**the QA commons**

THE QUALITY ASSURANCE COMMONS
*for* HIGHER *and* POSTSECONDARY EDUCATION

# ESA Sample Response

*The below sample is provided in order to help programs understand the types of information that might be included in an ESA response. Programs are encouraged to take their responses in the direction they see fit. Responses need not fit exactly into this mold.*

**Scoring Instructions**: Please provide your self-assessment of the sufficiency of evidence (Level 1, Level 2, or Level 3):

1) It is not clear there is a process or evidence that shows the category or subcategory could be met.
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.
3) The program appears to have sufficient evidence to demonstrate that the category or subcategory could be met.

**Statement Response Instructions**: Under each reflection questions, identify in 250 words or less (a) how well the program addresses that particular question in terms of 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.*

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

Subcategory 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.

*See next page for sample response*

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

**Self-Score**:    **3**

**Response**:

The High Hope College program in Artificial Construction Technology curriculum comprises three components: Required program technical courses, general education courses required by the College, and electives that may be drawn from any College offering, subject to advisor approval. High Hope College is accredited by the Middle Learning Commission, which has specific requirements for learning outcomes mostly aligned with the EEQs, providing another frame of reference. Although there is no program-specific accreditation, there are industry-related learning outcomes specified by the National Association for ACT.

Program faculty have begun mapping degree requirements to the EEQ matrix and anticipate that all of the EEQs are addressed but two areas may need further development: collaboration (with specific focus on diversity) and communication (with specific focus on validation of information sources). All program course syllabi currently have detailed learning outcomes, specific course requirements, and assessment protocols that can be reviewed for alignment with the EEQs using the curriculum map; selected course syllabi offered by other programs (e.g., general studies) will be collected and reviewed for alignment.

The program has a required apprenticeship and optional internships and service learning; evaluations by faculty mentors and external supervisors can be reviewed and aligned with EEQs and curriculum map.

Other available evidence includes: a required course offered by College Career Services to prepare a resume and evidence portfolio, including a self-assessment of readiness for employment; a College alumni survey that may have program specific information about career satisfaction; and the NAACT skills-check rubric at midway and program completion.

**Additional idea for consideration:** One ESA participant noted that he tends to see each of his answers having three categories - what the program did before the pandemic, what they are currently able to do, and things they know they'd like to do in the future. This participant is planning to include those three "categories" in each of his answers.