Embedding Career Preparation into the Curriculum as part of the Value Proposition

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Georgia State University
What is the problem nationally?

Data from the 2018 National Survey of College Seniors

66% 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 two times or fewer in their college careers

What was the problem at Georgia State?

- Student population - 58% on Pell Grants and 33% are first generation
- Immediate post-college careers are very important
- Little home guidance
- Yet, before we reorganized, 64% of our graduating seniors said their first exchange with our Career Services office was in their senior year
How does a student select a major that will provide career preparation?
Career advice before they enroll for their very first course
### Program Picker

**Take control of your future! Explore majors and certificates that work for you.**

#### You chose this... on your application

<table>
<thead>
<tr>
<th>Nursing A.S.</th>
<th>Medical Office Assistant Certificate</th>
<th>Radiologic Technology A.A.S</th>
<th>Health Studies A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn More</td>
<td>Learn More</td>
<td>Learn More</td>
<td>Learn More</td>
</tr>
<tr>
<td>☑ Selected</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Would you consider... Explore these possibilities for you based on your interests and priorities.

<table>
<thead>
<tr>
<th>Classes/Credits</th>
<th>20 classes / 60 credits</th>
<th>8 classes / 24 credits</th>
<th>20 classes / 55 credits</th>
<th>20 classes / 62 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to Complete</td>
<td>2 years</td>
<td>1 year</td>
<td>2 years</td>
<td>2.25 years</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$9,176 in state</td>
<td>$3,641 in state</td>
<td>$8,850 in state</td>
<td>$9,427 in state</td>
</tr>
<tr>
<td>Outcomes</td>
<td>High rate of transfer</td>
<td>Students seek employment or another stackable certificate</td>
<td>Most students seek employment post-graduation</td>
<td>High rate of transfer to 4-year colleges</td>
</tr>
<tr>
<td>Average Salary</td>
<td>$38,500</td>
<td>$29,129</td>
<td>$37,819</td>
<td>$42,774</td>
</tr>
<tr>
<td></td>
<td>$51,100 with BA degree</td>
<td></td>
<td></td>
<td>$51,553 with BS degree</td>
</tr>
<tr>
<td>Hiring Demand</td>
<td>129 job posts</td>
<td>137 job posts</td>
<td>459 job posts</td>
<td>661 job posts</td>
</tr>
<tr>
<td>☑ Selected</td>
<td>Explore</td>
<td>Explore</td>
<td>Explore</td>
<td>Explore</td>
</tr>
</tbody>
</table>
Simplify University Choice Architecture: Meta Majors

Business
Education
Exploratory
STEM
Humanities & Arts
Health Professions
Policy/Social Science
Effect of Freshman Learning Communities based on Meta Majors

Freshman Learning Communities with block schedules of 5 to 6 courses: 95% of non-Honors freshmen (Opt-out model)

1st Year GPA

<table>
<thead>
<tr>
<th></th>
<th>No FLC</th>
<th>FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year GPA</td>
<td>2.73</td>
<td>2.96</td>
</tr>
</tbody>
</table>

Retention

<table>
<thead>
<tr>
<th></th>
<th>No FLC</th>
<th>FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>81%</td>
<td>85%</td>
</tr>
</tbody>
</table>
SACSCOC requirement of a Quality Enhancement Plan

Standard 7.2

The institution has a Quality Enhancement Plan that

• a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;

• b) has broad-based support of institutional constituencies;

• c) focuses on improving specific student learning outcomes and/or student success;

• d) commits resources to initiate, implement and complete the QEP; and

• e) includes a plan to assess achievement.
Georgia State’s 2019 QEP

FROM COLLEGE TO CAREER

Georgia State aims to make career preparedness a large part of a student’s academic pursuits. The College to Career initiative develops curricular enhancements that help students become aware of career competencies needed, connect those competencies to the work they do in the major and demonstrate their proficiency of transferable skills.
Students will

• Be **Aware** of career-readiness competencies

• **Connect** curricular and co-/extra-curricular experiences with career-readiness competencies

• **Demonstrate** that they have acquired these skills
What are the competencies?

**Critical Thinking/Problem Solving**
- Use sound reasoning to analyze issues, make decisions, and overcome problems.
- The ability to interpret knowledge, facts, and data.
- Demonstrate originality and inventiveness.

**Oral/Written Communications**
- Articulate ideas effectively in written and oral forms to all groups.
- Use public speaking skills to express ideas to others.
- Write/edit memos, letters, and complex technical reports clearly and effectively.

**Digital Technology**
- Leverage existing digital technologies to solve problems, complete tasks, and accomplish goals.
- Demonstrate effective adaptability to new and emerging technologies.

**Teamwork/Collaboration**
- Build collaborative relationships representing diverse cultures, races, ages, genders, religions, and viewpoints.
- Negotiate and manage conflict within a team structure.

**Leadership**
- Leverage the strengths of others to achieve common goals, and use interpersonal skills to develop others.
- Use empathetic skills to motivate, organize, prioritize, and delegate work.

**Professionalism/Work Ethic**
- Demonstrate personal accountability and effective work habits.
- Understand the impact of non-verbal communication.
- Show integrity and ethical behavior.

**Career Management**
- Articulate one's skills, strengths, knowledge, and experiences.
- Ability to navigate and explore job options.
- Understand and take action to pursue opportunities with an understanding of how to self advocate.

**Global/Intercultural Fluency**
- Value diverse cultures, races, ages, genders, sexual orientations, and religions.
- Demonstrate openness, inclusiveness, sensitivity and the ability to interact respectfully with all people.
Action steps

Changes in freshman seminar courses

Support for Portfolium
Freshmen Seminar Courses

**GSU1010/PCO1020**

- Specific College-to-Career programming in 4 of the 14 weeks
- Additional Career literacy during “Meta Major” focus weeks and assignments
- Intentionality around Portfolium artifact development

**GSU 1010 Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic for Discussion</th>
<th>Assignments/ Homework/ Readings</th>
</tr>
</thead>
</table>
| Week 1 | 1) Course Introduction/Syllabus Overview  
2) “Finding the Why’s of College”  
- What does a bachelor’s degree really mean?  
- I’m a major, why do I need to take ___ Credit hours?  
- I’m a minor, why do I need to take ___ credit hours? | Onboarding Module |
| Week 2 | 1) Student Success, Engagement and Campus life  
- How does this work? Who can help me?  
- Learning from and communicating with Faculty  
- How to succeed with a support team  
- Building an Engaged Experience  
- College to Career | Haven Module  
Portfolio Access and Profile Creation |
| Week 3 | 1) Life-Hacking College  
- How to study, read, manage time, use technology, find apps, save money like a boss | Academic Honesty Module |
| Week 4 | 1) Academic Support Week  
- Early Alert  
- Study Hall  
- Peer Mentors  
- Supplemental Instruction | Read Chapters 1- of 1st Year Book |
| Week 5 | 1) Mandatory Advisement Week  
- Meet your advisor and plan for spring term | Read Chapters 1- of 1st Year Book |
| Week 6 | 1) What to do When Things go Wrong  
- Test 1: how’d it go? Improving Learning  
- Connection of Experience to 1st year book  
- Roommates, Classmates, and Traffic, OH MY!  
- Balancing it all (and still have fun) | Faculty Relations Module |
| Week 7 | 1) Meta-Major Week  
- Exploring your future | Academic Support Experience |
| Week 8 | 1) Money Week  
- Rules of the Game: FAFSA, HOPE, SAP and LOANS, Scholarships | Financial Literacy Experience |
| Week 9 | 1) Linking College to Career (CTC), Part 1  
- Building my career portfolio  
- Becoming the CEO of my own life - Is Grad School for me? | Research Career Information, prepare for presentations |
| Week 10 | 1) CTC Part 2  
College to Career Exploration Project Presentations | Research Career Information, prepare for presentations |
| Week 11 | 1) CTC Part 3  
College to Career Exploration Project Presentations | Portfolium Artifacts Uploads |
| Week 12 | 1) Learning About Yourself  
- Myers Briggs  
- Strength Quest  
1st year book discussion | Student Success and Engagement Experience |
| Week 13 | 1) Meta-Major Week  
- Exploring your future | Meta-Major Experience |
| Week 14 | 1) Academic Support Week  
- Let’s CRUSH Finals | Academic Support Experience |
Support for Portfolium for all students

• **Showcase your work.**
• Use Portfolium to show off your best work to future employers. Bring your resume to life with photos and videos of projects you’ve done in class or on the job.
• **Connect with your fellow Panthers.**
• Network with Georgia State University students and alumni to share ideas, collaborate and be inspired. Join a vibrant, online Panther community.
• **Network with 3,000+ companies.**
• Apply directly to job openings with Disney, Nike, Google, NBC, Apple and more. For a full list of companies, visit [https://portfolium.com/companies](https://portfolium.com/companies).
My GSU Experience
Action steps

Changes in freshman seminar courses

Support for Portfolium

Provision of small grants to departments and individuals to change courses and majors to integrate career competencies
College to Career: support for faculty

Small internal grants

Departmental incentive grants ($10,000 per department) or individual mini-grants ($3500 per individual) to develop or integrate career competencies into courses

Faculty Learning Community – Professional development funds for each faculty participant to design assignments for student Portfolium
Example: History Skills-Based Approach to History Survey Courses

Launched within existing course learning outcomes

Goal of enabling students to work independently in software (GIS platform) by end of term

Work posted to Portfolium
Example: English

Emphasis on one of five designated career aptitudes and their associated transferrable soft skills:

- **Advanced Argumentation** — Collaboration/Teamwork, Problem Solving,
- **Communication** — Computer and Technical Literacy, Oral and Written Communication, Storytelling
- **Advanced Research** — Data Mining, Data Visualization, and User Experience Research
- **Teaching and Pedagogical Design** — Time Management, Course Design.
- **Editing and Publishing** — Copyediting, Design and Layout, Publishing Formats, and Technical/Program Literacy
1. Awareness
Through orientation courses such as GSU 10101 and PCO 1020. Students will engage in career exploration projects and awareness reflections.

2. Connection
Through 2000-level course modules, introduction or gateway courses in the major. Students will map PC Pathways in Portfolium and engage in awareness/connection assignments.

3. Demonstration
Through senior seminar and capstone courses, signature experiences, study abroad, internships, major-specific co-curricular activities. Students will engage in assessments.
Questions?