



Curating Career Competencies Across the Curriculum: Information Literacy at the Crossroads



Today's outline

1 WHY 2 WHAT 3 HOW

- Why are we doing this?
- Why is this important?
- Why are employers concerned?
- What is NACE?
- What are the competencies?
- What aligns them with actual coursework?
- How did we do the work?
- How did we integrate it into syllabi?
- How did we include information literacy?



1

WHY



Why are we doing this?

Value of higher education

At a time in history when higher education is seen as unnecessary by an alarming number, connecting course outcomes to employability demonstrates higher ed's value!

Employability of our students

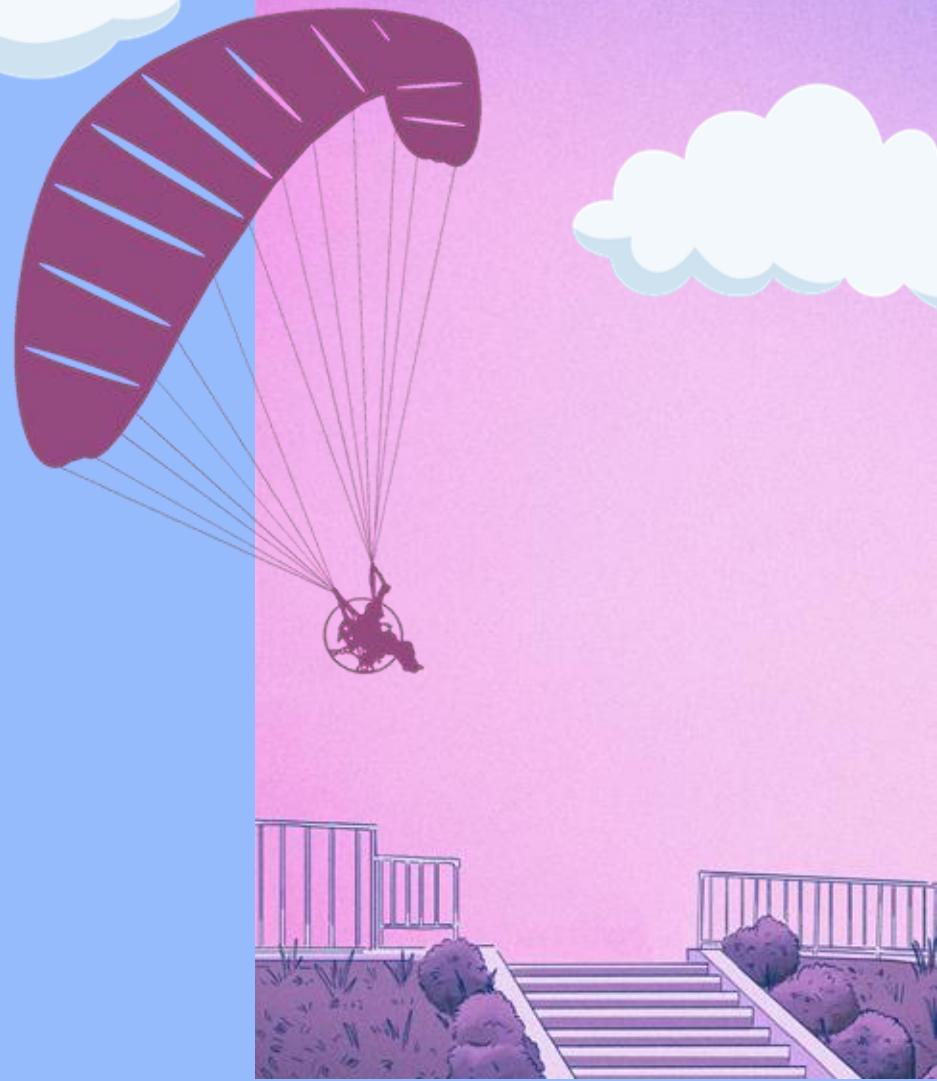
We've long heard that **"soft skills"** in new grads are lacking. Flip the narrative, these are **"durable skills"**.

Employers are looking for tangible proof

Explicit explanation of *why* you're doing what you're doing in class so students know *exactly* how it prepares them for the future. Could they answer a question in a job interview about one of these outcomes?

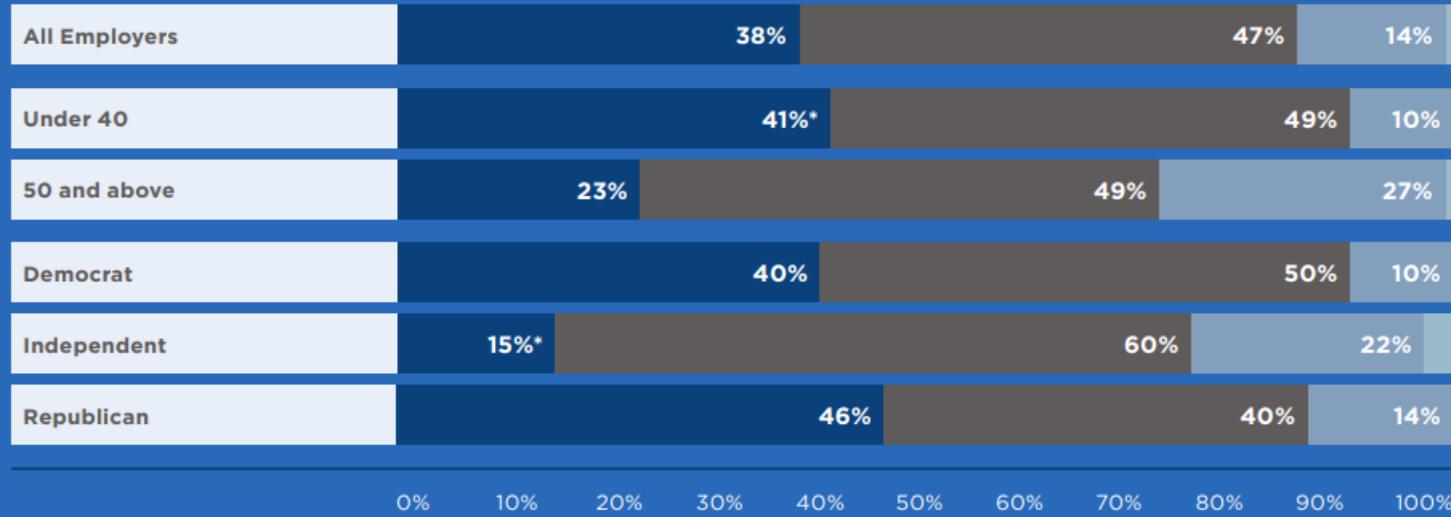
What do employers think about new/recent grads?

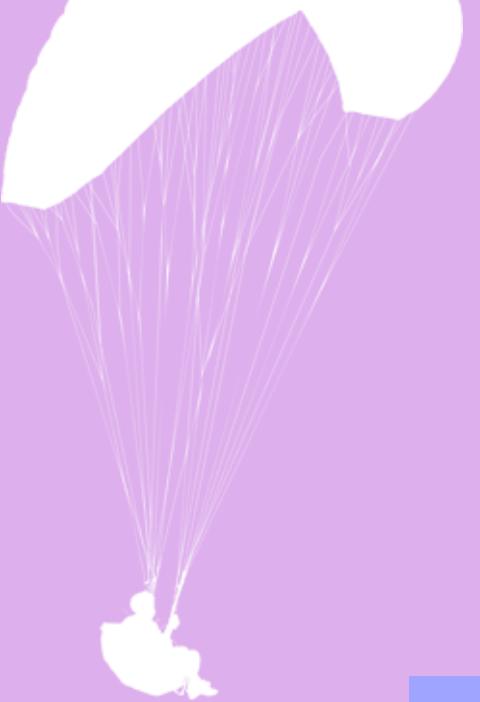
Let's have the AACU (Finley, 2025)
survey tell us.



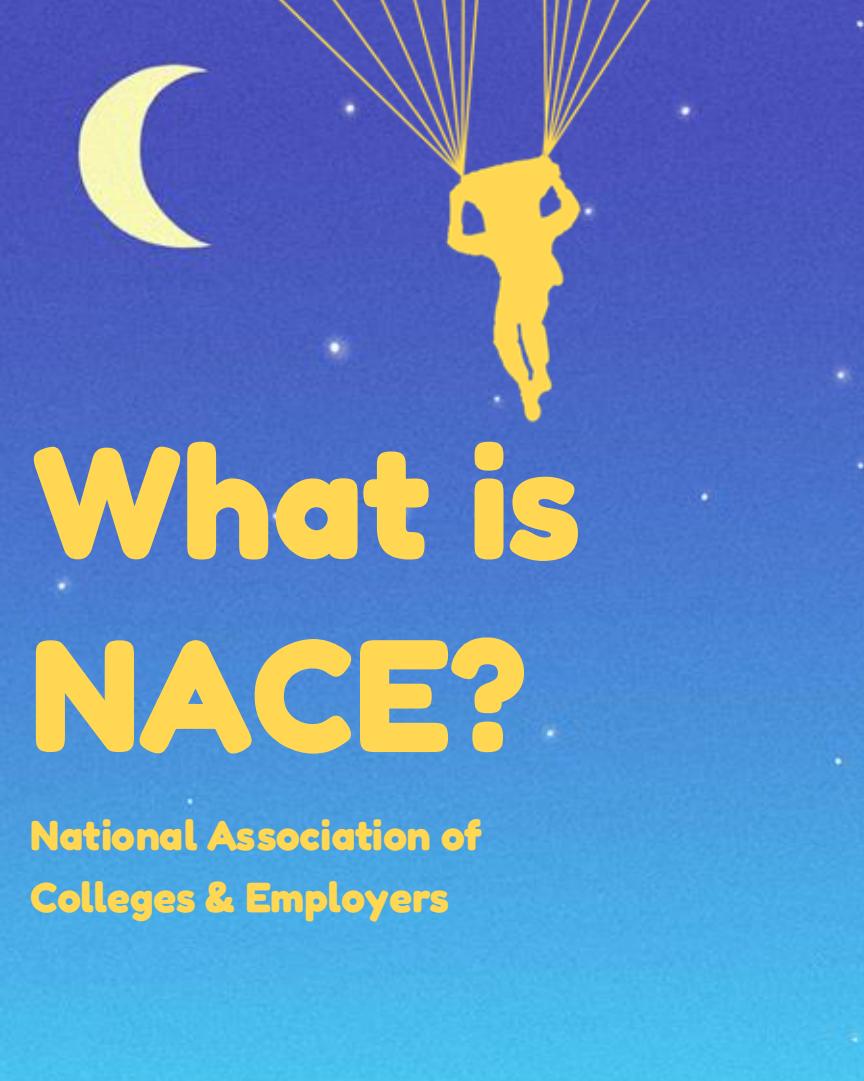
Prompt: In your view, are colleges and universities doing a good job of preparing students for the workforce?

- They are doing a very good job and do not need major changes.
- They are doing a somewhat good job but should make some changes.
- They are doing a poor job and need significant reform. ● Don't know/No opinion





WHAT 2



Competencies for a Career-Ready Workforce

Career Readiness Competencies

There are **eight career readiness competencies**, each of which can be demonstrated in a variety of ways.



Career & Self-Development



Leadership



Communication



Professionalism



Critical Thinking



Teamwork



Equity & Inclusion



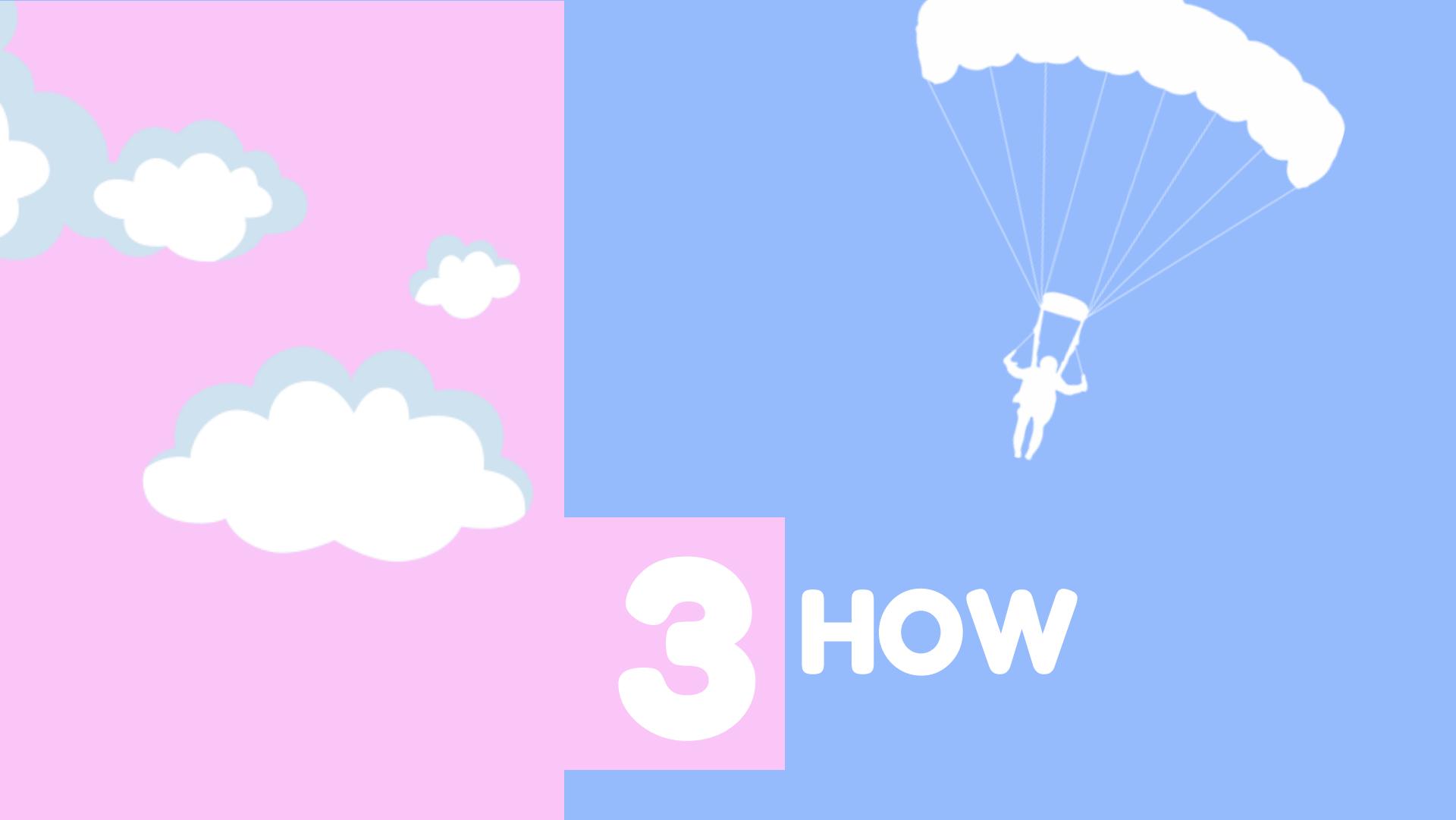
Technology



What aligns them with coursework?

What is career readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management (NACE, 2024).



3 HOW

13 NJ Community College Collaborative

Convened in

September 2024

Statewide collab to share experiences, plan implementation/integration, discuss timelines

Spring 2025

RVCC faculty presented to colleagues, at statewide meeting, at RVCC professional development event



AY 24-25

RVCC group collaborated & shared to propose a template for all syllabi



AY 25-26

Further integration of the template across curriculum – Spring 2026 faculty workshop



Course Learning Outcomes or Course Components <i>(course learning outcomes listed in bold)</i>	Career-Related Skills	Course Activities <i>(may be graded)</i>	Why does this matter? <i>Narrative of connection to career skills and job/career readiness</i>
<p>Notes for faculty: Learning outcomes should be listed as they appear on the course outline</p> <p>Course components could include other experiences (e.g., class attendance, participation, group work) that link to career-related skills</p>	<p>Notes for faculty: Connect to NACE career competencies</p> <p>Not all competencies need to be aligned; select the NACE skill/competency that has the best connection to course learning objectives and activities</p>	<p>Notes for faculty: Activities or assignments could be graded, formally assessed, or in-class non-graded activities</p> <p>(Activities that will show you & the students how they're meeting the career-related skills and outcomes)</p>	<p>Notes for faculty: Allows for the specifics related to your course</p> <p>Faculty identify their thoughts and then has validated (or not) by the students (idea to include midsemester and/or end-of-semester survey to learn from students where they experienced the connection)</p>
<p>Example:</p> <p><i>Course Learning Outcome: Explain the commonalities and differences in values, perspectives, and communication behaviors of people and groups from other cultures.</i></p>	<p>Example:</p> <p><i>NACE Career-Skill: Equity and Inclusion</i></p> <p><i>NACE Career-Skill: Communication</i></p>	<p>Example:</p> <p><i>Film Day Assignments</i></p>	<p>Example:</p> <p><i>The analysis of cultural documentary films plays a crucial role in developing the competencies of communication, critical thinking, and equity and inclusion. By exploring cultural differences of people from different cultures, you gain insights that help you communicate more effectively with diverse groups. The film assignments encourage you to think critically about cultural differences and as a result foster a more inclusive and equitable mindset. These skills are important when navigating our culturally diverse world.</i></p>

Note to students: the chart above links the content of the course (course objectives) with essential career-readiness skills. These skills are valuable across career paths and will serve you well throughout your future professional development. These essential skills are considered the foundation upon which a successful career is built. To learn more about these career skills, visit this the [NACE website on career readiness competencies](#).



Where does information literacy fit?

NACE Competencies align well with ACRL's information literacy frames:

Authority is constructed & contextual

Info creation as a process

Info has value

Research as inquiry

Scholarship as conversation

Searching as strategic exploration

Career & development

Critical thinking

Equity & inclusion

Communication

Professionalism

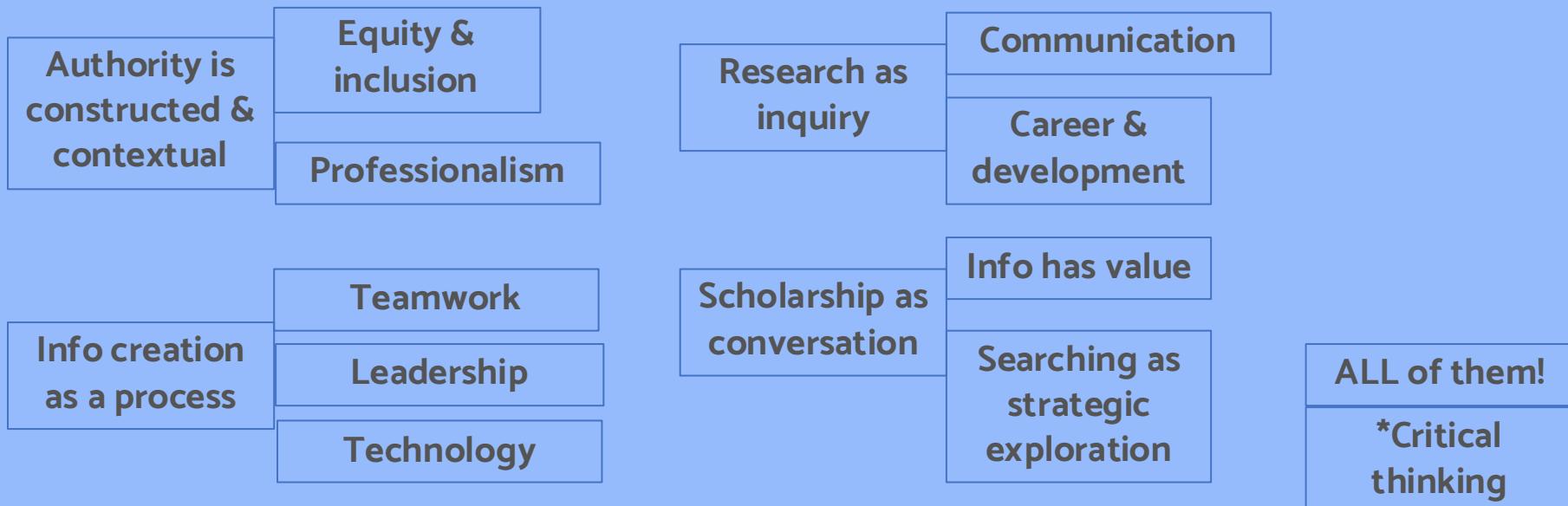
Teamwork

Technology

Leadership

Where does information literacy fit?

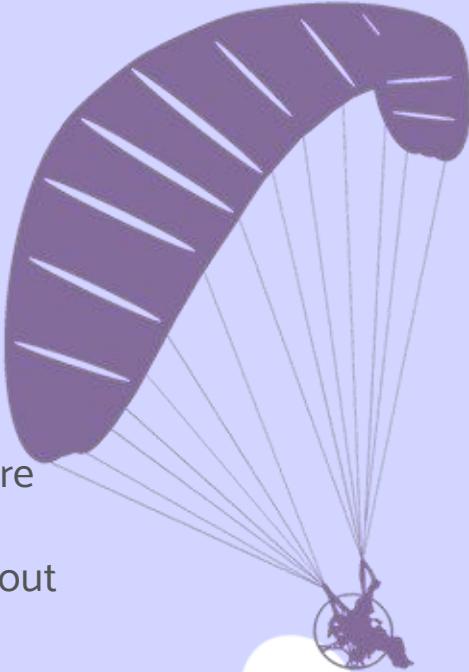
NACE Competencies align well with ACRL's information literacy frames:



<p>Course Learning Outcomes or Course Components (course learning outcomes listed in bold)</p>	<p>Career-Related Skills</p>	<p>Course Activities (may be graded)</p>	<p>Why does this matter? Narrative of connection to job/career, skills and knowledge</p>
<p><u>Notes for faculty:</u> Learning outcomes should be listed as they appear on the course outline</p> <p>Course components could include other experiences (e.g., class attendance, participation, group work) that link to career-related skills</p>	<p><u>Notes for faculty:</u> Connect to NACE career competencies</p> <p>Not all competencies need to be aligned; select the NACE skill/competency that has the best connection to course learning objectives and activities</p>	<p><u>Notes for faculty:</u> Activities or assignments could be graded, formally assessed, or in-class non-graded activities</p> <p>(Activities that will show you & the students how they're meeting the career-related skills and outcomes)</p>	<p><u>Notes for faculty:</u> Allows for the specifics of the course</p> <p>Faculty identify their thoughts and then has validated (or not) by the students (idea to include midsemester and/or end-of-semester survey to learn from students where they experienced the connection)</p>
<p><u>INFO101:</u></p> <p>Course Learning Outcome: Evaluate an information source's creator, publisher, and context in relation to one's information need.</p> <p>Course Learning Outcome: Communicate findings or conclusions from information seeking to a specific audience using appropriate technology.</p>	<p>NACE Career-Skill: Equity and Inclusion</p> <p>NACE Career-Skill: Critical Thinking</p> <p>NACE Career-Skill: Technology</p> <p>NACE Career-Skill: Communication</p>	<p><i>Annotated bibliography / resource list</i></p>	<p><u>Example:</u></p> <p><i>Developing an annotated bibliography demonstrates several competencies needed for successful completion of this course including critical thinking, communication, technology, and equity and inclusion.</i></p> <p><i>In searching for, identifying, and ultimately recommending sources, you gain experience in communicating more effectively with diverse groups. The assignment encourages you to think critically about finding and using information sources. These skills are important in your future career and will be used in your professional life.</i></p>

The 'Note' under the template

Note to students: the chart above links the content of the course (course objectives) with essential career-readiness skills. These skills are valuable across career paths and will serve you well throughout your future professional development. These essential skills are considered the foundation upon which a successful career is launched. To learn more about these career skills, visit this website: <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined#competencies>





An alternate way to communicate career competencies to students

In a one-shot...

Without control of the course learning outcomes, I linked competencies to my own learning outcomes as well as my course activities.

Let's look at my slides...

Today's goals



Scholarly communication

- Understand scholarly communication in the OT discipline
- Identify different source types and understand why you would choose to use one of the other



Scholarly articles & journals

- Understand how scholarly journals are organized
- Deconstruct and interpret a specific scholarly journal article



Research

- Locate OT journals available in the library
- Name the databases available for OT research



Today's 'real world' goals



Scholarly communication

- Teamwork & Communication
- Critical Thinking
- Professionalism

Scholarly articles & journals

- Critical Thinking
- Career & Self-development
- Equity & Inclusion

Research

- Technology
- Teamwork
- Leadership



Comparing source types – 10 minutes

In your group (Teamwork! Leadership! Critical Thinking!):

- Compare the 2 sources (just SKIM them).
- Think about the periodicals they are from (AJOT / OT Practice)

01

How are
these
sources
different?

02

Who is the
intended
audience?

03

What is the
purpose of
each source?

04

As a practicing
OTA, why would
you use one
source or the
other?

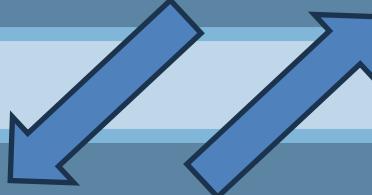
Why is this important to you?

Occupational therapy is practical. By keeping up to date with the literature you may discover:



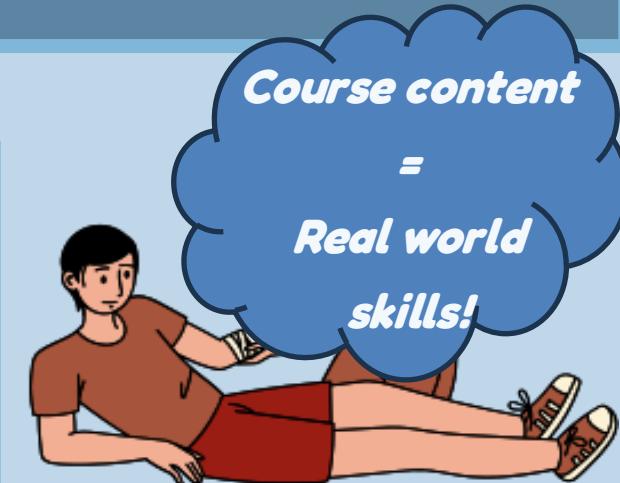
Occupational Therapy Professionalism

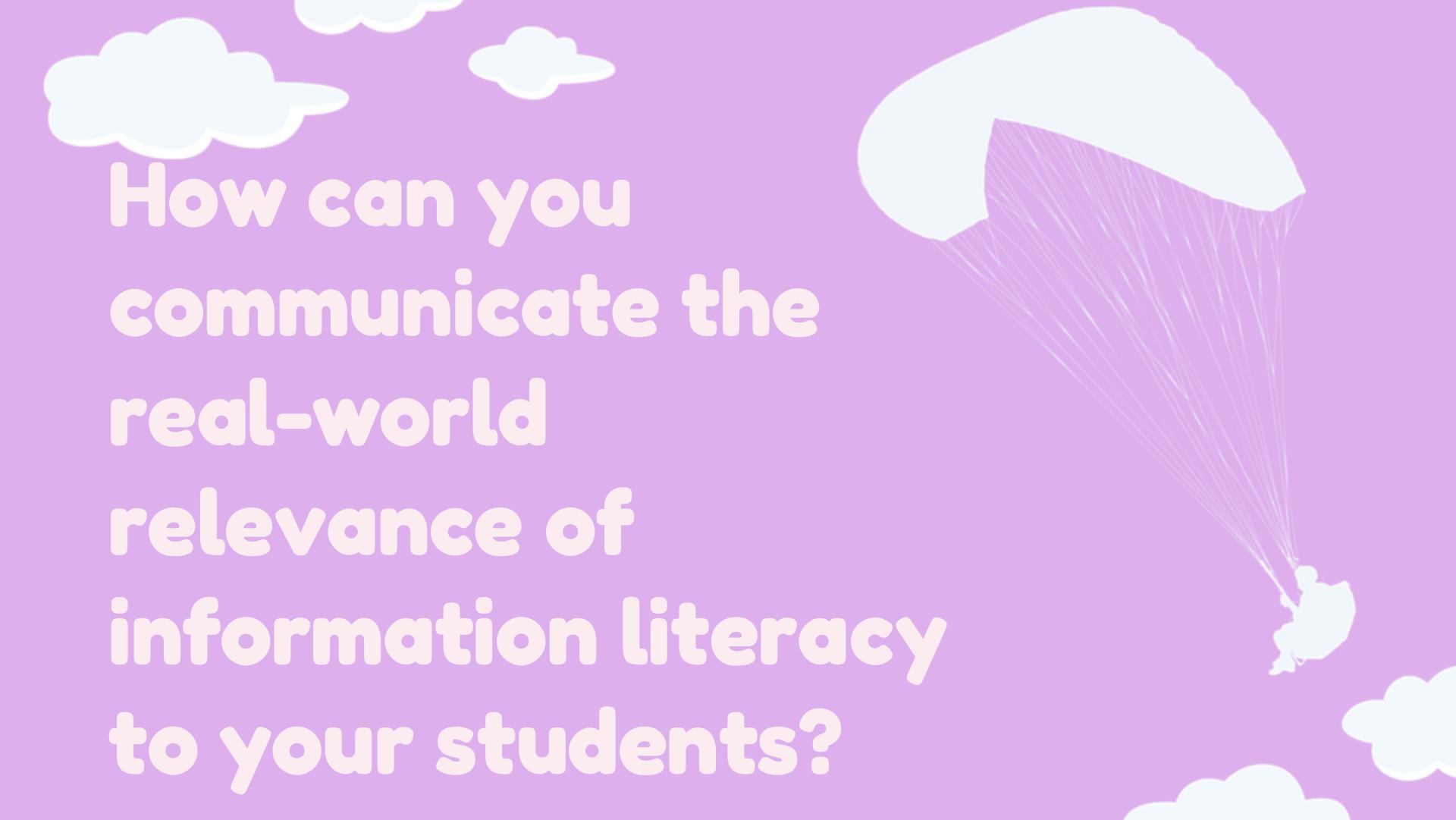
- New therapeutic interventions
- New tools that are unfamiliar to you
- What other OTs and OTAs are doing in their practice
- How certain populations respond to certain interventions and treatments
- A gap in the research that you could fill



Career Skills and Employable Expertise

- Critical thinking & professionalism
- Communication, teamwork & leadership
- Career & Self-development
- Technology





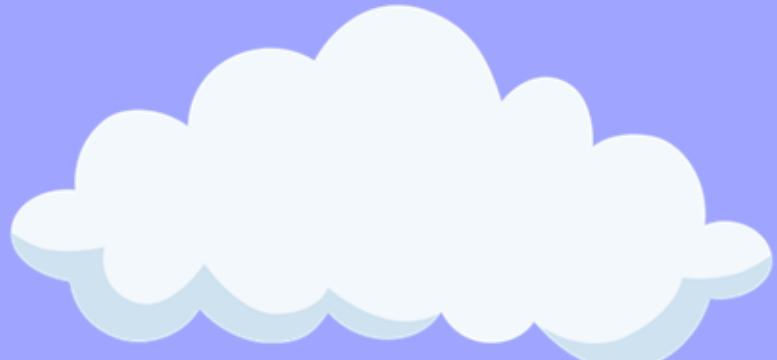
**How can you
communicate the
real-world
relevance of
information literacy
to your students?**



Thank you!

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References

Finley, A.P. (2025). The agility imperative. *AAC&U*.

<https://dgmq81phvh63.cloudfront.net/content/user-photos/Research/PDFs/TheAgilityImperative.pdf>

NACE. (2024). Competencies for a career-ready workforce. *NACE*.

<https://www.naceweb.org/docs/default-source/default-document-library/2024/resources/nace-career-readiness-competencies-revised-apr-2024.pdf>



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