



Employability Framework

Ensuring readiness of graduates in the workplace

The QA Commons' Employability Framework is designed to provide a comprehensive and integrated framework that ensures the readiness of graduates in the workplace. Details on the development of the framework can be found on the [Resources](#) section of the QA Commons' website.

Category 1: Graduate Preparation

This category addresses graduates' preparation in regard to the Essential Employability Qualities (EEQs). This category also addresses how the program (or institution) provides work-relevant learning opportunities as well as documentation of graduates' achievement of the EEQs. See the EEQ Graduate Profile that describes these specific graduate qualities.

1.A.1 The program addresses and develops each of the Essential Employability Qualities.

1.A.1.i. Graduates are Communicators

- Graduates express ideas and information accurately, coherently, and appropriately in a variety of modes appropriate to work-based settings, including in writing, orally, interpersonally, via social media, and in presentations.
- Graduates participate in discussions by listening actively and responding constructively, confidently, and professionally.
- Graduates create presentations and other documents that are specific to the needs of the target audience.
- Graduates demonstrate competence in engaging with others from cultural backgrounds and worldviews different from their own.
- Graduates understand and respect the need for confidentiality when circumstances warrant.

1.A.1.ii. Graduates are Thinkers and Problem Solvers

- Graduates apply critical and creative thinking skills to identify and address complex work-related problems.
- Graduates can evaluate and validate information from multiple sources, identify available solutions, and make decisions that account for multiple stakeholder needs.
- Graduates accurately apply quantitative and qualitative data analysis skills and can synthesize information from multiple sources to solve problems in the workplace
- Graduates are system thinkers and demonstrate an ability to understand and integrate concepts and perspectives across multiple disciplines, cultures, and worldviews.

1.A.1.iii. Graduates are Inquirers

- Graduates investigate problems by reviewing, evaluating, verifying, citing, and applying information from multiple sources, including research, locally-based data, and stakeholder perspectives, to gain insight into possible solutions to work-based problems or strategies for task performance.
- Graduates understand their work environments and use this knowledge to generate new ideas through independent or collaborative inquiry.
- Graduates understand how to ask questions of multiple stakeholders to further inquiry that can lead to solving work-based problems

1.A.1.iv. Graduates are Collaborators and Effective Team Members

- Graduates can engage with teams and work effectively in collaboration with others in face-to-face and virtual settings.
- Graduates seek a range of points of view, are willing to modify their perspectives, help resolve conflicts where appropriate, and support a collaborative team decision once it has been made.
- Graduates work effectively with colleagues from diverse backgrounds and cultures in individual and group contexts.
- Graduates exhibit cross-cultural competence in working with others.
- Graduates lead work-based groups and/or follow direction from others as appropriate to the situation.

1.A.1.v. Graduates are Adaptable

- Graduates approach new or unfamiliar work-based situations and uncertainty with agility and openness.

- Graduates explore, learn, and apply new roles, ideas, perspectives, approaches, tools, technologies, and strategies to support their effective work-place contributions.
- Graduates understand the implications of an increasingly globally interconnected world and can work effectively across a variety of environments, cultures, and perspectives.

1.A.1.vi. Graduates are Principled and Ethical

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

1.A.1.vii. Graduates are 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, and reliably, and maintain appropriate confidentiality.
- Graduates take responsibility for their own actions and the consequences that accompany them.

1.A.1.viii. Graduates are Learners

- Graduates adopt new tools, technologies, and strategies to work more effectively, analyze work-based situations, and make decisions in the workplace.
- Graduates seek opportunities to continually develop themselves professionally, interculturally, and personally (including physical and mental health).
- Graduates seek opportunities to become familiar with different cultures and new ways of approaching work based challenges.
- Graduates understand and critically evaluate 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.
- Graduates can use constructive feedback from supervisors to further their own professional development.

1.A.2 The program articulates the required exit proficiencies for each of the EEQs.

(Note: Subcategory 1.A.2 is rated by evaluators for exit proficiencies as a whole, not for individual EEQs).

1.A.3. The program assures that each graduate meets the required exit proficiencies for each EEQ.

There are several ways that a program can demonstrate it is meeting this requirement, including:

- Embedded assignments in selected courses that occur near the point of graduation and are taken by all students.
- Relevant assignment outcomes should be mapped to EEQs, and sample rubrics can be provided that demonstrate meeting each relevant EEQ.
- Results of external licensure exam scores.
- Capstone, internship, or similar culminating experiences, the outcomes of which are mapped to relevant EEQ.
- Exit assessment data.

1.A.3.i. Graduates are Communicators

1.A.3.ii. Graduates are Thinkers and Problem Solvers

1.A.3.iii. Graduates are Inquirers

1.A.3.iv. Graduates are Collaborators and Effective Team Members

1.A.3.v. Graduates are Adaptable

1.A.3.vi Graduates are Principled and Ethical

1.A.3.vii Graduates are Responsible and Professional

1.A.3.viii Graduates are Learners

Full EEQ definitions as above, in 1.A.1 and also [here](#).

1.B. All students have multiple opportunities to apply learning in work-relevant contexts)such as but not limited to applied projects, capstones, simulations, case studies, internships, fieldwork, experiential activities, work-site projects, etc.)

1.C. The program provides all students with verifiable records documenting achievement of EEQs

Category 2: Career Support Services

This category addresses the extent to which all students are supported throughout their program of study by the program and/or institutional services to aid in their employability.

2.A. Career and employability support services provided to all students throughout program of study

Category 3: Employer Engagement

This category addresses the extent to which – and how – employers (and other relevant external stakeholders, such as community-based partners or industry group representatives) are engaged in the design, development, delivery, and/or evaluation of the program. This category also considers the degree to which labor market or employer-based data informs programs.

3.A. Employers are engaged in developing, delivering, and/or reviewing program outcomes and learning

3.B. Employers have clear mechanisms for providing feedback about students, graduates, & the program

3.C. The program systematically uses employer information & feedback to continuously improve

Category 4: Student and Alumni Engagement

This category addresses the extent to which – and how – students and alumni (graduates) of the program are engaged in ensuring program quality.

4.A. Current students have clear mechanisms for providing feedback about the program

4.B. Alumni have clear mechanisms for providing feedback about the program

4.C. The program systematically uses student/alumni information & feedback to continuously improve

Category 5: Public Information

This category addresses the extent to which the program (or institution) provides information about the program and its outcomes to prospective and current students, employers, and the public.

5.A. The program provides information to the public

The program provides information to the public about:

1. The Essential Employability Qualities that students will acquire;
2. How students will acquire the EEQs; and
3. The career pathways and professional opportunities for which they will be prepared; and
4. Current, typical program costs

5.B. Program provides public data on completion, job placement, salaries, workplace effectiveness

The program provides to the public the following data (3-year trend data where possible):

1. Program completion rates, including time to completion, disaggregated by gender, race, and ethnicity;
2. Job placement information, further education rates, and/or advancement data of program graduates
3. Salary data of program graduates
4. Evidence of program graduates' effectiveness in the workplace.
5. If these data are not available to the public, please provide a link to institutional completion data.

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