Student career readiness: Course-level inventory for faculty use

Grounded in the latest National Association of Colleges and Employers (NACE) competencies and aligned with Seattle University’s mission and student learning outcomes, the Center for Faculty Development and Career Engagement have developed a Career Readiness Inventory. It comprises six big-picture *competencies* (critical thinking; creativity & innovation; teamwork & collaboration; self-awareness; social justice engagement; communication), and *transferable skills* associated with those competencies.

This tool is designed for faculty to use at the course or program level and for students to assess their skills, track their experiences, and reflect on their professional growth. **This document is for faculty to use at the course level.**

# Instructions

Thinking about (a) the graded assignments and (b) in-class or online activities in your course, rate the extent to which students will practice and be able to demonstrate their abilities in each of the transferable skills listed below, using the following scoring key:

**0** =Students are unlikely to practice this skill

**1** = Students will practice this skill, but are not graded on it

**2** = Students receive a grade related to this skill

|  |  |
| --- | --- |
| Course title: |  |
| Course code: |  |
| Instructor name: |  |

# A central circle connecting out to six outer circles of different sizes and positionsCritical thinking

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| Transferable skill | Description | 0/1/2 | Examples? (optional) |
| Critical inquiry | * Identify the assumptions underlying information and ideas, analyzing them for accuracy, validity, relevance, and limitations. |  |  |
| Information literacy and critique | * Evaluate sources of information, including identifying misinformation, using judgment, and weighing sources. |  |  |
| Data literacy | * Use data-informed reasoning to propose and evaluate solutions. |  |  |
| Curiosity | * Value and learn from diverse cultures, races, ages, genders, sexual orientations, religions, and other human differences. |  |  |
| Problem-solving | * Use logic and reasoning to evaluate alternative solutions, conclusions, or approaches. |  |  |
| Evaluation | * Consider the relative virtues and drawbacks of potential actions to choose and justify a contextually appropriate decision. |  |  |

# A light bulb with beams shining from itCreativity & innovation

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| Transferable skill | Description | 0/1/2 | Examples? (optional) |
| Adaptability and flexibility | * Adapt to differing contexts, personalities, and tasks. |  |  |
| Originality and creative thinking | * Devise unique, unusual, or imaginative ideas and interpretations on a topic or situation. |  |  |
| Imagination | * Challenge existing methods, norms, structures with constructive alternatives. |  |  |

# An outline of three peopleTeamwork & collaboration

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| Transferable skill | Description | 0/1/2 | Examples? (optional) |
| Relationship-building | * Build mutually rewarding relationships with colleagues and partners to work effectively toward common goals. |  |  |
| Social perceptiveness | * Attend to others' reactions and adapt your behavior in response. |  |  |
| Open-mindedness | * Demonstrate openness and humility in interacting across cultural, demographic, and positional differences. |  |  |
| Question-asking | * Fully attend to what others say, reflect on points or on critical feedback, and ask questions as appropriate. |  |  |
| Care and compassion | * Exercise sensitivity to others and facilitate their processing of thoughts to devise their own solutions. |  |  |
| Compromise | * Present your most constructive, open-minded self in group settings in order to reach a common goal. |  |  |
| Conflict management & resolution | * Employ healthy responses (such as active listening, perspective-taking, and inclusion of opposing views) to actively seek resolution that works for all parties involved. |  |  |
| Dependability | * Fulfill obligations by being reliable, responsible, and dependable, offering help as needed to achieve team goals. |  |  |

# A lotus-leaf graphicSelf-awareness

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| Transferable skill | Description | 0/1/2 | Examples? (optional) |
| Reflection | * Make meaning out of experiences, ideas, and contexts through thoughtful consideration, self-exploration, and discernment. |  |  |
| Values articulation | * Show awareness of own values and articulate why they matter to you. |  |  |
| Integrity | * Act responsibly and consistently with the interests of the larger community in mind. |  |  |
| Self-motivation | * Take responsibility for your own learning with little supervision. |  |  |
| Self-regulation | * Be aware of and express emotions in ways that invite yourself and others to entertain alternative perspectives. |  |  |
| Goal-setting and action planning | * Manage your own time to align with priorities. |  |  |
| Persistence & responsiveness | * Adapt to experience of difficulty or critical feedback by reflecting carefully and making appropriate behavioral adjustments. |  |  |
| Stress management | * Be aware of stressors and areas of concern and demonstrate appropriate help-seeking behavior. |  |  |
| Passion & pride in work | * Review, revise, and complete tasks thoroughly and carefully, with a high level of dedication toward your work. |  |  |
| Lifelong learning | * Actively seek and embrace development opportunities. |  |  |

# A square made up of four hands interlocking with the next wristSocial justice engagement

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| Transferable skill | Description | 0/1/2 | Examples? (optional) |
| Community-building and sustainable change | * Engage with community members in the shared responsibility for social change. |  |  |
| Trustworthiness | * Demonstrate humility and awareness of the impact of one’s own power, privilege, and positionality. |  |  |
| Cultural humility | * Seek global cross-cultural interactions and experiences that enhance one’s understanding of people from different backgrounds and that lead to personal growth. |  |  |
| Advocacy | * Acknowledge the harm of systemic and personal racism, affirm the experiences of marginalized communities, and act to dismantle racist systems and practices. |  |  |
| Recognition of racist behaviors & systems | * Recognize systems of privilege and inequity that limit opportunities for members of historically marginalized communities; understand how these systems came to be and the conditions that have maintained them. |  |  |
| Constructive engagement around race and racism | * Engage in anti-racist practices that actively challenge racist systems, structures, and policies; identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases. |  |  |

# Two speech bubblesCommunication

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| Transferable skill | Description | 0/1/2 | Examples? (optional) |
| Verbal communication | * Present to or talk with others to convey information as appropriate for the needs of the audience. |  |  |
| Written communication | * Communicate effectively in writing as appropriate for the needs of the audience. |  |  |
| Persuasion | * Present evidence and argumentation to encourage others to consider alternative positions. |  |  |
| Negotiation and facilitation | * Facilitate dialogue to reconcile differences. |  |  |
| Instruction and learning | * Select and use learning methods and procedures appropriate for the situation when learning or teaching new things. |  |  |
| Transfer of learning | * Integrate new information with prior knowledge and experience and transfer it to new realms. |  |  |

# Highlighted competencies in this course

NACE recommends that in our syllabi, we highlight two or three higher-level career readiness competencies that students will especially work on. Based on your review of your class, which two or three would you highlight? You can mark those competencies here with an X.

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|  | Critical thinking |  | Creativity & innovation |  | Teamwork & collaboration |  | Self-awareness |  | Social justice engagement |  | Communication |