

# Career Readiness in the Academic Space:

CURRICULUM DEVELOPMENT,  
IMPLEMENTATION, AND  
ASSESSMENT

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**66%** of students felt they were not well prepared to succeed in a job search

**75%** said they did not know which positions were an appropriate fit

**71%** had visited their university's career services center two times or fewer in their college career

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**72%** of students say higher education has appreciably improved their ability to secure a job.

**85%** of seniors say college significantly helped them understand their career goals.

**60%** of students say they feel pessimistic about finding meaningful employment after graduation.

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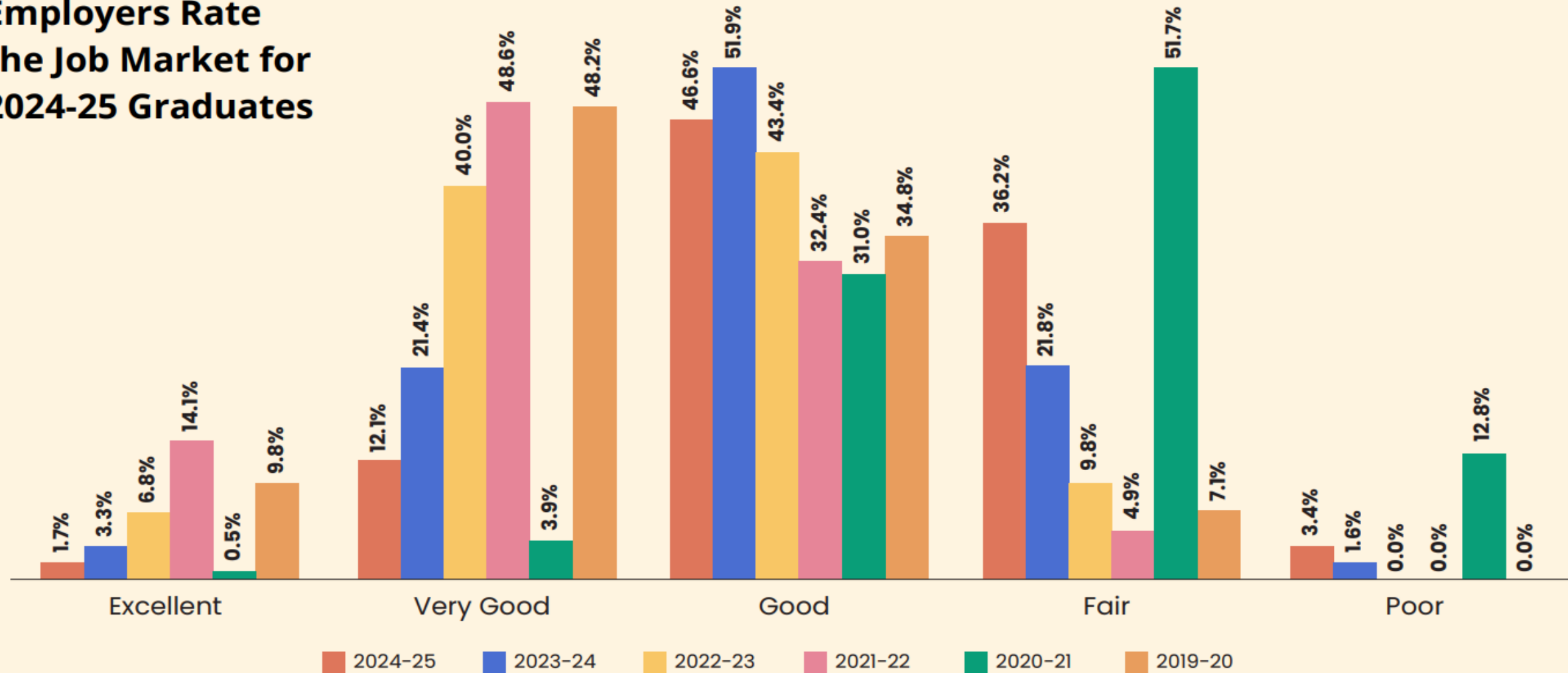
**65%** of employers use skills-based hiring practices

**75%** of employers hire majors that are not exclusive to their industry

**88%** of employers value problem-solving skills above all other attributes

# Despite Hiring Gains, Employers Have Less Positive View of Job Market

Employers Rate the Job Market for 2024-25 Graduates



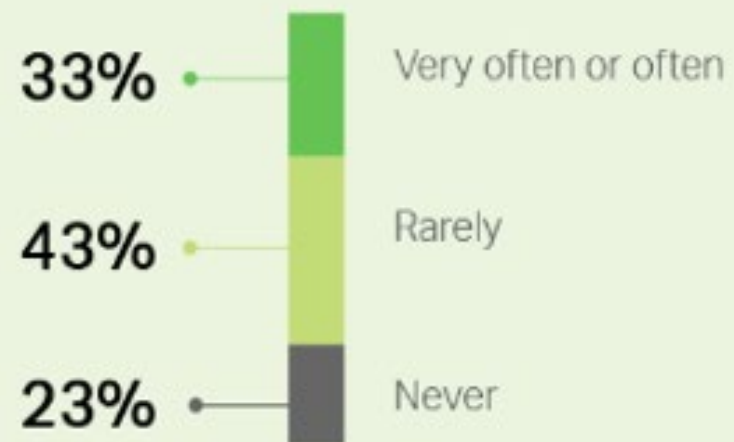
# (Dis)illusioning Findings

## Career Advice: Frequency of Access to Resources

*While attending [Institution], how often did you visit or access resources provided by the career services office?*



*How often did you receive career advice from other faculty or staff members at [Institution] who were not career service employees?*

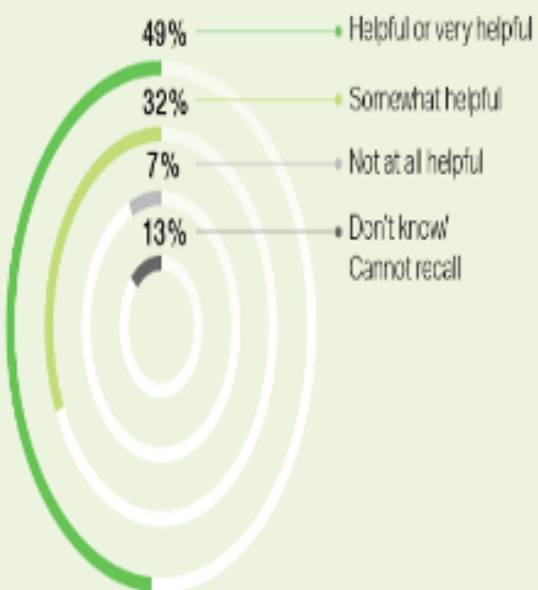
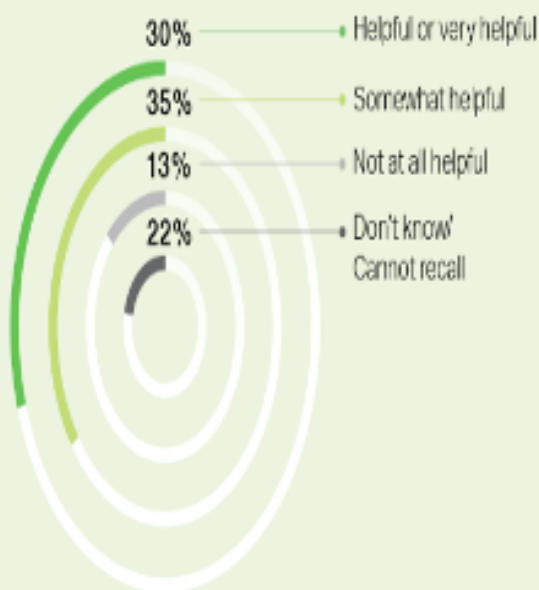


# Illuminating Findings

## Career Advice: Helpfulness of Advice by Source

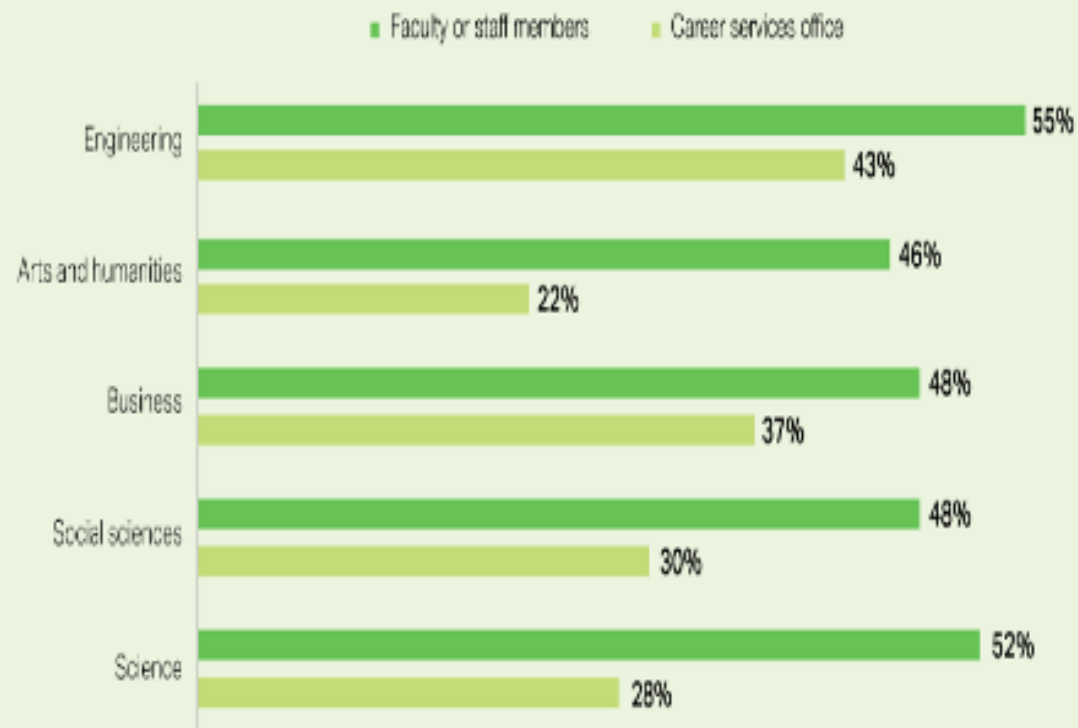
How helpful was the information you received from the career services office?

How helpful was the career-related information you received from these faculty or staff members who were not career service employees?



2018 Strada-Gallup Alumni Survey

## Percentage Reporting Information They Received Was Helpful or Very Helpful, by Major or Field of Study



2018 Strada-Gallup Alumni Survey

# Data Summary

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While a high percentage of students feel their college education improved their chances of securing employment, more than half of students feel pessimistic about getting a job.

Almost  $\frac{3}{4}$  of students visit their career services center fewer than two times during their academic pursuits, and the same percentage of students feel they do not know what jobs are a good fit for them.

**A majority of students go to the faculty for career advice.**

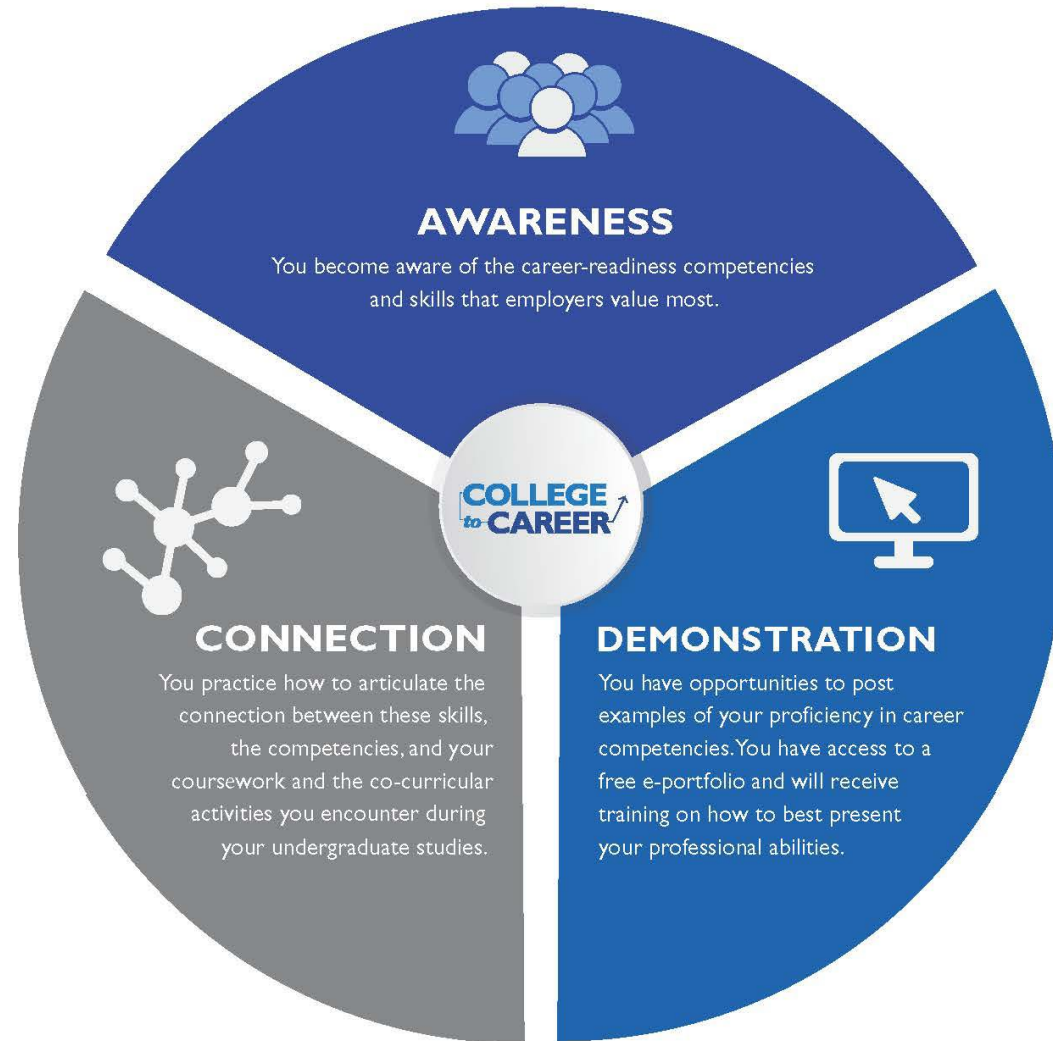
Employers focus on skills-based hiring and have a less favorable view of the job market prospects than they have had in five years.

A vast majority of employers hire candidates with demonstrable problem-solving and critical thinking skills, and  $\frac{3}{4}$  hire candidates with majors not exclusive to the industry.



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# College to Career: Learning Outcomes



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# Career Services in the Classroom



CAREER-READINESS  
CURRICULUM



MAJOR-SPECIFIC  
CAREER EXPLORER  
DATA



SKILLS BRIEFCASE



FACULTY FELLOWSHIPS  
AND DEPARTMENTAL  
GRANTS

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# CAREER-READINESS CURRICULUM

Integrated curriculum aligned with  
three learning outcomes

Assessed annually

Developed in Learning Management  
System

Faculty training through online  
modules

# Career-readiness Modules: Orientation course, English 1101 and 1102, and Signature Experience courses

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In this section, you will

1. Learn about NACE career competencies and skills
2. Watch competencies video
3. View the skills to competencies graph
4. As a class, walk through the skills-builder tool
5. For homework, complete the competencies quiz and reflection assignment.

The National Association of Colleges and Employers (NACE) selected eight career competencies as the competencies most valued by employers. This module introduces you to these competencies and the career skills you must practice in order to gain a proficiency in each of them.

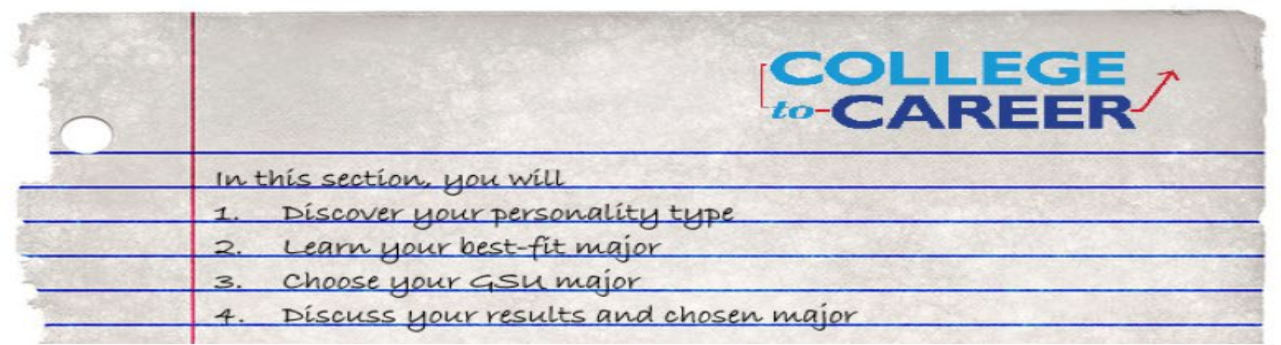
In addition to learning about the competencies, you will have an opportunity to reflect on which competencies and skills you have encountered in your other courses, how these skills connect to the work you do in those courses, and how to best articulate the skills you have or are developing.

## Competencies



GSU 1010, a first-year orientation course, utilizes a set of College to Career modules in its course.

Modules introduce competencies and skills, have quizzes and short answer responses to questions about skills development, and direct students to Career Services to complete assignments.



## Personality and Major Discovery

Choosing a major can take years, but knowing your personality can help you select a major and career that will best suit you.

Even if you already know your major, taking a personality test can help you discover a field within your major in which you may work best or how to focus your strengths for that major.

This week you will take **two online tests** to discover more about your personality and the majors at GSU.

The first test is a free online personality assessment that follows a Meyers Briggs format. You may have already taken a personality test before, but it's important to complete it. The test will not only give you insight into yourself, but will list strengths, suggest occupations, and describe work environments that suit you best.

The second is a test on majors available at GSU.

You will be asked to review your results and to pay special attention to strengths, personal qualities, and the list of majors for you.

**Looking Ahead: This assignment will help you with your Linked-In Profile Summary and Elevator Pitch.**

In this section, you will

1. Explore GSU-specific data for your major on the Career Explorer website
2. Uncover the top employers, salaries, skills, flexible careers, and GSU alumni for your major
3. Present your findings in small groups

The orientation modules also introduce students to the **Career Explorer** and have them use it to explore major options and associated degree maps.

## Career Explorer and Your Major

Congratulations! You've learned more about yourself and selected a major that suits you. Now, you are ready to explore more about your chosen GSU major and what opportunities are available to a GSU graduate with this major.

GSU has taken steps to present data about each major in order to help you decide if that major will benefit you. In our **College to Career** site, you can navigate **Career Explorer**, which has a webpage for every major at GSU.

On every major's webpage, you will find data about the major, skills associated with the major, top employers and salaries, flexible career paths, and alumni.

This week, you will read through this information for your chosen major and discuss your findings.

**Looking Ahead: Your findings this week will prepare you for your LinkedIn Summary Profile and your Elevator Pitch.**

### Tools of the Trade:

## Data Helps You Prepare for Your Career

WHICH DEGREES LEAD TO SUCCESSFUL EMPLOYMENT IN SPECIFIC INDUSTRIES?  
WHAT IS THE SALARY FORECAST BY DEGREE, BY SKILL SET, AND BY EMPLOYMENT FIELD?  
**DATA POINTS HELP YOU MAKE INFORMED DECISIONS ABOUT YOUR CAREER PATH.**

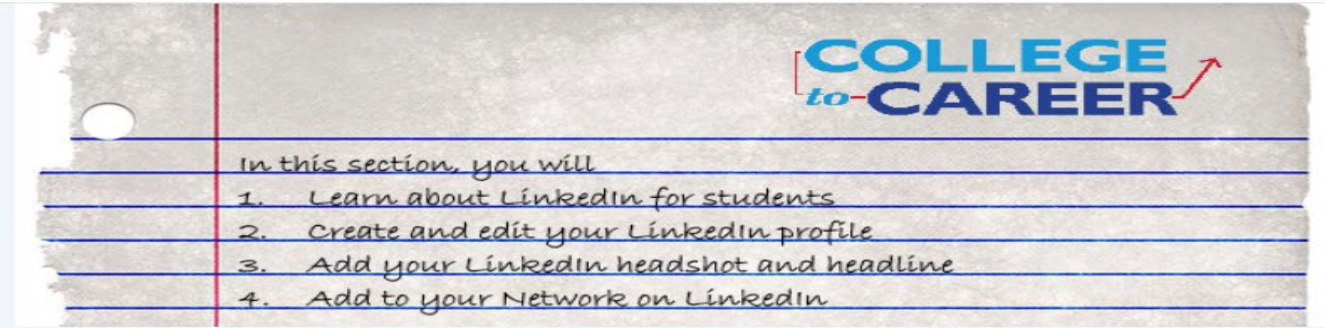
### Step One: Find Your Major on Career Explorer

The College to Career website houses many services and tools for GSU students that help optimize your ability to graduate and land the career you want. Career Explorer is one of those tools.

**Watch the video below to find your major on the College to Career website and learn what information to review on your major's webpage.**



Students create their first **LinkedIn** account and present these account pages in class. The assignment requires they write a compelling bio, sit for a professional headshot (free at Career Services), and build a network of at least five contacts related to each of their career interests.



## Understanding LinkedIn

As you progress through the course, you will need a LinkedIn account set up. If you do not already have one, the following information will help you to create a LinkedIn account.

You will soon be writing your **LinkedIn Profile Summary**, using your personality test results and major selection. But first, let's review LinkedIn and set up or refine your LinkedIn Profile and Network.

**Looking Ahead: This lesson will prepare you for your upcoming LinkedIn Profile Summary**

### Step One: Learning about LinkedIn

Regardless of if you have a LinkedIn account or not, you've probably heard of **LinkedIn**. It's a social networking site for professionals to connect, network, find jobs, and promote their professional accomplishments.

Even though you're a college student, you should have a LinkedIn profile to begin your career networking journey.

Don't have a degree yet? No worries! LinkedIn can help you make connections now that will help you once you earn your degree.

[Watch this video to learn how LinkedIn can help you](#)



In this section, you will

1. Learn the information that should be included in a resume and how it should be formatted
2. Craft a one-page resume based on your current professional and academic experiences

Students create their first resumes. This module contains a step-by-step video and student examples. It also connects them to Handshake and requires them to open an account and upload their resume.

When you apply for internships, jobs, scholarships, graduate school, and other opportunities, your resume will help others understand your qualifications. Your resume is often your first impression, so it is important that it presents you as the best possible candidate. In this module, you will learn how to articulate and present your skills in a one-page resume format. This resume will serve as the foundation on which you can continue to document the skills and knowledge you acquire as you progress through Georgia State.

#### WHAT IS A RESUME?



Contrary to popular belief, a resume is not simply for job seekers. The purpose of your resume is to clearly articulate relevant experiences (personal, academic, or professional) to a targeted audience in order to attain a preferred role. Your resume, like your preferred role and interests, will change and develop over time. A resume is a brief document that summarizes your education, work history, and personal and professional experiences that are relevant to your qualifications for a specific position.

**Watch the video below to learn more about the importance of developing an effective resume!**



Automated data reporting takes the pressure off of faculty for grading and reporting.



*In this section, you will:*

- 1. Complete the final assignment*

## Show Us What You Know!

For homework, complete the final assignment below. This assignment is worth points toward your final grade in this course, so don't forget to complete it!

### Final Assignment

Upload / Create

Existing Activities

Bulk Edit



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## MAJOR-SPECIFIC CAREER EXPLORER DATA

Includes real-time employment  
data for students

Developed faculty and training  
videos for Steppingblocks

*Career Explorer* and major-  
specific storytelling

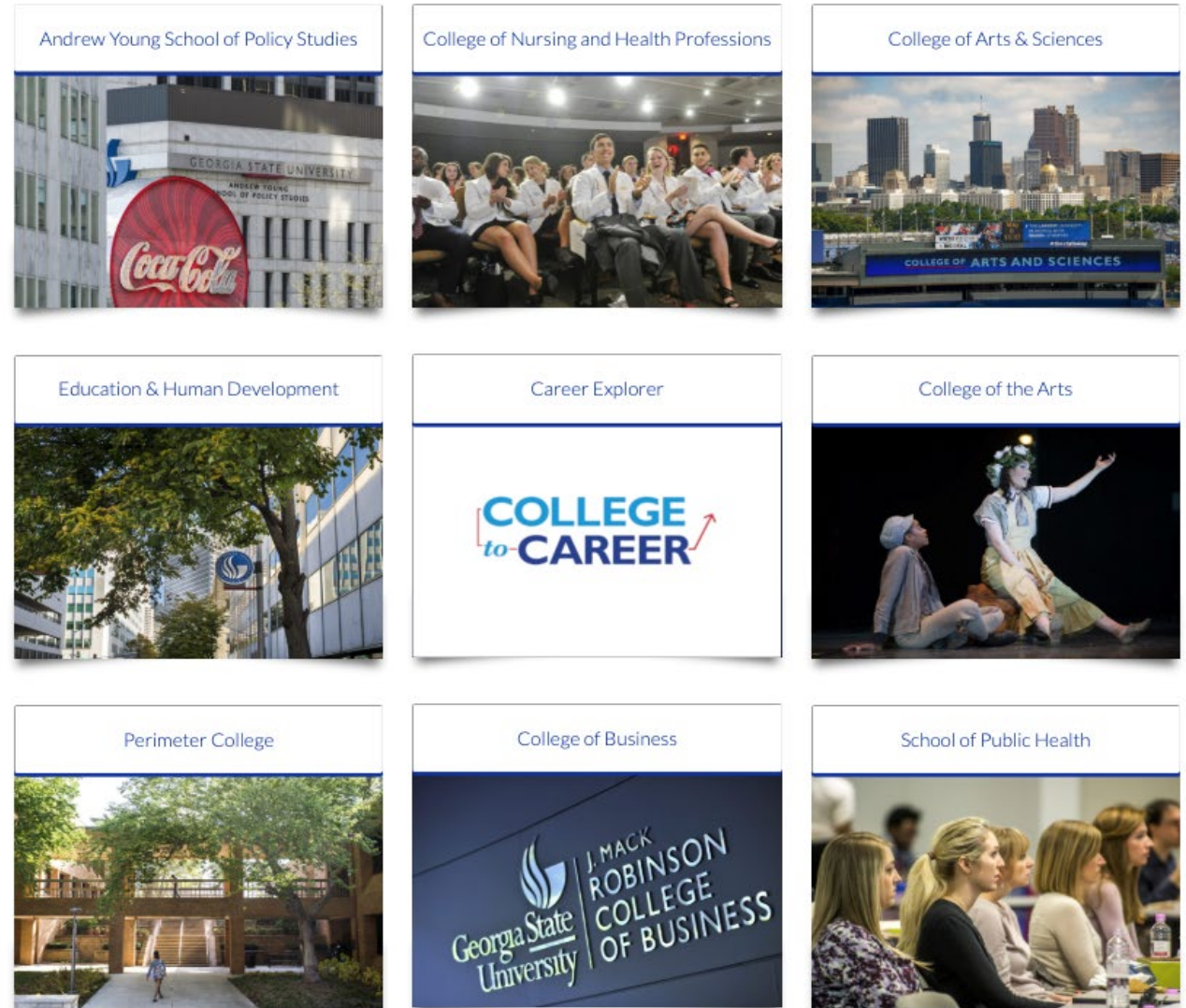
The **Career Explorer** uses Steppingblocks data to provide real-time employment outcomes for GSU graduates.

Each major is mapped in the **Career Explorer**. Students can use the tool to explore possible majors, and faculty can use it to advise students on employment outcomes.

## Earn A Future Flexible Degree

Think of your undergraduate degree as an opportunity to master the career-readiness skills most valued by employers. No matter what major you choose, you will encounter, practice, and become proficient in the skills that make you marketable to many job opportunities.

**CLICK THE COLLEGE BUTTONS BELOW TO VIEW THE GSU STUDENT-SPECIFIC EMPLOYMENT DATA BY MAJOR. YOU MIGHT BE SURPRISED TO SEE THE INDUSTRY THAT INTERESTS YOU MOST HIRES EMPLOYEES WITH DIVERSE DEGREE BACKGROUNDS.**



Each page contains a set of “wow facts” about the major and employment opportunities.

The screenshot shows the Georgia State University website. At the top, there is a navigation bar with the Georgia State Home logo and links for STUDENTS, FACULTY & STAFF, and ALUMNI. Below this is a blue header with the Georgia State University logo and navigation links for About, Career Explorer, and Faculty Engagement. The main content area features a large image of a building archway with a lantern. The main heading is "Employers Value History Majors". Below this is a paragraph describing the History major: "History students learn how to explain social and political phenomena, build narratives, and write clearly. History majors work with archival documents, classic texts, and cutting-edge software like Tableau and Arc-GIS. With concentrations in pre-law, pre-education, and world history, students have opportunities to develop skills in global literacy, collaboration, and leadership." A link for "History Major Homepage" is provided. On the right side, there is a blue sidebar for "Steppingblocks", a data and analytics engine that provides workforce and education outcome insights on over 100 million people in the U.S. It includes a statistic: "41% of History graduates have multiple degrees including social sciences and liberal arts." and a "LOG IN TO STEPPINGBLOCKS" button.

Georgia State Home

STUDENTS FACULTY & STAFF ALUMNI

Georgia State University

About Career Explorer Faculty Engagement

# Employers Value History Majors

History students learn how to explain social and political phenomena, build narratives, and write clearly. History majors work with archival documents, classic texts, and cutting-edge software like Tableau and Arc-GIS. With concentrations in pre-law, pre-education, and world history, students have opportunities to develop skills in global literacy, collaboration, and leadership.

[History Major Homepage](#)

**Steppingblocks**

A data and analytics engine that provides workforce and education outcome insights on over 100 million people in the U.S.

41% of History graduates have multiple degrees including social sciences and liberal arts.

LOG IN TO STEPPINGBLOCKS

The pages also highlight student and faculty perspectives.

## Major Stories

EACH MAJOR HAS A STORY TO SHARE. LISTEN TO THE WAYS  
**HISTORY FACULTY HELP STUDENTS WRITE THEIR SUCCESS STORIES.**

Major in a Minute

What's in a History Class at GSU

Faculty Spotlight Dr. Jake Selwood

Faculty Spotlight Dr. Rob Baker

Faculty Spotlight Dr. Marni Davis

Students are participating in role-playing games. This dynamic curriculum challenges students to work cooperatively and competitively to achieve goals. Whether students are reenacting the struggle between Patriots and Loyalists in Revolutionary New York or debating the Renaissance relationship between science and faith in the trial of Galileo, they are learning to empathize with diverse historical perspectives and to mature as public speakers.



Each page contains a “Your Degree at Work” section that highlights the top five industries hiring GSU graduates with that degree.

## Your Degree at Work

WHO HIRES GEORGIA STATE UNIVERSITY ENGLISH MAJORS?

**HERE ARE THE TOP FIVE EMPLOYMENT FIELDS OF GSU STUDENTS WITH AN ENGLISH DEGREE.**

Select an industry below to explore how English majors flourish

The screenshot shows a navigation bar with five industry options: Education, Media, Health Care, Legal, and Non-Profit. The 'Media' option is selected and highlighted. Below the navigation bar, a large blue panel displays the following information for the Media industry:

- INDUSTRY: **MEDIA**
- AVG. SALARY: **\$70,092**
- AVG. YEARS OF EXPERIENCE: **16.7**
- COMMON JOB TITLES: Editor, Producer, Account Manager, Reporter, Writer

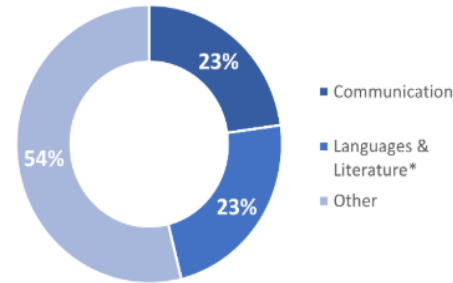
The background of the page features a photograph of a person operating a professional video camera on a tripod. A small blue badge with the text 'MEDIA TEAM' is visible in the upper right corner of the image.

per.gsu.edu/english/#1587570313079-44225e07-b117

A study from the Federal Reserve Bank of New York found that only 27% of employees work in a field directly related to their degree (Inside Higher Ed, August 2019).

Employers hire candidates with degrees outside the industry. The “future flexible” section reminds students that finding a job after graduation has a lot to do with their ability to translate their skills.

### EDITOR



\*includes English degrees

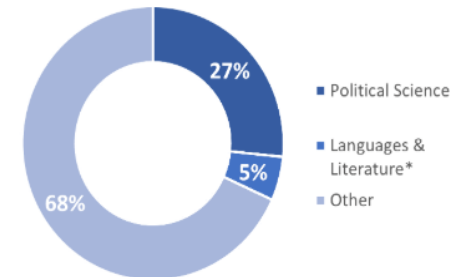
**77%**

Over 77% of 50,855 editors majored in fields other than Communications. The chart above shows what they studied.

**11,839**

11,839 editors majored in Language & Literature (includes English).

### POLITICAL ORGANIZER



\*includes English degrees

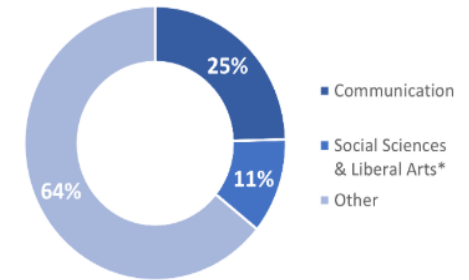
**73%**

About 73% of 578 political organizers majored in fields other than Political Science. The chart above shows what they studied.

**30**

30 political organizers majored in Language & Literature (includes English).

### DIGITAL MEDIA



\*includes English degrees

**75%**

Over 75% of 37,155 people working in digital media majored in fields other than Communication. The chart above shows what they studied.

**4,176**

4,176 people working in digital media majored in Language & Literature (includes English).

To highlight skills development, the Career Explorer allows departments to connect courses and activities to the NACE competencies.

## English Majors Have Skills!

HOW WILL YOU DEVELOP YOUR CAREER READINESS SKILLS BEYOND THE CLASSROOM?

**TAKE A LOOK AT THE CO-CURRICULAR PROGRAMMING AVAILABLE TO ENGLISH MAJORS.**

In every class, at every event, and in every program in which you participate, you practice *skills* that connect to the competencies employers value most. Click on an icon below to explore the courses and programs available to English majors.





# English Majors Have Skills!

HOW WILL YOU DEVELOP YOUR CAREER READINESS SKILLS BEYOND THE CLASSROOM?

## CAREER/SELF-DEVELOPMENT

### **Courses to Consider:**

ENGL 4500 Internship  
ENGL 4510 Grant and Proposal Writing  
ENGL 3140 Editing for Publication  
ENGL 3195 Teaching in English Studies  
ENGL 4030 Literature in the City

### **Opportunities in the Major:**

Students majoring in English learn to manage their career opportunities by sampling courses from the four different concentrations to learn their strengths.

### **Associated Skills:**

Adapt to professional situations  
Demonstrate an awareness to digital presence  
Set and achieve goals  
Articulate interests, skills, and values  
Show attention to detail  
Take initiative  
Network  
Curate e-portfolio  
Identify support groups needed to achieve goals  
Implement solutions

The pages also highlight recent graduates and invite students to connect with them on LinkedIn, which ties into their assignment in the GSU 1010 orientation course.

## Actuarial Science Majors Excel After Graduation



**KAREN BENNETT '19**

Senior Analyst - Bermuda Monetary Authority

"Georgia State provided me support and resources that allowed me to have a well-rounded undergraduate experience through undergraduate research, interdisciplinary studies, and opportunities to learn and apply knowledge outside of the classroom."

Meet me on LinkedIn!



"[GSU] PROVIDED ME **SUPPORT AND RESOURCES** THAT ALLOWED ME TO HAVE A **WELL-ROUNDED UNDERGRADUATE EXPERIENCE...**"

## Actuarial Science Studies in the News



Tesla invites Actuaries to help it create a 'revolutionary' insurance company

Rank	Degree	Average Income
1.	Actuarial Science	\$128,650
2.	Zoology	\$111,880
3.	Nuclear Engineering	\$100,041
4.	Health and Medical Preparatory Programs	\$130,200
5.	Applied Mathematics	\$105,670

Ranked First among most valuable college majors



Why becoming an Actuary was the best career decision I ever made



What does an Actuary do? (+salary and skills required)



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## SKILLS BRIEFCASE

Permits easy connection between the work students do in class and the skills needed to be competitive on the job market

The briefcase serves as a portfolio of work that students can share with perspective employers.

# CAREER READINESS COMPETENCIES & SKILLS

# COLLEGE-to-CAREER<sup>+</sup>

## CRITICAL THINKING / PROBLEM SOLVING

- Recognize, build, and appraise arguments
- Create and implement action plans
- Analyze visual data
- Conduct academic and archival research
- Mine and analyze data
- Create and implement solutions to crises/problems
- Identify errors in reasoning
- Provide useful summaries/prects
- Connect valid research to support arguments/claims
- Weigh options by considering impact

## ORAL / WRITTEN COMMUNICATION

- Communicate to a mass audience
- Use presentation software effectively
- Produce successful and convincing proposals
- Engage in social/community/political activism
- Edit and publish material
- Engage in storytelling and analyze narrative
- Prepare interview questions and answers
- Curate and maintain social media information
- Translate research
- Participate in active listening and respond appropriately

## TEAMWORK / COLLABORATION

- Assist in organizing and planning
- Collaborate in group projects
- Participate in collaborative writing
- Design and assess tasks
- Prioritize tasks
- Follow through on tasks
- Manage executive order function
- Navigate conflict
- Listen and respond appropriately
- Show commitment and follow through

## DIGITAL TECHNOLOGY

- Demonstrate technical and program literacy
- Design creative digital solutions
- Know and apply field-related tech to solve challenges
- Engage in copywriting and editing tasks
- Translate data
- Create audience-appropriate layouts
- Engage in variety of digital publishing formats
- Produce audio and video solutions
- Manage podcast projects
- Use variety of modalities to express meaning

## LEADERSHIP

- Organize and manage projects
- Develop time management strategies
- Train/teach others how to perform tasks
- Observe and reflect
- Perform an advisory role
- Develop and implement outcomes
- Promote critical literacy
- Take calculated risks
- Manage conflict resolution
- Generate ideas

## PROFESSIONALISM / WORK ETHICS

- Meet deadlines
- Demonstrates sensitivity to other's concerns
- Ask and respond appropriately to questions
- Accept responsibility
- Anticipate needs
- Seek other perspectives
- Demonstrate time management
- Adapt to changed circumstances/environment
- Interpret other's emotions
- Solicit and adjust to feedback

## CAREER MANAGEMENT

- Adapt to professional situations
- Demonstrate an awareness to digital presence
- Set and achieve goals
- Articulate interests, skills, and values
- Show attention to detail
- Take initiative
- Network
- Curate e-portfolio
- Identify support groups needed to achieve goals
- Implement solutions

## GLOBAL / INTERCULTURAL FLUENCY

- Show an awareness of diverse perspectives
- Demonstrate respect for other cultures
- Approach team/group communication with sensitivity and openness
- Show awareness of global/community issues
- Question forms of power, privilege, and inequality
- Develop a sense of personal and civic responsibility
- Analyze cultural norms and values
- Understand the influence of history, geography, gender, race, ethnicity, etc. on identity
- Develop strategies for communicating with people with different languages
- Demonstrate self-sufficiency in 'outside the comfort zone' situation

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Competencies are automatically added to all Core IMPACTS courses

Allows faculty to align Career-Ready Competencies with any assignment in iCollege

Faculty use a simple assessment rubric to indicate student performance

Competency assessments do NOT factor into the academic grade for the assignment

Reporting features allow faculty to demonstrate their participation in Student Success and USG initiatives

Empowers students to more easily track their own skill development over time



# Adding Competencies to Assignments

[← Back to Manage Assignments](#)

New Assignment

Name \*

Final Paper

Competencies

Grade Out Of

100

points



In Grade Book



Due Date



4/19/2024

11:59 PM

Instructions

Paragraph



Save and Close

Save

Cancel



Visible

# Adding Competencies to Assignments

← Back to Manage A

Name \*

Final Paper

Competencies

Grade Out Of

100 points

Due Date

4/19/2024

Instructions

Paragraph **B**

Save and Close

## Browse Competencies

Search...

▼ Career-Ready Competencies (Core IMPACTS)

- Critical Thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.
- Intercultural Competence: Developing knowledge, skills and behaviors that support effective and appropriate interaction in a variety of cultural contexts.
- Persuasion: Using messages that are intentionally designed to appeal to another's reason, emotions, or both, in order to enact change.

Save Cancel 0 selected

Dates &

&

& Feedback

# Scoring Competencies

[← Back to Submissions](#)

## Final Paper

AMERICAN GOVERNMENT Section 002 Spring Semester 2024



User 2 of 2



BS

Brian Student

No submissions made for this assignment

### Competencies

Critical Thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.

Below Ex...

**Meets Ex...**

Exceeds E...

Intercultural Competence:

Developing knowledge, skills and behaviors that support effective and appropriate interaction in a variety of cultural contexts.

Below Ex...

Meets Ex...

Exceeds E...

**Publish**

Save Draft




# Student View of Competencies

Turn It In original work



▼ [Hide Assignment Information](#)

Turnitin™

 This assignment will be submitted to Turnitin™.

Instructions

## Explore TII originality/similarity check

For this assignment, create and upload an original 3-4 paragraph essay topic of your choosing.

Due on Jun 30, 2023 5:15 PM

## Competencies

Edit and publish material

Below Expectations Meets Expectations **Exceeds Expectatio...**

Meet deadlines

Below Expectations **Meets Expectations** Exceeds Expectatio...

The competencies assessments you see here do not factor into the academic grade you earned on these assignments. This feedback is for informational purposes only. Use the information collected in your Skills Briefcase to track areas of professional skills growth and determine areas that need more skills development.

## Filters

Reset

## Skill Summary

Collapse All

Expand All

Export to CSV

### ▼ Career-Ready Competencies (Core IMPACTS)

#### Critical Thinking

Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.

Exceeds Expectations

#### Ethical Reasoning

Assessing one's own ethical values, recognizing ethical issues in a variety of settings, thinking about how different perspectives might apply to ethical dilemmas, and considering the ramifications of alternative actions.

#### Information Literacy

Recognizing when information is needed, and locating, evaluating, synthesizing, and effectively using the needed information, while appropriately crediting the original source of information.

Not Assessed

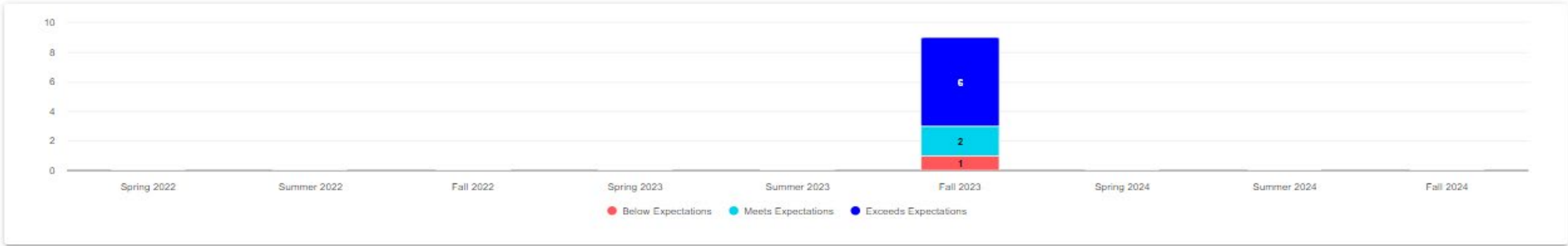
### Filters

Term  Level Achieved  Group By

### ← Skill Details: Critical Thinking

Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.

#### Assessments by Month and Level Achieved



#### Total Assessments by Level Achieved



#### Assessment Details

Columns Filters Export

Assessed On ↓	Assessed For	Semester	Course	Assignment	Level Achieved
2023-11-29 11:23:49	<a href="#">jbarger</a>	Spring Semester 2024	<a href="#">AMERICAN GOVERNMENT Section 002 Spring Semester 2024</a>	<a href="#">Written Assignment 1</a>	● Exceeds Expectations
2023-11-27 15:57:21	<a href="#">pmiller</a>	Spring Semester 2024	<a href="#">AMERICAN GOVERNMENT Section 002 Spring Semester 2024</a>	<a href="#">Persuasive Speech Assignment</a>	● Exceeds Expectations
2023-11-27 15:57:14	<a href="#">mforest</a>	Spring Semester 2024	<a href="#">AMERICAN GOVERNMENT Section 002 Spring Semester 2024</a>	<a href="#">Persuasive Speech Assignment</a>	● Exceeds Expectations

Faculty Details

## Total Assessments by Level Achieved



## Assessment Details

Columns Filters Export

Assessed On ↓	Assessed For	Course	Assignment	Level Achieved
2023-11-29 11:23:49	<a href="#">jbarger</a>	<a href="#">AMERICAN GOVERNMENT Section 002 Spring Semester 2024</a>	<a href="#">Written Assignment 1</a>	● Exceeds Expectations
2023-11-27 15:57:21	<a href="#">pmiller</a>	<a href="#">AMERICAN GOVERNMENT Section 002 Spring Semester 2024</a>	<a href="#">Persuasive Speech Assignment</a>	● Exceeds Expectations
2023-11-27 15:57:14	<a href="#">mforest</a>	<a href="#">AMERICAN GOVERNMENT Section 002 Spring Semester 2024</a>	<a href="#">Persuasive Speech Assignment</a>	● Exceeds Expectations
2023-11-27 15:57:08	<a href="#">rdean11</a>	<a href="#">AMERICAN GOVERNMENT Section 002 Spring Semester 2024</a>	<a href="#">Persuasive Speech Assignment</a>	● Exceeds Expectations



Use your Skills Briefcase to track areas of professional skills growth and determine areas that need more skills development.

## Filters

Term

Level Achieved

Group By

Reset

## Skill Summary

Collapse All

Expand All

Export to CSV

Career-Ready Competencies (Core IMPACTS)

### Critical Thinking

Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.

Exceeds Expectations

### Ethical Reasoning

Assessing one's own ethical values, recognizing ethical issues in a variety of settings, thinking about how different perspectives might apply to ethical dilemmas, and considering the ramifications of alternative actions.

Meets Expectations

### Information Literacy

Recognizing when information is needed, and locating, evaluating, synthesizing, and effectively using the needed information, while appropriately crediting the original source of information.

Meets Expectations

### Inquiry and Analysis

Exploring the world, and supporting informed conclusions through the collection, evaluation, and use of relevant evidence.

Exceeds Expectations



### Filters

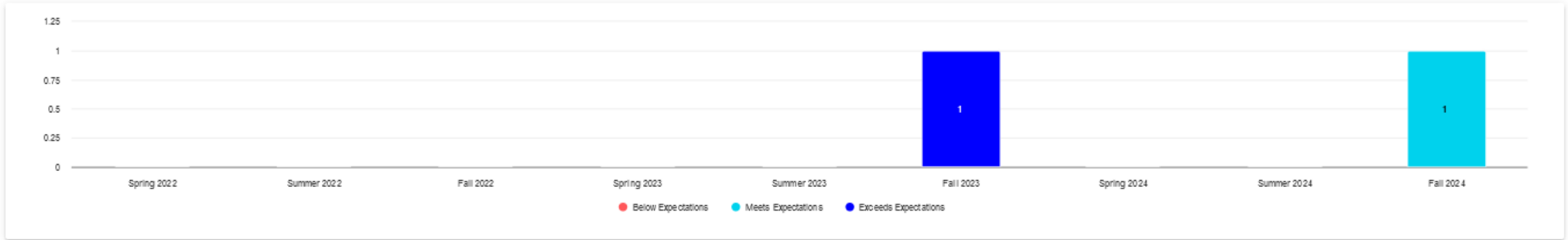
Term  Level Achieved  Group By

[Reset](#)

### ← Skill Details: Critical Thinking

Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.

#### Assessments by Month and Level Achieved



#### Total Assessments by Level Achieved



#### Assessment Details

[Columns](#) [Filters](#) [Export](#)

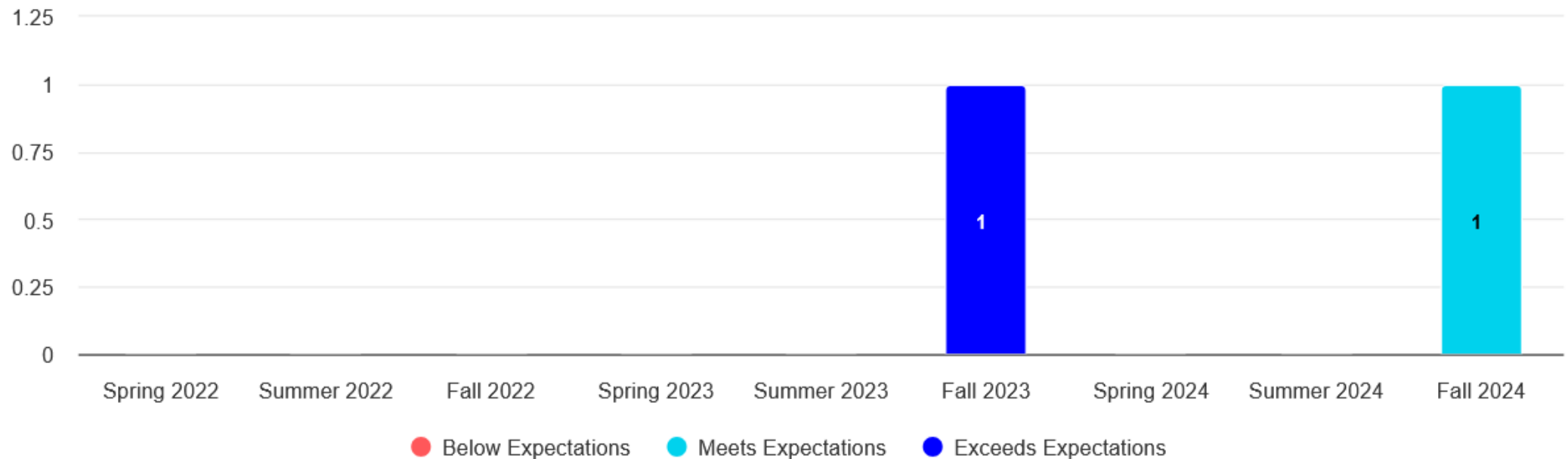
Assessed On ↓	Assessed By	Semester	Course	Assignment	Level Achieved
2024-09-12 10:42:39	<a href="#">jfloyd23</a>	Spring Semester 2024	<a href="#">COLLEGE ALGEBRA Section 002 Spring Semester 2024</a>		<span style="color: cyan;">●</span> Meets Expectations
2023-11-27 13:35:26	<a href="#">jfloyd23</a>	Summer Semester 2023	<a href="#">Student Try It</a>	<a href="#">Example Competencies Assignment</a>	<span style="color: blue;">●</span> Exceeds Expectations

Student Details

## ← Skill Details: Critical Thinking

Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.

### Assessments by Month and Level Achieved





## Total Assessments by Level Achieved



## Assessment Details

Columns Filters Export

Assessed On ↓	Assessed By	Course	Assignment	Level Achieved
2024-09-12 10:42:39	<a href="#">jfloyd23</a>	<a href="#">COLLEGE ALGEBRA Section 002 Spring Semester 2024</a>		● Meets Expectations
2023-11-27 13:35:26	<a href="#">jfloyd23</a>	<a href="#">Student Try It</a>	<a href="#">Example Competencies Assignment</a>	● Exceeds Expectations

Total Rows: 2



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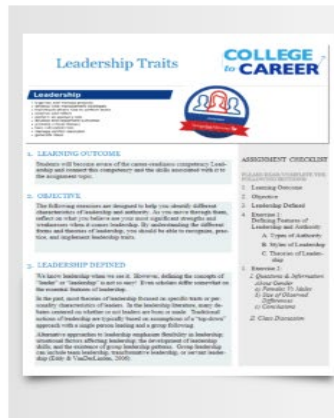
# FACULTY FELLOWSHIPS AND DEPARTMENT GRANTS

Projects include curriculum design, training, module design, and faculty outreach

Departments receive funding to develop a career-readiness pathway through the major

Faculty received training and support for curricular development through GSU's Center for Excellence in Teaching and Online Learning

Faculty support included the LOR (in our LMS system), online training on all platforms (Steppingblocks, Career Explorer, and Skills Briefcase), and support through fellowships and departmental grants.



## Learning Object Repository (LOR)

INCLUDE CTC COMPETENCY AWARENESS IN YOUR COURSE  
TAKE A LOOK AT THE ASSIGNMENTS AVAILABLE IN THE LOR

You can adopt one or more of these assignments when in a specific course in your iCollege account. Open a module in the course, choose **upload/create**, **add object from LOR**, then click on **Repository**, and then on **College to Career**. There is at least one assignment for each of the eight competencies. These assignments were developed by faculty and piloted with Georgia State Students during the 2019 Fall semester.

[LOR Assignment Access Walkthrough](#)

[Download LOR Assignments](#)

## College to Career Fellowship and Grant Opportunities

The Schools and Colleges of Georgia State University, under the direction of the Executive Committee of the QEP, are seeking qualified faculty and academic departments to take part in a College to Career (CTC) curriculum development program ...

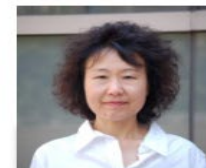
[A CALL FOR PROPOSALS FOR THE 2021/22 ROUND OF GRANT APPLICATIONS WILL BE ISSUED SOON.](#)



## Meet our College To Career Faculty Fellows



Christa Wright



Jung Ha Kim



Natalie L. Stickney



Sahithya Reddivari



Paul Ulrich

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QEP funds supported 100% of GSU departments and awarded over 60 faculty fellowships.

## CTC Program Development in the Majors and Co-Curricular Programs

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### ENABLING STUDENTS TO BECOME MORE EFFECTIVE COMMUNICATORS ABOUT THEIR LEARNING

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#### AWARENESS

Students articulate awareness of the career-readiness competencies that are valued by employers.



#### 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.



#### DEMONSTRATION

Throughout their undergraduate experience, students demonstrate their career readiness competencies by posting artifacts to Portfolium.

DEPARTMENT GRANT RECIPIENTS:  
**CLICK AN IMAGE BELOW** TO SEE HOW THE QEP'S  
LEARNING OUTCOMES ARE BEING ADOPTED



Department of Geosciences



Faculty and departments highlighted their work on our CTC website and connected it to the learning outcomes: Awareness, Connection, and Demonstration.

## CTC Program Development in the Majors and Co-Curricular Programs

ENABLING STUDENTS TO BECOME MORE EFFECTIVE COMMUNICATORS ABOUT THEIR LEARNING



### AWARENESS

Students articulate awareness of the career-readiness competencies that are valued by employers.

DEPARTMENT GRANT RECIPIENTS:  
CLICK AN IMAGE BELOW TO SEE HOW THE QEP'S LEARNING OUTCOMES ARE BEING ADOPTED



Department of Sociology, 2019 CTC Department Incentive Grant Recipient

Career-focused faculty training and technology allow ample support to students in order for them to develop an **AWARENESS** of both everyday social behavior and the structural factors that contribute to social justices.

Students will be able to make meaningful **CONNECTIONS** between academic work and professional work and are provided with many opportunities for networking through many co-curricular events, such as panels, workshops, and an annual celebration of scholarship that recognizes the accomplishments of students, faculty, and alumni.

A strong emphasis on experiential learning, internships, and global exposure through Study Abroad programs and the Global Sociology course allows students to **DEMONSTRATE** their knowledge and skills in the field.

Students will be able to articulate awareness of the career-readiness competencies that are valued by employers by posting artifacts to Portfolio.

Department of Criminal Justice and Criminology

# What have we learned?



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Angela Christie, PhD  
National Institute for Student Success  
Georgia State University