QEP Final Proposal – College to Career

TOPIC AND RATIONALE

In 2011, Georgia State finalized a new University Strategic Plan, at the heart of which was Goal One: "Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates."

In the five years that followed, we made great strides in accomplishing the first part of this pledge. Graduation rates climbed by 6 percentage points, from 48% to 54%, and the number of Georgia State undergraduates successfully completing degrees soared from 4,222 in 2010-11 to 7,047 in 2016-17, a 67% increase. We became the only public university in the United States at which there are no achievement gaps based on race, ethnicity or income level; our African American, Latino, and Pell students now graduate from Georgia State at rates at or above the rate of the student body overall. We now award more bachelor's degrees to African Americans than any college or university in the nation. When it comes to "demonstrating that students from all backgrounds can achieve *academic*…success at high rates," Georgia State can claim considerable success.

The same is not true for the second part of the promise—the pledge that students from all backgrounds will achieve *career* success. Even as thousands of additional Georgia State students were graduating each year, we heard stories of post-graduation struggles. Graduates wrote to President Becker of their inability to land permanent positions. Our students' default rates on federal student loans increased to 8% and the number of Georgia State graduates seeking waivers to defer payments back to the federal government grew by 20%—two reliable indicators of the failure of graduates to find well-paying employment. University faculty and administrators began to hear a chorus of similar reports from potential employers: student A or B looked great on paper, but "did not interview well" or "was not polished" compared to other applicants.

These struggles should not be a surprise. In recent years, the diversity of the Georgia State student body has soared. Our undergraduates are now 67% 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 *2017-18 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 $23,000. Thus, the majority of Georgia 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. Georgia State must be that guide.

Realizing our failure to deliver on the pledge to help our students achieve career success, the 2016 update to the University Strategic Plan promised to "establish new pathways that facilitate seamless college to career transitions." The College to Career (CTC) Quality Enhancement Plan

(QEP) affirms this institutional commitment and provides a blueprint for fulfilling our promise to Georgia State students. The CTC program will build upon Georgia State's success using analytics and technology and will leverage existing coursework at both the lower level (GSU 1010, GPO 1020, Honors Freshman Seminars, core courses) and the upper division (e.g., Signature Experiences and Critical Thinking through Writing [CTW], advanced Perimeter College courses) to better prepare students for success in graduate schools and careers. CTC most explicitly is *not* an attempt to re-tool the content of the core curriculum or to change upper-level coursework. Rather, the program builds on the strengths of the existing academic curriculum and the learning outcomes to which we already have committed. The fact is that we are already imparting to our students many of the critical competencies most prized by employers—communication skills, analytic and computational competencies, leadership opportunities, exposure to diverse perspectives. Yet students too often leave us unaware of **which** specific competencies and experiences that they have had will be valued by employers, unclear about **why** these things are meaningful, and unable to **articulate** the nature of their learning and experiences to others. CTC will work with faculty and staff to develop systematic ways to get students *to identify, reflect upon, and document the career competencies that they are already learning* to better equip students to succeed after graduation*.* The goal of CTC is to prepare students to understand and to articulate the connections between *what* they are learning and *why* these competencies are critical to their later lives.

Why is College to Career needed, especially at Georgia State? A recent study by Georgetown University's Center on Education and the Workforce drew a troubling connection between the academic choices commonly made by low-income and first-generation college students and lower levels of earning power throughout their careers. The study documented the over-representation of not merely low-income and first-generation but also African-American and Latino students in service fields and their under-representation in business and STEM careers.[1] Moreover, in a 2016 report on the American work force and changing job market from the Pew Research Institute noted:

> "Tectonic changes are reshaping U.S. workplaces as the economy moves deeper into the knowledge-focused age. These changes are affecting the very nature of jobs by rewarding social, communications and analytical skills. They are prodding many workers to think about lifetime commitments to retraining and upgrading their skills. And they may be prompting a society-wide reckoning about where those constantly evolving skills should be learned – and what the role of colleges should be."[2]

Increasingly, individuals must evaluate their career options and work to become career ready throughout their lives. Unfortunately, Georgia State has not historically provided structured opportunities at scale for our students to identify, to reflect upon, and to document the career competencies that they acquire through successfully completing their studies. As a result, too

---

[1] Georgetown University Center on Education and the Workforce, "African Americans; College Majors and Earnings." (2016, February 9).
[2] Brown, A. (2016, October 6). Key findings about the American workforce and the changing job market. *Pew Research Center*.

many students put off engaging in career preparation until just before graduation. A review of student logins between June 2013 and July 2017 on Panther Career Net, Georgia State's career management system, showed that the majority of students using the system were classified as seniors and that a surge took place in April, the month before May graduation. With the average application-to-hire cycle taking two to three months, the reality is that we are currently serving our students poorly when it comes to career preparation. The late start is not the only problem. Only a minority of graduating seniors is actively receiving career help *at all*. The result is that too many of our graduates run the risk of being unemployed or under-employed after graduation.[3] With thoughtful career preparation starting in the freshman year, we can do better.

CTC works to integrate career preparation throughout the undergraduate experience, ensuring that all students receive critical exposure to issues and exercises promoting professional readiness at key junctures in their studies:

- CTC will work with the Office of Undergraduate Studies, which delivers first-year orientation courses and meta-major-based Freshman Learning Communities, the Honors College, and the faculty members in these programs to create specific assignments to help our students begin to think about careers.
- This fall, we are piloting a program in GSU 1010 and GPO 1020 courses that has students activate and post their first "artifact" to their Portfolium page (see **Appendix F**). **Portfolium** is the new career-focused, cloud-based e-portfolio that is now provided to all students and faculty members. Each student's Portfolium page stays with the student throughout their studies and after graduation, and it allows the student to post documents, videos, graphics files, and audio files that document the career competencies that he or she is acquiring. For example, rather than students merely listing on a resume that they are effective communicators, they can post a video of oral presentations that they delivered in a class. Students in the arts can curate examples of their work in any media. The university will use Portfolium to prompt students to focus on specific competencies and to highlight things that might be missing in a student's Georgia State experience. Have you had a leadership experience yet? What have you done that shows you can work productively with others? Portfolium pages can be shared with faculty, classmates in individual classes or majors, and employers (see **Appendix G**). Plus, the artifacts can easily be downloaded to the students' LinkedIn pages. More importantly, the exercise of curating one's personal career e-portfolio gets students thinking about the connection between their studies and the competencies that are valued by potential employers—from their first semester enrolled and throughout their studies. During the 2016-2017 academic year, the first year that Portfolium was live at Georgia State, 14,000 students posted more than 700,000 artifacts to their pages.

---

[3] White, M. C. (2015, October 22). Here's How Long It Really Takes to Get a Job | Money. Retrieved September 05, 2017, from http://time.com/money/4053899/how-long-it-takes-to-get-hired/

- The fact that the vast majority of freshmen are enrolled in meta-major-based learning communities during their first semester at Georgia State provides another opportunity. The meta-majors are organized around eight large academic fields such as Business, STEM, Education, the Arts, and Health Professions. These categories dovetail with employment clusters. CTC will support and scale efforts already underway to work with colleges and departments to deliver to students enrolled in learning communities career-based programming appropriate to their meta-major. Students in Business learning communities, for instance, might be invited by RCB to departmental open houses, alumni panels, and similar events designed to give students exposure to the nature and diversity of the range of business fields.
- CTC will work with the Center for Excellence in Teaching and Learning (CETL) to create programming and professional-development opportunities for faculty members who wish to integrate career preparation into existing courses. Brown-bag lunches and mini-grants would allow faculty members to develop effective techniques and assignments highlighting to students the life-long value of competencies developed in their classes. Sessions would include how to leverage the potential of Portfolium in courses. Mini-grants will support faculty interested in creating project-based learning activities that enhance career-readiness competencies, which they can note on the syllabus along with the project's connection to the QEP.
- CTC will work with the Signature Experience office to encourage, facilitate and assess exercises for students enrolled in Signature Experience courses. These assignments will motivate students to reflect upon and to document their learning in Portfolium and other appropriate venues.
- CTC will work with the Honors College to engage students in the Freshman Seminar and introduce them to Portfolium in a manner consistent with GSU1010 and PCO1020.
- A special focus of CTC's mini-grants and collaboration with CETL will be to work with faculty members who teach CTW courses. These discipline-based, upper-level, and mandatory courses for Bachelor's students provide an opportunity for a host of potential activities, from peer-led workshops in which students review and offer critiques for classmates' e-portfolios to guest speakers and faculty-led exercises.
- CTC will also support four Faculty Fellows who will serve as project leads, each specializing in one or more meta-majors and colleges (including the Honors College), working with faculty to develop curricular and co-curricular programming and experiences that highlight career learning. The Faculty Fellows will spearhead the review of current student learning outcomes and the connection of these outcomes to career preparation through curriculum mapping (see **Appendix H**).
- An initial career-prep exercise will be embedded in all first-year orientation courses and a second assignment promoted in CTW courses, creating two academic touch points that will provide an ideal opportunity to assess the development of career readiness in our Bachelor's students. Working with Perimeter College faculty, staff and advisors, CTC would provide a similar point of assessment in fourth-semester courses for Associate-degree students.

With our distinctive student body and national leadership in the use of analytics to promote student success, Georgia State University is uniquely positioned to create a new model for establishing career-readiness for its students—a model beginning at the earliest stages of the undergraduate experience and continuing through graduation. We have the opportunity to be at the leading edge of innovations that will prepare students to be resilient, agile, and flexible members of the workforce who are able to address the economic issues of the future. Georgia State University's **College to Career (CTC)** program proposes to highlight and instantiate the competencies central to career-readiness—competencies already embedded in the Georgia State curriculum, taught by the Georgia State faculty, and reinforced by a range of co- and extra-curricular programs—so that students leave the university able to explain and document what they have learned. Combining new technology, analytics, and existing course structure, CTC will provide our students with an integrated series of experiences to guide them from college to career.

GOALS AND STUDENT OUTCOMES

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 Associate's and Bachelor's levels to specialized courses in each student's chosen field of study, to CTW courses and Signature Experiences, students are learning communication skills, quantitative analysis, critical thinking, leadership, project-based learning, 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, though, is the importance of these competencies to their post-graduation fortunes. They simply are not learning how to talk intelligently about and how to effectually document the career competencies that they have acquired.

Georgia State has developed a reputation for graduating students, especially those from historically at-risk populations, at increasingly high rates. This reputation could be enhanced if our students more consistently and effectively demonstrated "essential" career-readiness competencies as they progress from Georgia State into their places of work, meaning, and service in the world. Doing so would also serve to build a stronger affinity between our graduates and Georgia State, promoting alumni engagement, networking, and alumni giving.

Leveraging the existing requirements of the academic curriculum, curricular and extra-curricular experiences that are already available and the technologies that already support student success, students will realize the value proposition of their coursework. The CTC QEP will provide a scalable, adaptable framework within which students will be prompted to 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 by 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.

Goals
1. Students will be aware that competencies required for career-readiness are developed in curricular and co-curricular components of their Georgia State education.
    a. Career competencies will be mapped to the curriculum and promulgated for first-year orientation courses, meta-majors, Signature Experiences and CTW courses to support student awareness of where and how competencies are being developed.
    b. 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.
2. Students will use innovative approaches to reflect upon and to document their career competencies, and they will do so throughout their academic programs of study.
3. 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.

Student Learning Outcomes
To ensure that the appropriate data is collected so that progress and necessary improvements in the program can be assessed, three Student Learning Outcomes (SLOs) will be integral to the CTC QEP. As a result of the QEP, students will:

1. Within the first year of their undergraduate experience, know and be able to articulate the career-readiness competencies that will be developed during their studies and that are valued by employers after graduation.
2. By the end of the undergraduate experience, know and be able to articulate 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.
3. By the end of the undergraduate experience, know and be able to effectively demonstrate their career-readiness competencies in a variety of interpersonal and digital-media frameworks.

Georgia State's faculty—through 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 (see **Appendix I**). CTC does not change these learning outcomes but rather adds the three new learning outcomes outlined above to enable students to become more effective communicators about their learning.[4]

---

[4] http://www.aacu.org/sites/default/files/files/VALUE/PartsofaVALUERubric.pdf

ASSESSMENT

The foundation of the CTC QEP has three parts: Awareness, Connection, Demonstration. Each part is related to one SLO and is assessed accordingly. Faculty responsibility for assessment is kept to a minimum as this QEP leverages what is already happening in academic assignments and course activities (see **Appendix J**). The Faculty Director will oversee the data collection and analysis. A research associate will manage the actual collection and analysis. Rubrics will be developed and, in most cases, applied to existing assignments (sample rubrics provided in **Appendix K**). To assess the learning outcomes, three points of measurement will be taken: during GSU1010/PCO1020, during one advanced course in each pathway or major (typically CTW for bachelor's students) and through the use of Portfolium.

1. GSU 1010/PCO 1020: Through a pre- and post-survey to assess awareness of career-readiness competencies within the course, 75% of students enrolled in these courses will demonstrate an increased awareness of the career-readiness competencies that will be developed during their studies and that are valued by employers after graduation. **(Awareness SLO)**
2. Upper-level courses such as CTW or capstones as identified by academic units, to include Perimeter fourth-semester courses: Through surveys, assignments, or activities developed by the unit, 75% of students enrolled will demonstrate an ability 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. 75% of enrolled students will be able to effectively showcase their career-readiness competencies in interpersonal and/or digital-media frameworks. **(Connection SLO)**
3. Portfolium: 75% of students will actively use their Portfolium career e-portfolios with 50% of students initiating use in the first year. Data collected through Portfolium will be analyzed to show the percentage of students who have demonstrated career-readiness competencies overall and by specific areas such as analytic competency, leadership, working in groups, and displaying awareness of diverse perspectives. Year-to-year comparative analysis will be conducted to show changes in career-readiness competencies over time. These types of data are readily available through the features of the platform. **(Demonstration SLO)**

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. These gifts from the Goizueta Foundation and the State Farm Foundation, both of which started during the current academic year, provide support for aspects of career readiness at all Georgia State 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. Additional information regarding data collection analysis is included in **Appendix L**.

ACTIVITIES

The CTC QEP will effectively promote student progression to career-readiness through high-quality activities and programs framed in a career-readiness model and using innovative technologies that can ensure a student's ability to perform at the highest level in all curricular, co-curricular and extra-curricular environments. Unlike prevailing models for professionalizing college students that gear up during the students' final year of college, CTC will begin before enrollment and extend through graduation. In addition to the activities outlined on pages 3-4, CTC will support the following:

- Throughout the college experience, students will use **an innovative advisement portal through our collaboration with EAB** that exposes them to the range of career possibilities in their areas of interest. The portal documents the employment prospects, salaries, and demand for jobs that may be unfamiliar to students but that offer stable employment/income prospects after graduation. The portal will also assist faculty and students in identifying and highlighting courses, signature experiences, internships, and group projects that build career-readiness competencies. The portal will allow students to create professional profiles reflective of their career goals and educational achievements.
- The GSU1010 and PCO1020 first-year orientation course modules will be developed to introduce new students to the university's career-readiness competencies, while engaging students in project-based learning that provide the co-curricular foundation for students' professional development. These experiences will be uploaded into Portfolium as part of the initial digital professional profile for all GSU students.
- CETL engagement with CTC will support college- and faculty-led activities to expose students to the career possibilities available within each meta-major and their eventual selected majors. Mini-grants will be available to encourage faculty to develop course-embedded assignments that provide artifacts for students to post on their Portfolium pages.
- CETL will also conduct learning outcomes workshops that will give faculty guidance in connecting SLOs to career competencies, as already outlined in the academic curriculum; and provide CTC faculty fellowships for those taking a leadership role in working with curriculum development and honing "measurable learning outcomes." Faculty Fellows will help support QEP efforts across schools and meta-majors in the creation of a curriculum-based college to career engagement that will also include CTW and the Signature Experience.
- CTC in partnership with University Career Services and the career services offices in colleges will support co-curricular **structured programming** throughout the college experience including such activities as workshops, panels, academic and career fairs, study-abroad experiences, student leadership development, athletics engagements, and one-on-one meetings with career professionals.

- Throughout the college experience, CTC will integrate career planning into academic advisement through continued use of the EAB platform, including providing **personalized guidance that links students' choice of courses and majors to their career goals**.
- As students progress through their academic programs, students will document their career-readiness activities by compiling artifacts, e.g., videos, writing samples, audio, and graphic files, through curating personalized **Portfolium** pages. The career e-portfolio will allow students to be far more intentional about connecting their various college experiences to the competencies that will be critical to success in careers.

Potential Adverse Effects

The fact that so many of our students hail from historically underserved populations means the goal of scaling career preparation of the sort outlined in this proposal is untested at a university with the demographics of Georgia State. This may pose challenges to meeting the goals of the QEP. Additionally, some faculty members may doubt the appropriateness of a project to highlight the career-readiness competencies embedded in Georgia State's curriculum or may be unwilling to embrace an e-portfolio as a component of a student's Georgia State record. Historically, new technologies have not been uniformly embraced by members of the Academy, including Georgia State's own iCollege digital learning platform. Collective efforts will be made to encourage faculty to use Portfolium in a manner beyond student engagement, allowing them to also create digital spaces for collaboration with colleagues on the Georgia State campus, including research and professional development opportunities. Mini-grants and faculty fellowships will also help ensure a coordinated faculty effort to encourage students and colleagues to fully implement all aspects of the QEP.

ORGANIZATIONAL STRUCTURE AND RESOURCES

The CTC QEP will be overseen by the Division of Enrollment Management and Student Success (EMSS) in close collaboration with the Office of Institutional Effectiveness (OIE), CETL, and the university faculty. EMSS oversees many of the units critical to the success of the QEP: University Career Services, the Office of Undergraduate Studies (including Freshmen Learning Communities, Meta Majors, and GSU 1010 and GPO 1020 orientation programs), Signature Experiences, and the University Advisement Center, and it works closely and collaboratively with CETL, the Office of Institutional Effectiveness, and the college deans. The division's accomplishments in student success through our GPS Advising initiative confirm its capacity to deliver consistent implementation across all targeted students. Given the focus on **college to career**, the division will work directly with deans, faculty, department chairs and other academic administrators to provide best practices and support needed for the integration of the QEP into the upper-level curriculum, especially CTW courses and other capstone experiences.

Driving day-to-day CTC operations will be a QEP Faculty Director, the faculty lead for the project. The Faculty Director will provide strategic leadership, guide the implementation and

assessment processes, and serve as liaison between administrative offices and the faculty. A full-time Administrative Assistant will serve as a point of contact and communication, assist in the details of implementation and assessment, and maintain the program budget and staffing details. A part-time Institutional Research Associate will be the chief data collector and monitor of the project. Four part-time CTC Faculty Fellows will be appointed, each representing a broad academic area and offering general support for the project, as well as providing targeted guidance to departments within their specific area of expertise, while working with the QEP Director, Faculty Curriculum Committees, CETL, and Faculty mini-grant recipients.

College to Career is an ambitious initiative, but an ambitious, new approach is exactly what is needed to reverse inequities that are deeply embedded in current approaches to career-readiness provided by public universities. Like Georgia State's GPS Advising model, CTC is specifically designed to be adaptable by other public universities across the state and the nation. Georgia State has succeeded with these kinds of initiatives in the past. Our GPS Advising platform, a model launched in the summer of 2012, is now being used by 160 universities supporting more than 200,000 students across the United States. Teams from more than 200 campuses have visited Georgia State to learn about our student-success programs in just the past two years. CTC can leverage Georgia State's national influence to change the way career development is delivered at public universities nationally.

To achieve our QEP goals, an organizational structure chart is included as **Appendix A**, along with a list of Key Personnel/Functional Areas in **Appendix B**. They will be installed to support the projected personnel and resources that are required in the QEP.

Resources

A detailed budget outlining total costs, along with projected funding from the university and grants are included in the **Appendix C/D**. The expected annual university costs will be approximately $309,000, with additional support in the amount of approximately $225,000 per year for QEP implementation and sustainability provided through grant funding.

FIVE-YEAR TIMETABLE FOR IMPLEMENTATION

Year 1 will be focused on developing the full QEP implementation plan under the direction of a new Faculty QEP Director. **Years 2 and 3** will include piloting of CETL workshops, initiation of faculty fellowships and mini-grants, hiring of graduate assistant support, deployment of GSU1010 & PCO1020 modules and initial assessments of the program. **Year 4** will target full implementation and operation of the QEP. **Year 5** will develop and implement final assessments and exit surveys of Year 1 entering freshman class, as well as a reflection of the project. The timetable is provided in **Appendix E**.

Appendix A

CTC QEP Organizational Chart
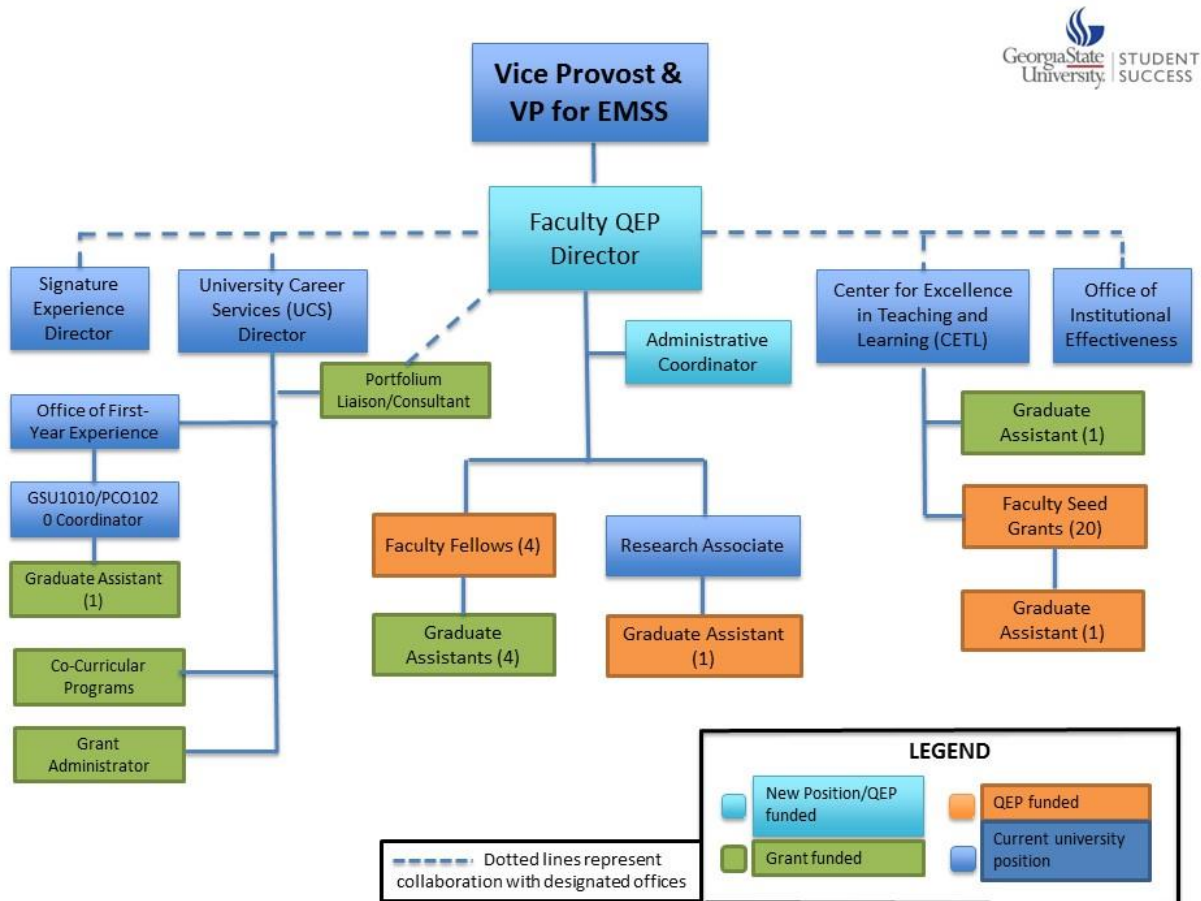
Appendix B

Key Personnel/Functional Areas

QEP Faculty Director (New Position): The QEP Faculty Director will be a seasoned member of the GSU faculty and will be tasked with implementing the overall QEP for the university. The Director will be responsible for working with various functional areas and key personnel in maintaining and managing the curricular, co-curricular and extra-curricular programs. Duties will include: i. engaging with faculty to connect existing coursework and experiential learning to the development of career-readiness competencies, ii. working with CETL to develop learning outcome development and training workshops and establish faculty mini-grants, iii. coordinating with University Career Services to facilitate career readiness programs, iv. managing the collection and analysis of assessment data for the QEP, and, v. any other matters related to the successful implementation and sustainability of the CTC experience. The QEP Director should have an understanding of the technologies that will support the QEP, as well as a familiarity with the university's academic curriculum mapping strategies, and the university's process for developing effective student learning outcomes.

Administrative Assistant (New Position): This position will serve as the primary point of contact and communication, assist in the details of QEP implementation and assessment, and maintain the program budget and staffing details. Other duties may include scheduling and organizing complex activities such as travel, conferences and office activities, while also serving as a liaison with internal departments and outside agencies. In addition to typing, filling and scheduling, this position also performs duties such as financial record keeping, coordination of meetings, obtaining supplies, and working on special projects.

Institutional Research Associate (New Position – Part-Time): The Research Associate will serve as the chief data collector and monitor of the project. The position will be responsible for gathering, aggregating, presenting and delivering OIR findings from sources such as but not limited to survey research, IPEDS, common data sets, external surveys, and ad-hoc research that takes place within QEP. Expected performance includes analyses using various statistical methods and techniques with a broad range of tools for data manipulation and visualization.

CTC Faculty Fellows (New Position): Four faculty fellowships will be coordinated and awarded through CETL, each representing a broad academic area and offering general support for the project, as well as providing targeted guidance to academic departments within their specific area of expertise. Each Faculty Fellow will have an awareness of curriculum development and experiential learning that impacts career-readiness. They will serve as project leads for reviewing and developing student learning outcomes specific to the QEP, as well as acting as liaisons between the faculty and the various resources that are required to implement and navigate the CTC curriculum adaptation.

GSU1010/GPO1020 Director and Instructors (Existing): The GSU1010 and PCO1020 first-year orientation course modules will be developed to introduce new students to the university's

career-readiness competencies, while engaging students in project-based learning that provide the co-curricular foundation for students' professional development. The course will play a pivotal role in student understanding and engagement of Portfolium as the digital professional profile to be used by Georgia State students and contribute to overall 'awareness' of career-readiness as a comprehensive set of academic skills and competencies within the academic curriculum.

Graduate Students: GRA's and GAA's will provide critical overall support to faculty and staff in the development, implementation and coordination of the QEP. GRA's will be assigned to help carry out the duties of the Faculty Fellows, as well as providing assistance to the Research Associate in the collection and analysis of the QEP data. GAA's will serve as functional support for various co-curricular and extra-curricular aspects of the CTC QEP.

University Career Services (Existing): The office will provide oversight for best practices and implementation of co-curricular and extra-curricular initiatives and programs. 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 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.

Appendix C

Detailed Budget – University Expenditures

	Stated in $ per year				
	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel					
Faculty					
Academic Year (QEP Director)	$ 80,000.00	$ 82,400.00	$ 84,872.00	$ 87,418.16	$ 90,040.70
Summer					
Staff (Administrative Assistant)	$ 35,000.00	$ 36,050.00	$ 37,132.00	$ 38,246.00	$ 39,393.00
Staff (Research Associate)	$ 15,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00
Faculty Fellowships (4)	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00
Graduate Assistants (2)	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00
Total Personnel	$ 200,000.00	$ 208,450.00	$ 212,004.00	$ 215,664.16	$ 219,433.70
Other Direct Costs					
Travel	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00
CETL Training Workshops	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00
Faculty Seed-Grants (20 @ $3500)	$ 70,000.00	$ 70,000.00	$ 70,000.00	$ 70,000.00	$ 70,000.00
Supplies and Expenses	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00
Equipment (initial purchase)	$ 5,000.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00
Equipment (annual maintenance fees)	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00
Miscellaneous costs	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00
Total Other costs	$ 100,000.00	$ 97,500.00	$ 97,500.00	$ 97,500.00	$ 97,500.00
Total Annual University Expenses	**$ 300,000.00**	**$ 305,950.00**	**$ 309,504.00**	**$ 313,164.16**	**$ 316,933.70**
In-kind support from units (hours per year)	Year 1	Year 2	Year 3	Year 4	Year 5
Center for Excellence in Teaching and Learn	750	500	500	500	500
Human Resources	50	50	50	50	50
Instructional Innovation & Technology	500	250	250	250	250
Office of Institutional Effectiveness	100	100	100	100	100
Office of Research and Sponsored Program	100	100	100	100	100
Public Relations & Marketing Communication	250	250	250	250	250
Student Affairs	100	50	50	50	100
University Senate (including committees)	100	100	100	100	100
Other (Career Services & GSU1010/1020)	500	500	500	500	500
	2450	**1900**	**1900**	**1900**	**1950**

Appendix D

Detailed Budget – EMSS Grant Support

	Stated in $ per year				
	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel					
Faculty					
Academic Year					
Summer					
Staff (CETL Support)	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00
Graduate Assistants (6)	$ 60,000.00	$ 60,000.00	$ 60,000.00	$ 60,000.00	$ 60,000.00
Student Assistants					
Total Personnel	$ 85,000.00	$ 85,000.00	$ 85,000.00	$ 85,000.00	$ 85,000.00
Other Direct Costs					
Consultants (Portfolium Mods/Upgrades)	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00
Supplies and Expenses					
Software (initial purchase)	$ -	$ -	$ -	$ -	$ -
Software (annual license fees)	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00	$ 25,000.00
Equipment (initial purchase)					
Equipment (annual maintenance fees)					
Career Portal Technology Support	$ 100,000.00	$ 100,000.00	$ 100,000.00	$ 100,000.00	$ 100,000.00
Miscellaneous costs					
Total Other costs	$ 140,000.00	$ 140,000.00	$ 140,000.00	$ 140,000.00	$ 140,000.00
Total Annual EMSS Support for QEP	**$ 225,000.00**	**$ 225,000.00**	**$ 225,000.00**	**$ 225,000.00**	**$ 225,000.00**

Appendix E

Five-Year Timetable for Implementation

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 One	Year Three
- Development of full QEP - Select/Hire QEP Director - Develop GSU1010/PCO1020 module Identification of designated courses - Select Faculty Fellows - CETL develops related faculty/staff professional development - Develop QEP webpage - Call for proposals for mini-grants - to support faculty integration	- Full integration of QEP at curricular, co-curricular and extra-curricular programs and activities - Offer full complement of CETL workshops and trainings - Faculty and professional development with mini-grants - Analysis of first post-college jobs and activities for graduating class - Assessment of GSU1010/PCO1020 modules and major and CTW courses tied to QEP
Year Two	**Year Four**
- Call for co-curricular designation of programs and activities - Implement GSU1010/PCO1020 module - Pilot initial CETL workshops - Award mini-grants - Initial assessment of GSU1010/PCO1020 modules, major and CTW courses - Hire Graduate Assistants to support Faculty Fellows and mini-grants - Annual review/assessment of e-portfolio software integration	- Full implementation and operation of QEP - Assessment of curricular, co-curricular and extra-curricular programs - CETL workshops and trainings - Assessment of data analysis for scaling and national playbook design
	Year Five
	Final assessment and First-Destination Survey of Year One QEP entering class

Appendix F

GSU1010 Module (Fall 2017)

Career Exploration Project   Due _____
(# points)

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

*Porfolium must be created and shared with your instructor by Week 4 Date (9/11-9/15).

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 Porfolium by Week 6 Date (9/25-9/29).

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 about your work?
- What do you like least about your work?
- What kinds of problems do you deal with?
- 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?
- How did you begin your career?

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 by Week 10 Date (10/23-10/27).

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 Portfolium & iCollege by Week 14 Date (11/27-12/4).

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.
*All presentations must be completed and uploaded to Portfolium & iCollege by Week 13 Date (11/13-11/17).

Grading (Project worth # points)

Portfolium	# points
Informational Interview	# points
Resume	# points
Paper	# points
Presentation	# points

Appendix G

Portfolium Sample Student Page

Appendix H

GSU Curriculum Map Guide

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
Critical Thinking								
SLO 4: Analysis and use of evidence		Introduced		Reinforced	Reinforced		Reinforced	Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
Communication								
SLO 6: Written communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
SLO 7: Oral communication skills		Introduced	Reinforced		Reinforced	Mastery / Assessed		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Introduced		Reinforced	Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced	Reinforced		Reinforced		Mastery / Assessed
Project Management								
SLO 10: Interpersonal and team skills			Introduced		Reinforced		Reinforced	Mastery / Assessed
SLO 11: Self-regulation and metacognitive skills	Introduced			Reinforced	Reinforced	Reinforced		Mastery / Assessed

Sample Curriculum Map (Level of Skill)

Center for University Teaching, Learning, and Assessment

http://uwf.edu/cutla/

Appendix I

GSU Program SLO's Sample Listing

Examples of Degree Program-Level Student Learning Outcomes at GSU

Office of Academic Assessment

Andrew Young School of Policy Studies

Undergraduate: Economics BA/BS/BBA

Students will demonstrate knowledge of basic theories, concepts, and analytical methods of microeconomics and macroeconomics.

Students will apply theories, concepts, and analytical methods of microeconomics and macroeconomics to specific fields of economics.

Students will identify the relevant benefits and costs to consider when comparing policy choices.

Students will communicate, using appropriate writing and oral conventions, basic economic theories, concepts, analytical methods, and policy choices.

Graduate: Social Work MSW

Students will evaluate and integrate multiple sources of knowledge, including research-based knowledge and practice-generated knowledge.

Students will engage in community partnerships that are responsive to diversity and difference.

Students will analyze how differential power and privilege shape communities and society

Students will provide leadership skills in promoting changes to improve community wellbeing.

Students will develop, monitor, and/or strengthen collaborative relationships that focus on building healthy communities.

College of Arts and Sciences (Humanities)

Undergraduate: English Literature BA

Students will be able to interpret figurative language, to identify literary and thematic patterns, to read for multiple meanings, to apply knowledge of conventions from different periods and genres, to read and use scholarly and theoretical works, and to evaluate critical arguments and construct alternative positions when necessary.

Students will demonstrate an ability to use basic elements of writing (such as grammar, punctuation, diction, syntax, and organization).

Students will demonstrate an awareness of the history, biographical, and/or literary context of a literary text.

Graduate: Religious Studies MA

Students will understand the role religion has played historically in both popular and elite culture, to extrapolate a general working knowledge of at least four religious traditions and to synthesize an in depth knowledge of two traditions, e.g., Judaism, Christianity, Islam, Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Daoism, Shinto.

Students will explain, critique, and apply principles of at least three theorists or thinkers in the academic study of religion, and demonstrate competence in major disciplinary concepts.

Students will understand and apply at least two critical and methodological approaches to the study of religion.

Students will read scholarly texts critically and with comprehension.

College of Education and Human Development

Undergraduate: Early Childhood Education BSED

Teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Teacher candidates plan instruction and assessment based upon knowledge of subject matter, students, the community, and curriculum goals.

Teacher candidates apply content and pedagogy for successful clinical practice.

Teacher candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Teacher candidates value and display professional and ethical dispositions to meet the needs of all learners.

Graduate: Science Education MAT (TEEMS)

Candidates will possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.

Candidates will use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.

Candidates will coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.

Candidates will exhibit ethically-appropriate behavior towards students, colleagues, administrators, and community members and will be able to commit to continuing personal and professional development.

Candidates will be able to design and utilize a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners and support learners in engaging in the process of self-assessment.

Robinson College of Business

Undergraduate: Bachelors of Business Administration

Students will exhibit a positive attitude toward continual learning upon completion of the BBA program.

Students will function as effective members of a team.

Students will demonstrate effective oral and written communication skills.

Students will demonstrate analytical skills in solving business problems.

Students will demonstrate a basic understanding of the core disciplines within business.

Students will incorporate dimensions of ethics and social responsibility in their decision making.

Graduate: Master of Actuarial Science

MAS graduates will have the basic technical actuarial expertise necessary to pass Society of Actuaries professional examinations through the associate level.

The MAS graduate will be able to build models suited for calculating reserves and assessing the risk associated with insurance exposures.

MAS graduates will be able to build financial models suited for pricing and managing the risks associated with equity/unit-linked insurance exposures.

MAS graduates will be able to integrate advanced financial models (stochastic interest rate models, equity models, credit risk models) within actuarial reserving and risk measurements models.

MAS graduates will be able to explain technical concepts to non-actuarial associates or clients as well as experts.

GSU Introduction to Assessment

Value-added Rubric for CTW (v.2)

Skill/ability	Absent/Beginning (1-2)	Developing/Inadequate (3-4)	Competent/Adequate (5-6)	Advanced/Sophisticated (7-8)	Score
Identification/ articulation of key issue or question	Statement of issue is absent or incoherent	States issue/question, but not in a clear manner	Clear statement of the issue or question to be addressed	Sophisticated presentation of the issue/question, reflecting an understanding of nuances and context	
Formulation of student's position (thesis/argument) on the issue	Fails to formulate a position on the issue/ question, or position is incoherent	Position is present but not clearly articulated	Clear statement of student's position on the issue/question	Sophisticated and nuanced statement of student's position	
Effective use of reasons and/or evidence in support of position	No reasons/evidence provided, or given reasons/evidence are not relevant	Some reasons/evidence provided, but do not effectively support student's position	Given reasons/evidence are effective and adequate	Sophisticated and thorough use of reasons/evidence in support of student's position	
Organization of material	Incoherent or illogical organizational structure	Organization of material is simplistic	Presentation of reasons and evidence is logical and coherent	Organization of material is compelling and creative	
Presentation of conclusions	Conclusions are absent or not clearly stated	Conclusions are present but consist mainly of a simplistic summary	Clearly stated conclusions, but not exploration of implications or consequences	Clearly stated conclusions with examination of implications and/or consequences	

Appendix K

VALUE Rubric Examples

CRITICAL THINKING VALUE RUBRIC
for more information, please contact value@aacu.org

Definition
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

GLOBAL LEARNING VALUE RUBRIC
for more information, please contact value@aacu.org

Definition
Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

INTEGRATIVE LEARNING VALUE RUBRIC

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/ theories/ frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning,** making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form,** demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form.**
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Knowledge *Cultural self- awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.

ORAL COMMUNICATION VALUE RUBRIC

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

PROBLEM SOLVING VALUE RUBRIC

Definition

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/Hypotheses	Proposes one or more solutions/ hypotheses that indicates a deep comprehension of the problem. Solution/ hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/ hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/ hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/ hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix L

Data Collection and Assessment Processes

The CTC Faculty Director will work with a small administrative team 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.

CTC will also collect data on the number of students impacted by the College to Career curriculum and co-curricular programming. Given some of the central technologies to be deployed, we have the ability to collect some data points week-to-week and even day-to-day. These types of tracking data will prove particularly important in the early stages of the implementation of CTC. Georgia State will collect and analyze data on the impact of CTC. These measures will include:

- Students impacted by demographic groupings (e.g. ethnicity, socioeconomic status, gender)
- Use of Portfolium by students and the artifacts posted related to career-readiness
- Number, type and impact of mini-grants given to faculty
- Student participation in and documentation of 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 an increase both in percentage of students in career jobs and types of first post-college jobs. The first destination survey will be used to show that Georgia State closes the achievement gap in academics *and career*.

All of 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 CTC Faculty Director on an annual basis.

Appendix M

CTC QEP Proposal Team

Amber Denise Amari

Caroline Anderson

Howard Robert Baker, II

Allison Calhoun-Brown

Kay Bunch

Kristina Clement

Carol O. Cohen

Denise Holmes

Ryan Z. Maltese

John C. Medlock

Pamela J. Moolenaar-Wirsiy

Catherine Neiner

Colleen Perry

Robin Selece Wharton

Shelly-Ann Williams

Brittany Josephine Simms (student)