future.

Sources for Research:

- GSU University Career Services
- O*Net Online (<http://www.onetonline.org/>)
- Occupational Outlook Handbook (<http://www.bls.gov/ooh/>)
- Career Onestop (<http://www.careeronestop.org/>)
- Potential Employers Website
- Glassdoor.com

*Portfolium must be created and shared with your instructor.

Part II –Resume Development

Resume: In a single page, you will create a resume appropriate for the specific job you have chosen. Please follow proper resume design rules. When creating this resume, think of what you want the employer to learn about you. The information you put on this resume should be current and accurate. Often, different professions require different kinds of resumes.

Your resume must contain the following elements

- Name and Contact Information (city, phone number, email address)
- Career Objective (optional – depends on the career you choose)
- Education (institution, major, expected graduation)
- Work Experiences (dates, brief description of duties)
- Other Relevant Information (Leadership experience, Volunteer Work, Accomplishments & Awards, Skills, etc.)

You are strongly encouraged to use University Career Services (<http://career.gsu.edu/resumes-interviews/>) to gain feedback on your resume. Additionally, you can watch their video on how to create a resume along with visiting their office. *Resume must be uploaded to your Portfolium

Part III – Informational Interview

Conduct an informational interview with professional in the field. It can be someone you know, or you can contact someone you don't know by phone or email to set up an interview. Select questions that are appropriate for your target career field and stage of decision-making. You can ask about the nature of a person's work, how to get started in the field, or effective approaches for the job search. Use some of the following questions or make up your own.

- What are your main responsibilities as a _____?
- What is a typical day (or week) like for you?
- What do you like most/least about your work?
- What kinds of decisions do you make?
- How does your position fit within the organization/career field/industry?
- How does your job affect your general lifestyle?
- What current issues and trends in the field should I know about/be aware of?
- What are some common career paths in this field?
- What kinds of accomplishments tend to be valued and rewarded in this field?

- What related fields do you think I should consider looking into?
- How did you become interested in this field?

Once you've conducted your interview, you have two options to convey the information. Your first option is to write a reflection paper discussing what you learned from the person and how your conversation can help you move forward to attaining that career. Your second option is to create a video discussing the same information. Whichever method you choose, it should be uploaded to Portfolium along with the interview (written out).

*Informational Interview Reflection/Video must be uploaded to Portfolium.

Part IV – Paper

You are expected to write a 2-page (minimum) paper for this portion of the project. You should incorporate a minimum of **three research sources**. Use the following questions to guide your writing. You do not have to answer the questions in the order listed, but you are expected to answer all of them.

- How did you choose this career?
- What skills, abilities, etc. do you possess that are necessary for this career?
- How do your interests and values relate to this career?
- Describe the nature of work (duties, responsibilities, etc.) of this career.
- Describe the typical working conditions (setting, employee structure, etc.) of this career.
- What type of education and/or training is required to prepare for entry in this career?
- What major(s) at GSU would be ideal for this career? If not offered at GSU, where can you study?
- What steps are required to advance in this career?
- What is the local job outlook for this career? (Specifically, the Atlanta metro area or the area where you plan to live.)
- What is the typical starting and average pay for this career? (Use local data if possible.)
- Which occupations are related to this career?
- How confident are you that this career is right for you? What reservations, if any, do you have about this career?

*Paper must be uploaded to iCollege

Part V - Presentation

In addition, you are expected to produce and present a **3-5 minute** presentation (PowerPoint, Prezi, Video, etc.) on your career choice. Be creative! Your presentation must include a cover page, clearly identifying your career of choice and include an overview of the career (i.e. skills, income, etc.). In addition, you are expected to come to class dressed as if you are currently working in your anticipated field (i.e. lawyers =suits & brief case, teachers =dressy coordinate, etc.). Finally, feel free to bring in additional information (handouts, etc.) or samples for your peers (drugs, alcohol and other contraband are prohibited). Be sure to incorporate details about how your time thus far at GSU will contribute to you being successful in your selected career.

The Career Exploration Project fits with the QSLO **Awareness** by introducing students to career competencies, campus career services, and required materials needed on the job market. Pre and Post-surveys will also be included in the GSU1010 and PCO1020 courses, which will help determine our students' initial awareness of CRCs as well as gauge the level of awareness growth by the end of the semester.

III. Broad-based Support

When the Topic Selection Committee met in May, 2017 to review QEP proposal submissions, the group kept an eye out for proposals that would help the university achieve parts of its Strategic Plan. The committee also paid close attention to the ways proposals fit into existing programs and initiatives. Because the Goizueta/LIFT pilot initiatives already had traction on campus, it seemed most appropriate to connect the effort of the QEP to the existing curriculum enhancement strategies.

A Georgia State University education already supports a student's development of career readiness competencies through curricular and co-/extra-curricular engagement. However, the career readiness aspects of the learning activities in which students are engaged may not be fully evident to or appreciated by them. To that end, the QEP Student Learning Outcomes—awareness, connection, and demonstration—provide the structure through which faculty and professional staff will train students to be career ready.

Faculty are not required to revise the substantive content of their teaching per se. Instead, the QEP encourages faculty to highlight the competencies that students are learning, connect the competencies to their learning, and ensure that students have ample opportunities to demonstrate their competencies. The QEP includes training and development opportunities to support faculty in reshaping assignments so that they achieve the QSLOs. In preparation for this, the QEP Development Committee conducted a survey (part of which is on pages 5 and 6) of Georgia State program directors asking about the opportunities students have within their programs to become aware of, connect to, and demonstrate the NACE career readiness competencies. The survey provides a baseline for the suggested activities to be assessed in the QEP. Faculty in the majors and pathways rated career management, global integrity/intercultural fluency, leadership, and digital technology lowest when asked to what extent the major or program develops each of the NACE career competencies. More than a quarter of the programs responded they “don't know” if their curriculum helps students become aware of the competencies, connect them to their learning, and demonstrate them to potential employers.

During the Fall 2018 semester, QEP implementation ideas were presented at Chairs' Council meetings, in individual meetings with Deans and Program Directors, with CETL training and development teams, at the College of Arts & Sciences' Career Integration Faculty Work Group meetings, with Directors of initiatives like Signature Experiences and Moonshot, in regularly scheduled meetings with University Career Services, at Undergraduate Student Advisory Board sessions, and at Faculty Development Day for the Perimeter Campuses. To deliver a unified message about the progress of the QEP and the need for input from all university staff, students, and faculty, the Faculty Director used a digital presentation²⁴ approved by the QEP Development Committee and the Senior Vice President for Student Success. The presentation materials and the key aspects of the implementation plan and assessment procedure were influenced by the feedback the Faculty Director received during these presentations and meetings.

Through these discussions with campus stakeholders, a consensus emerged that College to career not only would address recognized gaps in the current preparation that Georgia State

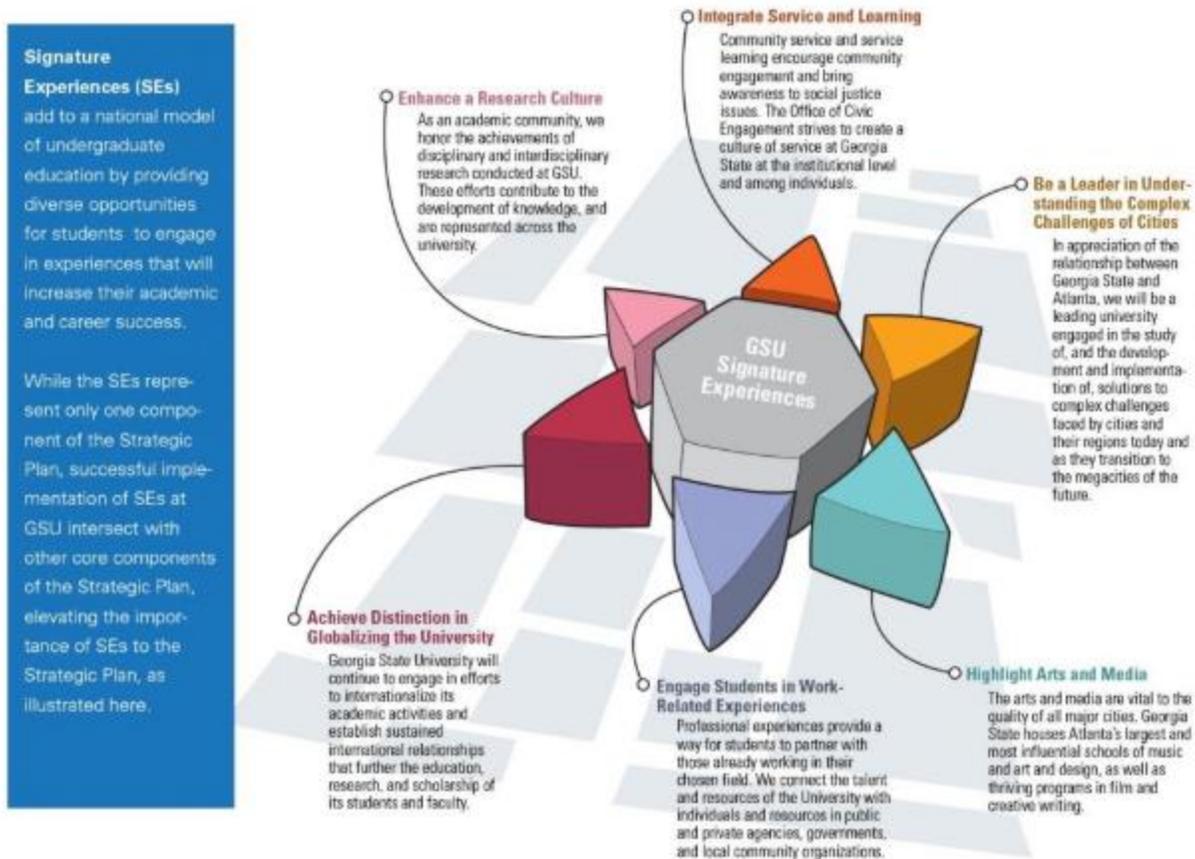
²⁴ <https://spark.adobe.com/page/5t3GPsyGJzU8Q/>

students receive, it also would build on existing resources for ensuring that such training is a part of the undergraduate experience.

- The Goizueta/Lift pilots provided an opportunity to merge the QEP with initiatives that already had broad-based campus support. Furthermore, the Topic Selection Committee and the QEP Development Committee both drew on data from the pilot that pointed to robust staff and faculty buy-in. The Goizueta/LIFT Pilot made College to Career the most organic choice for the QEP topic, as CTC leverages existing initiatives and takes advantage of the current broad-based support and enthusiasm behind career-training curriculum changes.
- University Career Services already offers students access to platforms like Handshake, Optimal Resume, and Portfolium, as well as one-on-one career counseling. University Career Services coordinates job and graduate program fairs, career workshops, on-campus interview training, and Co-Op and Internship searches.
- University Advising already has programs that can search course catalogs to connect students with courses that focus on job training skills.
- The Center for the Advancement of Students and Alumni²⁵ focuses on creating programs, events, and training seminars to improve the transition from undergraduate to professional and graduate schools.
- All bachelor-degree students already are required to complete a Critical Thinking Through Writing course—a writing-intensive, upper-level course in the major that provides the opportunity and structure for exposing students to disciplinary norms.
- All academic majors are currently required to offer at least one Signature Experience course, and 70% of bachelor-degree students complete such a course before graduating. The successful completion of a Signature Experience²⁶ course depends upon students' ability to demonstrate what they've learned (from economics to art appreciation) with the hands-on skills they practiced while learning the subject matter. Each of the culminating projects in Signature Experience courses are Portfolium-ready projects that permit career skills **demonstration**.

²⁵ <https://graduate.gsu.edu/casa/>

²⁶ <https://myexperience.gsu.edu/about/signature-experience/>



Each of these programs have their own directors, staff, and funding. The QEP can leverage the services and academic enhancements they provide to bolster students' **awareness**, **connection**, and **demonstration** of the CRCs they encounter and cultivate during their undergraduate years.

Finally, the QEP is an intentional response to internal data about GSU students' post-graduation success (either in the employment sector or in further higher education) and aligns with national data concerning career readiness. Georgia State students are not well-prepared to articulate how the skills utilized throughout their academic careers transfer to the workforce. The QEP aims to equip students with a way to articulate and demonstrate the skills they've earned by first introducing the skills in orientation courses, providing further exposure to the competencies during core curriculum and second-year courses, highlighting the connection between skills and the work done in the major, and prompting students to demonstrate their grasp of these connections through course projects and extra and co-curricular activities using an e-portfolio system. For example, instead of presenting oneself as a recent graduate with a history degree and a list of activities and awards related to that program, Georgia State students will have had practice connecting soft/transferable skills to the career competencies most valued by employers. The students will have had exposure to the professional training through opportunities infused into the curriculum. They will be prepared to discuss how their degree in history helped them gain an aptitude for data-mining, advanced research, and digital editing skills. Students will be able to demonstrate to employers what projects reflect these skills by pointing them to their e-portfolios.

IV. Student Outcomes and Student Success

College to Career grows out of Georgia State University's overall mission, which states the university "strengthens the workforce of the future" and "readies students for professional pursuits." Students are already learning essential career competencies in the very design of our academic programs at Georgia State. From the core curriculum completed by all of our degree-seeking undergraduates at both the associate and bachelor levels to specialized courses in each student's chosen field of study, to Critical Thinking through Writing courses and Signature Experiences, students are learning communication skills, quantitative skills, analytical competencies, the ability to work in groups, and other competencies highly valued by graduate schools and employers. In fact, we evaluate our students' attainment of these skills every year through assessment processes. What too few students understand and reflect upon, however, is the significance of these competencies to their post-graduation fortunes. They simply are not learning well enough how to discuss and document the career competencies they have acquired.

If Georgia State graduates more consistently and effectively demonstrate career-readiness competencies as they progress from the university into the world of work, they will better realize the value of their coursework and gain a stronger affinity with Georgia State. In turn, this may result in greater persistence, alumni engagement, networking, and alumni giving.

The goal of the QEP is to leverage the existing requirements and opportunities of the academic curriculum and co/extra-curricular experiences, as well as the predictive analytics that already support student success to help students enhance their career success. The CTC QEP will provide a scalable, adaptable framework where students are prompted to develop and awareness of the career competencies they develop at the undergraduate level. They will then progress to making connections between their educational experiences and career-readiness. And finally, they will demonstrate and document their career-readiness in part using Portfolium, the career-focused, cloud-based e-portfolio that the university provides to all Georgia State University students and faculty. Through CTC, Georgia State students will be better positioned for professional success in a constantly changing work force.

QEP Student Learning Outcomes

As mentioned, three Student Learning Outcomes (QSLOs) are integral to the CTC QEP and will be used as the basis for assessment of CTC's success. The learning outcomes have two goals: to increase student learning in relation to career preparedness and to increase the potential for student success. To that end, the outcomes are designated as related to student learning or student success, as appropriate. A QEP Assessment Committee, under the Faculty Director's supervision, will use scoring rubrics to assess student attainment of the QSLOs. Portfolium data will provide the assessment for the *success* outcomes. The three outcomes are, in short, **awareness, connection, and demonstration**.

As a result of the QEP, students will:

1. Articulate their **Awareness**: Within the first year, students articulate **awareness** of the career-readiness competencies that are valued by employers (*student learning and student success*)
2. Make major and pathway-specific **Connections**: Throughout their undergraduate experience, students articulate the **connections** between specific curricular, co-

curricular, and extra-curricular activities and the career-readiness competencies that they acquire (*student learning*).

3. Post artifacts of **Demonstration**: Throughout their undergraduate experience, students **demonstrate** their career-readiness competencies in a variety of interpersonal and digital-media frameworks (*student learning and student success*).

Georgia State University's faculty—through program-, college- and university-level curriculum committees—has already done the work of articulating the fundamental learning outcomes of the core curriculum as well as the progressively more sophisticated learning outcomes expected of students within each academic program as they advance through their studies. CTC does not change these learning outcomes but rather adds three new learning outcomes to enable students to become more effective communicators about their learning.²⁷ Continued use of curriculum maps will be a key tool in providing a clear and concise roadmap for student success within the CTC academic and co-curricular framework, and Faculty Fellows will serve as direct interventionists in the identification and connection process.

The relationship between the QSLOs and NACE's list of the most important career readiness competencies (CRCs) is straightforward: while CRCs are already embedded throughout the GSU undergraduate curriculum, the three QSLOs encourage faculty to help students become **aware** of the CRCs, **connect** the CRCs to their learning, and **demonstrate** their CRCs to potential employers. These three outcomes provide the focus for instruction and the basis for assessment. The QEP administration will help faculty by using a *soft- or transferable skills* crosswalk that will help faculty translate the skills they teach every day into the NACE Competencies. For example, while a faculty member might not immediately see a link between a given lesson and the NACE competency of "Collaboration," he/she immediately recognizes that an assignment to produce a podcast requires the skill of working with a team to develop, write, record, edit, and advertise the final project. QEP administrators and a series of faculty and department training grants will be deployed to help faculty translate the academic language of soft/transferable skills to the professional language of competencies.

The three QSLOs will be the primary guide for curriculum adjustments, faculty training, and QEP assessment. The QSLOs focus on students' awareness that competencies required for career-readiness are developed in curricular and co-curricular components of their Georgia State education. Career competencies will be mapped to the curriculum and promulgated for first-year orientation courses, meta-majors, Signature Experiences and Critical Thinking through Writing courses to support student awareness of where and how competencies are being developed. Additionally, career competencies will be mapped and promulgated for special and co-curricular activities such as study abroad, program-required experiential learning, as well as participation in internships student organizations, athletics, and other co-curricular activities. Students will use innovative approaches and platforms (such as Portfolium, the QEP iCollege Suite, student-perspective surveys and digital interviews) to reflect upon and to document their career competencies, and they will do so throughout their academic programs of study. Students will be able to effectively articulate and instantiate the connections between their curricular and co-curricular activities at Georgia State and critical career competencies needed for success after graduation.

²⁷ <http://www.aacu.org/sites/default/files/files/VALUE/PartsofaVALUERubric.pdf>

V. Implementation Plan

The QEP Development Committee worked on the proposal during the 2017 and 2018 calendar years. Implementation of Georgia State's QEP: *Career Readiness Through Everyday Competencies* will begin in January 2019 (Ramp-up).

A five-year time line has been established, and financial resources have been budgeted for the duration of the development, implementation, and assessment phases of the QEP.

5-YEAR TIMETABLE

The following action items will be coordinated through the QEP Planning Committee, providing direction to university faculty and staff over the five-year plan:

Year Zero (2018):

Planning

- Develop of full QEP
- Complete SACS report and prepare for site visit
- Develop GSU1010/PCO1020 module
- Identify designated courses
- Visit department and programs with Alignment Plan materials
- Identify Awareness, Connection, and Demonstration leads
- Develop CETL training for related faculty and staff
- Review Goizueta Pilot data
- Call for 2019 departmental development grants
- Call for 2019 Faculty Fellows
- Monitor Seed Grant Faculty
- Develop the QEP Assessment Committee

Year One (2019):

Pilot

- Call for majors and pathways Alignment Plans
- Implement GSU1010/PCO1020 module
- Pilot initial CETL workshops
- Award seed money grants
- Assess GSU1010/PCO1020 modules and major and CTW courses
- Hire Graduate Assistants to support Faculty Fellows and seed grants
- Conduct annual review/assessment of e-portfolio software integration

Year Two (2020):

Pilot Assessment

- Integrate QEP at curricular, co-curricular and extra-curricular programs and activities levels
- Offer full complement of CETL workshops and trainings
- Offer faculty and professional development with seed money grants
- Analyze first post-college jobs and activities for Class of 2019
- Assess GSU1010/PCO1020 modules and major and CTW courses tied to QEP

Year Three (2021):

- Review full implementation of QEP

Institutionalization

Assessment of curricular, co-curricular and extra-curricular programs
Provide CETL workshops and trainings
Assess analysis for scaling and national playbook design

Year Four (2022):

Conduct First-Destination Survey of Year One QEP entering class
Complete final QEP report

Plans have been developed for the implementation of each of the three QSLOs. These plans will be outlined over the following pages.

IMPLEMENTATION

AWARENESS

QEP Actions

- GSU1010/PCO1020 Modules
- GSU1010/PCO1020 Reflections

OTHER CTC INITIATIVES

- Advisement Materials Update
- Website Development
- 2000-level Modules
- Learning Outcomes

Implementation: QSLO Awareness

To ensure that a variety of constituents are involved in the execution of the QEP, the university administration has leveraged the expertise of faculty, staff, and students to develop innovative approaches for increasing awareness, connection, and demonstration of key career competencies. Through small innovation grants, a cohort of faculty fellows has been selected to develop projects, assignments, and activities. The faculty fellows will develop creative assignments and modules that supplement and enhance existing curriculum and career competencies in first-year programs and courses. Special attention is being given to the first-year orientation courses, which are taken by most incoming freshmen, because this ensures that students are introduced to the career readiness competencies (as well as to key platforms such as Portfolium) at the very beginning of their academic careers. These **first-year programs** and courses include but are not limited to, academic advising, academic coaching, new student orientation, and our learning community courses: Georgia State University Student Orientation (GSU 1010) on the Atlanta Campus and Perimeter Campuses Orientation (PCO1020) at Perimeter College. Additionally, departmental grants were awarded to academic departments to integrate CTC content throughout the core curriculum and major pathways.

During the 2018 Goizueta/LIFT Pilot, most of the focus for the faculty fellows was on developing content that will integrate seamlessly into the orientation courses. Because each of the learning communities is organized around a meta-major or career pathway, the developed activities not only expose students to the NACE competencies broadly; they also can introduce students to CTC content

specific to the disciplines. Some fellows and faculty who received departmental grants have also worked on assignments, activities and modules that can be integrated and included in discipline-specific core curriculum courses. For instance, the Robinson College of Business developed competency-focused and experiential learning-based curriculum for their GSU 1010 and PCO 1020 courses. A grant from Delta Airlines funds this project, which connects the first-year experience to upper-level courses. Additionally, the program has created a second semester course that extends the projects and learning outcomes from GSU 1010/PCO 1020 to BUSA 1105 (*Business, Value, and You*). For the latter course, the college developed the following learning outcomes:

- Understand the concept of value creation as the goal for all organizations and basis on which all market exchanges to occur.

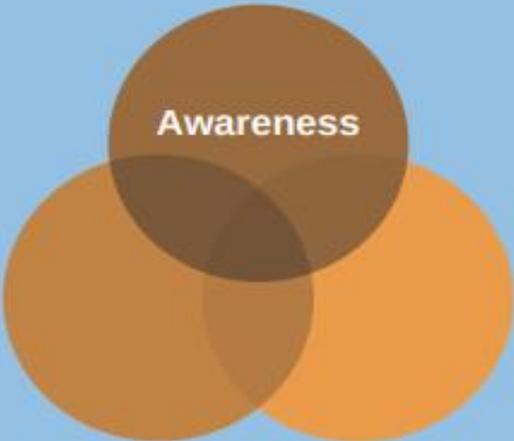
- B) Use the tools and frameworks developed in this class analyze national environments, industry environments, and the firm in the value-creation process.
- C) Systematically deconstruct an organization into its component capabilities and explain how managers can understand each capability's role in achieving the organization's over-all goals.
- D) Collect raw data, conduct some basic analyses of that data, and using critical thinking draw compelling conclusions using the conclusions from that analysis.

The two-course first-year experience aims to adequately prepare a student for the pursuit of a business degree by highlighting the career competencies required of a person working in the industry. The experiential learning experiences give students adequate opportunity to demonstrate their aptitude for the major. The QEP administrative team will capture the already-existing career-readiness curriculum model that Robinson College of Business uses here. In this case, Robinson College's Alignment Plan is complete.

The implementation of the QEP will not increase the teaching burden on faculty and instructors in the first year and core curriculum. The modules, activities and assignments developed by the faculty fellows have been crafted to increase student awareness of the career readiness competencies and to enhance existing work being done in the classroom, and are designed to be integrated easily into course content. All work developed by the fellows has been documented in a standardized format that includes identification of the meta-major assignment it is designed for; the career competencies focused on in the assignment; specific student learning outcomes; an introduction to the assignment; specific instructions for the assignment and uploading to the e-portfolio; and a rubric. Attention to these details has been given to reduce the teaching burden on instructors and to support consistency and fidelity in the execution of the assignments.

Course reflections will be developed using the Class Climate survey platform. The link to GSU 1010 and PCO 1020 student reflections will be posted in the course QEP tab in the university's learning management system, iCollege. QEP administration will access the Class Climate data and conduct all assessment in the QEP Assessment Committee. The QEP Assessment Committee consists of the Faculty Director, the QEP Research Associate, members from the Executive Committee, the two Faculty Fellows working with Perimeter Pathways, and members from the Office of Institutional Effectiveness. Committee members will use a standard scoring rubric, which was approved by the Development Committee.

Recognizing the diversity of academic disciplines and approaches and respecting the right of faculty to determine the nature of their course content, CTC does not propose a one-size-fits-all model. Rather, the initiative welcomes the multiple approaches to integrating the QEP's learning outcomes into the curriculum. When Chairs and Program Directors consider how their academic units can align with the work of the QEP, they will be prompted to think about the QSLOs. During initial meetings with the QEP Director and Faculty Fellows, the Chairs and Program Directors will discuss alignment options for each of the SLOs. They will be asked to select *at least one* option in the **Awareness** menu. These activities fall under "other CTC initiatives" on the chart above, and include updating advisement materials, developing web content, creating sophomore-level modules, or developing learning outcomes.



Awareness

Within the first year, students articulate awareness of the career-readiness competencies that are valued by employers.

How will your department participate in helping students articulate an awareness of career competencies in their major?

- Update departmental/programmatic website to include major-specific CTC information
- Develop course-specific learning outcomes and place on syllabi
- Use CTC 2000-level course awareness modules
- Update advisement information for your majors to include related career-readiness competencies
- Include an awareness activity not listed here.

The focus of the alignment proposal phase is to engage individual departments and programs to discuss *options* and to encourage departmental and programmatic buy-in. Departments are asked to choose **at least** one proposed activity, and the QEP aims for an 80% department compliance rate under **awareness**.

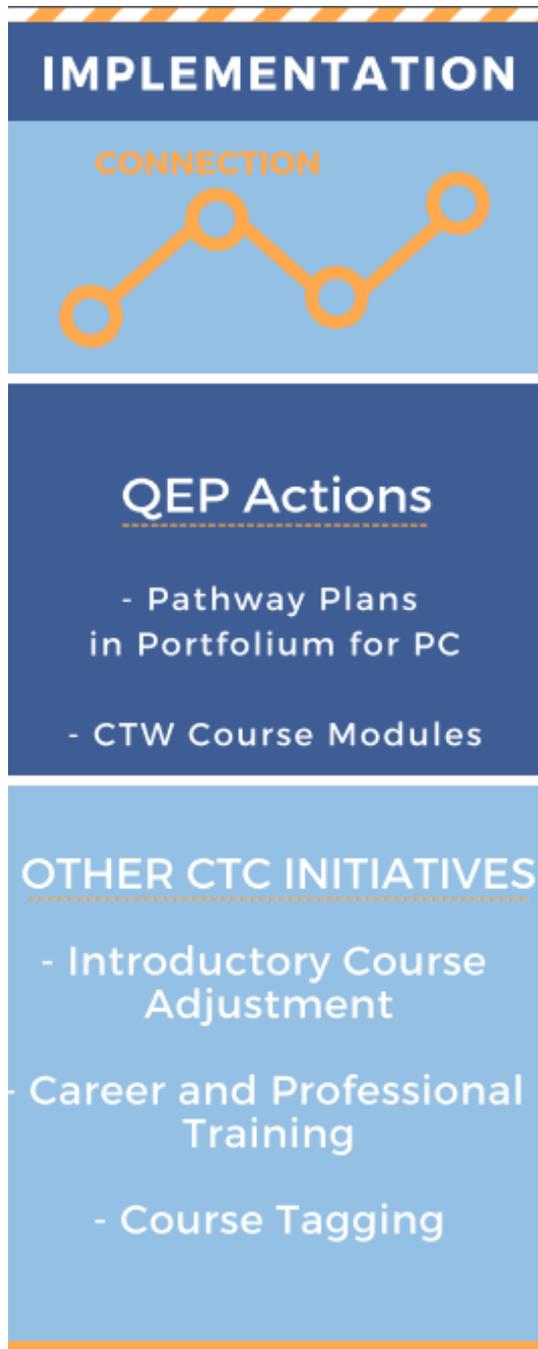
Training and Implementation Needs for QSLO: Awareness

Working with Center for Excellence in Teaching and Learning, first-year and core curriculum course instructors will be given broad training in

1. What the CRCs are, why they matter, and how they were selected for our campus;
2. Connecting the CRCs to the learning outcomes of their courses;
3. How to use the Portfolium electronic portfolio tool, which will serve as an essential means for students to document their acquisition of career competencies in the first year and beyond.

The Faculty Director and QEP administrators will review Major and Pathway Alignment Proposals to assess the training a unit needs. For example, if the Department of Psychology indicates an interest in updating website materials to include major-specific competency information and to house videos of successful alumni, the QEP administrators will connect the department with Technology Services and CASA. If the Social Work Pathway wants to publicize the achievements of their students, CETL will offer training sessions on creating digital newsletters and pathway-specific blogs.

Faculty Fellows for 2019 will work to develop Digital Orientation Packets, which include introductory videos, faculty training videos, quizzes, and brochure-type documents. These packets will appear under the iCollege resources tab for all students and faculty.



Implementation: QSLO Connection

The implementation of the Quality Enhancement Plan for associate students' **pathways** and bachelor students' **majors** will reinforce and assess student learning, through (1) high impact courses within the major; (2) training and support for faculty and students in College to Career initiatives; and (3) assessment of the connection QSLO.

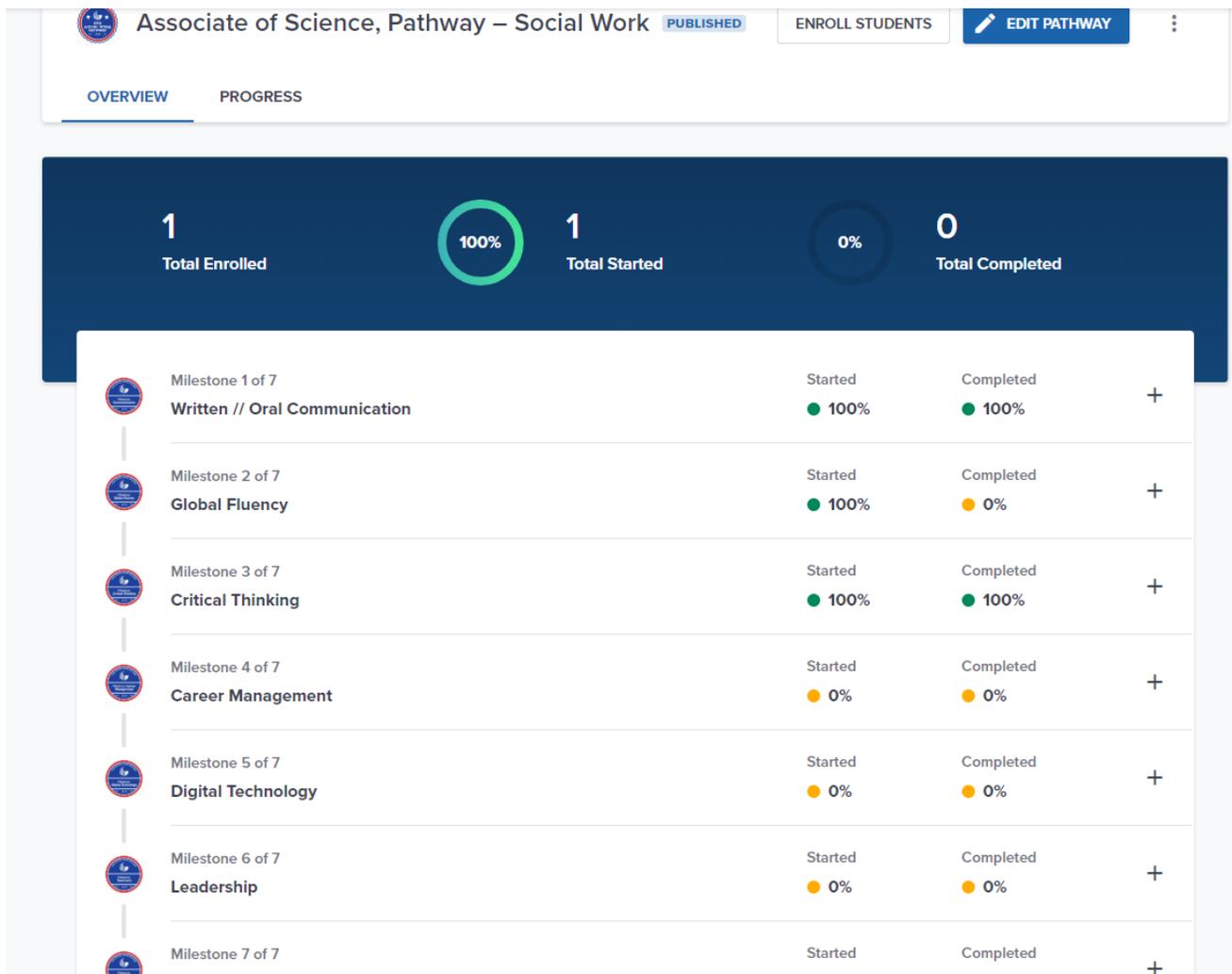
The College to Career pilots to the QEP awarded innovation grants for projects developed by academic departments who will supplement and enhance existing curriculum and career competencies in the GSU academic majors. Special attention was given to developing academic internships, research methods courses, and capstone or signature experience courses (Appendix H). The QEP aims to connect with the work of the CTC initiative to gather assessment data based on these grant-specific projects. Furthermore, departmental CTC plans and modules for orientation courses provide the QEP team information on best practices, faculty buy-in, and faculty training needs.

Bachelors students begin to connect to career competencies throughout their academic coursework. Specifically, courses that introduce the major; that provide a research method within the discipline; and that offer a student a capstone or signature experience all provide opportunities for students to connect to career competencies. Many academic pathways and majors provide students with a course or set of courses that provide an overview of various research methodologies within the discipline. The types of courses will vary by disciplinary approaches to scholarship and discovery, but these all give students an opportunity to connect these research skills with career competencies such as critical thinking, oral/written

communication, and teamwork/collaboration. Since students are likely required to take one of these courses, they serve as a scheduled touchstone for QEP assessment. These courses permit majors a space to discuss career goals, market trends, and employment sector analysis so faculty can direct students to University Career Services and highlight university and departmental opportunities for career development.

Academic unites on both the Atlanta and Perimeter campuses will propose how they aim to align with the QSLOs. At Perimeter, CTC Faculty Fellows (in place starting in the Spring 2019 term) will assist curriculum directors in mapping all 37 pathways in *Portfolium*. The two Faculty Fellows assigned to the PC campuses will work with each learning and degree pathway to set

up a system of career readiness milestones. Though the pathways will differ in activities, course requirements, and student-posted materials, the milestones earned by each student will correlate to the pathways' NACE core competencies. As students complete activities in Portfolium, the system will award a completion milestone. For instance, students taking courses in the *Criminal Justice* pathway may earn the badge for teamwork/collaboration by completing a group project in their Introduction to Criminal Justice course. These same students can earn the digital technology badge by completing an assignment in the Policing in America course that digitally maps community crimes, connects them to open records police reports and tracks the sentencing outcomes. Pathways can also include community service projects, career services workshops, and career management tasks like resume building and mock interviews. Faculty teaching courses in each PC pathway will determine activities and how they connect to the required coursework and available extra-curricular activities. Since the Portfolium system permits remote, back-end data collection, the QEP administrative team can assess student career readiness without tasking individual instructors or units. Here is an example of what data might look like in Portfolium for the AS Pathway focusing on Social Work:



The Pathway Alignment Plans for PC campuses will be developed through discussions with PC faculty, staff, and the Dean of Perimeter College, and will be supported by the work done in the Development Committee. Given the heavy teaching load, the limited number of courses in the

AS and AA degree programs, and the limited number of common required courses for all PC students, QEP administrators devised an adjusted Alignment Plan proposal to engage Perimeter College faculty and students.

During initial faculty meetings, the loudest voiced concerns centered on “teaching” professionalism and on forfeiting the “spirit” of the major in exchange for the “corporatization” of academia. This concern was not unforeseen. When discussing the NACE career competencies, most faculty outside the professional schools found it initially difficult to reimagine their course curriculum and their teaching style to include career readiness. Many faculty said, “I know how to teach them to be good critical thinkers, but I have no idea how to teach them how to market this information in an appropriate employment-ready way.” Despite this, it was clear to QEP administration that all courses were teaching career-readiness skills. When the Faculty Director spoke to faculty about what skills they ask their students to use to complete projects and in-class assignments, faculty members had less difficulty listing “soft” or “transferable” skills. In fact, each major appeared to use an impressive array of transferable skills in the service of their assessment goals. For instance, students in American History use R, a software environment used for statistical graphics, in order to chart political, cultural, and social trends. (Appendix I) Students enrolled in this course not only fulfil a core requirement and become more competent critical thinkers about American History, but they also develop a software programming and usage skill.

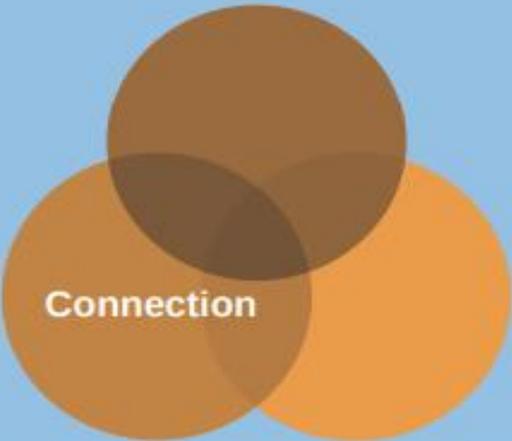
It became clear that the best way to facilitate a discussion with faculty about infusing career readiness competencies in their curriculum was to allow them to list or “check off” the soft/transferable skills they require their students to develop during the course. One way to make the conversations about teaching competencies more concrete for faculty is to talk about their teaching in terms of these *transferable* or *soft* skills. In conjunction with faculty from various disciplines, the QEP administrators, fellows, and committee members have compiled a list of transferable skills and connected them to the appropriate NACE competency and suggested assessment plan. Faculty will have opportunities to add to this list, so that it is reflective of their discipline and of the variety of teaching tools available across the university.

Transferable Skills	CRC	Outcomes	Transferable Skills	CRC	Outcomes
advanced argumentation	Critical Thinking/Problem Solving	Connection	organization	Leadership	Demonstration
action plan and implementation			time management		
organization			staff training		
adaptability			budgeting		
conflict resolution			advising		
crisis management			outcome development and assessment		
visual analysis			critical literacy		
archival and academic research			project design		
data mining and data analysis			adapts to professional situations		
grant proposal research and writing			generates ideas		
communication for a mass audience	Oral and Written Communication	Connection	anticipates needs	Career Management	Demonstration
presentation formats			implements solutions		
summary/precis			seeks other perspectives		
activism			takes initiative		
storytelling and narrative analysis			awareness of diverse perspectives		
digital writing and publishing			respect for other cultures		
technical and program literacy			appropriate team/group communication		
creative design			awareness of global/community issues		
negotiation and persuasion			meets deadlines		
copy editing			Digital Technology		
contracts	asks and responds appropriately to questions				
design and layout	accepts responsibility				
publishing formats	demonstrates an awareness of digital technology				
audio and video production	builds a career network				
podcast management	demonstrates time management				
multimodal expression					
event planning					
group projects					
collaborative writing					
task design	Teamwork/collaboration	Connection		Professional/Work Ethic	Demonstration
team management					
task assessment					
executive order function					

While this crosswalk is just a sampling of the soft skills QEP administration captured through collaboration with departments and University Career Services, it provides a good example of the way faculty can translate skills into competencies. For example, if a course requires students to use archival documents to create a historical overview of marketing strategies with a gender-specific target audience, the course requires students to conduct archival research, data mine, and become proficient with advanced database tools. Faculty could connect those skills with *Critical Thinking* and *Digital Technology*. By giving faculty across the university a common competency and transferable skills lexicon, Georgia State University can chart student skill development and career-readiness levels. The transferable/soft skills list is the same list QEP administration uploads into Portfolium so that students and faculty can hashtag their assignments accordingly. Faculty and students tag the project above: #datamining, #archivalresearch, #nationalarchives, and #criticalthinking. Students, Faculty, and Employers can search for students who have #archivalresearch skills and see a list of students who have a developed proficiency in the use of this database for research purposes. Training faculty on how to highlight soft skills and translate them into competencies is a QEP implementation goal. When faculty think in the mode of soft/transferable skills, they are more comfortable connecting their curriculum to the QSLOs.

When Chairs and Program Directors consider the ways that their academic units can align with the QSLO **Connection**, they will be prompted to re-imagine course development techniques that require students to connect their studies in the major with career-readiness outcomes. To

foster this line of thinking, chairs and program directors will consider the options on the alignment proposal menu in the chart below:



Connection

Throughout their undergraduate experience, students articulate the connections between specific curricular, co-curricular, and extra-curricular activities and the career-readiness competencies that they acquire.

How will your department participate in helping students articulate the connections between the curriculum and co-curricular activities in your major with the competencies they acquire?

- Develop competency-related assignments in introductory/foundation course
- Provide career and professional training as part of the Senior Seminar/Capstone course
- Tag courses in GoSOLAR (NACE competencies in comment section)
- Include a connection activity not listed here (CTC Department and Seed Grant Development)

As with the **Awareness** menu, chairs and directors will be asked to consider *at least one* of these options. It is the university's goal to have 80% of majors and pathways in compliance with the **connection** component of the QEP.

The connection proposals constitute the heaviest demand for faculty training. Since most of the options only require curriculum tweaks and encourage Portfolium-ready assignments (more on this in the assessment section), the Faculty Director and faculty fellows and the Center for Excellence in Teaching and Learning will play a large role in helping chairs and directors lead discussions and working sessions with faculty. CETL will offer training sessions, Faculty Learning Communities, and on-line training courses that respond directly to the needs reflected in each major or pathway proposal.

The intent behind the alignment proposals is to allow faculty as much flexibility and autonomy as possible. The courses they teach have competency connections and demonstration opportunities in them already. QEP will help majors or pathways highlight those skills, develop ways to show an intentional connection of those skills to the touchstone courses, and create assignments that produce effective, tangible, and visual artifacts for posting to e-portfolios and other digital platforms. For instance, if a major/program wishes to "tag" courses in GoSOLAR, the faculty members who wish to adjust their pedagogy would integrate career readiness competencies into their existing courses. A course in Old English could include an artifact curation assignment that requires students to research a medieval

artifact, build a replica, and provide a digital curation narrative. Students develop skills in archival and manuscript research, use various sources of research to determine the scale of the artifact, utilize design programs to mock up a digital replica, and then build the artifact for

display. They also create a curation page using WordPress, which involves skills related to digital layout, digital editing, research sourcing and support, and communication for a mass audience. This course could be tagged in the GoSOLAR comments as “digital technology,” and the soft skills could then be placed on the syllabus by incorporating them into the course learning outcomes. The content of the course has not changed. The mode through which the student engages with the content, though, now more explicitly allows students to recognize and demonstrate marketable soft skills essential to employers, using a digital framework. When completing the Alignment Proposal Plan, Chairs and Program Directors will include adjusted assignments like the one above along with the proposed assessment module.

Training and Implementation Needs for QSLO: Connection

QEP administrators, in concert with the Center for Excellence in Teaching and Learning, the University Advising Center, University Career Services, and the Office of Student Success, will develop training plans to help departments attain their alignment goals. Each Major or Pathway Alignment Proposal will receive feedback from QEP administrators, which will include a needs assessment plan as part of the formal response. For instance, departments and programs looking to revamp the introduction to the major courses may require assistance from CETL (outcome development, rubric and assessment training, and teaching with technology learning communities) as well as a meeting with University Advising to determine the best way to discuss this course with students during advising sessions. CETL will review all Major and Pathway Alignment Proposals and provide feedback about training needs. The Major and Pathway Alignment Plans will include a CETL training needs section, which will outline the mentoring sessions, workshops, digital courses, and Faculty Learning Communities available that directly respond to the training needs for each alignment plan.

IMPLEMENTATION

DEMONSTRATION

QEP Actions

- Pathways Plans in Portfolium for PC
- Organization Registration
- Panther Involvement Network

OTHER CTC INITIATIVES

- Capstone/Senior Seminar
- Signature Experience
- Internships/Externships
- Study Abroad

Implementation: QSLO Demonstration

Departmental Alignment Plans will primarily indicate courses and activities that already exist in the major. GSU academic majors provide students with the opportunity to demonstrate career competencies such as leadership, digital technology, and professional work ethic by requiring a signature experience or capstone project within the major. GSU catalogs and tracks all the signature experiences in the various majors each year²⁸. These courses culminate in student learning that connects and permits a student's demonstration of academic rigor with career competencies to ensure GSU students are career ready upon graduation. The Signature Experience is not the only way to demonstrate career competencies to ensure GSU students are career ready upon graduation. Faculty can develop CRC-focused projects for their existing capstone courses, including Critical Thinking Through Writing courses. Departments and programs that have internships, study abroad, and GRA opportunities can incorporate career-competency focused activities aimed to capture their students' abilities to demonstrate career readiness. The QEP aims to capture the demonstration work that majors and pathways already conduct as well as support initiatives that academic units indicate an interest in developing.

There are also many extra-curricular programs across campuses that offer a way to encourage and assess students' demonstration of career-readiness skills. *Leadership Programs* already develops, maintains, and assesses extra-curricular programming on all GSU campuses. This unit has an Emerging Leaders program that pairs upperclassmen with applicants, offers mentor retreats, operates and oversees the LEAD Team, which is student run and "promotes the culture of leadership development on

campus to ensure that all students are prepared to be effective leaders for their future."²⁹ Other programs include Leadership in the City and Women's Leadership Experience. The QEP will leverage the existing implementation, management, and assessment apparatus to report on students' demonstration of career-readiness competencies.

The QEP Development Committee identified three extra-curricular exemplars to monitor and assess:

²⁸ <https://myexperience.gsu.edu/students/next-steps/types-courses/>

²⁹ <https://leadership.gsu.edu/lead-team/>

- Leadership Programs – Panther Involvement Network Student Leadership Certificate
- University Organizations – registration process in Student Affairs
- Office of Civic Engagement – Panther Breakaways

QEP administration will work with the directors of Leadership Programs and Office of Civic Engagement to infuse CTC materials into the university extra-curricular programs.

Student Affairs has an existing robust leadership program. We will look at the Panther Involvement Network’s tracking of 8,000 students who are currently working toward a Leadership Certificate. The digital tracking system for the Network allows students to complete activities related to four leadership goals:

PANTHER INVOLVEMENT NETWORK
CONNECT WITH STUDENT ORGANIZATIONS THROUGH PINE

HOME EVENTS ORGANIZATIONS NEWS FORMS

My Paths

Progress for Student Leadership Certificate ✓ This is your default Path

Overall Progress PRINT VIEW

Leadership: Individual Values

Leadership: Group Values

Leadership: Society Values

Leadership: Capstone

EXPAND ALL

<input type="radio"/> Leadership: Individual Values	Completed 0 of 7
<input type="radio"/> Leadership: Group Values	Completed 0 of 7
<input type="radio"/> Leadership: Society Values	Completed 0 of 5
<input type="radio"/> Leadership: Capstone	Completed 0 of 2

Students complete the required activities under each goal.

The Leadership: Society Values domain empowers students to be positive citizens in their communities.

Completion Requirements: 4 core items and at least 1 elective item must be completed

<input type="radio"/> Leadership: Society Values Programs REQUIRED
<input type="radio"/> Community Service #1 REQUIRED
<input type="radio"/> Community Service #2 REQUIRED
<input type="radio"/> Community Service #3 REQUIRED
<input type="radio"/> Social Justice Learning Experience
<input type="radio"/> Women's Leadership Experience

Students report on their activities providing detailed information, supervisor's name, skills required to complete the job, and a reflection piece about the work.

REQUIRED

Last Updated Oct 31, 2018 1:15 PM

Leadership: Society Values: Community Service #1

[← BACK TO PATH PROGRESS](#)

Students seeking to complete the Leadership: Society Values domain must participate in three community service projects. Examples include events coordinated by the university as well as independently selected service opportunities.

Additional Information

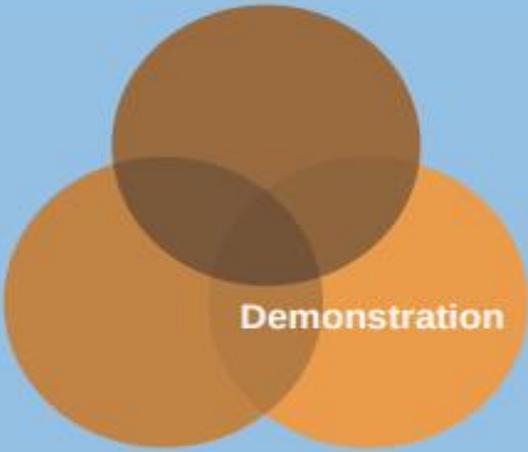
From the drop-down "Report Experience" menu below, select Community Service to satisfy this requirement.

Contact: [Chris Leary](#)

Fulfillment Status

REPORT EXPERIENCE ▾

The Leadership Programs team mentors students, organizes training sessions, and offers a career-centered speakers series. The QEP administration will work directly with Leadership Programs (a division of Student Affairs) to collect data and determine the scalability of their measuring and reporting process.



Demonstration

Throughout their undergraduate experience, students demonstrate their career-readiness competencies in a variety of interpersonal and digital-media frameworks.

How will your department provide opportunities for students to demonstrate and document their career-readiness fluency?

- Adjust capstone course - career-readiness project
- Create and assess intern and externships
- Develop and maintain Signature Experience courses
- Execute digital exit surveys/interviews

In the **demonstration** section on the Alignment Proposal, majors and pathways will determine how their degree programs will provide ways for students to demonstrate the skills they earn. The final section of the alignment menu focuses on what majors propose for demonstration alignment.

All majors and programs have *at least one* of these options as part of their existing curriculum. The Alignment Proposal simply asks chairs and program directors to indicate which of these options represents the best option for CTC curriculum adjustments and assessment (using Portfolium). We aim to have 80% of majors and pathways developing assignments that are Portfolium-ready.

The QEP administrative team will work with each department/program to ensure their majors and pathways plans are in line with the spirit and goals set forth by the CTC initiatives and QEP standards. Since faculty and programmatic directors are experts in their fields, the QEP administration will defer to their pedagogical proficiencies. The role, then, for the QEP will be to walk departments through how to make what they currently impart to their students visible, intentional, and assessable.

Training and Implementation Needs for QSLO: Demonstration

Faculty Fellows working with Perimeter Pathways will train with Portfolium personnel to ensure they can pull data from the platform for students in the associate degree programs. Student Affairs programs like *Panther Involvement Network*, *Leadership Certificate*, and *Panther Breakaways* already have an existing and effective means tracking student

demonstration. QEP Faculty Fellows will pull data from these systems to include in assessment reporting. QEP administrators will work with Student Organizations to update their registration system to include CRC questions on annual registration forms for all 400 clubs and organizations on campus.

As part of the feedback on Major and Pathway Alignment Proposals, QEP Faculty Fellows will connect faculty and departments/programs with program units that direct Signature Experience, Study Abroad, Domestic Field Schools, etc. if they indicate a desire to develop one of these demonstration-based courses.

VI. Assessment

Each CTC QSLO is assessed. Faculty responsibility for assessment is kept to a minimum as this QEP leverages what is already happening in academic assignments and related activities. The Faculty Director will oversee the data collection and analysis, which will come from digitally submitted formative (rubric) assessment, back-end data mining in the e-portfolio platform, Portfolium, direct data collection and assessment through the learning management system, iCollege, and student perspective survey data using two survey platforms, Qualtrics and Class Climate. A research associate will manage the actual collection and analysis. Examples, rubrics, and resources will be developed to be easily applicable to existing assignments. Since majors and pathways opt in to the CTC implementation measures, the data collection and assessment for these choices are also tailored to their individual alignment plans. To assess student success and learning outcomes, three points of measurement will be taken:

- GSU1010/PCO1020
- A major or pathway course (typically an introductory or capstone course in a major or an Area F course in a pathway)
- Portfolium (especially in connection to Signature Experience or experiential learning activities in the major)

Assessment Overview

The QEP Student Learning Outcomes function as both outcomes to measure student learning and outcomes to measure student success.

QSLO	Point of Assessment	Assessment Material	Type of Measurement	Method
Awareness	GSU 1010; PCO 1020	Career Exploration Project; student reflections in Class Climate	Student Success; Student Learning	Portfolium data; QEP Assessment Committee rubric scoring
Connection	PC Pathways; introduction to the major/CTW course	Artifact posting for connection assignments in Portfolium; student connection reflections in Class Climate	Student Learning	Portfolium data; QEP Assessment Committee rubric scoring
Demonstration	Portfolium profiles at graduation	Artifact Postings	Student Success; Student Learning	Portfolium data on profile strength; Assessment Committee rubric scoring for 700 sample profiles

The fundamental assessment actions for the QEP QSLOs are listed here:

1. **QSLO Awareness:** QEP administrators will assess students' awareness of the career competencies in the GSU 1010 and PCO 1020 courses. Using the orientation course modules, faculty teaching these courses will prompt students to open and post to Portfolio (Career Exploration Project).

Target: *75% of registered students activate and post at least one artifact to Portfolio.*

The orientation course modules also contain a student reflection piece delivered through Class Climate. The QEP Assessment Committee will review a significant statistical sample of student reflections using an awareness-focused scoring rubric. The student learning goal for these reflections is 75% of students reflect mastery-level awareness of the CRCs.

2. **QSLO Connection:** QEP administration will assess students' ability to connect the CRCs with the work they do in their majors. The assessment will occur in two curricular areas: introduction to the major/CTW courses and the Portfolio Pathways for Perimeter Colleges. The QEP Assessment Committee will review Class Climate student reflections for introductory courses in the major to determine the level of mastery at which student connect the CRCs to the work in their major.

Target: *75% of registered students reflect mastery-level connection of the CRCs and the major.*

QEP administration will use Portfolio to assess Perimeter College students. The Perimeter Faculty Fellows will assess PC students' Portfolio Pathway completion and artifact postings for a significant statistical sample to determine the mastery level at which PC students connect the CRCs to their degree pathways. The QEP Assessment Committee will develop the necessary rubrics for this process.

3. **QSLO Demonstration:** students will have opportunities to demonstrate career preparedness throughout their academic degree programs. Students will be prompted by faculty, university staff, programmatic directors, and at University Career Services and University Advising Center to post demonstration activities to their Portfolio accounts. QEP will gather aggregate data on graduating students. This data will come from Portfolio's *Profile Strength* calculations.

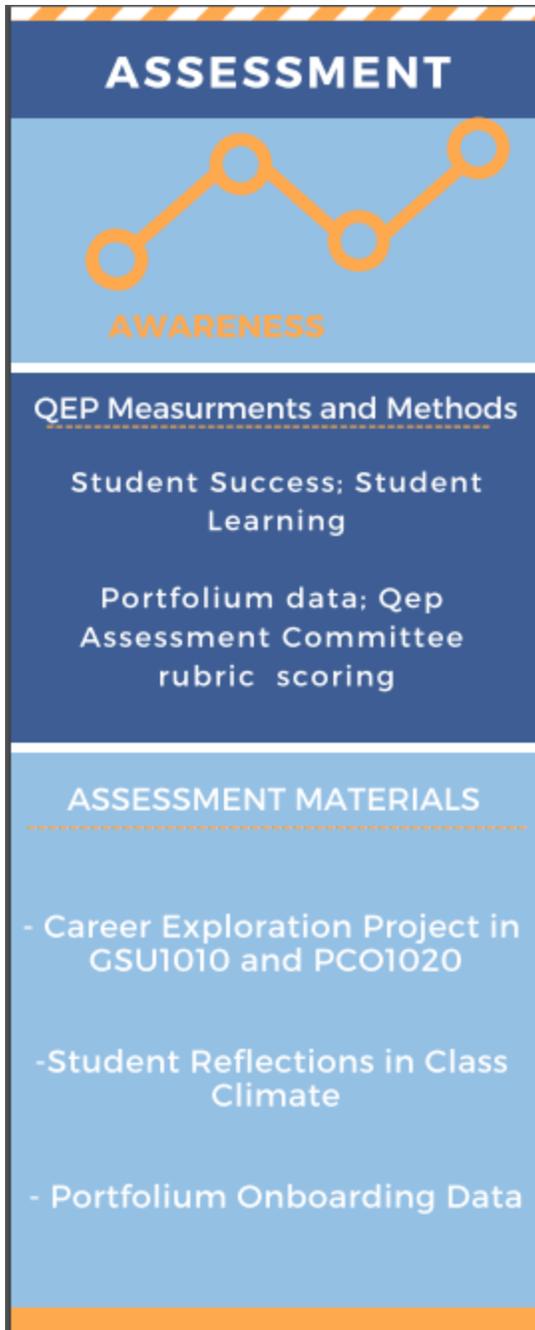
Target: *75% of students have a profile strength of 50 or higher.*

Portfolio will provide the QEP Assessment Committee access to a random sample of 700 student profiles. Using a scoring rubric, the committee will evaluate the mastery level of student demonstration. The random sampling will pull from all majors and pathways.

The QEP Assessment Committee will assess each of the QSLOs and develop an annual report during the summer semesters. The assessment cycle will run Fall-Spring for each academic year. This data will provide a way to isolate actions that are working and those that need adjustments. Furthermore, QEP administrators will disaggregate the assessment data to provide feedback to individual majors and pathways. This reporting information can be useful in

targeting areas of improvement. Majors and pathways will receive this information for inclusion in time for their annual university assessment reports.

In addition to these three assessment actions, QEP administration will also analyze data collected from other CTC initiatives. By combining the CTC QEP assessment measures data with the data available through implementation of CTC initiatives at the majors and pathways and the data collected through existing extra-curricular registration and certification programs, Georgia State's QEP permits the evaluation of student success *and* curricular, co-curricular, and student programming enhancements. The tandem methods of assessment can be scaled up or down in response to our first assessment report. Each of the following QSLO sections will discuss the QEP actions and other CTC initiatives that the QEP administration will monitor and assess.



Awareness

Within the first-year orientation courses, a standardized assignment exists that all students taking these courses must complete. The Career Exploration Project is a required assignment in all GSU 1010 and PCO1020 courses. The instructions and requirements are consistent across all the courses and instructors are provided a common rubric to assess the project. This assignment is the assessment point for the first-year programs to evaluate the first student-learning outcome associated with the QEP – “*Within the first year, students will articulate **awareness** of the career-readiness competencies that are valued by employers.*” Additionally, the faculty fellows will be working closely with the first-year programs sub-committee members to develop assessment measures related to student’s awareness and knowledge of the CRCs including and beyond what is emphasized in the Career Exploration Project assignment. Pre and Post-Surveys will be uploaded into iCollege course management platform. This diagnostic data will assess student’s early understanding and then later awareness level of career competencies. Students will also complete an *awareness* reflection using a Class Climate link in iCollege. This reflection link will prompt students to articulate their understanding of the competencies, how they link them to the work they plan to do in their major, and why these competencies are valued in the post-graduate work force. Furthermore, the reflections will ask students to think about ways they can practice their competencies by using university services. Students will also reflect upon how student involvement in university organizations, leadership programs, and the opportunities offered by their majors help them demonstrate their skills.

Baseline Data

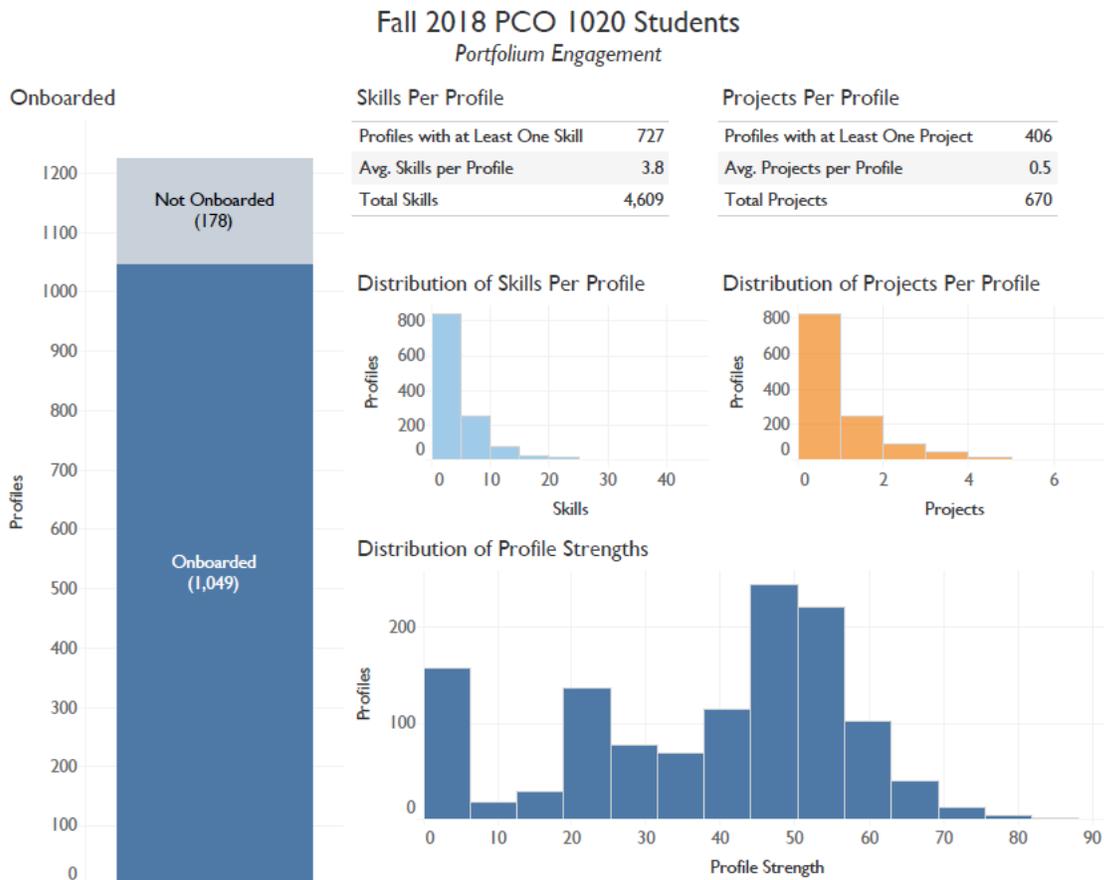
QEP administrators have reviewed initial baseline data that highlights student involvement with Portfolium as it relates to their work in GSU 1010 and PCO 1020. Data for each orientation course is included below. “Onboarded” means the number of students who have activated their accounts and set up their student profiles. “Skills per Profile” counts the number of indicated (hash tagged) skills students have connected to their projects.

GSU 1010 Students (Atlanta campus)

**Fall 2018 GSU 1010 Students
Portfolium Engagement**



PCO 1020 Students (Perimeter College)



Our baseline data indicates that GSU 1010 students on the Atlanta campus were just slightly more engaged than PCO1020 students at Perimeter College. Since the QEP **awareness** goal is 75% of registered students create and post to their digital platforms, we know there is more work to do informing and training those who teach the orientation courses. Our initial inquiries regarding the baseline data provided some valuable information: the course modules for PCO 1020 were not used universally. Only 406 profiles out of 1,871 students registered for the PCO 1020 course contained at least one project (21.6%). The modules for all orientation courses required a project posting. QEP administrators will focus on meeting with all PCO 1020 instructors to go over how to use the course modules for the Fall 2019 orientation courses. The downtown campus fared only slightly better with 30% of students posting a project. The data gives us a good baseline from which to measure our student’s improvement. We hope to see greater engagement from our freshmen on all campuses when we compare the numbers in Fall 2019.

In the core curriculum courses, formal assessment of the QEP student learning outcomes is not intended to be comprehensive, but particular core courses like English 1101 are currently revamping their required textbook to include career-specific tie-ins to chapter subheadings.

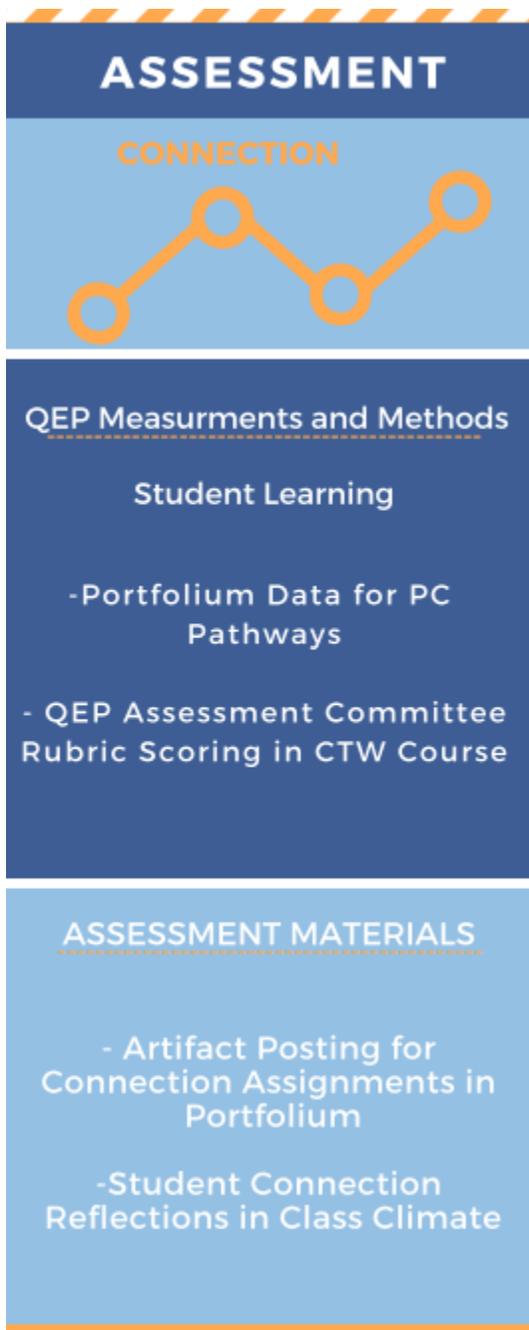
These “call-out” boxes will connect the writing and critical thinking discussions and activities to specific employment sector needs. The information in this textbook will align with the language used by NACE.



Awareness

- **Update departmental or programmatic website**
 - Send link to website
- **Develop course-specific learning outcomes**
 - Post outcomes to website and send link
- **Meet with University Advising to update Major Map**
 - Send link to major map
- **Use 2000-level course modules**
 - Require students complete awareness reflection in Class Climate

QEP administration will also capture **awareness** data related to other CTC initiatives. Alignment Proposals submitted by chairs and program directors connect proposed actions with suggested assessment procedures. If a department updates its major/program website to include CTC-specific information and curriculum updates, the only required assessment material is an updated link to the page. Most of the actions under QSLO **Awareness** request simple completion documentation. The QEP administration will record and track this information for assessment purposes. QEP goal for major and pathway participation in **awareness** initiatives is 80%. The chart contains a sample of alignment activities on which majors and pathways can report:



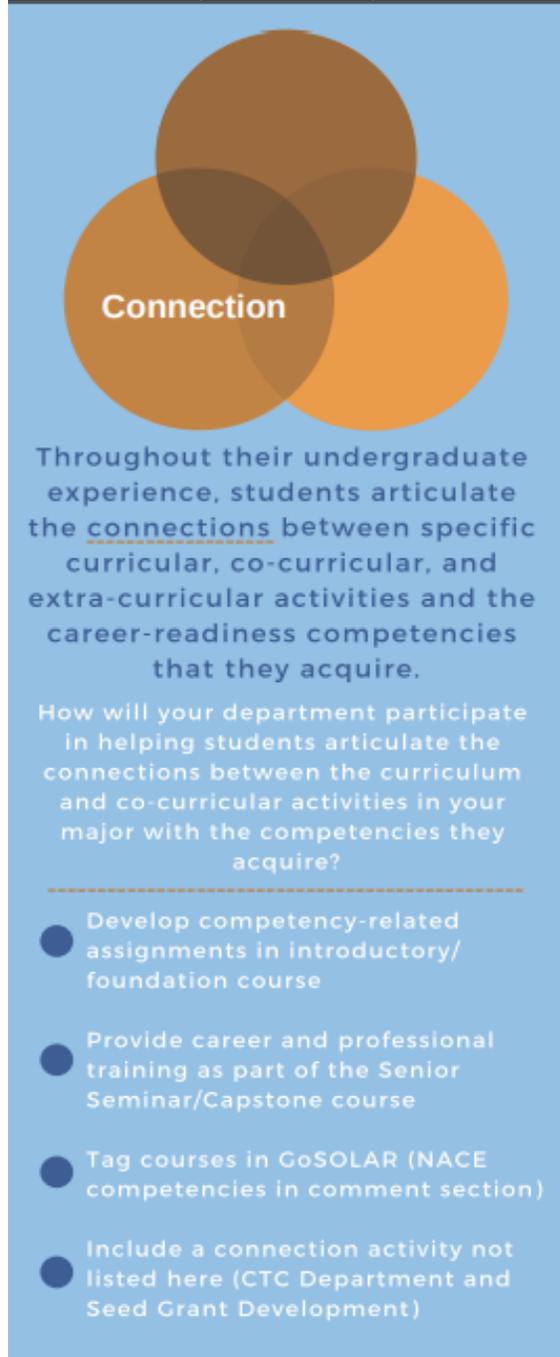
Connection

The CTC QEP administration will assess whether 75% of students have successfully met the second QSLO: *Throughout their undergraduate experience, students articulate the **connections** between specific curricular, co-curricular, and extra-curricular activities and the career-readiness competencies that they acquire.* Data will be drawn from Critical Thinking through Writing courses, which are required by all majors. The University's previous QEP: *Critical Thinking through Writing*, made the pedagogy of teaching by using critical thinking modes of assessment ubiquitous. Hence, each major maintains at least one required CTW course with an established assessment method. One of the NACE competencies signals out the importance of critical thinking. The current QEP Director will use existing CTW teaching and assessment modules to gather awareness and connection data linked to the critical thinking/problem solving career competency. Additionally, the current assessment method will provide a way for faculty to record to students' aptitudes to connect the content and learning in the major with career readiness. Assessment documentation will be placed in iCollege. QEP administrators will pull data at the end of each semester. The CTC goal is to have **75%** of CTW-registered students connecting major and pathway content to career competencies.

During a meeting with chairs, faculty, students, and the QEP Development Committee, the introduction of a transferable skills list provided a missing link between QEP administration and the faculty and students taking courses in each major and pathway. Faculty don't teach "Digital Technology" or "Leadership." They all teach "Critical Thinking." Faculty do create assignments to help students communicate for a mass audience (conference presentations or blogs) and they do teach design and

layout, require an event planning team project, assign papers that require data mining or archival research. These are the skills in their lexicon. They are the skills faculty understand best as modes for teaching content. And, most importantly, they are the skills for which instructors already have developed and tested assessment procedures. The QEP administration will help faculty translate the skills they utilize in their classes to the NACE competencies and then to the minor adjustments required for assessment reporting. This transferable skills tool also serves as an efficient way to connect the CRCs to university-level badging and certification programs, as well as providing a comprehensive list of skills for students to tag in e-portfolios and in digital resumes.

Academic units may choose to include an introductory or gateway course as part of their Alignment Proposal. For example, in Lewis College, rubrics are being developed to evaluate writing assignments that are to be uploaded to Portfolium that focus on career readiness in the CNHP 3000: Communication and Cultural Diversity. This course is a gateway course to all undergraduate majors in the Lewis College. Assignments will ask students to incorporate career readiness competencies as part of the ethnography interview paper. QEP administration will



Connection

Throughout their undergraduate experience, students articulate the connections between specific curricular, co-curricular, and extra-curricular activities and the career-readiness competencies that they acquire.

How will your department participate in helping students articulate the connections between the curriculum and co-curricular activities in your major with the competencies they acquire?

- Develop competency-related assignments in introductory/foundation course
- Provide career and professional training as part of the Senior Seminar/Capstone course
- Tag courses in GoSOLAR (NACE competencies in comment section)
- Include a connection activity not listed here (CTC Department and Seed Grant Development)

know to capture data on these students because the QEP Administrative team will track the approved Alignment Plans for each discipline. Through surveys, assignments, or activities developed by the unit, 75% of students enrolled will demonstrate an ability to articulate effectively the connections between their academic curriculum and co-curricular activities, on the one hand, and the competencies that make them career-ready, on the other.

The QEP Director and administrative team will also create a QEP tab, which will populate in iCollege, the university's learning management system. The QEP tab will appear on the management pages of pre-identified courses. QEP administration will be able to post assessment-seeking assignments on the site for student completion. For instance, student-perspective surveys about career readiness at the point of graduation can be attached to capstone courses. Faculty do not need to evaluate or summarize these surveys. The data gathering will occur on the QEP administration side of the platform. The QEP window in iCollege can also house diagnostic quizzes, reflection pieces with corresponding grading rubrics, Class Climate reflection prompts, and pre and post course surveys about career readiness development. Major and Pathway Alignment Plans will indicate which courses will include this QEP tab in iCollege.

Alignment proposals including actions under QSLO **Connection** also indicate the means and materials faculty will use to assess the proposed activities. The Alignment Plan indicates preferred assessment procedures here but will accept discipline-driven best practices.

The QEP Faculty Director will work with a small administrative team (OrgChart on page 33) to collect semester-to-semester data from orientation and capstone courses and from the Portfolium platform. Working in collaboration with staff from CETL and the Office of Institutional Effectiveness and with the help of Graduate Assistants, a

research associate will ensure the timely delivery of surveys in first-year and Signature Experience courses, as well as the effective collection of data from upper-level courses.

ASSESSMENT

DEMONSTRATION

QEP Measurements and Methods

Student Success; Student Learning

Portfolio Data on Profile Strength; Student Leadership Certificate

QEP Assessment Committee Scoring Rubric

ASSESSMENT MATERIALS

- Artifact Postings in Portfolio
- Panther Involvement Network Certification Assessment

Demonstration

QEP administration will assess whether 75% of students have met the third QSLO: *Throughout their undergraduate experience, students **demonstrate** their career-readiness competencies in a variety of interpersonal and digital-media frameworks.* Students' **demonstration** will be measured using Portfolio. QEP CTC assessment looks to have 75% of Perimeter College students complete their Portfolio Pathway, 75% of student organizations registering CRCs, and 75% of students in the Panther Leadership program completing their Leadership Certificate. In addition to the QEP CTC assessment measures, the QEP administrators can also capture demonstration data related to Major and Pathway Alignment Plans.

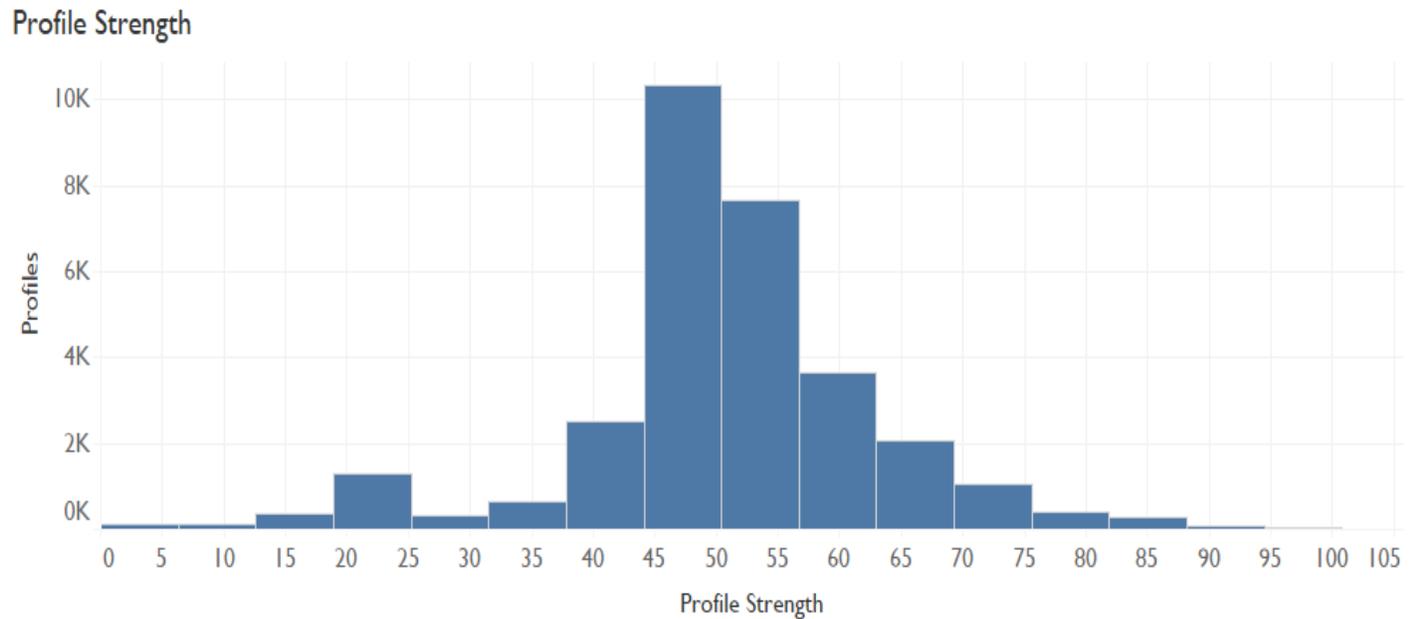
The QEP relies on data capture and collection from Portfolio to assess student's ability to demonstrate the skills they've acquired during their undergraduate experience. As the infographic stipulates, each implementation activity has a corresponding Portfolio data grab. In addition to the goal of a 75% response rate (student posting artifacts related to demonstration), Portfolio offers a *profile strength* assessment tool.

Baseline Data

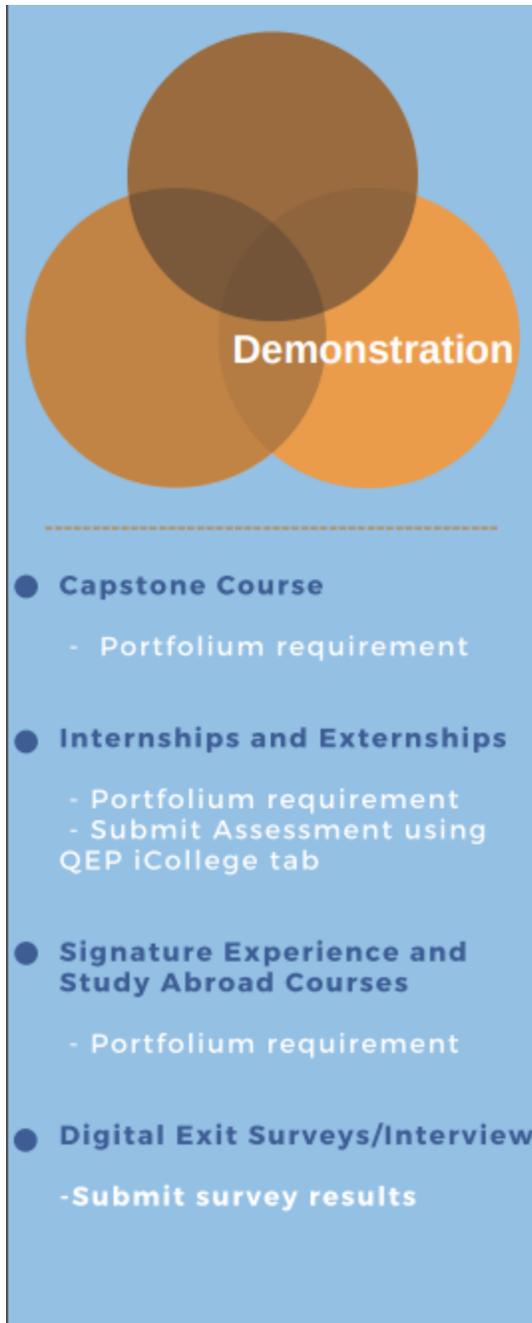
We currently have baseline data for profile strength. 7,670 student profiles have a strength rating of 45-50, which is on the lower-middle spectrum of Portfolio's strength scale. The algorithm Portfolio administrators use to determine profile strength considers variables including profile completeness, number of projects, strength of each project attributed to the evidence, artifacts within each project, number of connections, and interactions. The profile strength indication provides the meaningful assessment component for

determining the "mastery" of students' demonstration. QEP goal for profile strength is 75%. Baseline data indicates we have room for improvement here.

Profile Activity for Onboarded Profiles



Departmental Alignment Plans indicating curriculum, programs, and activities that showcase students' abilities to demonstrate their career competencies will develop an assessment method, which will be approved by the QEP Director. Modes of assessment include: Portfolium posts, AAC&U designed rubrics, student-perspective surveys, and QEP-directed reflection pieces delivered through the iCollege QEP shell attached to designated Capstone and Signature Experience Courses.



Alignment Plans indicating a commitment to infuse CTC at the **demonstration** level will use Portfolio to showcase student work. The QEP administration can utilize back-end data to capture demonstration information by program.

The data QEP administrators analyze can be used to report on student success and on the impact of CTC initiatives across the university. The data can also help us report on various aspects of student learning and faculty training. QEP administrators will also consider:

- Students impacted by demographic groupings (e.g. ethnicity, socioeconomic status, gender)
- Use of Portfolio by students and the artifacts posted related to career-readiness
- Number, type and impact of seed grants given to faculty
- Student participation in co-curricular and extracurricular programming
- Changes in CTC learning outcomes within GSU 1010 and GPO1020 courses and between these courses and upper-level coursework within the undergraduate degree programs
- Identification and connection of student learning outcomes to career-readiness competencies through curriculum mapping.

In addition, University Career Services is committed to the collection of first destination (first post-college pursuit) data for each graduating class starting in 2018. This will supplement the findings of the QEP on career-readiness and over the course of the QEP, it should show both an increase in percentage of students in career jobs and changes in the types of first post-college jobs that students secure. The first

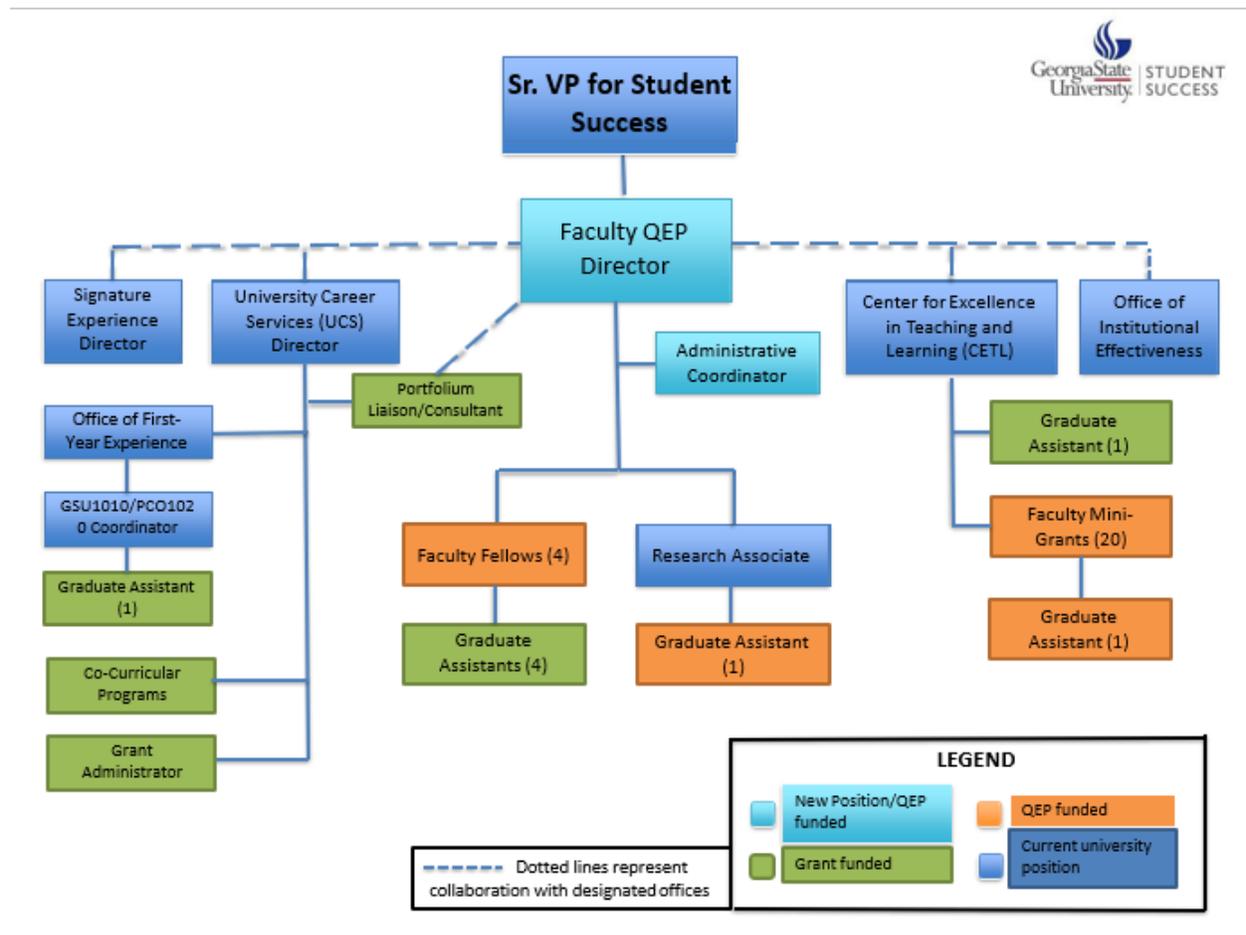
destination survey will be used to show that Georgia State University closes the achievement gap in academics and career.

All these data sets will form the basis for qualitative and quantitative analyses on the effectiveness of the QEP as part of a formal report submitted by the Faculty Director on an annual basis. Faculty-driven assessment will be gathered through Qualtrics. The Office of Institutional Research commits to developing faculty surveys and reporting on the data. The QEP Director will review departmental plans and determine if feedback from faculty teaching CTC courses is needed.

VII. Resources

QEP Organizational Chart

In consultation with the Senior Vice President for Student Success and the Development and Executive Committees, the QEP Director updated the organizational chart presented during the QEP proposal stage. The Executive Committee includes the directors in collaboration with the Faculty Director. The Development Committee meets bimonthly, the Executive Committee meets monthly, and the Faculty Director maintains weekly contact with the Senior Vice President for Student Success.



Five-Year QEP Projected Budget

A detailed budget outlining total costs, along with projected funding from the university and grants is included here. The expected annual university costs will be approximately \$335,000, inclusive of all personnel, fellowships, assistantships, seed grants, and other related costs. The expenditures are also highlighted in the Organizational Chart. The QEP will also benefit from

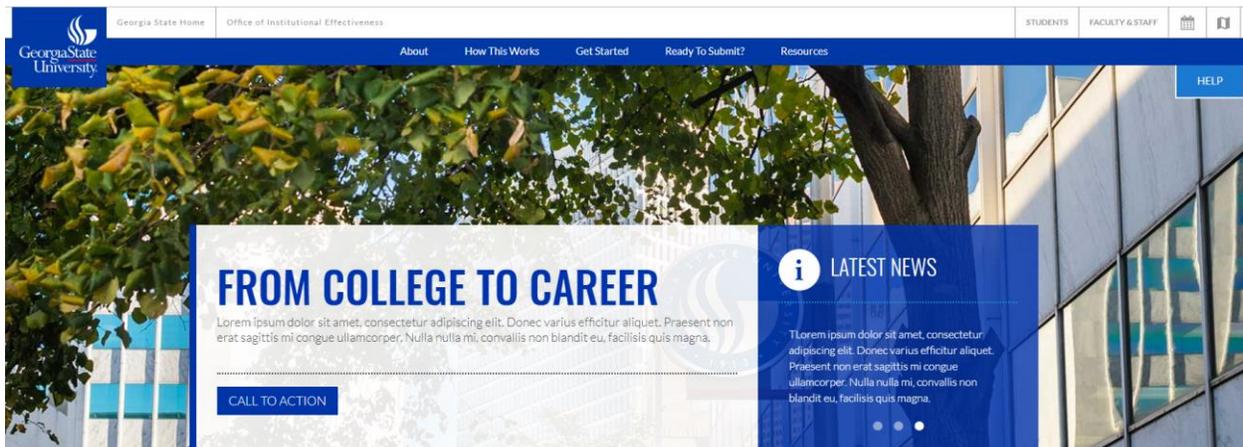
portions of the Goizueta and LIFT grants in the amount of approximately \$450,000 per year for three years, and then a proposed draw down period over the final two years.

GSU College-to-Career Quality Enhancement Plan Projected Budget (University & Grant Funds)										
	2018-2019		Stated in \$ Per Year							
	Year 1 - Univ	Year 1 - Grants	Year 2 - Univ	Year 2 - Grants	Year 3 - Univ	Year 3 - Grants	Year 4 - Univ	Year 4 - Grants	Year 5 - Univ	Year 5 - Grants
Personnel										
PSF000										
Faculty										
Academic Year (QEP Director)	\$ 50,202.00		\$ 51,709.00		\$ 53,261.00		\$ 54,859.00		\$ 56,505.00	
PLS000										
Summer	\$ 15,061.00		\$ 15,513.00		\$ 15,979.00		\$ 16,458.00		\$ 16,952.00	
PSS000										
Staff (Administrative Assistant)	\$ 35,000.00		\$ 40,000.00		\$ 41,200.00		\$ 42,436.00		\$ 43,710.00	
Staff (Research Associate)	\$ 30,000.00		\$ 25,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00	
Staff (CETL Support - FLC's & online modules)		\$ 25,000.00		\$ 25,000.00		\$ 25,000.00				
Faculty Fellowships (\$12,500 Fellow/year)		\$ 150,000.00		\$ 150,000.00		\$ 150,000.00		\$ 100,000.00		
Department Grants (\$10,000 per grant)		\$ 90,000.00		\$ 90,000.00		\$ 90,000.00		\$ -		
PLG000										
Graduate Assistants (\$10,000 per year/per GRA)	\$ 45,000.00	\$ 70,000.00	\$ 60,000.00	\$ 70,000.00	\$ 60,000.00	\$ 70,000.00	\$ 60,000.00	\$ 40,000.00	\$ 60,000.00	
PLM000										
QEP Director (Stipend)	\$ 15,000.00		\$ 15,000.00		\$ 15,000.00		\$ 15,000.00		\$ 15,000.00	
Portfolio Student Ambassadors (15-20 students)		\$ 25,000.00		\$ 25,000.00		\$ 25,000.00		\$ 25,000.00		
Total Personnel	\$ 190,263.00	\$ 360,000.00	\$ 207,222.00	\$ 360,000.00	\$ 205,440.00	\$ 360,000.00	\$ 208,753.00	\$ 165,000.00	\$ 212,167.00	
Other Direct Costs										
NTR000										
Travel	\$ 10,000.00		\$ 10,000.00		\$ 10,000.00		\$ 10,000.00		\$ 10,000.00	
NSP000 (SUPPLIES & MATERIALS)										
Consultants/Speakers/Assessment		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00		
CETL Faculty Seed-Grants (\$3500 per grant)	\$ 100,000.00	\$ -	\$ 100,000.00	\$ -	\$ 100,000.00	\$ -	\$ 100,000.00		\$ 70,000.00	
Supplies and Expenses	\$ 4,237.00		\$ 6,228.00		\$ 6,560.00		\$ 3,247.00		\$ 29,833.00	
Software (annual license fees)		\$ 50,000.00		\$ 50,000.00		\$ 50,000.00		\$ 50,000.00		\$ 50,000.00
Equipment (initial/annual purchases)	\$ 5,000.00		\$ 1,050.00		\$ 2,500.00		\$ 2,500.00		\$ 2,500.00	
Equipment (annual maintenance fees)	\$ 500.00		\$ 500.00		\$ 500.00		\$ 500.00		\$ 500.00	
CTC QEP Marketing/Branding/Messaging	\$ 25,000.00		\$ 25,000.00		\$ 25,000.00		\$ 25,000.00		\$ 25,000.00	
Miscellaneous costs	\$ -	\$ 20,000.00	\$ -	\$ 20,000.00	\$ -	\$ 20,000.00	\$ -	\$ 15,000.00		
Total Other costs	\$ 144,737.00	\$ 90,000.00	\$ 142,778.00	\$ 90,000.00	\$ 144,560.00	\$ 90,000.00	\$ 141,247.00	\$ 85,000.00	\$ 137,833.00	
Total Annual University Expenses	\$ 335,000.00		\$ 350,000.00		\$ 350,000.00		\$ 350,000.00		\$ 350,000.00	\$ -
Total Annual Grant (Goizueta & LIFT) Expenses		\$ 450,000.00		\$ 450,000.00		\$ 450,000.00		\$ 250,000.00		

We are fortunate to have available grant support to supplement the university funding of the QEP. These funds can be used to underwrite costs of innovation grants, technology upgrades, career-readiness workshops, and general support for development and implementation of assignments and activities made a part of the QEP. Recent gifts from the Goizueta Foundation and the State Farm Foundation, starting with the current academic year, provide support for aspects of career readiness at all Georgia State University campuses. The learning outcomes outlined in this proposal are distinct from commitments made in the grants, and we will be able to isolate the impact of the QEP

Instructional Innovation & Technology

In the Fall 2018 semester, the Faculty Director and QEP student research assistants worked with Instructional Innovation and Technology to develop the QEP website. Website development grew out of the conversations and planning ideas proposed by Career Services, CETL, the Office of Student Success, and the Office of Institutional Effectiveness. The QEP website serves several purposes. First, it houses all pertinent information about the QEP including the timeline, student learning outcomes, SACS accreditation, and definitions of Career Readiness Competencies (as provided by NACE). The website contains a historical data tab, which collects materials from the planning, drafting, and implementation phases. Secondly, it will prominently feature workshop and training schedules, QEP events, and student and faculty interviews and event photos. Thirdly, the website will contain a departmental portal where each department can submit their Alignment Plans by using an embedded Class Climate link. Finally, the site will contain teaching and assessment materials and module examples. The final draft of the website was approved by the QEP Executive Committee.



Where Should You Get Started?

The QEP website serves as an anchor for implementation. The departmental/program portal introduces chairs and directors to a range of QEP compliance options. Since many programs have already initiated CTC curriculum adjustments either as a result of Goizueta/LIFT Pilot departmental grant funding, or because College Deans have made career-readiness a priority (like in Arts and Sciences and the Robinson College of Business), the QEP will provide the framework for these plans. For instance, the English Department has already edited their website to include CTC programmatic adjustments: <https://english.gsu.edu/college-to-career-initiative/>. The department has selected a committee to work on transferable skill development, competency-driven course options, course tagging in GoSOLAR comments section, and assessment tools. The QEP “menu” will help the chair organize these efforts, make them visible to the wider university audience (on the QEP website), and offer faculty training support through CETL, UAC, and UCS. The Faculty Director, Fellows, and administrative team will work determine appropriate assessment and reporting procedures, if there is a need beyond the standard requirement. In addition to helping departments and pathway directors organize their CTC plans into QEP Alignment plans, the menu also encourages departments and programs that have not started infusing their curriculums with intentional CTC adjustments. The menu offers a sliding scale of participation at each of the QSLO sections. Majors who can only focus

on website review and redevelopment for the **awareness** QSLO will be able to indicate such as their Alignment Plan. On the other hand, those majors who have updated digital materials and are now looking for ways to increase their students' awareness may choose another option in the section like developing a plan with UAC to connect career-readiness competencies to course descriptions in Major Explorer, on Major and Degree Maps, and in Burning Glass. Chairs and Program Directors should meet with faculty before filling out the Alignment Plan proposals online. Once in the departmental portal, Chairs will encounter a set of options for each QSLO, which includes a separate indication page for assessment.

In addition to the design work provided by Instructional Innovation & Technology for the QEP website, this office will also help departments and programs update their websites to include career-readiness curriculum additions, highlight student achievements, promote student participation in co-curricular activities, and show how the major(s) connect desired skills to related employment opportunities.

Portfolium

Portfolium is partnered with colleges, universities, districts, and systems across the country to provide millions of verified student accounts, exclusive branded ePortfolio networks, and a suite of features for administrators and faculty to engage students and transfers, provide feedback and guidance, assess skills and learning outcomes, and track outcomes. The software provides robust ePortfolios/profiles supporting unlimited access and storage with ability to aggregate from and share to various silos (LMS, Google Drive, Dropbox, LinkedIn, YouTube, Vimeo, Prezi, etc.) and repositories across multiple media/file types (images as .jpg, .gif, .png, audio, PDF, Microsoft Word, PowerPoint, Excel, etc.), including badges/micro-credentials from various issuers adhering to the Open Badge Standard.³⁰

Students can use their Portfolium accounts to document their collegiate work, projects and experiences, as well as their overall career competencies and readiness for the workplace. By combining features typically reserved for social and professional networking platforms with the ability to create and aggregate multimedia content from across the web, Portfolium uniquely provides a deeper, all-encompassing view of a student's passions, abilities and potential. In addition to the networks, yearly data and analytics reports on network activity, engagement and outcomes are provided to the university. Administrator accounts are provided to university administrators, allowing them to make network announcements and maintain a digital resume database.

The university is committed to the use of ePortfolios as a way to help students showcase their professional skills. All Georgia State University students are provided with portfolios within the platform upon matriculation at the university. This platform will also help the QEP Director pull back-end data crucial to assessing QSLOs **Awareness**, **Connection**, and **Demonstration**. QEP administrators participate in a biweekly conference calls with Portfolium staff, oversee the development of Portfolium training videos for faculty, and schedule train the trainer sessions. Those faculty, departments, and service units dedicated to using Portfolium are given higher rankings during the incentive grants and fellows awarding periods (each year of the QEP).

³⁰ Open Badges are digital badges that are verified and contain information about skills and achievements. Each Open Badge has its own credentialing requirements. The Open Badge image and credentials are uniform across the web.

Faculty Fellows and Department Incentive Grants

The QEP budget allots funding for fellowships and incentive grant awards during each of the five years. Once connected with the Goizueta/LIFT Pilot initiatives, these grants will now support the efforts of the QEP. The scope of the work conducted by Faculty Fellows will be determined annually by the programmatic needs of the QEP. The Faculty Fellow categories for 2019 are:

Associate Degree (2 fellows): Split Perimeter Campuses – Fellows will conduct academic pathways mapping in Portfolium, identifying key career-readiness milestones endemic to each of the PC academic programs. Fellows will be part of a bi-weekly Portfolium conference call. Pathway pilot starts in Fall 2019.

Orientation Courses and Materials (2 fellows): – Fellows will review existing modules and procedures and report on improvement measures that can be incorporated into the GSU1010/PCO1020 first-year experience course and other first-year programs. Fellows will also develop a digital packet of career-competency orientation videos for students that will become a part of the new student onboarding process.

2000-level Course Modules – Fellow will develop CTC course modules reference general knowledge of career competencies that can be seamlessly integrated into current 2000-level courses across all meta-majors and meta-pathways and demonstrated by students through the Portfolium platform.

Signature Experience, Experiential Learning and Capstone Course Modules – Fellow will focus on students' demonstration of career skills and develop a general assessment method for measuring how students are connecting co-curricular programs and capstone projects to career-readiness competencies. The Fellow will also produce a digital portfolio of students' demonstrations in Portfolium that will be placed on the QEP website.

The Faculty Fellows' work precipitates the activities Fall 2019/Spring 2020 Pilot Phase. For instance, the two fellows creating course modules for 2000-level courses will pilot those modules in Fall 2019 and Spring 2020. Associate Degree fellows will help Perimeter Pathway curriculum chairs design the digital two-year degree pathways in Portfolium, which will be available in Fall 2019.

Departmental Incentive Grants

Departmental Incentive Grants encourage majors and pathways to engage in innovative curricular and programmatic adjustments that enhance students' **awareness, connection, and demonstration** of career competencies. The information required during the application and end-of-year reporting is like the information QEP administrators will ask Majors and Pathways to consider when completing their Alignment Proposals. By making both processes the same, we hope to encourage departments to think and plan in anticipation of the QEP alignment request and to provide (for those departments applying and receiving incentive grants) a QEP alignment proposal method that allows chairs and program directors to use materials they have already considered or developed.

Center for Excellence in Teaching and Learning

Once Chairs/Program Directors submit their plans, CETL will have digital access so they can create the individual training needs plans and Faculty Learning Communities for each of them.

The QEP final budget allows for a dedicated Faculty Fellow, additional staff and training support. Digital training materials (course documents, videos, on-line training courses) will be housed on the CETL website and will reflect the changing needs of our faculty.

In addition to faculty training support, CETL administrators will also work with the QEP to develop a *QEP Button* in iCollege (the university's course management system). The QEP button will appear on the course pages of faculty who have requested QEP-related materials as part of their CTC course adjustment. The QEP button can contain student-perspective surveys, competency and skills introduction videos and quizzes, student reflection pieces, and rubrics for CTC course assignments.

Using the AAC&U value rubrics, CETL staff will also create a rubric generator. Faculty will be able to choose the criteria and assessment levels most appropriate for their assignment and approach to teaching. CETL will also offer training on how to effectively construct and utilize these CTC rubrics.

University Career Services

University Career Services will provide oversight for best practices in career competency readiness. UCS is best positioned as its professional association, NACE, is at the forefront of this subject matter, and so staff will always be current on developments. UCS staff will be re-oriented to a CTC approach, providing CTC counseling and assistance in career mapping, competency identification, and professional development. Orienting UCS staff in this manner will establish Georgia State University as a pioneering institution for incorporation of the college-to-career learning platform into the overall university academic curriculum, supplemented by co-curricular experiences and extra-curricular programs.

UCS will have oversight for the career readiness module that will be taught in GSU 1010 and PCO 1020. The module will be slightly re-configured to reflect both the QEP Awareness QSLO as well as the needs of freshman at the beginning of their discernment of career goals. The re-configuration will include the up-to-date resources available through UCS as well as the pedagogy related to first generation students.

UCS will manage student engagement with a foundational component of the Demonstrate QSLO, Portfolium. Portfolium Ambassadors (PA's), which are peer student advisors, have been hired to take on two responsibilities. First, they will present on how to use Portfolium and its importance for career pursuits at each GSU 1010. PA's for PCO 1020 will be hired for Fall 2019. PA's will also provide an overview of other UCS resources for initial career exploration. Second, PA's will be available to individual students to help build their Portfolium presence. In addition, PA's will be available to help individual faculty with the basics of Portfolium if requested. For faculty, UCS will collaborate as requested with CETL to provide Portfolium resources. CETL will manage the faculty training and Portfolium training and resources on iCollege.

The UCS Associate Director for Employer Relations will supervise both initiatives. A graduate student assistant will provide supervisory support for the Portfolium Ambassadors, and a graduate student will provide support for the GSU 1010/PCO 1020 career readiness module initiative. Student ambassadors visited all GSU1010 and PCO1020 courses during the Fall 2018 semester to talk to freshmen about the benefits of e-portfolios. They also worked with students on creating and maintaining their Portfolium pages. The QEP administration surveyed ambassadors and collected useful and positive feedback about the program. Jeremy Ford, a Film Major and Portfolium Ambassador wrote:

Georgia State University Portfolium Ambassadors strive to operate by Portfolium's mission statement, which is to connect students with learning. Our presence and association with the community of GSU has been nothing but engaging. Through this program students have been able to acknowledge their strengths and calibrate their skillsets, which in turn prepares the student for job readiness positions. Our Portfolium Ambassadors have initiated their careers (through internships and fellowships), and they've been able to demonstrate or exemplify their leadership skills by taking leadership roles throughout campus. The Portfolium Ambassadors Program encourages the student to begin the groundwork for their careers now. This notion has been contagious throughout the office of University Career Services. Portfolium Ambassadors are not only just marketing a platform to students, but they are encouraged to demonstrate how Portfolium has guided their educational career and is preparing them as they transition into their chosen career field. Our Portfolium Ambassadors have reached 1,943 students since the summer of 2018. With the upkeep of the Portfolium Student Ambassador Program, the University Career Services staff will be able to continue molding students into accomplished candidates in and out of the classroom.

We see the University Career Service's Ambassador program playing a key role in the student buy-in and student training components of the QEP implementation. Student ambassadors receive Portfolium training through Career Services, and they report directly to the Director of Career Services, who will forward a yearly progress report on their efforts to the Faculty Director of the QEP. The approved budget commits resources to support this program.

To support assessment of the QEP, UCS will conduct a "first destination" survey for each graduating cohort. This survey will collect information about where students go to work, pursue additional education, or other activity immediately upon graduation. The first baseline survey was conducted with the Spring 2018 graduating cohort. It is our intention to use the ongoing results to assess the efficacy of the interventions and initiative of the QEP to assess our students' progress into career jobs.

UCS will provide content for the QEP webpage to support students and staff engagement and to ensure resources are easily accessible.

Office of Institutional Effectiveness

The Office of Institutional Effectiveness will contribute to the QEP's success in a variety of ways:

- An institutional research associate will work with the QEP Faculty Director to report data on student engagement with the QSLOs, to the extent possible. The IR associate will provide data on: a) student usage of Portfolium, b) the Goizueta and LIFT grants; and c) GSU graduates' placement in graduate programs from the National Student Clearinghouse;
- OIE's survey team will work with the QEP Faculty Director to prepare and administer surveys of GSU students and faculty at key data collection moments in the lifespan of the QEP, as specified in the timeline.

Public Relations and Marketing Communications

The university's public relations and marketing office submitted a visibility plan to the Development Committee on November 19th, 2018. The plan contains a timeline for student and faculty correspondence, inclusion in university newsletters, and digital postings on all campuses. The visibility plan also includes a "look and feel," which helps to differentiate

information about College to Career initiatives from other university offices, units, and departments. QEP administrators will work with PRMC throughout the implementation and piloting phases to ensure consistent messaging to all target audiences.

University Advising Center

The Alignment Proposals will indicate if a major or pathway needs to work with University Advising to update digital curriculum map and course description and skills-based learning information. A University Advising major or pathway curriculum analysis may also be helpful when chairs and program directors consider curriculum adjustments. UAC utilizes programs that pull coded course data from GoSOLAR and place it into competency groups. So, when a student expresses a desire to learn digital communication, advisors can search available and appropriate course listings. If a major indicates they wish to tag their courses in the GoSOLAR comment sections, a planning session with UAC can help chairs and directors include the needed information for quick competency-based searches when students visit their advisors.

VIII. Conclusion

Administrators and committee members have made significant progress on the development of the College to Career QEP. Our careful consideration of the preliminary baseline data about students' **awareness** of career competencies has helped us develop initiatives that introduce career skills at the very start of our curriculum. In response to baseline data relating to how well majors and pathways prepare students for the workforce, we have developed a faculty-friendly plan that aids in students' articulation of the **connection** between their coursework and the work they will encounter post-graduation. The university's commitment to the use of and training on Portfolium provides a means by which students can **demonstrate** their career-readiness skills. QEP administrators will compare student and faculty onboarding data at the end of 2019 to the baseline data to determine the progress we have made in encouraging faculty and students to use the platform.

Faculty Training is a significant part of our QEP. This plan includes major- and pathway-specific training needs assessment in response to each Alignment Proposal. The QEP projects that the training procedures, sessions, workshops, and digital courses and materials will become a permanent part of the university's faculty resource and support system. CETL faculty training will begin in Fall 2019 and continue as needed every semester beyond this point. After a review of the pilot in 2020, QEP committee members, administrators, and fellows will work with CETL to make any necessary adjustments to the training materials and methods. We will solicit survey feedback from faculty that encourages them to discuss the availability and value of the training they have received. We can use this information to further enhance the training procedures.

Additionally, the Student Ambassador program out of University Career Services shows early promising signs in engaging students and introducing them to Portfolium and to the Career Services space. Post implementation and pilot phases of the QEP, we anticipate maintaining this level of student outreach.

Connecting program directors with the University Advising Center for major map updates will also have a lasting benefit for students. Since major map adjustments will also tie into the adjustments that CTC prompts majors and pathways to consider, we anticipate students will have more occasions to visualize how their major fits in with their career and skills training

goals. The pilot will highlight the ways we can improve the crosswalk between departments and UAC.

The Major and Pathway Alignment Plans are an exercise in thinking about career competency engagement in the classroom. We anticipate students will respond well to the attention that academic units and the faculty in their pathways/majors pay to helping them cultivate the skills they need to succeed in the workforce. We also anticipate the adjustments made in the majors and pathways will remain as a standard way of curriculum and programmatic development as well as a natural way to explain the use value in the work students do in and out of the classroom.

While University Career Services already has a strong presence on campus, we believe the measures we take during implementation will further strengthen their visibility. We want our students to visit the USC space and take advantage of the programs they offer. The Career Exploration Project will introduce students to this space in their very first semester. Encouraging majors and pathways to include career mentoring and Career Services' presentations in their classrooms will further solidify the connection between college and career.

In Fall 2019, QEP administrators and Faculty Fellows will oversee the pilot launch of all implementation actions. Since the Goizueta/LIFT Pilot initiatives have already yielded implementation and procedural appraisals, we do not foresee an arduous pre-pilot adjustment period. The QEP administration will gather data throughout the Fall 2019 and Spring 2020 semesters to introduce needed tweaks throughout the pilot year. We do not have to wait until the end of 2020 to implement adjustments. Our outcome measurement goals are ambitious but attainable. The CTC QEP has broad-based support from faculty, staff, and administrators, and will impact students across our Atlanta campus and our off-campus instructional sites. Together, the many units and individuals involved in implementing the QEP have created a means by which Georgia State University can realize its Strategic Plan goal of facilitating ***seamless college to career transitions***.

Appendix A: NACE Competencies Defined



National Association of Colleges and Employers



NACE Center for Career Development and Talent Acquisition

MEMBERSHIP

PROFESSIONAL DEVELOPMENT

CONFERENCE

RESEARCH

CAREER READINESS

CAREER DEVELOPMENT

TALENT ACQUISITION

JOB MARKET

PUBLIC POLICY & LEGAL

Home > Career Readiness > Competencies

CAREER READINESS DEFINED

Overview

Career Readiness Defined

Sample Materials

Sample Assessments

Practices

Research

NACE DEFINES CAREER READINESS, IDENTIFIES KEY COMPETENCIES

The career readiness of college graduates is an important issue in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates.

The National Association of Colleges and Employers, through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive research among employers, and identified eight competencies associated with career readiness. (Details about the research are available [here](#).)

DEFINITION OF CAREER READINESS AND COMPETENCIES

CAREER READINESS IS THE ATTAINMENT AND DEMONSTRATION OF REQUISITE COMPETENCIES THAT BROADLY PREPARE COLLEGE GRADUATES FOR A SUCCESSFUL TRANSITION INTO THE WORKPLACE.

These competencies are:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **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 his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Appendix B: Provost's Campus Broadcast

Call for proposals for new Quality Enhancement Plan - Campus broadcasts

Message

Delete Archive Reply Reply All Forward Attachment Meeting Move Junk Rules Read/Unread Categorize Follow Up

Call for proposals for new Quality Enhancement Plan

CB **Campus Broadcast**
Broadcast-Staff; Broadcast-Faculty
Monday, February 6, 2017 at 9:41 AM
[Show Details](#)

→ You forwarded this message on 2/6/17, 11:01 AM.

Dear Georgia State University community,

This year marks the beginning of a three-year process to reaffirm Georgia State University's accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). A central component of that process is the development of a new Quality Enhancement Plan (QEP). The QEP is a unique opportunity to promote student learning at Georgia State. We are all familiar with – and proud of – Georgia State's previous QEP, Critical Thinking through Writing, which has done so much to transform the undergraduate educational experience.

As a first step in the preparation of the new QEP, the university is soliciting ideas for potential topics. Members of the Georgia State community are invited to participate in this process. If you have an idea for a QEP topic or would like to know more about the QEP, visit our QEP website at <http://sacscoc.gsu.edu/qep/>.

According to SACSCOC, the QEP should focus on "learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution." Proposals for topics that promise to enhance student learning across all Georgia State campuses are welcome. Submissions will be accepted at the topic proposal submission portal (<http://sacscoc.gsu.edu/qep-topic-proposal-submission/>) until **April 1**.

John Duffield, Director of Assessment and Review for the Office of Institutional Effectiveness, will be the QEP coordinator. For questions about the topic selection process, contact him at duffield@gsu.edu.

Thank you for your interest in and support of the QEP development process. We look forward to receiving your topic proposals and the preparation of an exciting new QEP.

Sincerely,

Risa Palm
Senior Vice President for Academic Affairs and Provost

Appendix C: Topics Submission Portal



Home 2019 Reaffirmation Quality Enhancement Plan Resources Previous Reports Contacts

QUALITY ENHANCEMENT PLAN	
QEP Overview	
QEP Timeline	
Submit a QEP Topic Proposal	>
QEP Topic Selection Considerations	
QEP Committees	
QEP Resources	

Submit a QEP Topic Proposal

Georgia State University invites proposals for the topic of its next university-wide Quality Enhancement Plan (QEP). Topic proposals need not be particularly lengthy or detailed. Just a few paragraphs describing the general idea may suffice, although more detailed proposals are encouraged. In all cases, however, proposals should focus on improving student learning and/or student success, and proposals for topics that promise to serve and benefit students across all GSU colleges and campuses are especially welcome. In addition, topic proposals may build on programs and initiatives already underway at GSU. For additional guidance and ideas, please consult the [QEP Resources](#) page and the [QEP Topic Selection Considerations](#).

To submit your topic proposal, please [click here](#) or on the link below. The topic proposal submission portal will be open until **April 4, 2017**. After that date, the QEP Topic Selection Committee (TSC) will choose three to five proposals for further development. Authors of the original short topic proposals will be invited to prepare longer proposals (up to 10 pages) that will be posted on the QEP website and presented to the GSU community. Based on the feedback received and its own analysis of the proposals, the TSC will recommend a final QEP topic by late in the fall of 2017.

Please direct questions or comments to John Duffield, QEP Coordinator, at Duffield@gsu.edu or 3-2615. And thank you in advance for your topic proposals!

[Topic Proposal Submission Portal](#)

Appendix D: Scoring Rubric for QEP Topic Proposals

This rubric defines the rating criteria for the Very Promising, Somewhat Promising and Minimally/Not Promising levels. The actual score sheet (to be completed in Excel Survey) has a fourth level, “Unable to judge based on proposal.” Please use this selection when the proposal did not address the review category being rated.

	Very Promising	Somewhat Promising	Minimally/ Not Promising
Goals	Thoroughly and clearly articulated AND clearly measurable	Superficially articulated but require some further development AND/OR difficult to measure	Poorly articulated AND/OR difficult or impossible to measure
Relevance to GSU	Clearly relevant to important needs and/or opportunities at GSU	Somewhat or potentially relevant to GSU needs and/or opportunities	Relevance to GSU or who would be served is unclear
Relevance to student learning and/or success	Clearly relevant to student learning/success	Reader can deduce a relationship to student learning/success, but relevance could be made clearer	Student learning/success not meaningfully addressed
Classes, programs, activities, organizational structures needed	Thoroughly and clearly articulated	Mentioned broadly, but not well thought-out	Not meaningfully addressed
Supports GSU mission/strategic plan	Explicitly linked to mission and/or strategic plan (text included) with clear explanation of how topic would contribute.	Broadly linked to mission and/or strategic plan. Reader can deduce how topic might contribute but not clearly articulated.	No clear link to mission and/or strategic plan.
Potential breadth of impact	Likely to benefit a wide range of students across all campuses and colleges	Likely to benefit a significant number of students, but not at all campuses and/or colleges	Likely to benefit only a small segment of students
Potential depth of impact	Likely to have a significant impact on participating students	Likely to have a moderate impact on participating students	Not likely to have much impact on participating students
Ease of implementation/ Feasibility with likely available resources	Builds on existing curricular/co-curricular infrastructure AND/OR very likely to be feasible with reasonable resources	Suggests substantial need for new courses and/or other curricular modifications that would require additional resources	Adds requirements that could negatively impact student progression AND/OR

	Very Promising	Somewhat Promising	Minimally/ Not Promising
			unlikely to be feasible with reasonable resources
Overall rating	Serious contender for further development as is AND/OR could be fruitfully combined with another proposal	Has some potential but also clear weaknesses that would have to be addressed OR not necessarily appropriate for QEP but idea should be communicated to relevant unit leadership	Not sufficiently promising to recommend pursuit

Appendix E: Scoring Checklist for QEP Final Proposals

Note: Items in **bold face** may be regarded as particularly important.

		Strength/Weakness Comments
Topic and Rationale	• Topic is clearly articulated	
	• Topic is clearly related to university strategic plan	
	• Proposal includes data that demonstrates needs and/or opportunities	
	• Topic and approach are supported by research literature	
Goals and Student Outcomes	• Overall goal of the QEP is clearly articulated and related to student learning/success	
	• Proposal clearly articulates 3-5 student learning/success outcomes	
	• All student outcomes are stated in measurable terms	
	• Targeted students appropriately represent the entire undergraduate population, including all locations and online students	
Assessment and Evaluation	• Every stated student outcome is linked to at least one direct measure	
	• Data collection needs have been clearly articulated	
	• Appropriate assessment instruments have been identified	
Activities	• Specific classes/programs/activities are clearly described, noting what builds on existing opportunities and what would be new	
	• Proposed activities are explicitly linked to student learning or success	
	• Professional development needs are clearly described	

	<ul style="list-style-type: none"> • Potential adverse impacts on student progression are identified and addressed 	
	<ul style="list-style-type: none"> • The plan for a pilot program (or rationale for not needing a pilot) is articulated 	
Organizational structure and Resources	<ul style="list-style-type: none"> • Organizational structure ensures consistent implementation across all targeted students 	
	<ul style="list-style-type: none"> • Proposal clearly articulates personnel, skills, and expertise needed 	
	<ul style="list-style-type: none"> • Proposal clearly articulates physical resources needed 	
	<ul style="list-style-type: none"> • Proposal provides detailed budget 	
Timetable	<ul style="list-style-type: none"> • Concrete steps in each year are clearly differentiated 	

Appendix F: First Destination Report, 2018

TOTAL RECIPIENTS 4,870	RESPONSES 1,593	RESPONSE RATE 33%	
CONTINUING EDUCATION 19%	WORKING 45%	STILL SEEKING 33%	NOT SEEKING 1%

Current Position:

- 49% report working the same position as they worked as a student
- 51% working a different/better position than the one they worked as a student

Pay Schedule:

- 57% report an annual salary
- 38% report an hourly wage

Relation to degree:

- 64% answered current position is related to degree
- 24% answered current position is not related to degree

Career Services:

- 51% reported they **never visited any** Career Services office
- 39% report utilizing Career Services 1-3 times
- 10% utilized Career Services 4+ times

DEGREE TYPE:	SUBMITTED	RESPONSE RATE	WORKING	STILL LOOKING	CONT'D EDUCATION	VOLUNTEER
Associate	188	25%	28%	18%	52%	1%
Bachelor	953	35%	43%	36%	17%	1%
Master	344	23%	55%	33%	10%	1%
Doctorate	102	34%	60%	28%	8%	1%

College/School:	Submitted	Response Rate	Still Looking	Cont'd Education	Working	Military	Volunteer
-----------------	-----------	---------------	---------------	------------------	---------	----------	-----------

Andrew Young School of Policy Studies	140	39%	30%	16%	46%	4%	3%
College of Arts	89	30%	49%	7%	39%	0%	1%
College of Arts & Sciences	543	34%	40%	21%	36%	0%	2%
Robinson College of Business	269	32%	32%	9%	59%	0%	0%
College of Education & Human Development	164	33%	23%	10%	66%	1%	0%
College of Nursing & Health Professions	90	40%	36%	8%	57%	0%	0%
School of Public Health	40	33%	35%	15%	48%	0%	3%
Perimeter College	189	25%	18%	52%	28%	0%	1%
College of Law	38	23%	39%	5%	47%	3%	3%

Appendix G: CTC Faculty Fellows by Meta-Major

Name	Department	Meta-Major	Project Description
Kim Ramsey-White	Public Health	Health Professions	Guest speakers from meta-major fields, link skills necessary for upper level courses to SLO competencies for orientation courses; develop meta-major sections of core courses.
Omer Ari	Middle Secondary Education	Education	Site visits/interviews with community organizations highlighting necessary skills, knowledge, competencies; turn those video-recorded conversations into modules to be used in intro career course.
Kathryn Hartgrove	Music	Arts & Humanities	Create meta-major specific modules for GSU 1010: interpersonal relationships and networking, entrepreneurial module, interview/audition module. Create short videos on how students utilize relevant skills in career.
Carrie Manning	Political Science	Social Sciences	Module on identifying social science research methods and concepts hiding in every day media and social media. Content includes videos from social scientists, podcasts, mock interviews, Portfolium.
Maria Bermudez	World Languages	Arts & Humanities	Create lesson plans focused on global skills, soft skills related to language and culture, professional skills. Alumni networking. Connection of lesson plans to co-curricular opportunities like WLC speaking series or world language day.
Robert Maxwell	Biology	Natural Sciences	
Geoffrey Graybeal	Entrepreneurship	Business	Scavenger hunt activities that get students attending events and visiting relevant facilities. Pitch assignments/ activities. Focus on team work, solving business problems, communication.
Kristen Lingle	Nursing	Health Professions	GTA training for GSU 1010 courses; create meta-major relevant modules: interdisciplinary health professions team, healthcare career development, community service, communication, research skills.
Natalie Stickney	Kinesiology & Health (PC)	Health Professions	Modules on certificate programs (Personal Trainer or Health Coaching). Student volunteering in departments and student services related to meta-major.
Michelle Kassorla	English (PC)	Arts & Humanities	Micro-certificate/badges. Blockchain technology. Integration of competencies with I-college and technology used in courses. Course content includes linked-in profiles, blogging, social media, resumes, google docs, PowerPoint, interview skills, etc.
Kathy Dolan	Sociology (PC)	Social Sciences	Content focus: presentation of self, cultural capital, skills like communication, organization, and project management. Teach to use Portfolium. Pick

			readings related to career and college graduate readiness. Mentorship program for students.
Nancy Gilbert	English (PC)	Arts & Humanities	Reframe existing PCO 1020 modules to include preparation and expectations for future workplace writing and academic situations. Focus on content, organization, and presentation in writing: discuss topics like email structure and etiquette, resume writing, cover letters, clarity and precision in writing, etc.
Claire Paul	Art (PC)	Arts & Humanities	Online module focused on students using visual communication to market their skills. Content could include discussion of impact of graphics in media to convey information and critique of visual culture. Create an infographic.

Appendix H: CTC Departmental Incentive Grants

Department	Meta-Major	Contact	Project Description
AYSPS	Social Sciences	Michael Shapiro, Glenwood Ross, Joseph Hacker, Renanda Dear	Form CTC committee with representative from each department to identify current curricular, co-curricular, and extra-curricular practices for each UG major. Map pathways for each major. Each departmental representative will present finding and work with faculty to create/revise course content to address gaps.
Political Science	Social Sciences	Michael Herb	Form ad hoc CTC committee. Develop CTC Map provides clarity of CTC relevant course offerings. Develop modules on careers for POLS 1101 AND POLS 2401. Formalize and build on current practice in upper level courses. Use ties with international-related agencies to increase co-curricular opportunities. Case study module for research course. Career preparation module for Senior Seminar course.
Geosciences	Natural Sciences	Katherine Hankins	1) raising awareness of Geosciences job opportunities by integrating activities that feature different career pathways for students through our introductory classes; 2) developing new and revised gateway courses founded on real-world applications of the discipline for Area D; 3) refining our pedagogy and learning outcomes for our majors in the upper-level and capstone courses to better prepare them for post-graduation; and 4) connecting our students more explicitly to career and graduate-school opportunities.
Nursing	Health Professions	Lynda Goodfellow	Four undergraduate programs will work together to implement career focused modules into gateway/pre-req and upper level courses. Create meta-major relevant modules: interdisciplinary health professions team, healthcare career development, community service, communication, research skills.
History	Arts & Humanities	Michelle Brattain	Create modules to be used in HIST 2110, HIST 1111 & HIST 1112 that focus on master skills that enhance resumes and help students understand connection between history curriculum and how it prepares them to excel in future workplaces. Work on assignment for upper level courses to create a finished product to be posted in Portfolium. Modules will be designed for both online and face-to-face teaching platforms.

<p>Middle Secondary Education</p>	<p>Education</p>	<p>Jacob Hackett, Nadia Behizadeh, Stephanie Cross, Chantee Earl, Caroline Sullivan</p>	<p>Grant provides ITP faculty with the time to further bolster program quality specifically related to our students' ability to transfer the knowledge and skills gained in the program to their teaching career contexts. Six courses across the curriculum chosen for re-design with focus on specific knowledge/skills and how those skills transfer to career context.</p>
-----------------------------------	------------------	---	--

Appendix I: Department of History's R Assignment

In the capstone for Unit 6, we will explore how to create and interpret a bivariate choropleth, a map that allows one to make visual sense of several variables simultaneously through the use of color.

We will do this with an eye towards understanding the complexities in the relationship between slavery and support for secession in Georgia in 1860. For each of Georgia's 132 counties in 1860, there is data on the enslaved population, the total county population, and the county's degree of support for secession (as measured on a scale of 0 (fully Unionist) to 1 (fully Secessionist)).

Complete the following steps, watching the associate video tutorial for each of them.

Step 1: Wrap your mind around the mysterious and powerful mapping tool known as a bivariate choropleth. Consider the example of county-level support for Donald Trump in the 2016 presidential election and county-level participation in the Medicaid Insurance Program. After using the data to create three color categories for each individual choropleth, think about the nine color categories that need to be created once the choropleths are combined into a bivariate choropleth.

And here is a direct link to the example bivariate choropleth discussed in this step of the capstone.

Step 2: Download the data files from iCollege to your computer. Open Tableau and access the census1860 excel file. Create a new measure that calculates the percent of each county's population that was enslaved. Then, in a worksheet called SlaveryData, create a vertical bar chart of the values for that variable for each county, sorted from least to most.

Add a data connection to the county shapefile and left join the census data with shapefile data selecting County as the census variable and Nhgisnam as the shapefile variable in the join. In a new worksheet, SlaveryChoropleth, drag the Geometry measure into the worksheet to create a map of the 1860 Georgia county boundaries. Drag the SlavePercentage measure into the Color Mark area and then change this variable from Sum to Dimension to create the choropleth. Edit the color mark to create an equal-interval categorization of the variable with 3 groups.

In the SlaveryData worksheet, drag Distribution Band from the Analytics Pane into the worksheet, change Scope to Entire Table, change Computation to Quantiles, and select 3 as the Number of Tiles to calculate the boundaries between the terciles. Note the values that establish the boundaries between the terciles (27.09, 49.45).

Create a new Dimension, SlavePercentCategory, in the Data pane. Create an IF THEN formula to assign labels to each county ('LowSlavery', 'ModerateSlavery', 'HighSlavery').

In the SlaveryChoropleth worksheet, remove the SlavePercentage variable from the Color mark and replace it with the SlaveryPercentCategory. Customize the colors so that the HighSlavery cases are colored dark blue, the ModerateSlavery cases are colored light blue, and the

LowSlavery cases are colored white. You have created a choropleth that categorizes the variable in question by quantile!

Step 3: Create a new worksheet, SecessionData, in which you use a vertical bar chart to survey the Secession variable values by county. Take note of the logical values for the variable that might establish useful boundaries for a custom color categorization (less than .17, less than 1). Create a new Dimension, SecessionCategory, that uses an IF THEN formula to assign labels to each county ('Unionist', 'Divided', 'Secessionist').

Create a new worksheet, SecessionChoropleth, that uses the SecessionCategory variable to create a new choropleth. Use the same color scheme (using HTML color codes) for this choropleth that you used in the SlaveryChoropleth and compare the two choropleths. Where are they similar (showing correlation between the slavery and secession category variables) and where are they different?

Step 4: Create a new worksheet, BivariateSlaverySecession. Use the Geometry measure to establish the historic Georgia county boundaries for this new choropleth. Then create a new Dimension, BivariateCategory, to create a new label for each county that includes that county's SlavePercentCategory and SecessionCategory labels.

Edit the colors for the choropleth to assign the HTML color codes indicated in the color scheme I have provided in iCollege. Think about what this bivariate choropleth reveals about the relationship between slavery and secession as measured at the county level in Georgia in 1860. Congratulations, you now know how to create and to interpret bivariate choropleths and are ready to move on to the Capstone 6 quiz!