

A. CAREER READINESS Overview

A. CAREER READINESS

Red River College graduates are career-ready with the competence and confidence to be successful in local and global economies. They are committed to lifelong learning.

1. Definition/description.

Career readiness encompasses the collective abilities (knowledge, skills and values) that students require to succeed in work and life in local, national and global communities. Abilities for the present and the future require core academic subject expertise, enabling skills such as critical thinking, collaboration and adaptability and life skills such as continuous learning, creativity and communication. Career readiness is the embodiment of all of the Red River College college-wide learning outcomes in an integrated manner.

2. Importance of this competency for academic, personal and professional life.

Career readiness, including confidence and self-awareness, is the foundation for personal and career growth for the rest of an individual's life. Career readiness implies meeting the initial expectations of both learner and employer for personal and employment competence and for supporting community. It is the purpose of a college education.

3. Listing of levels of Career Readiness along the continuum of development in college programs.

Level 1 Skills for Career Entry

Graduates demonstrate the knowledge, skills, and abilities for entry into their chosen field. They have a strong foundation for career growth.

Level 2 Proficiency in Career

Graduates meet current and developing requirements in their careers. They collaborate with others to contribute to the success of the organization.

Level 3 Lead within career

Graduates demonstrate leadership in addressing complex local and global issues by applying ethical, professional, and legal principles. They employ research and integrative thinking. They are collaborative, open-minded, and inclusive.

4. Interaction/connectivity with other college-wide learning outcomes.

Graduates who are career ready - whether they are newly entering a field, or have gained additional skills and abilities in their field and related disciplines - are able to move forward with their personal and career pathways with confidence. Through the learning indicated in all of the RRC college-wide learning outcomes, the Red River College graduate is able to demonstrate competency in the skills and abilities required for current performance as well as adaptability for the future. They are capable of offering employers the competencies reflected by all the college-wide learning outcomes to help the organization or company be productive and successful. They are prepared to become engaged citizens and leaders in their own and global communities.

When reflecting on each of the RRC college-wide learning outcomes, they should be thought of in connection with career readiness, career progression and personal development.

5. Rubric for mastery of Career Readiness and incorporation of the learning outcome in programs.

See rubric chart.

- a. The rubrics provide the indicators for the outcome, plus a rubric descriptor for each indicator at each level.

- b. The rubrics provide benchmarks for programs to reference their own program outcomes when developing or revising a program.
- c. The rubrics provide detailed information for faculty to incorporate into their program/course assessment rubrics for student assessment. They are not intended for grading individual students.
- d. The rubrics also provide a metric for the evaluation of programs and college-wide attainment (on a composite basis) of student success in meeting the stated college-wide learning outcomes.

6. Faculty Resources.

Faculty resources have been gathered to assist faculty in:

- a. Increasing their knowledge about learning outcomes at various levels (institutional outcomes, program outcomes and course outcomes), and of how programs and courses relate to institutional outcomes.
- b. Reflecting on the meaning and indicators of each of the college-wide learning outcomes.
- c. Referencing some sample student assessment rubrics related to the outcome (competency) or some component of it. These resources may assist faculty to develop their own course rubrics for assessment of students.
- d. Accessing some teaching resources related to the outcome (competency) or components of it.

A. CAREER READINESS Rubric

Red River College graduates are career-ready with the competence and confidence to be successful in local and global economies. They are committed to lifelong learning.

	Levels		
Competency Levels	1. INTRODUCTORY learning RRC graduates will be able to...	2. COLLABORATIVE learning RRC graduates will be able to...	3. INTEGRATIVE learning RRC graduates will be able to...
Level Descriptors	<u>Level 1</u> Skills for Career Entry Graduates demonstrate the knowledge, skills, and abilities for entry into their chosen field. They have a strong foundation for career growth.	<u>Level 2</u> Proficiency in Career Graduates meet current and developing requirements in their careers. They collaborate with others to contribute to the success of the organization.	<u>Level 3</u> Lead within Career Graduates demonstrate leadership in addressing complex local and global issues by applying ethical, professional, and legal principles. They employ research and integrative thinking. They are collaborative, open-minded, and inclusive.

Notes:

Indicators (on table below):

- Indicators provide examples of the types of behaviours expected to demonstrate the competency and the level.
- These indicators need to be viewed as defining the broad college-wide outcomes – but also form the basis from which programs can identify more specific and detailed expectations of the outcome related to the field and their specific program. Discipline specific aspects of the outcome may be greatly enhanced and detailed in program outcomes.
- Programs/courses do not need to include all the indicators of a particular level (and indeed may have their own additional indicators for their program or course based outcomes), but it is expected that they would incorporate the majority of the indicators of the college wide learning outcome at that level.

Indicators	<u>Level 1 Skills for Career Entry</u>	<u>Level 2 Proficiency in Career</u>	<u>Level 3 Lead within career</u>
1. Knowledge base - Depth and breadth	a. Describe and apply basic concepts, theories and practices within the occupation/profession.	a. Apply major concepts, theories and practices in the occupation/profession or discipline.	a. Integrate major concepts, theories and quality practices across the discipline and between disciplines. Incorporate global considerations.
2. Skills 2.1. Technology	a. Use technology that is generic to the occupation/ profession.	a. Use technology relevant to the occupation/profession in an effective and efficient manner. Explore use of emerging technology.	a. Use technology in an innovative, advanced manner within occupation and professional field of practice. Propose and rationalize improvements to use of technology or technology application in the work place, discipline or community.

<p>2.2. Technical skills in area of work</p>	<p>a. Perform basic technical skills related to the occupation/ profession in simulated and/or actual work environments.</p>	<p>a. Demonstrate confidence and proficiency in the full range of technical skills related to the occupation/profession.</p>	<p>a. Perform integrated and advanced technical skills related to the occupation/ profession in complex, new and unpredictable situations.</p>
<p>2.3 Interpersonal skills</p>	<p>a. Demonstrate accurate and respectful use of written, verbal, and non-verbal communication skills as used in the occupation/ profession.</p> <p>b. Work with others as directed, in ethical and respectful manner. Explain relationship between ethics, trust, and success.</p>	<p>a. Communicate clearly and effectively for various purposes and to a range of audiences in the workplace and in the community</p> <p>b. Initiate collaboration with others and build trust in relationships to problem-solve, innovate, communicate or improve production and sustainability.</p>	<p>a. Communicate efficiently and creatively in the workplace, discipline and community, in complex and unpredictable environments.</p> <p>b. Continuously collaborate with others individually and in diverse groups within and beyond own environment to seek improvement for self, organization and community. Demonstrate leadership and the ability to influence and persuade others.</p>
<p>2.4 Intercultural competency</p>	<p>a. Demonstrate cultural <u>sensitivity</u>. Respect and honour all forms of diversity, other cultures and perspectives.</p>	<p>a. Demonstrate cultural and diversity awareness and apply intercultural <u>skills</u> through interpersonal actions that accept differences in values and attitudes.</p>	<p>a. Demonstrate intercultural <u>competence</u>, through interpersonal actions that value differences and the benefits they can bring to all members of the community.</p>

<p>3.3. Adaptation/ flexibility</p>	<p>a. Adapt and transfer skills and knowledge within known routines, procedures, contexts and time constraints.</p>	<p>a. Adapt a range of fundamental principles and techniques to known and unknown situations and emerging trends.</p>	<p>a. Adapt knowledge, skills and abilities within diverse and complex situations and within a global context. Demonstrate flexibility in adaptation to change.</p>
<p>4. Global learning</p>	<p>a. Identify basic connections between individual decision-making, cultural and ethical perspectives and local and global systems.</p> <p>b. Define some global challenges in basic ways.</p>	<p>a. Analyze other perspectives and connections between multiple cultures and perspectives while identifying a range of possible actions to reflect personal and social responsibility.</p> <p>b. Describe how human actions impact local and global issues and challenges.</p>	<p>a. Initiate meaningful interaction with other cultures to action social responsibility and advocate for social justice and sustainability.</p> <p>b. Analyze significant issues in the world and applying diverse perspectives and knowledge of multiple worldviews and systems for possible solutions.</p>
<p>5. Accountability 5.1. Autonomy /initiative</p>	<p>a. Perform occupational skills with some supervision, working independently and as a team member.</p>	<p>a. Perform skills with little or no supervision. Demonstrate initiative to organize the work of self and other individuals and teams in collaborative manner within broad but generally well-defined parameters.</p>	<p>a. Organize, supervise and motivate interdisciplinary groups and teams.</p>

<p>5.2 Productivity, Project Management</p>	<p>a. Describe own role in projects and organizational success.</p>	<p>a. Participate in project planning and supervise implementation</p>	<p>a. Demonstrate leadership through initiative, and strong ability and judgment in planning, implementing, problem solving, communicating and decision-making in complex and innovative projects for organizational and community success.</p>
<p>6. Lifelong learning 6.1. Access and use of information 6.2. Transferability, innovation 6.3. Reflection and self-assessment</p>	<p>a. Explore topics at basic level, producing information and documents as necessary.</p> <p>a. Make basic connections between prior and current learning.</p> <p>a. Demonstrate career and personal development skills to identify possible pathways and continued learning based on own abilities, interests, values, and education.</p>	<p>a. Pursue new learning independently. Explore topics in depth and with insight, reflection or personal considerations.</p> <p>a. Identify and build on previous learning to address performance and results in new situations. Analyze information to identify trends.</p> <p>a. Maximize career and personal development skills on a continuous basis to access best pathways and a range of options for continued learning and employment/career.</p>	<p>a. Constantly pursue new learning through various methods. Explore topics in great depth, producing new information and connections.</p> <p>a. Apply new learning to prior learning in innovative and reflective manner and incorporate valuable trends to improve performance in novel and complex situations.</p> <p>a. Create and adjust personal learning plans to achieve ongoing personal and professional development to learn new skills and abilities and broaden own global</p>

<p>6.4. Career vision</p>	<p>a. Create a personal vision of career direction and success and strive to achieve this through prioritizing, goal-setting and acceptance of constructive feedback.</p>	<p>a. Apply continuous reflection and self-assessment to ongoing learning to meet own and organizational goals in career and personal realms. Build on constructive feedback and exhibit confidence in abilities and career direction.</p>	<p>perspectives.</p> <p>a. Maximize continuous improvement towards own vision of success in personal, career and community realms. Create strong self-awareness and demonstrate capability of marketing one self.</p>
<p>6.5. Awareness of limits of knowledge</p>	<p>a. Determine the limits of own knowledge and skills, and acknowledge the methods and techniques that one is <u>not</u> qualified to employ.</p>	<p>a. Accept the limits of own knowledge and skills and determine how this might influence analysis, interpretations and decisions. Collaborate with others to produce results.</p>	<p>a. Anticipate where limits to own knowledge and skills confine reaching goals and anticipated outcomes. Develop teams and partnerships with the needed skills and abilities to achieve goals.</p>

Terminology usage in rubric:

Community: people or groups with a common interest who collaborate to share ideas, information and other resources.

- People or groups implies formal or informal
- “Common interest who collaborate” – self-organized network is implied
- Virtual community is included as there is no physical component in the definition
- Community members can play an active or passive role

Competence: the state or quality of being adequately or well qualified; of displaying the necessary ability or skills; being able to do something well or well enough to meet a standard. To be competent a person would need to be able to interpret the situation in the specific context and to have a repertoire of possible actions to take.

Global citizen: a global citizen is aware of the interdependent nature of the world, understands how local and global issues affect people around the world, and commits to taking actions to create a more just and sustainable world.

Global Learning: the addition of a global perspective and analysis of the interdependence of all people and countries during one's cumulative learning, working towards becoming a global citizen with a commitment to sustainability of local and global communities.

Intercultural Competence: the ability to interact effectively and appropriately with people from diverse cultural backgrounds. It is the ability to recognize, acknowledge, respect and incorporate an understanding of world views and the impact on relationships. "Culture" is defined broadly and not limited to national or ethnic affiliations, but may also represent race, language, gender identity, sexual orientation, socio-economic status, age, physical and cognitive abilities, spiritual beliefs, marital/parental status. See further details under definition in "Contribute to Community".

Reflection (self-reflection): the exercising of introspection, coupled with the willingness to learn about oneself and one's current abilities, values and beliefs, in order to help achieve self-awareness. It is the basis for improvement and lifelong learning.

Sustainability: meeting the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability is an evolving process to improve the economy, the environment and human health & well-being for the benefit for current and future generations. Sustainability requires a long-term perspective, a systems approach (systems that connect space and systems that connect time), fairness, and creativity & innovation.

Key References for Career Readiness Rubric development

- Ontario TUNING Project (HEQCO led): Identifying and Measuring Sector-based Learning Outcomes. Context Table: Characteristics of SLOs by Qualification Level. April 2013.
- VALUE Rubrics for Global Learning, Foundations and Skills for Lifelong Learning, and Integrative Learning. <http://www.aacu.org/VALUE/rubrics/>
- Ministry of Training, Colleges and Universities, 2011. *Ontario Quality Assurance Framework*, <http://www.tcu.gov.on.ca/pepg/programs/oqf/>
- Ministry of Training Colleges and Universities, 2009. *Ontario Qualifications Framework*, <http://www.tcu.gov.on.ca/eng/general/postsec/oqf.pdf>
- Australian Qualifications Framework Second Edition January 2013. (AQF qualification type learning outcomes descriptors and criteria). <http://www.aqf.edu.au/>
- Framework for 21st Century Learning : <http://www.p21.org/our-work/p21-framework>