

**Submission Process**

Programs seeking certification by the [Quality Assurance Commons](http://www.theqacommons.org) are to submit information and data using this form and supporting evidence. Programs are encouraged to provide a brief contextual statement for each subcategory as an introduction and orientation for the evaluator’s consideration. The context statement should explain how the submitted evidence addresses the specific subcategory and refer to the particular section.

Evidence is to be provided via Dropbox. The Dropbox folder will be provided by the QA Commons and will have pre-formatted sub-folders for each category.

The evaluation for certification will be based solely on the information presented in this document and the evidence submitted in Dropbox. ***Only information and evidence included in the Dropbox file will be considered; evaluators are not expected to seek out other information.*** Evaluators will determine to what extent the evidence is sufficient and at what level the evidence documents that the program meets the category or subcategory.

After the Reviewers have combined their responses and created a Feedback Report, Once the Feedback Report is finalized, portfolios of those programs scoring threshold will be submitted to the QA Commons Decision Committee for review and action. The Decision Committee has the authority to accept, modify, or return the recommendation. The QA Commons board engages in periodic reviews of these decisions.

**Quality of Evidence**

Programs should carefully consider the quality of evidence submitted, as this aids evaluators in making a correct determination of the sufficiency of the category and subsequent scoring. Characteristics of quality include the following.

* Clear relationship between the evidence offered and the case that the evidence is intended to support
* Evidence of validity and reliability or equivalent professional standards of measures used and other data collected
* Use of multiple sources and ability to triangulate
* Evidence provided is clearly identified with regard to the audience to which it is addressed - academic, employer, or the public - and the sources of that evidence are clearly identified
* Evidence drawn from reports that are available to and vetted by the program - inclusive of assessment reports, program reviews, programmatic accreditation self-studies, team reports, and data provided by the institutional research office
* Where evidence is made available to the public, that evidence should be easily located on or within a very few clicks from the main home page of the program website

**Guidelines for completing the form**

* There is space to provide contextual statements for each of the subcategories. These sections allow you to clarify evidence or provide other descriptions that support how the program meets the subcategory. Maximum word counts are provided. There is no requirement to use all the words; provide only the information that will be most helpful for reviewers.
* Where evidence is requested, there should be a maximum of five artifacts (or occasionally ten when two subcategories are combined). It is unnecessary to provide all five unless doing so will be most helpful to reviewers.
* ***Each area requiring a response or action is noted by a green double arrow (*>>**).

**Program Background**

**>>** Name of Institution:

**>>** Link to institution website:

**>>** Name of program:

**>>** Link to program website:

**>>** Date the program was initiated:

**>>** Full-time program enrollment at time of portfolio submission:

**>>** Part-time program enrollment at time of portfolio submission:

**>>** Program accreditor, if any, and date of next/last reviews:

**>>** Date of next/last program reviews:

**Brief contextual statement (limit to 300 words):**

**>>** Describe critical elements of the program, including key accomplishments and an overall statement of the program’s key strengths.

**Category 1: EEQ Preparation** *(40% of the final score)*

This category:

* Addresses integration of Essential Employability Qualities (EEQs) into degree, nondegree and short-term credential training programs
* Involves work-based learning opportunities
* Documents learners’ achievement of the EEQs

**1. A.1 The program addresses and develops each of the Essential Employability Qualities.** *(45% of Category 1 score)*

**1.A.2 The program articulates to students the EEQs and the required exit proficiencies for each of the EEQs. (***20% of Category 1 score)*

**1.A.3. The program assures that each learner meets the required exit proficiencies for each EEQ.** (*10% of Category 1 score)*

*Presentation of subcategories 1.A.1 through 1.A.3 include a summary mapping matrix and a contextual statement, as well as tables of information for EACH of the eight EEQs. Based on this information, Reviewers will give scores for each 1.A.1, 1.A.2, and 1.A.3. Their feedback reports will go into more detail on each of the eight EEQs.*

**>>** **Mapping of EEQs to ILOs, PLOs, CLOs**

Before responding below, please completea matrix that maps each EEQ to Institutional Learning Outcomes, Program Student Learning Outcomes, Course Learning Outcomes (and Professional Accreditor Outcomes). This mapping exercise is ***very helpful*** to Reviewers and is a ***requirement*** of the portfolio submission process. Additionally, going through the exercise of creating the matrix is ***very helpful in*** “getting organized” before completing the tables for each EEQ.

The **mapping matrix template, to be uploaded to Dropbox,** can be found on the EEQ CERT participant portal.

**>> Enter a brief contextual statement describing how the program addresses, develops and assesses the Essential Employability Qualities. (Limit 500 words)**

The tables provided for each of the below EEQs should be used to outline how the program addresses subcategories 1.A.1, 1.A,2, and 1.A.3.

|  |
| --- |
| ***Evidence for categories 1.A.1, 1.A.2, and 1.A.3***Programs can use a variety of skills or learning outcomes frameworks; however, it should be clearly presented how the programmatic frameworks map to the eight EEQs. The evidence should address where and how the program learning outcomes and learning activities align with the Eight EEQs. Programs should focus on alignment on outcomes, applied learning activities, and assessments in ***work-relevant contexts***. These are real or simulated work-based scenarios for assignments or other learning activities in which students 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; and similar kinds of activities. ***Evidence for developing EEQs can include***:* How the EEQ aligns with assignments and learning activities and other curricular, co-curricular, or extracurricular activities (as indicated for each EEQ below).
* Sample syllabi.
* Sample assignment information, including capstone and internship/externship assignments.
* Sample rubrics.

***Evidence for EEQ exit proficiencies:***Should indicate how the program defines exit proficiencies for the EEQs that each student needs to attain to complete the program. The program may also wish to include any other requirements students must achieve along their path toward meeting the exit proficiencies. ***Evidence for assessing EEQs can include***:* Documented policy statements that clarify the level of EEQ proficiency each student is to demonstrate to graduate/complete.
* Program information from the catalog and handbooks (with specific pages noted) that articulate required exit proficiencies.
* Website syllabi and other information that document how exit proficiencies are met.
 |

**1.A.1-3.i. Effective Communication**

* Expressing ideas and information accurately, coherently, and appropriately, both verbally and in writing
* Utilizing listening and observation skills
* Creating presentations and materials specific to the needs of the target audience
* Engaging others from diverse backgrounds, cultures, and experiences

**>> Other Frameworks**: If using another employability skills or learning outcomes framework, please include the related competency statement(s) as described by that framework.

**>> Program Outcomes**: Identify program learning outcomes (PLOs) aligned to this EEQ.

**Course, Assignment, Assessment & Exit Proficiencies**

|  |  |  |
| --- | --- | --- |
| **Course Outcomes****>>** In this column, provide Course Learning Outcomes (or other course-level information) aligned to this EEQ. | **Assignments & Learning Activities****>>** In this column, enter specific assignments or other learning activities aligned to this EEQ and applied in a work-related context. Please note if required or optional. | **Assessment of Learning****>>** In this column, indicate how these assignments or other learning activities are assessed. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**>> Statement of Exit Proficiency**: Describe and provide one or more pieces of evidence for which the expectation of proficiency in this outcome is stated for the benefit of students.

**>> Proficiency Assessed for Each Learner**: Describe and provide one or more pieces of evidence that each learner is assessed for the expected exit proficiency at or near graduation.

**1.A.1-3.ii. Teamwork**

* Engaging with teams and working effectively in collaboration with others. Identifying and employing the talents of others to develop solutions
* Contributing one’s individual skills and providing constructive feedback
* Willingness to modify one’s own perspectives, resolve conflicts, and support a collaborative team decision once it has been made

**>> Other Frameworks**: If using another employability skills or learning outcomes framework, please include the related competency statement(s) as described by that framework.

**>> Program Outcomes**: Identify program learning outcomes (PLOs) aligned to this EEQ.

**Course, Assignment, Assessment & Exit Proficiencies**

|  |  |  |
| --- | --- | --- |
| **Course Outcomes****>>** In this column, provide Course Learning Outcomes (or other course-level information) aligned to this EEQ. | **Assignments & Learning Activities****>>** In this column, enter specific assignments or other learning activities aligned to this EEQ and applied in a work-related context. Please note if required or optional. | **Assessment of Learning****>>** In this column, indicate how these assignments or other learning activities are assessed. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**>> Statement of Exit Proficiency**: Describe and provide one or more pieces of evidence for which the expectation of proficiency in this outcome is stated for the benefit of students.

**>> Proficiency Assessed for Each Learner**: Describe and provide one or more pieces of evidence that each learner is assessed for the expected exit proficiency at or near graduation/completion.

**1.A.1-3.iii. Critical Analysis**

* Analyzing, synthesizing, evaluating, and validating information
* Analyzing information to solve complex problems
* Engaging in rational, skeptical, and unbiased analysis or evaluation of factual evidence.

**>> Other Frameworks**: If using another employability skills or learning outcomes framework, please include the related competency statement(s) as described by that framework.

**>> Program Outcomes**: Identify program learning outcomes (PLOs) aligned to this EEQ.

**Course, Assignment, Assessment & Exit Proficiencies**

|  |  |  |
| --- | --- | --- |
| **Course Outcomes****>>** In this column, provide Course Learning Outcomes (or other course-level information) aligned to this EEQ. | **Assignments & Learning Activities****>>** In this column, enter specific assignments or other learning activities aligned to this EEQ and applied in a work-related context. Please note if required or optional. | **Assessment of Learning****>>** In this column, indicate how these assignments or other learning activities are assessed. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**>> Statement of Exit Proficiency**: Describe and provide one or more pieces of evidence for which the expectation of proficiency in this outcome is stated for the benefit of students.

**>> Proficiency Assessed for Each Graduate**: Describe and provide one more pieces of evidence that each graduate is assessed for the expected exit proficiency at or near graduation.

**1.A.1-3.iv. Problem-Solving**

* Accurately defining the problem
* Examining and integrating new ideas, perspectives, strategies, and tools to develop solutions
* Generating new and creative ideas and improvements
* Making judgments to defend opinions and make decisions

**>> Other Frameworks**: If using another employability skills or learning outcomes framework, please include the related competency statement(s) as described by that framework.

**>> Program Outcomes**: Identify program learning outcomes (PLOs) aligned to this EEQ.

**Course, Assignment, Assessment & Exit Proficiencies**

|  |  |  |
| --- | --- | --- |
| **Course Outcomes****>>** In this column, provide Course Learning Outcomes (or other course-level information) aligned to this EEQ. | **Assignments & Learning Activities****>>** In this column, enter specific assignments or other learning activities aligned to this EEQ and applied in a work-related context. Please note if required or optional. | **Assessment of Learning****>>** In this column, indicate how these assignments or other learning activities are assessed. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

 **>> Statement of Exit Proficiency**: Describe and provide one or more pieces of evidence for which the expectation for proficiency in this outcome is stated for the benefit of students.

**>> Proficiency Assessed for Each Graduate**: Describe and provide one or more pieces of evidence that each graduate is assessed for the expected exit proficiency at or near graduation.

**1.A.1-3.v. Learning & Adaptability**

* Exploring, learning, and applying new roles, perspectives, approaches, tools, and strategies
* Approaching new or unfamiliar work and uncertainty with agility and openness
* Considering strengths and areas for improvement, per feedback from supervisors and one’s own self-reflection of strengths and weaknesses
* Seeking out and engaging in formal and informal professional learning opportunities on a continuing basis

**>> Other Frameworks**: If using another employability skills or learning outcomes framework, please include the related competency statement(s) as described by that framework.

**>> Program Outcomes**: Identify program learning outcomes (PLOs) aligned to this EEQ.

**Course, Assignment, Assessment & Exit Proficiencies**

|  |  |  |
| --- | --- | --- |
| **Course Outcomes****>>** In this column, provide Course Learning Outcomes (or other course-level information) aligned to this EEQ. | **Assignments & Learning Activities****>>** In this column, enter specific assignments or other learning activities aligned to this EEQ and applied in a work-related context. Please note if required or optional. | **Assessment of Learning****>>** In this column, indicate how these assignments or other learning activities are assessed. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**>> Statement of Exit Proficiency**: Describe and provide one or more pieces of evidence for which the expectation for proficiency in this outcome is stated for the benefit of students.

**>> Proficiency Assessed for Each Learner**: Describe and provide one or more pieces of evidence that each learner is assessed for the expected exit proficiency at or near graduation.

**1.A.1-3.vi. Professionalism & Responsibility**

* Practicing ethical and professional behavior
* Carrying out responsibilities, establishing priorities, and managing time
* Interacting appropriately with others

**>> Other Framework**: If using another employability skills or learning outcomes framework, please include the related competency statement(s) as described by that framework.

**>> Program Outcomes**: Identify program learning outcomes (PLOs) aligned to this EEQ.

**Course, Assignment, Assessment & Exit Proficiencies**

|  |  |  |
| --- | --- | --- |
| **Course Outcomes****>>** In this column, provide Course Learning Outcomes (or other course-level information) aligned to this EEQ. | **Assignments & Learning Activities****>>** In this column, enter specific assignments or other learning activities aligned to this EEQ and applied in a work-related context. Please note if required or optional. | **Assessment of Learning****>>** In this column, indicate how these assignments or other learning activities are assessed. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**>> Statement of Exit Proficiency**: Describe and provide one or more pieces of evidence for which the expectation of proficiency in this outcome is stated for the benefit of students.

**>> Proficiency Assessed for Each Learner**: Describe and provide one more piece of evidence that each learner is assessed for the expected exit proficiency at or near graduation/completion.

**1.A.1-3.vii. Motivation & Initiative**

* Independently assessing situations and initiating necessary actions and behaviors
* Identifying risks and opportunities
* Displaying goal-oriented behavior
* Pursuing professional opportunities and advancement

**>> Other Framework**: If using another employability skills or learning outcomes framework, please include the related competency statement(s) as described by that framework.

 **>> Program Outcomes**: Identify program learning outcomes (PLOs) aligned to this EEQ.

**Course, Assignment, Assessment & Exit Proficiencies**

|  |  |  |
| --- | --- | --- |
| **Course Outcomes****>>** In this column, provide Course Learning Outcomes (or other course-level information) aligned to this EEQ. | **Assignments & Learning Activities****>>** In this column, enter specific assignments or other learning activities aligned to this EEQ and applied in a work-related context. Please note if required or optional. | **Assessment of Learning****>>** In this column, indicate how these assignments or other learning activities are assessed. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**>> Statement of Exit Proficiency**: Describe and provide one or more pieces of evidence for which the expectation for proficiency in this outcome is stated for the benefit of students.

**>> Proficiency Assessed for Each Learner**: Describe and provide one or more pieces of evidence that each learner is assessed for the expected exit proficiency at or near graduation/completion.

**1.A.1-3.viii Digital Literacy**

* Possessing the ability to use various digital platforms and applications aligned to job functions
* Displaying the ability to use digital platforms and applications to find, evaluate, create, and communicate information
* Responsibly using digital platforms and applications for their intended use and protection of private information

**>> Other Frameworks**: If using another employability skills or learning outcomes framework, please include the related competency statement(s) as described by that framework.

**>> Program Outcomes**: Identify program learning outcomes (PLOs) aligned to this EEQ.

**Course, Assignment, Assessment & Exit Proficiencies**

|  |  |  |
| --- | --- | --- |
| **Course Outcomes****>>** In this column, provide Course Learning Outcomes (or other course-level information) aligned to this EEQ. | **Assignments & Learning Activities****>>** In this column, enter specific assignments or other learning activities aligned to this EEQ and applied in a work-related context. Please note if required or optional. | **Assessment of Learning****>>** In this column, indicate how these assignments or other learning activities are assessed. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**>> Statement of Exit Proficiency**: Describe and provide one or more pieces of evidence for which the expectation for proficiency in this outcome is stated for the benefit of students.

**>> Proficiency Assessed for Each Learner**: Describe and provide one or more pieces of evidence that each learner is assessed for the expected exit proficiency at or near graduation/completion.

 **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.)**.
(*25% of Category 1 score)*

|  |
| --- |
| ***Evidence Summary***: The evidence should show that all students have ample opportunities to engage in work-relevant contexts during multiple points during their course of study and particularly in the latter part of their programs, during which evaluation of EEQ performance will likely occur. Include which opportunities are required of all students and optional, how student performance is assessed and by whom, and if EEQ evaluations happen in these activities.***Evidence can include***:* Course syllabi that show assignments related to work settings
* Lists of required and voluntary opportunities for students to participate in work-related contexts.
* Internship agreements
* Internship evaluations
* Program guidelines
 |

**Contextual Statement (limit 300 words)**

**>>** Please provide any context that substantiates evidence for Subcategory 1.B.

**>> Please describe the evidence uploaded to Dropbox (no more than five artifacts):**

**Category 2. Integrated Support Services** *(15% of the final score)*

This category:

* Addresses the extent to which all learners are supported in their employability journey
* Integrates employability support systems into degree, non-degree, and short-term credential programs.

**2.A. Career and employability support services are provided to ALL students throughout their program of study.** *(65% of Category 2 score)*

|  |
| --- |
| ***Evidence Summary***: The evidence should show the career support services provided, the degree to which they are integrated into the program and when, whether they are required or optional, and to what extent they are effective. ***Evidence can include***:* Usage and outcomes of services and activities provided, including technology-based support.
* Evidence of the connection to and integration within the program.
* Data on the effectiveness of institutional or programmatic support systems (e.g., career services, career pathways, courses, workshops, mentoring programs, alumni networks, and employer activities.
* Relevant syllabi and assignment information.

***Tip***: Reviewers are looking for more than the existence of a career services department. They are looking to see that the program intentionally connects students with career support services, tracks which students are using these services, and tracks/evaluates the effectiveness of these services. |

**Contextual Statement (limit 300 words)**

**>>** Please provide any context that substantiates evidence for Subcategory 2.A

**>> Please describe the evidence uploaded to Dropbox (no more than five artifacts):**

**2.B. Other support services relevant to the institution, program, and student population, are provided to ALL students throughout their program of study.** *(35% of Category 2 score)*

|  |
| --- |
| ***Evidence Summary***: The evidence should show that appropriate support services are provided, the degree to which they are integrated into the program and when, whether they are required or optional, and to what extent they are effective. ***Evidence can include***:* Usage and outcomes of services and activities provided, including technology-based support.
* Evidence of the connection to and integration within the program.
* Data on the effectiveness of institutional or programmatic support systems (e.g., mental health/counseling services, health centers, food services, academic advising, etc.)

***Tip***: Reviewers are looking to see how the program ensures learners who most need these services are aware of and encouraged to use them. |

**Contextual Statement (limit 300 words)**

**>>** Please provide any context that substantiates evidence for Subcategory 2.B

**>> Please describe the evidence uploaded to Dropbox (no more than five artifacts):**

**Category 3. Employer Engagement** *(25% of the final score)*

This category evaluates the extent to which – and how – employers (and other relevant external stakeholders, such as community-based partners, workforce boards, associations, or industry sector representatives) are engaged in an appropriate feedback loop on the design, delivery, and evaluation of EEQs at the degree, non-degree, and short-term credential level.

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

**outcomes and learning experiences.** *(33% of Category 3 score)*

|  |
| --- |
| ***Evidence Summary***: The evidence describes the mechanisms in place to engage employers in developing, delivering, and/or reviewing program outcomes and learning experiences, including the frequency with which these occur. As appropriate, describe the use of labor market information. ***Evidence can include***:* Mechanisms for and samples of employer engagement activities, including advisory board member lists and / or biographies.
* Meeting agendas or minutes.
* Roles and responsibilities of advisory boards.
* Evidence of employer or industry association partnerships.
* Use and alignment of labor market data to design and revise program outcomes and learning experiences.
* Use of employers to assess student work and/or be engaged in instruction.
 |

**Contextual Statement (limit 300 words)**

**>>** Please provide any context that substantiates evidence for Subcategory 3.A.

**>> Please describe the evidence uploaded to Dropbox (no more than five artifacts):**

**3.B. Employers have clear mechanisms for providing feedback about students,**

**graduates/completers, and the program as a whole that is used to improve the program.** *(33% of Category 3 score)*

**3.C. The program systematically uses the information and feedback from employers to continuously improve.** *(33% of Category 3 score)*

|  |
| --- |
| ***Evidence Summary***: The evidence describes the mechanisms in place to gather feedback from employers about students, graduates/completers, and the program as a whole, including the frequency with which this feedback is gathered, and it describes how the feedback is used to improve the program.***Evidence for feedback can include***:* Mechanisms for and samples of employer feedback (e.g., focus group summaries, meeting or interview notes, etc.).
* Findings from locally and / or externally conducted surveys of employers, including internship feedback surveys or reports and follow-up actions.
* Methods for and samples of employers’ participation in assessing program effectiveness.

**Evidence for use of feedback to improve can include:*** Evidence of formal and informal processes to improve student and/or program performance based on feedback from employers).
* Samples of improvements implemented, as documented in meeting minutes, assessment and/or program review reports, syllabi, or other documents.
* Assessments of future employer needs.
 |

**Contextual Statement (limit 300 words)**

**>>** Please provide any context that substantiates evidence for Subcategories 3.B and 3.C.

**>> Please describe the evidence uploaded to Dropbox (no more than ten artifacts):**

**Category 4: Learner Engagement** *(15% of the final score)*

This category addresses the collection, evaluation, and use of relevant feedback from current students and completers as they experience and participate in the world of work.

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

**Program and such feedback are used to improve the program.** *(33% of Category 4 score)*

|  |
| --- |
| ***Evidence Summary***: The evidence describes how the program systematically collects and uses the information and feedback it gathers from students and alumni/completers to improve the program. ***Evidence can include***:* Mechanisms for student feedback about the program, such as findings from locally and / or externally conducted surveys of students, student engagement, or student participation on advisory boards or other stakeholder meetings regarding preparation for employment and careers.
* Samples of student feedback about the program relevant to preparation for employability.

***Tip***: Reviewers are looking for more than generic course evaluations. A strong submission will show the program seeking to uncover particulars that affect the student experience and contribute to student struggles and successes.  |

**Contextual Statement (limit 300 words)**

**>>** Please provide any context that substantiates evidence for Subcategory 4.A.

**>> Please describe the evidence uploaded to Dropbox (no more than five artifacts):**

 **4.B. Alumni/completers have clear mechanisms for providing feedback about the program.** *(33% of Category 4 score)*

**4.C. The program systematically uses the information and feedback from students and alumni/completers to continuously improve.** *(33% of Category 4 score)*

|  |
| --- |
| ***Evidence Summary***: The evidence describes opportunities for alumni/completers to provide feedback about the program, including the frequency with which this occurs. Additionally, it describes how the program systematically uses the information and feedback to improve the program. ***Evidence for feedback can include***:* Mechanisms for alumni/completer feedback about the program, such as findings from locally and / or externally conducted surveys of graduates/completers, alumni network engagement, or graduate/completer participation on advisory boards or other stakeholder meetings.
* Samples of alumni feedback about the program in terms of preparation for employability and careers.

***Evidence for use of feedback can include:**** Descriptions of formal and informal processes to improve student and / or program performance based on feedback from students and alumni.
* Examples of improvements implemented as documented in meeting minutes, assessment and / or program reports, syllabi, or other documents.

***Tip***: Evidence that includes feedback beyond six months or a year post-completion, showing completer feedback into and through the progression of careers, is strongest. |

**Contextual Statement (limit 300 words)**

**>>** Please provide any context that substantiates evidence for Subcategories 4.B and 4.C

**>> Please describe the evidence uploaded to Dropbox (no more than ten artifacts):**

**Category 5. Transparency of Outcomes** *(5% of the final score)*

This category:

* Addresses the extent to which the organization and its programs are linked to educational attainment, greater economic mobility, and prosperity.
* Evaluates the extent of transparency and reporting of outcomes to learners and the public and how degree, non-degree, and short-term credentials continuously adapt to labor market demands*.*

**5.A. The program provides information to the public about (a) The Essential Employability Qualities that students will acquire, (b) how students will acquire the EEQs, and (c) the career pathways and professional opportunities for which they will be prepared; and (d) current typical program** **costs.** *(50% of Category 5 score)*

|  |
| --- |
| ***Evidence Summary***: The evidence shows the mechanisms by which the program provides this information to the public. ***Evidence can include***:* Website links to pages that show the information available to the public.
* Catalog and / or student handbook text excerpts.
* Brochures and / or presentations that are available to the public.

***Tip***: Reviewers are looking for the provision of information beyond course offerings.  |

**Contextual Statement (limit 300 words)**

**>>**Please provide any context that substantiates evidence for Subcategory 5.A.

**>> Please describe the evidence uploaded to Dropbox (no more than five artifacts):**

**5.B. The program provides to the public the following data (3-ˇyear trend data where possible):**

**a. Program completion rates, including time to completion, disaggregated by gender, race, and ethnicity;**

**b. Job placement information, further education rates, and/or advancement data of program graduates/completers**

**c. Salary data of program graduates/completers**

**d. Evidence of program graduates’/completers’ effectiveness in the workplace.**

**If these data are not available to the public, please link to institutional completion data.** *(50% of Category 5 score)*

|  |
| --- |
| ***Evidence Summary***: The evidence shows the mechanisms by which the program provides this information to the public. ***Evidence can include***: * Website links to pages that show the information available to the public. For 5.B.d, evidence may consist of findings of completer and/or employer surveys or other feedback mechanisms.
 |

 **Contextual Statement (limit 300 words)**

**>>** Please provide any context that substantiates evidence for Subcategory 5.B.

 **>> Please describe the evidence uploaded to Dropbox (no more than five artifacts):**

**Bonus – Equitable Outcomes**

*Opportunity to score 0.1 to 0.3 extra points toward the overall score, ranging from 1.0 to 4.0.*

The below “extra credit” questions address the extent to which the program is committed to equitable outcomes. **QA Commons considers an equitable outcome one in which every individual from every demographic is provided the opportunity to reach their full potential in achieving employability, mobility, and prosperity.**

**>>** Please share how the program’s ***integrated support services*** contribute to more equitable outcomes.

**>>** Please share how the program’s ***learner engagement*** ***efforts*** contribute to more equitable outcomes.

**>>** Please share how any ***other efforts*** by the program contribute to more equitable outcomes