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|  | **Employability Self-Assessment (ESA) Outline**  September 2020 |

**Introduction**

The purpose of the ESA is to assist your program in evaluating its effectiveness in preparing students for employment. At the Quality Assurance Commons (QA Commons), our vision is that **ALL** graduates are prepared for the changing world of work, and our mission is to close the gap between higher education and employability. Our focus is on those qualities and skills employers identify as most needed - the eight Essential Employability Qualities (EEQs).

We work with programs and institutions in a number of ways. The ESA provides the opportunity for any program to conduct a thorough self-examination of how well it addresses the employability needs of its students. Regardless of your long-range objective, you are taking an important step toward understanding how well prepared your graduates are for the workforce.

The QA Commons recognizes that those completing the ESA are doing so in a time of major changes in higher education related to COVID-19, as well as continuing national concerns about racial justice. Responses should reflect as well on how programs are meeting employability outcomes in the context of program changes that include more online courses, virtual internships, and other curricular adaptations. Programs are encouraged to think creatively about how the pandemic might change the nature of work as part of their making adjustments (e.g., if more people work remotely, how can programs prepare graduates for skills and experiences in remote working based on remote learning . . .). Additionally, it is important that programs are both (1) attractive to and supportive of all students and (2) effectively preparing graduates to work in a diverse environment by addressing cultural competencies through the EEQs.

The concept of “*all* students” is central to the QA Commons’ Employability Framework. The basis for this is two-fold. First, employers have made clear to the QA Commons that certification will be meaningful only if they can know that any graduate they might hire from a program has demonstrated adequate mastery of the EEQs. Additionally, the concept of “*all* students” is relevant with respect to equity. The QA Commons asks that programs examine where students

from vulnerable populations may not be experiencing success and consider what they can do in order to address any such inequities.

The Self-Assessment provides an opportunity to honestly consider strengths and weaknesses around student employability preparation. The reflections and resulting insights are critical to program self-improvement and curricular changes. The QA Commons has found that this work on employability best occurs within a “safe space” that allows participants not only to highlight achievements, but also to recognize weaknesses that can be addressed and lessons learned from past failures. The QA Commons’s experieince suggests that candor is essential for productive self-assessments and **must** be observed by program participants as well as external stakeholders and those to whom the program reports (such as Deans and Provosts).

**This document is provided for ESA program participants who wish to see the ESA on paper before utilizing the Armature online submission system.**

**Paper submissions are NOT accepted.**

**Categories**

The ESA contains a number of questions in five key employability categories. These categories are:

* **Category 1 – Graduate Preparation.** Category 1 addresses graduates’ preparation in regard to the Essential Employability Qualities (EEQs). Category 1 also addresses how the program (or institution) provides work-relevant learning opportunities as well as documentation of graduates’ achievement of the EEQs. The EEQ [**Graduate Profile**](https://theqacommons.org/wp-content/uploads/2020/07/Graduate-Profile-July-2020.pdf)describes these specific graduate qualities. Category 1 is essential in that the program must demonstrate that it is developing and assessing all graduates in each of the EEQs.

The QA Commons considers Category 1 to be the most important of the five categories.

* **Category 2 - Career Support Services.** Category 2 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. The program demonstrates that there is program-level engagement with career planning / services.
* **Category 3 - Employer Engagement.** Category 3 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 evaluation of the program.
* **Category 4 – Student and Alumni Engagement.** Category 4 addresses the extent to which – and how –students and alumni of the program are engaged in assuring program quality.
* **Category 5 – Public Information.** Category 5 addresses the extent to which the program (or institution) provides information to the public about the program and its outcomes to prospective and current students, employers, and the public.

**Process**

* The ESA contains a number of detailed questions regarding the program’s success in preparing students for employment. As part of this process, the program will be asked to submit a matrix that maps the EEQs to any existing framework for program course requirements. If none exists, the program should use the EEQs to identify relevant expected learning outcomes that align with each EEQ. This is described in more detail below.
* An outcomes matching matrix is available on the ESA portal. This document is extremely useful, and required if pursuing certification in the future, to ensure that the EEQs are being adequately taught and assessed in the program. Programs are highly encouraged to complete a basic version of the matrix by mapping each EEQ to at least one course outcome or assessment.
* The ESA will be only as helpful as the extent to which all stakeholders are involved in its preparation. Individual faculty, support services staff (such as those in institutional research, advising, career services and employer advisory groups), and academic administrators (coordinators and directors) should have input into the answers to the questions to ensure that there is a 360 degree analysis of the programs strengths and areas of opportunity. As noted earlier, candor is essential to a meaningful self-assessment.
* The program submits the Self-Assessment to the Quality Assurance Commons using software provided by QAC. Two trained Reviewers external to the QAC will complete a thorough review of the information provided. The Reviewers will then collaborate and prepare a single Feedback Report that includes an analysis of strengths and opportunities as well as recommendations.
* In addition to the Feedback Report, the Reviewers will populate an Action Planning document that will help the program in addressing any gaps that were found in the assessment. The QA Commons will do a final review of the Feedback Report and Action Planning document.
* The QA Commons will send the Reviewers’ final Feedback Report, as well as an Action Planning Document, with which the program can document and track action plans based on the feedback.
* Programs that have completed a self-assessment may wish to confer with the QA Commons about additional services that are available (outside the scope of the ESA).

**Instructions for Programs**

The following pages identify each category, a list of guiding questions, and program/campus resources that may be useful to consult in order for program leadership to describe how it meets or does not meet the current criterion. Responses should be entered in the Armature submission system. Paper submissions are NOT accepted.

* Under each reflection question identify in 250 words or less (a) how well the program addresses that particular question in terms of the practices the program has in place to support the category and (b) evidence currently available to the program to document how well the program addresses the Category. In other words, what relevant data, information, or evidence is collected, documented, and available? NOTE: You do *not* need to submit actual data or evidence at this time; just indicate what data or evidence is collected and available to submit.
* Once the available evidence is summarized, please provide your self-assessment of the sufficiency of evidence (Level 1, Level 2, or Level 3). Please note that the self-assessment is purely for the benefit of the program; therefore, it is important to be candid in your responses. Candor will help in the development of the action plan for self-improvement. Definitions of each rating are:
  + **Level 1:** It is not clear there is a process or evidence that shows the category or subcategory could be met.
  + **Level 2:** The program appears to have some evidence that the category or subcategory could be met, but there are gaps or limitations in the explanation.
  + **Level 3:** The program appears to have sufficient evidence to demonstrate that the category or subcategory could be met.
* Where summary assessments are requested, briefly identify key strengths and key areas of opportunity for the program related to that category. The areas of opportunity, along with reviewer recommendations, can be translated into an action plan to guide the program toward meeting the requirements of the category.
* It may be useful to reference the [**Graduate Profile**](http://theqacommons.org/wp-content/uploads/2020/04/Graduate-Profile-2020.pdf) (which describes the Essential Employability Qualities) when working through this self-assessment.
* The glossary defines underlined terms throughout this document.
* The program may use its own or another employability skills or learning outcomes framework (e.g., DQP, NACE Career Readiness Competencies, AAC&U Essential Learning Outcomes, Connecting Credentials Framework) instead of the EEQ [**Graduate Profile**](https://theqacommons.org/wp-content/uploads/2020/07/Graduate-Profile-July-2020.pdf).   
    
    
  If so, the program will be asked to describe the framework and to map its specific alignment with the EEQs in Category 1A.1 of its response. .
* Programs are to utilize the QA Commons’ Curriculum Mapping Matrix, available on the participant portal. This can be used to map the program’s own framework to the EEQs. This is very important for Reviewers who will be looking to ensure that there is adequate evidence to document that the eight EEQs are being met. Note: If any part of the EEQs are met through the general education curriculum, the outcomes and assignments should be included in the mapping activity.
* A note on the EEQs: The Essential Employability Qualities (EEQs) are designed as qualities or attributes that a graduate should possess to be successful in the 21st century workplace. Each EEQ contains a set of descriptions that illuminate the overall quality.

**Instructions for Reviewers**

Two Reviewers will be assigned to each Employability Self-Assessment. Each Reviewer will evaluate the ESA independently. Reviewers evaluate the responses by the program for each statement, being sure to review the practice the program has in place as well as the assertion of what evidence would be available. Based on their assessment, Reviewers will assign one of the following scores below.

* **Level 1:** It is not clear that the program has a process or evidence that shows the category or subcategory could be met.
* **Level 2:** The program appears to have some evidence that the category or subcategory could be met, but there are gaps or limitations in the explanation.
* **Level 3:** The program appears to have sufficient evidence to demonstrate that the category or subcategory could be met.

Space is provided for reviewers to score and comment on each statement included in the ESA. Reviewers are encouraged to make brief comments that will then inform a more thorough response at the end of each subcategory. Reviewers are asked to provide clear and specific feedback that will enhance the submission of a portfolio should the program desire to pursue certification. The feedback should concisely describe the current functioning of the program related to that question. Reviewers should feel free to include appropriate resources the program might find useful in its action planning.

In addition to the Feedback Report, the Reviewers will populate an Action Planning document for the program that addresses areas for improvement. The program should add its own items to the Action Planning document as they review their self-assessment and feedback from the Reviewers.)

One of the Reviewers will be assigned as the Lead Reviewer. The Lead Reviewer will compile the two sets of scores and associated comments. The two Reviewers will then confer to ensure they are in agreement and to discuss any areas of difference. The Lead Reviewer will be responsible for submitting the Feedback Report and Action Plan to the QA Commons. The QA Commons will then distribute these materials to the program and assist with follow up.

**Links to Categories**

*To more easily navigate this document, please use the below links.*

* [**Stakeholder Engagement**](#h01r4uusogqe)
* [**Category 1**](#hbc3bmvoyui2)**－Graduate Preparation**
  + [1.A.1](#kt55eksu3irk)－Addressing & developing EEQs
  + [1.A.2](#mq18bso9b19p)－Articulation of required EEQ exit proficiencies
  + [1.A.3](#sph4xk3xdqm)－Assessment of exit proficiencies
  + [1.A](#gtzfd2jk47i3)－Summary of 1.A.1 through 1.A.3
  + [1.B](#e1u3lg25qcsm)－ALL students have multiple opportunities to apply learning in work-relevant contexts
  + [1.C](#8i92hycyqjz7)－Verifiable records of EEQ achievement
* [**Category 2**](#oizvq0edreiv)**－Career Support Services**
  + [2.A](#i4nxu98wzenr)－Career support services provided to all students throughout program
* [**Category 3**](#pdxruryqb289)**－Employer Engagement**
  + [3.A](#o8weynids5jk)－Employers engaged in developing, delivering and/or reviewing curriculum
  + [3.B](#17yvcv11c0w)－Clear mechanisms for employers to providing feedback
  + [3.C](#qi5qxp7uz3ar)－Systematic use of employer feedback
* [**Category 4**](#w89x3wbg16o1)**－Student and Alumni Engagement**
  + [4.A](#l3blocnnplc5)**－**Clear mechanisms for student feedback
  + [4.B](#wyxdj9a71ypj)**－**Clear mechanisms for alumni feedback
  + [4.C](#flxinr4vrfpo)**－**Systematic use of student/alumni feedback
* [**Category 5**](#yj40x07t0pf9)**－Public Information**
  + [5.A](#x9ohhcgu9a8d)**－**Provision of public information about EEQs, career pathways & program costs
  + [5.B](#b5ebhg4dsa09)**－**Provision of public information about completion rates, job placement, salary data and graduate effectiveness
* [**Glossary of Terms**](#2n3nwsg60fx5)

**Stakeholder Engagement**

List the stakeholders, inclusive of job title, who were involved in the completion of this Employability Self-Assessment and describe briefly their level of involvement and how they were engaged. Briefly describe how this information was compiled to form the final report.

**CATEGORY 1－Graduate Preparation**

*Category 1 addresses graduates’ preparation in regard to the Essential Employability Qualities (EEQs). Category 1 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***](https://theqacommons.org/wp-content/uploads/2020/07/Graduate-Profile-July-2020.pdf) *that describes these specific graduate qualities.*

**1.A.1: The program addresses and develops each Essential Employability Quality (EEQ).**

*Sub-category 1.A.1 considers the intentional development of all of the EEQs (or a comparable framework for all students at multiple points throughout the curriculum).*

*Resources to consult include curriculum maps (the EEQ mapping matrix, available on the participant portal, is a very useful tool); syllabi; course activities and assignments; internship learning outcomes; learning outcomes assessment data; co-curricular activities in which all students engage; and similar documentation.*

*Note: Reviewers will look for programs to document available evidence, including the EEQ mapping matrix or alternative mapping framework, is being used.*

**Statement A: All EEQs are addressed in the program.**

**Statement B: All EEQs are addressed through co-curricular and/or extracurricular activities.**

**Statement C: All EEQs are mapped to the curriculum at the program, course, and/or assignment levels.**

**Statement D: There is a developmental approach to including all EEQs throughout the curriculum.**

**Summary: Addressing & developing each EEQ**

**1.A.2: The program articulates the required exit proficiencies for each EEQ.**

*Resources to consult include policies or other sources of information that document the required exit proficiencies such as the catalog, handbook, syllabi; and similar documentation.*

**Statement A: The program has developed exit proficiencies that identify expected levels of attainment for each EEQ for all students at the time of graduation**.

**Statement B: Students are made aware of the levels of proficiency expected of them to complete the program.**

**Summary: Articulating exit proficiencies for each EEQ.**

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

*Resources to consult include assessment plans; assignments and rubrics; learning outcomes data; specialized accrediting reports; licensure exam results; prior learning data; employment metrics tracked by the program; and other similar documentation.*

**Statement A: The program assures that each student has met the exit proficiencies.**

**Statement B: The program regularly assesses student attainment of EEQs.**

**Statement C: The program regularly examines data, such as enrollment and graduation data, to understand differences in program completion based on vulnerable groups, such as those characterized by race, gender, socioeconomic status, first generation, and other key factors associated with equity in educational access and attainment. The program uses this information to maximize equity in its academic offerings.**

**Summary: Assurance that each graduate meets exit proficiencies**

**Sub-****Category 1.A IN SUMMARY－EEQ Development & Assessment**

* **What does the program do well in regard to subcategory 1.A?**
* **What might the program need to more effectively meet subcategory 1.A?**

**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, service learning, experiential activities, work-site projects, etc.).**

*Resources to consult include syllabi, course assignments, and assessment rubrics; internship and fieldwork guidelines and evaluation mechanisms; third-party certification guidelines; co-curricular and extracurricular opportunities; and similar documentation.*

*For each statement, please identify in 250 words or less (a) how well the program addresses that particular question in terms of the practices the program has in place to support the category and (b) evidence currently available to the program to document how well the program addresses the Category.*

**Statement A: There are course assignments and other classroom-based experiences throughout the curriculum that ask students to apply learning to a work-relevant context.**

**Statement B: Opportunities exist for students to be trained and evaluated by external supervisors/employers.**

**Statement C: Opportunities exist for students to acquire external certifications in their chosen field or occupation.**

**Statement D: The program has integrated the development of work-relevant outcomes to campus-based work experiences, work-study, and co-curricular and extra-curricular opportunities.**

**Summary: ALL students have multiple opportunities**

**1.C: The program (or institution) provides all students with verifiable records that document their achievement of the EEQs.**

*Resources to consult include student transcripts, e-portfolios, badges, and/or micro-credentials; other forms of verifiable student records; third-party validations of student achievement; and similar documents.*

**Statement A: Student attainment of the EEQs is included on the student’s transcript or in another format such as badges or micro-credentials.**

**Statement B: Transcripts or other verifiable records contain information about co-curricular and extracurricular activities that develop EEQs and work-relevant competencies.**

**Statement C: Students can easily share these records with employers and other external parties.**

**Summary: Verifiable Records**

*See next page for Category 2*

**CATEGORY 2－Career Support Services**

*Category 2 addresses the extent to which all students are supported throughout their program of study by the program with career support services to aid in their employability including collaboration with institutional services.*

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

*Resources to consult include syllabi and learning activities that incorporate career development activities; career services information, usage, outcomes, and effectiveness data; employment and salary data related to the careers relevant to the program; alumni employment and salary data, collected at multiple intervals post-graduation; and similar documents.*

**Statement A: Career and employability support services are integrated into, and tailored to, the academic program.**

**Statement B: The program leverages career support services to enhance the academic program through design, delivery and/or employability preparation evaluation.**

**Statement C: Students are provided with targeted career support services at multiple points throughout their program.**

**Statement D: The program ensures that all students receive career and employability support, even if they are currently employed.**

**Statement E: The program tracks students’ usage of career services as well as the effectiveness of these services.**

**Summary: Career Services to all students, throughout**

*See next page for Category 3*

**CATEGORY 3－Employer Engagement**

*Category 3 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. Category 3 also considers the degree to which labor market or employer-based data informs program design and learning outcomes.*

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

*Resources to consult include advisory board member lists, bios, and meeting agendas and minutes; program review guidelines; syllabi and/or assignment information delivered by employers; examples of use of labor market information to design and/or revise program outcomes and learning experiences; and similar documents.*

**Statement A: The program has formal and documented relationships with the employers who hire its students.**

**Statement B: Employers are engaged in the design of the program and program assessment review processes. For example, this could be through participation in advisory boards and other means of regular engagement.**

**Statement C: Employers have opportunities to teach or co-teach courses, supervise internships, participate in classes with teachers to reinforce learning, or provide subject matter expertise to students.**

**Summary: Employers engaged in development/review of program outcomes and learning experiences.**

**3.B: Employers have clear mechanisms for providing feedback about students, graduates, and the program as a whole.**

*Sub-category 3.B assesses the methods and frequency with which the program gathers feedback from employers about students (formative and summative) and alumni to develop and assess student competencies and provide feedback on the program as a whole.*

*Resources to consult include employer survey questions and findings; internship/employment feedback guidelines and outcomes reports; assessment information; program review guidelines; and similar documents.*

**Statement A: Employers participate in directly assessing student learning.**

**Statement B: The program gathers feedback from employers about students and graduates (e.g., through periodic surveys, internship feedback reports, etc.).**

**Statement C: Employers have opportunities to provide formative feedback to currently enrolled students regarding job preparedness and their skill levels.**

**Summary: Clear Mechanisms for employer feedback**

**3.C: The program systematically uses the information and feedback from employers to continuously improve.**

*Sub-category 3.C considers the degree to which the program has a formal process in place to reflect on and make changes based upon feedback from employers.*

*Resources to consult include program review guidelines; faculty meeting minutes; assessment reports; example improvements; and similar documents.*

**Statement A: Employer feedback is used to make changes to the program and the program evaluates the effectiveness of those changes after they are made.**

**Summary: Program uses feedback to improve.**

*See next page for Category 4*

**CATEGORY 4－Student and Alumni Engagement**

*Category 4 addresses the extent to which – and how – students and alumni of the program are engaged in assuring program quality.*

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

*Sub-category 4.A addresses the extent to which currently enrolled students meaningfully participate in program design, development, and assessment.*

*Resources to consult include end of course evaluations; exit surveys; other student feedback mechanisms; program review guidelines; advisory board minutes; and similar documents.*

**Statement A: Current students have opportunities to provide feedback to the program that are meaningful, go beyond end of course evaluations, and are specific to how they think or feel they have attained the eight EEQs.**

**Statement B: Student surveys include questions around the student *experience* that may help bring to light disparities in engagement and success amongst underrepresented students.**

**Summary: Clear mechanisms for student feedback**

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

*Sub-category 4.B addresses the extent to which current alumni meaningfully participate in program design, development, and assessment.*

*Resources to consult include alumni surveys; program review guidelines; advisory board minutes; and similar documents.*

**Statement A: Alumni contribute to the design, development, and assessment of the program.**

**Statement B: Alumni are provided with multiple opportunities to reflect and comment on how well they think or feel the program prepared them for employment.**

**Statement C: Alumni participate on the program advisory board and are given the opportunity to make meaningful and sustained contributions.**

**Statement D: Alumni participate in program review.**

**Statement E: Alumni are engaged to facilitate internships, other work-relevant learning opportunities, or employment for students.**

**Summary: Clear mechanisms for alumni feedback**

**4.C: The program systematically uses the information and feedback from students and alumni to continuously improve.**

*Sub-category 4.C considers the degree to which the program has a formal process in place to reflect on and make changes based upon feedback from students and alumni.*

*Resources to consult include program review guidelines; faculty meeting minutes; assessment reports; and similar documents.*

**Statement A: Student and alumni feedback is used to make changes to the program through formal and informal processes.**

**Statement B: Changes are formally documented, and there is a system in place to evaluate effectiveness of changes after they are made.**

**Summary: Systematic use of student/alumni feedback**

*See next page for Category 5*

**CATEGORY 5－Public Information**

*Category 5 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.*

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**5.A: The program provides information to the public about:**

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

*Sub-category 5.A addresses the quality and accessibility of public information about student preparation for employability and program costs.*

*Resources to consult include website links that are available to the public; catalog text; brochures; presentations; and similar documents.*

**Statement A: Information about EEQs that students will attain, and the manner in which they will attain them, is available to students and to the public.**

**Statement B: The program provides career pathway information that is specific to the degree program (and/or the geographic region) in which students will eventually be employed.**

**Statement C: The program provides local/regional salary information that is easy to find on the program/institution’s website.**

**Summary: Provision information on EEQs, careers, and costs**

**5.B: 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, ethnicity, and family income level.**
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.**

*Sub-category 5.B addresses the quality and accessibility of public information about graduates’ outcomes, including program completion, job placement, salary data, and effectiveness in the workplace.*

*Resources to consult include website links that are available to the public; findings of graduate and/or employer surveys or other feedback mechanisms; and similar documents.*

**Statement A: The program (or institution) makes program completion data available to the public.**

**Statement B: The program makes graduates’ job placement, salary information, effectiveness in the workplace, and further education available to the public. These data are disaggregated by gender, race, and ethnicity, are available for at least three years, and are available at the program level.**

**Summary: Provision of information on completion, job placement, salaries, and effectiveness**

**Glossary of Terms**

**Alumni:** Former students who have at one time participated in or completed a program. Programs can include traditional degree programs as well as other sequential programs of study such as certificates.

**Essential Employability Qualities (EEQs):** These qualities, which are embodied in the EEQ [**Graduate Profile**](https://theqacommons.org/wp-content/uploads/2020/07/Graduate-Profile-July-2020.pdf), 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 engaged employment and participation in the rapidly changing workplace of the 21st century.

The program may use its own or another employability skills or learning outcomes framework (e.g., DQP, NACE Career Readiness Competencies, AAC&U Essential Learning Outcomes) instead of the EEQ [**Graduate Profile**](https://theqacommons.org/wp-content/uploads/2020/07/Graduate-Profile-July-2020.pdf). If so, the program will be asked to describe the framework and alignment with the EEQs in Category 1.A.1 of its portfolio.

**Employers:** For the purposes of the EEQ CERT, employers may include individual or organizational employers of program graduates; internship/site-based supervisors; relevant external stakeholders, such as community-based partners; or local or regional industry group representatives.

**Exit Proficiencies:** The levels of skills and knowledge associated with each EEQ – as defined by the program – required for each student as he or she graduates from the program.

**Graduates:** People who have successfully completed the program. Graduates include students who complete degrees or other sequential programs of study, such as certificates.

**Information to the Public:** Generally, information is made public when posted and easily accessible on the institution’s or program’s website.

**Verifiable Records:** Official programmatic or institutional records of student achievement of the EEQs.

**Work-relevant Context:** These are real or simulated work-based contexts for assignments or other learning activities in which students can practice and apply their learning. These may include, but are not limited to: applied in-course projects, capstone projects in which students are addressing work-relevant problems or needs, simulation exercises, case studies, role plays, internships, fieldwork, experiential activities, work-site projects, etc.