

Career Navigation Rubric

Identify and articulate one's skills, strengths, knowledge, and experience relevant to career goals and desired positions, and identify areas necessary for professional growth. Navigate and explore job options or graduate/ professional school programs, understand the steps necessary to pursue opportunities, and understand how to self-advocate for opportunities in the workplace. Build a network of contacts and mentors to guide career growth and create possible future chances.

-Self-Awareness

-Exploration

-Decision-Making for Careers and Grad School

| Components | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
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| Developing Self-Awareness through Assessing Values, Interests, Personality, Skills, and Strengths (VIPSS) | <ul style="list-style-type: none"> •Unaware of VIPSS | <ul style="list-style-type: none"> •Has little awareness of VIPSS •Does not review assessment results or consult on these with trained advisor •Does not confirm assessment(s) is(are) a valid description of one or more of their VIPSS | <ul style="list-style-type: none"> •Has some awareness of VIPSS through completion of at least one assessment •Reviews assessments results but does not consult on these with trained advisor •Confirms or doubts that assessments are valid descriptions of their VIPSS | <ul style="list-style-type: none"> •Has full awareness of VIPSS through completion of multiple assessments •Reviews assessments results and consults on these with trained advisor •Confirms that assessments are valid descriptions of one's VIPSS and, if not, adjusts results for better alignment with one's true VIPSS including self-advocating for different forms of assessment when current assessment results are not helpful or accurate | |
| | [also see "Self Awareness" Rubrics from different universities: <ul style="list-style-type: none"> •Northern Arizona University Discovering Personalities Rubric •Northern Arizona University Interest Reflections Rubric •Northern Arizona University Strengths Reflection Rubric •Northern Arizona University Transferrable Skills Rubric | | | | |

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| | <ul style="list-style-type: none"> Northern Arizona University Values Reflection Rubric | | | | |
| Identifying Careers and/or Majors that Fit Multiple VIPSS | <ul style="list-style-type: none"> Identifies no careers and/or majors that fit their VIPSS | <ul style="list-style-type: none"> Identifies limited careers and/or majors Is unable to connect VIPSS with these limited careers or majors | <ul style="list-style-type: none"> Identifies limited careers and/or majors Is able to partially connect VIPSS with these limited careers or majors | <ul style="list-style-type: none"> Identifies multiple careers and/or majors Is able to fully connect VIPSS with multiple careers or majors Is able to recognize the significance of majors and careers that repetitively show up in results from different VIPSS assessments | |
| Exploring and Researching Careers and Majors that Fit VIPSS | <ul style="list-style-type: none"> Does not explore/research careers and/or majors | <ul style="list-style-type: none"> Minimally explores/researches careers and/or majors that fit VIPSS using online or written content | <ul style="list-style-type: none"> Explores/researches multiple careers and/or majors that fit VIPSS using online or written content Minimally explores/researches career and/or majors using virtual networking, informational interviewing, and shadowing with professionals and alums | <ul style="list-style-type: none"> Explores/researches multiple careers and/or majors that fit VIPSS using several methods including online or written content, virtual networking, informational interviewing, and shadowing with professionals and alums | |
| | <p>[also see “Career Exploration and Research” rubrics from different universities: <ul style="list-style-type: none"> Northern Arizona University “Career Experiment” rubric Northern Arizona University “Career Path Research”] </p> | | | | |
| Deciding on Career(s) and /or Major(s) Using the Decision-Making Process: (1) Identify the Decision; (2) Gather Information; | <ul style="list-style-type: none"> Has not decided on career(s) and/or major(s) | <ul style="list-style-type: none"> Partially uses or skips over some of the decision-making process steps to choose career(s) and/or major(s) Makes decisions | <ul style="list-style-type: none"> Uses all steps in the decision-making process to choose career(s) and/or major(s) Makes decision using moderate | <ul style="list-style-type: none"> Uses all steps in the decision-making process to choose career(s) and/or major(s) Makes decision using considerable | |

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| <p>(3) Identify Alternatives; (4) Weigh the Evidence; (5); Choose Among Alternatives</p> | | <p>using minimal amount of thought and data/evidence</p> | <p>amount of thought and data/evidence</p> | <p>amount of thought and data/evidence</p> | |
| | <p>[Also see “Decision Making” rubrics from other universities: •Thompson Rivers University Decision-Making Rubric]</p> | | | | |
| <p>Deciding on Whether to Attend Graduate/ Professional School Using the Decision-Making Process: (1) Identify the Decision; (2) Gather Information; (3) Identify Alternatives; (4) Weigh the Evidence; (5); Choose Among Alternatives</p> | <p>•Has not decided whether to attend graduate/professional school</p> | <p>•Partially uses or skips over some of the decision-making process steps in choosing whether to attend graduate/professional school •Makes decision using minimal amount of thought and data/evidence</p> | <p>•Uses all steps in the decision-making process in choosing whether to attend graduate/professional school •Makes decision using moderate amount of thought and data/evidence</p> | <p>•Uses all steps in the decision-making process in choosing whether to attend graduate/professional school •Makes decision using considerable amount of thought and data/evidence</p> | |
| <p>Exploring/ Researching Potential Graduate /Professional School Degree Programs and Universities</p> | <p>•Explores/researches no graduate/ professional school programs and universities</p> | <p>•Minimally explores/researches graduate/professional schools using online or written content</p> | <p>•Explores/researches multiple graduate/ professional school programs and universities using online or written content •Minimally explores/researches graduate/professional school programs and universities using virtual networking, informational interviewing, and site visits with alums, current students, and faculty/staff</p> | <p>•Explores/researches multiple graduate/ professional school programs and universities using a wide variety of methods including online or written content, virtual networking, informational interviewing, and site visits with alums, current students, and faculty/staff</p> | |

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| <p>Choosing Which Advanced Degree Programs and Universities to Apply to Using the Decision-Making Process: (1) Identify the Decision; (2) Gather Information; (3) Identify Alternatives; (4) Weigh the Evidence; (5); Choose Among Alternatives</p> | <ul style="list-style-type: none"> •Has not decided on graduate/professional school programs and universities | <ul style="list-style-type: none"> •Partially uses or skips over some of the decision-making process steps to choose graduate/professional school programs and universities •Makes decision using minimal amount of thought and data/evidence | <ul style="list-style-type: none"> •Uses all steps in the decision-making process to choose graduate/professional school programs and disciplines/majors •Makes decision using moderate amount of thought and data/evidence | <ul style="list-style-type: none"> •Uses all steps in the decision-making process to choose graduate/professional school programs and disciplines/majors •Makes decision using considerable amount of thought and data/evidence | |
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