

# After Mary Washington

## Learning Outcomes and Assessment Plan

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### Student Learning Outcomes (SLOs)

The “After Mary Washington” requirement means that students will be able to translate the knowledge, skills and competencies of their Mary Washington liberal arts experience to the career management competencies that are valued by employers. The goal is for students to be able to confidently manage their careers through an iterative process involving three connected elements: exploring, translating, and connecting. Courses and experiences which satisfy this requirement will include three learning outcomes:

**SLO 1 Explore:** Students will explore their own values, interests, skills and strengths that guide their personal and professional aspirations.

**Explanation:** This learning outcome is based on Planned Happenstance, a career development theory that states students create “chance opportunities” from their aspirations that turn into opportunities. Therefore, it is important that students know values, interests, skills and strengths in order to recognize opportunities and to guide personal and professional growth. Some UMW experiences might encourage self-exploration, while others may foster professional exploration. It also includes gaining knowledge about your field and how it will develop and change over time.

**Assignments for assessment could include:** Written reflections on how personal strengths fit with various career options, personal assessments (e.g. Myers Briggs, Strengths, Focus 2, Strong Interest Inventory, Holland), or an informational interview. Alternatively, student work could include the development of a personal career mission statement or developing written goals on what one seeks to accomplish professionally and/or the relationship between the liberal arts and life after Mary Washington. The rubric which would be applied to such work in assessing this learning outcome is below:

SLO 1 Explore - Assessment Rubric					
Dimension	Rating Category				TOTAL or Not Applicable
	1 Beginning (below	2 Developing (needs	3 Accomplished (meets	4 Exemplary (exceeds	

	expectations)	improvement)	expectations)	expectations)	
<b>Identify:</b> How well does the student understand their values, interests, skills and strengths?	Does not know about VIPSS	Can identify VIPSS but little to no capacity to understand or explain why they are important	Has completed VIPSS exploration/inventory and is able to communicate effectively about them	Sophisticated and thorough understanding of their VIPSS, effective at communicating to others, and is prepared to use this knowledge to drive career choices	
<b>Connect:</b> How well does the student connect their values, interests, skills and strengths to career opportunities?	Does not connect their VIPSS to career opportunities	Some attempt to connect VIPSS to career opportunities	Understands VIPSS and connects them with career opportunities	Uses VIPPS to plan, make decisions, and pursue career opportunities.	

**SLO 2 Translate:** Students will develop and articulate their personal and professional identities in appropriate modalities.

**Explanation:** This learning outcome recognizes that a central aspect of career development involves creating, maintaining and translating one’s authentic story in a variety of forms as determined by the field, discipline, audience. As Tom Peters has put it, we are all responsible for our own “brand” elements which emerge in different formats and modalities.

**Assignments for assessment could include:** a resume, cover letter, interview, digital portfolio, evaluation of web presence or social media. The rubric which would be applied to such work in assessing this learning outcome is below:

SLO 2 Translate - Assessment Rubric					
Dimension	Rating Category				TOTAL or Not Applicable
	1 Beginning (below expectations)	2 Developing (needs improvement)	3 Accomplished (meets expectations)	4 Exemplary (exceeds expectations)	

<b>Message:</b> Is the information presented accurate and correct?	Fails to present accurate, correct information	Provides mostly accurate, correct, information	Provides accurate and correct information	Exemplary provision of accurate and correct information	
<b>Appropriate:</b> Is the information presented appropriate to the discipline/ field including language, formatting, style.	Fails to present information appropriate to the discipline or field including language, formatting and style.	Presents some information that is appropriate to the discipline or field however there are deficiencies in some areas such as language, format, or style.	Presents information appropriate to the discipline or field and meets major expectations regarding language, format or style.	Exemplary alignment with expectations for discipline or field and all of the conventions around language, format and style.	
<b>Mechanics and Grammar:</b> Is the information presented free from errors in spelling, grammar, usage, mechanics?	Information presented has an unacceptable number of errors in spelling, grammar, usage and mechanics.	Information presented has some errors in spelling, grammar, usage, and mechanics.	Information presented is largely free of errors in spelling, grammar, usage, and mechanics.	Information presented is free from errors.	

**SLO 3 Connect:** Students will create professional relationships which support life-long career growth and satisfaction.

**Explanation:** This learning outcomes recognizes that career management necessarily involves the ability to build and maintain a network of various professional relationships. Such a network necessarily grows and evolves over time, but students should begin the process of building such relationships in college. In addition, it includes helping students recognize the value they bring to their professional relationships, and that asking for help is a strength.

**Assignments for assessment could include:** development and posting of a LinkedIn profile, a written reflection following attendance at a departmental event (e.g. connecting with a speaker or an alum), after initiating and developing a relationship with someone who has subject matter expertise interesting to you (e.g. the History and American Studies student who corresponded with baseball legend Ted Williams), participating in a networking event or career fair, conducting an informational interview. The rubric which would be applied to such work in assessing this learning outcome is below:

SLO 3 Connect - Assessment Rubric					
Dimension	Rating Category				TOTAL or Not Applicable
	1 Beginning (below expectations)	2 Developing (needs improvement)	3 Accomplished (meets expectations)	4 Exemplary (exceeds expectations)	
<b>Relevant:</b> How relevant is the connection to the student's needs and professional aspirations?	The connection has no relevance to the student's needs and professional aspirations.	The connection has some limited relevance to the student's needs and professional aspirations..	The connection is consonant with the student's needs and professional aspirations.	The connection is well paired with the student's needs and professional aspirations.	
<b>Potential:</b> How well has the student built the relationship	Student has not built a relationship (e.g. only sent email; informal initial connection that is not likely to lead somewhere).	Student has provided Some detail in communication but the purpose and direction of the relationship is unclear	Student has laid a foundation and has the capacity to use the connection to create others	Student has an established connection that will create opportunities and advocate for the student	
<b>Professionalism:</b> How well does the student's conduct and participation reflect expected norms of professional behavior?	Student's conduct and participation violates expected norms of professional behavior	Student's conduct and participation shows some knowledge of professionalism, but it is not applied evenly	Student's conduct and participation shows an understanding of the importance of professionalism and they take pride in their behavior	Student goes above and beyond and makes an extra effort to be professional in all aspects of their interactions with others	

**Frequently Asked Questions**

**Is this a requirement only for juniors and seniors?**

Not necessarily. Cultivating the knowledge and skills necessary to manage one's career and professional development is a highly individualized and iterative process and this requirement envisions multiple entry points threaded throughout the undergraduate

experience. Landing a premier internship which could lead directly to a job increasingly requires an early start, even in the first-year.

### **How will faculty who wish to seek this designation for a new or existing course be supported?**

Much like what the University did when it stood up the SI and WI programs, there will be a variety of programs, workshops, and retreats throughout the year, including in May. The Center for Career and Professional Development anticipates being able to support the development of this requirement with both expertise, training, and financial support for stipends and materials. In many ways, the Career Center will function like the Writing and Speaking Centers with resources and support for faculty.

### **Is this a course?**

There are many ways in which this requirement could be operationalized. The General Education Committee was explicit that it could be between 0 and 6 credits, which means some paths to completion would not necessarily involve a credit-bearing course. The working group has discussed several possibilities, all of which would presumably be approved because they satisfy the three required learning outcomes.

The working group identified several ideas for operationalizing which build from what is already in place:

- **Existing IDIS courses and disciplinary courses.** There are three existing 1-credit career and professional development courses listed under IDIS which are regularly scheduled and taught. In addition, several departments/majors already have courses which meet these learning outcomes.
- **New courses or opportunities created by departments.** Some departments may wish to develop their own course or experience, or enhance an existing course which would incorporate these outcomes.
- **Development of non-Credit option.** There could be one or more non-credit/course- based paths to completing this requirement, just as with Study Abroad in which students receive credit for Experiential Learning by completing a faculty-evaluated reflection (i.e., SAGE 000). For example, the Career Center has been experimenting with a Roadmap Program which identifies a series of programs, tasks, and goals which students complete over the course of a year; students are tracked and awarded a certificate upon completing all required elements.
- **Enhance existing career and professional development course offerings.** For example, IDIS 191, 193, and 195 could develop discipline-specific sections/courses taught by faculty.

- **Develop an online/hybrid course.** Whether a part of (i.e., supporting) or independent from the above options, the working group envisions the possibility of creating an online path to completing this requirement, whether through a complete online course or module development (such as with the QEP).