



Why Are We Doing This?

A Toolkit for Connecting Learning Outcomes with
Career Readiness

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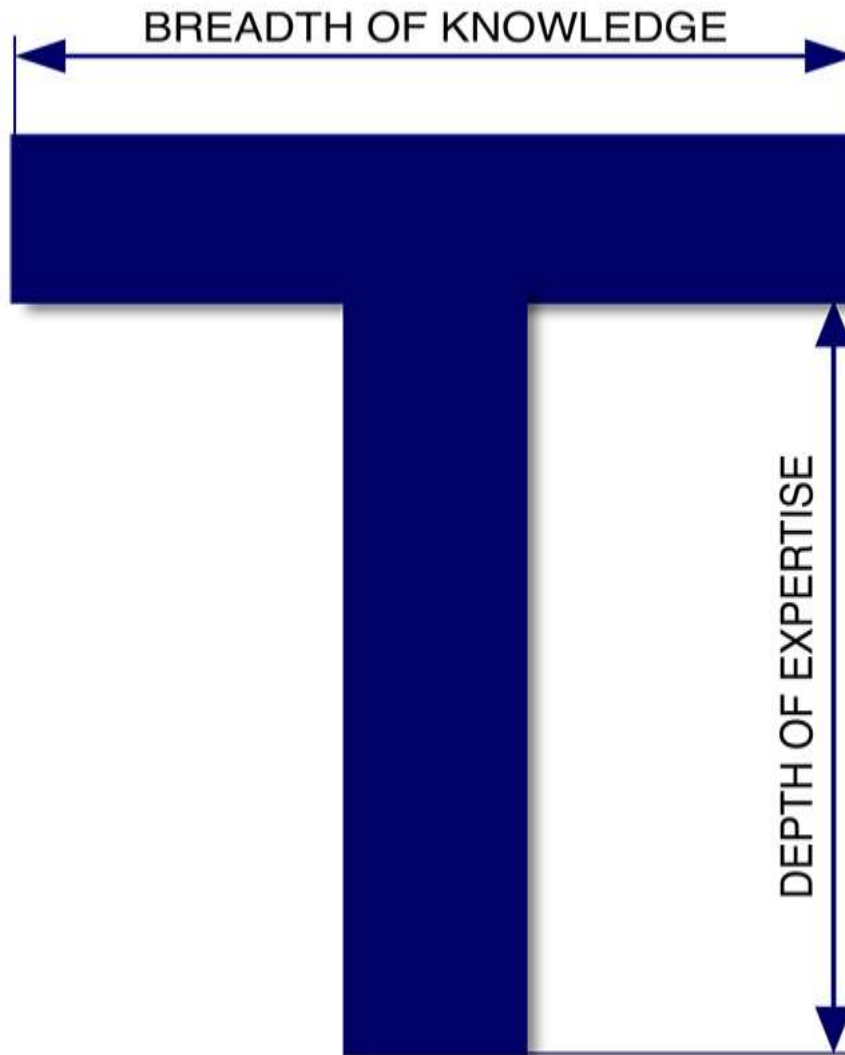
The “Skill” Gap---Contributing Factors

- Not enough qualified people
- Location of job
- Organizational fit
- Subpar salaries
- Others?
- **Qualified candidates screened out**





T-shaped Professional



Top Career Readiness Skills



Problem Solving/Critical Thinking



Oral/Written Communication



Teamwork/Collaboration



Digital Technology



Leadership



Professionalism/Work Ethic



Career Management



Global/Intercultural Fluency

Robot-proof Resume



Exercise: Map SLOs to Career Readiness Skills

- Students will be able to acquire and synthesize scientific information from a variety of sources
- Students will be able to demonstrate oral competence with suitable accuracy in pronunciation, vocabulary, and language fluency
- Students will be able to recognize and respond appropriately to an ethical and regulatory dilemma

Low Effort; High Impact Strategies

- Syllabus Text

Mapping SLOs to Career Readiness Skills on Syllabus

In this course you will be developing valuable career readiness skills:




- Students will be able to acquire and synthesize scientific information from a variety of sources (**critical thinking/problem solving skills**)
- Students will be able to demonstrate oral competence with suitable accuracy in pronunciation, vocabulary, and language fluency (**oral communication skills, intercultural fluency**)
- Students will be able to recognize and respond appropriately to an ethical and regulatory dilemma (**leadership skills, work ethic**)

Low Effort; High Impact Strategies

- Syllabus Text
- Grading Rubric (shared with student in advance)

Grading Rubric

Assignment Rubric

Competency/Skill evaluated	Exemplary Demonstrates consistently	Competent Demonstrates sometimes/ Inconsistently	Developing Competency Demonstrates rarely	Unsatisfactory Did not demonstrate
 <p>Written and Oral Communications (delivery)</p>	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
 <p>Critical Thinking and Problem Solving (Content/Organization)</p>	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
 <p>Digital Technology (Visual aids) e.g. transparencies, slides, handouts, audio, video, etc.</p>	<p>Visual aids are well done and are used to make presentation more interesting and meaningful.</p>	<p>Visuals are adequate but do not inspire engagement with the material.</p>	<p>Very little or poor use of visual materials.</p>	<p>No handouts or visual aids provided</p>

Low Effort; High Impact Strategies

- Syllabus Text
- Grading Rubric (shared with student in advance)
- Faculty Facilitated Discussion

Post-project Faculty Facilitated Discussion

- Why did I ask you to do this assignment?
- In addition to deeper understanding of the content, what career readiness skills did you practice?
- What was your greatest accomplishment related to the completion of the project?
- How many of you are planning to add this *experience* to your resume?

Low Effort; High Impact Strategies

- Syllabus Text
- Grading Rubric (shared with student in advance)
- Faculty Facilitated Discussion
- Resume Writing Assignment

Resume Writing Assignment

RESEARCH PROJECT

The Relationship Between Britain and Imperial Russia, August 2018–December 2018

- Researched diplomatic issues for the era using multiple databases, including EBSCO.
- Analyzed primary source documents via National Archives.
- Conducted interviews with subject matter experts.
- Presented findings at Celebrations of Student Scholarship Day.

Low Effort; High Impact Strategies

- Syllabus Text
- Grading Rubric (shared with student in advance)
- Faculty Facilitated Discussion
- Resume Writing Assignment
- Self and Peer Evaluation

Self and Peer Evaluation

Self and Peer Evaluations for Group Project

Self-Evaluation

Your Name: _____

Assess how well you've done with each of the described tasks and process-oriented behaviors.

Use the following scale:

CONSISTENTLY (4) | MOSTLY (3) | RARELY (2) | NEVER or sometimes behaves in the opposite way (1)

- 1. Respects the boundaries around work allocated to others; fully accepts that the output of others will "look different" from their own**

CONSISTENTLY (4)

MOSTLY (3)

RARELY (2)

NEVER (1)



Global/Intercultural Fluency



Teamwork/Collaboration

- 2. Moves the task forward by identifying and initiating steps; keeping "on task" during meetings/discussion and bringing the team back if drifted; monitoring the progress; suggesting adjustments as needed**

CONSISTENTLY (4)

MOSTLY (3)

RARELY (2)

NEVER (1)



Professionalism/work ethic



Critical Thinking and Problem Solving

- 3. Models the way by behaving how they ask others to behave**

CONSISTENTLY (4)

MOSTLY (3)

RARELY (2)

NEVER (1)



Teamwork/Collaboration



Leadership

Discussion Questions

- Which strategy do you use already?
- Which one could you easily incorporate?
- Any other best practices to share?

CAREER READINESS TOOLKIT

CURRICULUM INFUSION GUIDE

Summary: Career Readiness Equation



Join the Career Influencers Network



George Mason University

University Career Services

Career Influencers Network

Ways to Assist Students

Upcoming Cohorts

Career Influencers Network

Training: SUB I, 3400

9 a.m. - 2:30 p.m., Lunch will be provided: noon - 1 p.m.

Register for upcoming training:

[August 19, 2019](#)

[September 20, 2019](#)

[November 4, 2019](#)

[January 14, 2020](#)

[March 20, 2020](#)

[April 30, 2020](#)

[May 22, 2020](#)

Contact Us

Contact [Elena Chiru](#) with questions or for more information.

accepts a centralized role in coordinating, educating, and supporting the growth of a network across campus dedicated to the career readiness of Mason students.

Mason's Career Influencer Network model is a nationally recognized best practice for reaching all students with career development support.

Join the Network

The Career Influencers Network provides the opportunity to learn how to best support students in becoming career ready and achieving post graduate success in today's quickly evolving world of work.

- Open to all faculty, staff, and administrators
- Three 90-minute sessions required
- Receive a certificate of completion and the career readiness toolkit, which provides activities, rubrics, and templates to facilitate connections between students' academic experiences and their career goals
- Invitations to Lunch & Learns for on-going professional development

Learning Objectives

- Work more effectively with students seeking career advice
- Knowledge of the career development process
- Support recruiting efforts of employers in compliance with NACE standards
- Promote Handshake and other digital career resources available to Mason students



QUESTIONS



University Career Services