

FRAMEWORK FOR CAREER LEARNING OUTCOMES

Minnesota College & University Career Services Association

May 11, 2010

Learning Goals and Domains ¹	Examples ²	MCUCSA Learning Outcomes
<p>Knowledge</p> <p>(Knowledge Acquisition, Construction, Integration and Application) CAS</p> <p>Domains:</p> <ul style="list-style-type: none"> Knowledge acquisition Knowledge integration Knowledge construction Knowledge application 	<p>Knowledge acquisition. Knowledge gained from study and experience; possesses knowledge of human cultures and the physical world; possesses knowledge of [a specific] one or more subjects; gains experience through internships, cooperative education, research projects, student activities, community service, student development, and other opportunities</p> <p>Knowledge integration. Connecting knowledge to other knowledge, ideas, and experiences. Uses multiple sources of information and their synthesis to solve problems; knows how to access diverse sources of information such as the internet, text observations, and data bases; uses current educational and occupational information during career and educational planning and in developing an understanding of the world of work; integrates changing employment trends, societal needs, and economic conditions into career plans</p> <p>Knowledge construction. Personalizes learning; makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem solving on new insights; recognizes one’s own capacity to create new understandings from learning activities and dialogue with others</p> <p>Knowledge application. Seeks new information to solve problems; relates knowledge to major and career decisions; makes connections between classroom and out-of-classroom learning; articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios</p>	<p>Students will identify, evaluate and use sources of information relevant to making career decisions.</p>

¹ Learning goals were adapted from Learning Reconsidered (2006) and CAS Learning and Development Outcomes (2008) <https://www.cas.edu/CAS%20Statements/CAS%20L&D%20Outcomes%2011-08.pdf>

² Domains and examples are adapted from the CAS Standards for Career Services (2006), National Career Development Guidelines (2004) http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page and the National Association of Colleges and Employers <http://www.naceweb.org/principles/>

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<p>Thinking</p> <p>(Cognitive Complexity) CAS</p> <p>Domains:</p> <ul style="list-style-type: none"> Critical thinking Reflective thinking Effective reasoning Creativity Systems thinking Quantitative reasoning 	<p>Critical thinking. Identifies important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions</p> <p>Reflective thinking. Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions</p> <p>Effective reasoning. Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives; integrates changing employment trends, societal needs, and economic conditions into career plans</p> <p>Creativity. Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem</p> <p>Systems thinking. Has the ability to analyze and act using holistic problem-solving skills based on understanding of characteristics of effective systems and organizations. Leads and relates to change as an organizing force; develops capacity to respond to change rapidly and with resiliency; involves others in experimentation, solution generation, and reflection; examines complex problems as a whole</p> <p>Quantitative reasoning. Explains information presented in mathematical form; successfully performs calculations; makes informed judgments based on quantitative analysis of data; clearly communicates quantitative information to others, shaping it into an argument, solution or conclusion as appropriate</p>	<p>Students will identify, evaluate and use sources of information relevant to making career decisions.</p>

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<p>Self-Realization</p> <p>(Intrapersonal Development) CAS</p> <p>Domains</p> <p>Realistic self-assessment and understanding</p> <p>Identity development</p> <p>Moral Development</p> <p>Emotional intelligence</p> <p>Spiritual awareness</p> <p>Discussed other ideas for title:</p> <p>Self awareness</p> <p>Personal awareness and development</p>	<p>Realistic self-assessment and understanding. Assesses, articulates, and acknowledges personal skills, abilities, values, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of others</p> <p>Identity development. Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values; identifies and commits to important aspects of self; integrates personal growth into career development</p> <p>Moral Development. Explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; awareness of the relationship between community and personal values/moral standards; accepts personal accountability; exemplifies values such as dependability, honesty, trustworthiness, fairness, and compassion</p> <p>Emotional intelligence. Identifies and manages emotions, controls impulses and handles anxiety and anger; displays a capacity for resiliency in response to setbacks; is able to read and respond to the emotions of others with appropriate empathy</p> <p>Spiritual awareness. Develops and articulates personal belief system; understands roles of spirituality in personal and group values and behaviors; critiques, compares, and contrasts various belief systems; explores issues of purpose, meaning, and faith.</p>	<p>Students will analyze and articulate their interests, skills, values, and strengths and relate them to educational and career plans.</p>

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<p>Relationship Competencies</p> <p>(Interpersonal Competence) CAS</p> <p>Domains</p> <p>Meaningful relationships</p> <p>Interdependence</p> <p>Collaboration</p> <p>Effective leadership</p> <p>Effective communication</p> <p>Other ideas:</p> <p>Relational Competence</p> <p>Interpersonal Dependence</p>	<p>Meaningful relationships. Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behavior; networking</p> <p>Interdependence. Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts supervision and direction as needed; Mentor relationships</p> <p>Collaboration. Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view</p> <p>Effective leadership. Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or group member; communicates a vision, mission, or purpose that encourages commitment and action in others</p> <p>Effective communication. Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately</p>	<p>Students will effectively present their qualifications to enhance their educational and career goals.</p>

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<p>Social Responsibility</p> <p>(Humanitarianism and Civic Engagement) CAS</p> <p>Domains</p> <p>Cross-cultural collaboration</p> <p>Global perspective</p> <p>Ethical Social Action</p> <p>Civic engagement</p>	<p>Cross-cultural collaboration. Understands one’s own identity and culture; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and preserves the dignity of others</p> <p>Global perspective. Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources</p> <p>Ethical Social Action. Incorporates ethical reasoning into action; Recognizes social systems and their influence on people; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; translates the values and principles involved in personal decision-making into ethical action; affirms and values the worth of individuals and communities; demonstrates ethical behavior for presentation of self for jobs and/or graduate and professional school</p> <p>Civic engagement. Demonstrates consideration of the welfare of others in decision-making; engages in critical reflection and principled dissent; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others</p>	<p>Students will develop and implement career plans which integrate self-assessment and occupational information and consider the ethical and global implications.</p>

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<p>Life Skills</p> <p>(Practical Competence) CAS</p> <p>Domains</p> <p>Pursuit of goals</p> <p>Sense of Purpose</p> <p>Technological competence</p> <p>Management of personal affairs</p> <p>Career Development</p> <p>Professional skill development</p> <p>Maintenance of health & wellness</p>	<p>Pursuit of goals. Sets and pursues individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement</p> <p>Sense of Purpose. Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values; selects personally suitable academic programs and experiential opportunities that optimize future educational and employment options</p> <p>Technological competence. Demonstrates technological literacy and skills; demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current with technological innovations</p> <p>Management of personal affairs. Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances</p> <p>Career Development. Articulates career choices based on assessment of interests, values, skills and abilities; Takes steps to initiate a job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, values, and abilities; recognizes the importance of transferrable skills; documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences; makes the connections between classroom and out-of-classroom learning; articulates the characteristics of a preferred work environment; comprehends the world of work; provides evidence of integrative learning; develops job search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements</p> <p>Professional skill development. Accepts supervision and direction as needed; values the contributions of others; holds self accountable for obligations; shows initiative; assesses, critiques, and then improves the quality of one's work and one's work environment; participates in ongoing, lifelong, learning experiences to enhance ability to function effectively</p> <p>Maintenance of health & wellness. Engages in behaviors and contributes to environments that promote health and reduce risk; articulates the relationship between health and wellness in accomplishing goals; exhibits behaviors that advance the health of communities.</p>	<p>Students will develop and implement career plans which integrate self-assessment and occupational information and consider the ethical and global implications.</p>