



the **QA** commons

THE QUALITY ASSURANCE COMMONS  
for HIGHER and POSTSECONDARY EDUCATION

## EEQ CERT Graduate Profile

EEQ Certified programs foster a distinctive set of attributes in their graduates. These qualities, which are embodied in the EEQ Graduate Profile, are intended to prepare graduates to make important contributions in their workplaces. The qualities are not specific to any discipline, field, or industry, but are applicable to most work-based, professional environments; they represent the knowledge, skills, abilities, and experiences that help ensure that graduates are not only ready for their first job, but also to support learners' foundation for a lifetime of engaging employment and participation in the rapidly changing workplace of the 21<sup>st</sup> century.

### A Student's Perspective

These qualities clearly communicate a set of attributes that students will be developing through the course of their program, and also communicate to students what employers will be expecting of them in the workplace. Students can use the Profile to continually self-assess, develop, provide evidence of, and communicate their EEQs.

### An Employer's Perspective

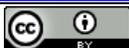
These qualities reflect what employers are seeking in people they hire and wish to retain, particularly in regard to the continuously changing nature of work in the modern era. The QA Commons has validated\* these qualities through the analysis of national data sets and feedback from numerous employer groups. They will be continually reviewed and revised to ensure currency and relevance, and can be adapted at the regional or local level to ensure relevance to specific workforce needs.

### Bridging Employer Needs & Academic Frameworks

The EEQs represent current and future employer expectations as reflected in numerous studies, such as those completed by [Burning Glass](#), [LinkedIn](#), [ACT](#), the [Foresight Alliance](#), [Jobs for the Future](#), [Career Tech](#), the [Business Roundtable](#), [O\\*NET](#), [third way](#), [National Network of Business and Industry Associations](#), and the [Institute for the Future](#), to name a few.

Many of the EEQs also build upon existing learning frameworks and outcomes embedded in many academic programs. The qualities can be appropriately adapted to degree and certificate programs of different levels, timeframes, and modalities. Many of these qualities are included in existing aspects of some programs, but by necessity, they have an *applied work-based character* that may warrant separate or supplemental articulation and application in order to prepare graduates for a lifetime of successful employability. There are existing frameworks that generally reflect aspects of the EEQs, including:

- Lumina [Degree Qualifications Profile](#) (DQP)
- AAC&U's [Essential Learning Outcomes](#)
- NACE's [Career Readiness Competencies](#)
- [Connecting Credentials Framework](#)



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### Developing Learners' EEQs

While individual general education and disciplinary courses may address the qualities, they are best developed over time and with continued attention across students' curricular, co-curricular, and applied and work-based experiences. Generally, the qualities are developed and fostered by programs that:

- Intentionally integrate authentic, work-relevant, and applied or experiential learning activities into the curriculum and co-curriculum, such as through internships, apprenticeships, community-based and service learning activities, work-based projects, fieldwork, simulations, and leadership roles in student organizations.
- Directly address and assess these qualities in an ongoing way throughout the student's educational pathway, recognizing qualities that learners bring with them; identifying areas where learners need more development and providing resources or interventions to support them; and engaging learners in reflecting on their own development in these areas.
- Engage deeply with employers to ensure that the programmatic and curricular approaches develop these qualities in ways that are authentic to the workplace and meet the needs of the local employment community.

#### **\*Validation:**

Preliminary validation sources include:

- Burning Glass National-Level Job Postings; Foundational Skills Requested by Burning Glass Occupation, Burning Glass Occupation-CIP6 Program Matrix. Analysis conducted by the National Center for Higher Education Management Systems.
- Review of studies and resources cited above.
- The QA Commons' Employer Advisory Group (pending)
- Additional sources of data and direct feedback from employers and professional groups.



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## Graduates of the EEQ Certified Program are:

### Communicators

- Graduates express ideas and information coherently and appropriately in a variety of modes appropriate to work-based settings, including written, verbally, interpersonally, and presentationally.
- Graduates participate in discussions by listening actively and responding constructively.

### Thinkers & Problem Solvers

- Graduates exercise initiative in applying critical and creative thinking skills to identify and address complex work-related problems.
- Graduates accurately apply quantitative, financial, data, and technical fluency to work-based situations.
- Graduates are system thinkers and demonstrate an ability to understand concepts across multiple disciplines and different cultures.

### Inquirers

- Graduates conduct inquiry and research by reviewing, evaluating, citing, and applying multiple sources of information to help address work-based problems or to perform tasks.
- Graduates generate new ideas through independent or collaborative inquiry.

### Collaborators

- Graduates engage in teams and groups and work effectively and willingly in collaboration with others both in person and virtually.
- Graduates seek a range of points of view, are willing to modify their perspectives, and they help resolve conflicts where appropriate.
- Graduates work effectively with diverse colleagues individually or in groups. They exhibit cross-cultural competence in working with others.
- Graduates take initiative in leading work-based groups, and/or follow direction from others as appropriate.

### Adaptable

- Graduates approach new or unfamiliar work-based situations and uncertainty with courage and forethought.
- Graduates explore, learn, and apply new roles, ideas, approaches, tools, technologies, and strategies to support their effective work-place contributions.

### Principled and Ethical

- Graduates make reasoned, ethical decisions about work-based situations or problems.
- Graduates act with integrity and honesty, with a strong sense of fairness and respect for individuals, groups, and communities.

### Responsible and Professional

- Graduates establish priorities and manage their time to meet the obligations of work-related assignments with a minimum of external supervision or direction.
- Graduates carry out their responsibilities consistently, persistently, reliably, and with integrity, and maintain appropriate confidentiality.



- Graduates take responsibility for their own actions and the consequences that accompany them.

### Learners

- Graduates adopt new tools (technologies or strategies) for working more effectively, analyzing work-based situations, or making decisions.
- Graduates continually develop themselves professionally and personally. They assess and understand their strengths and areas for improvement in order to support their learning and professional development.
- Graduates seek out and engage in formal and informal professional learning opportunities on a continuing basis and actively apply learning from these opportunities to work-related assignments.

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