

MURRAY STATE UNIVERSITY

EEQ CERTIFICATION
SUMMARY REPORT &
COMPENDIUM OF PRACTICES



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“86% of students state getting a job is their primary reason for attending college.

Strada / Gallup 2017 College Student Survey

“Nearly 3 in 4 employers say they have a hard time finding graduates with the soft skills their companies need.”

Society for Human Resources Management, 2019

“In today's world of software engineering and ever-more technology, it's soft skills that employers want. 91% of companies cited this as an issue and 80% of companies are struggling to find better soft skills in the market.”

LinkedIn

“The foundation of a career in a highly technical field is a set of non-cognitive skills that is necessary in every industry, such as basic literacy, communication, teamwork, and critical thinking. Without these skills, no amount of technical training will be sufficient; lacking such a foundation makes the technical skills simply “fall through,” which helps explain why technical skill-training programs, especially those for disadvantaged populations, simply do not yield the results of their designers and implementers hope for...”

American Enterprise Institute





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Project Report

Introduction

There is a growing body of [research](#) revealing significant gaps between what students learn in higher education and what they need to be successful in career and life, especially with respect to the human and soft skills employers cite as most needed and too often lacking.

In late 2020, Murray State University engaged with the Quality Assurance Commons (QA Commons), a non-profit organization working to narrow the gap between higher education and employment. The QA Commons focuses on the need to integrate soft skills with academic content, as well as the need for these skills to be curated over time.

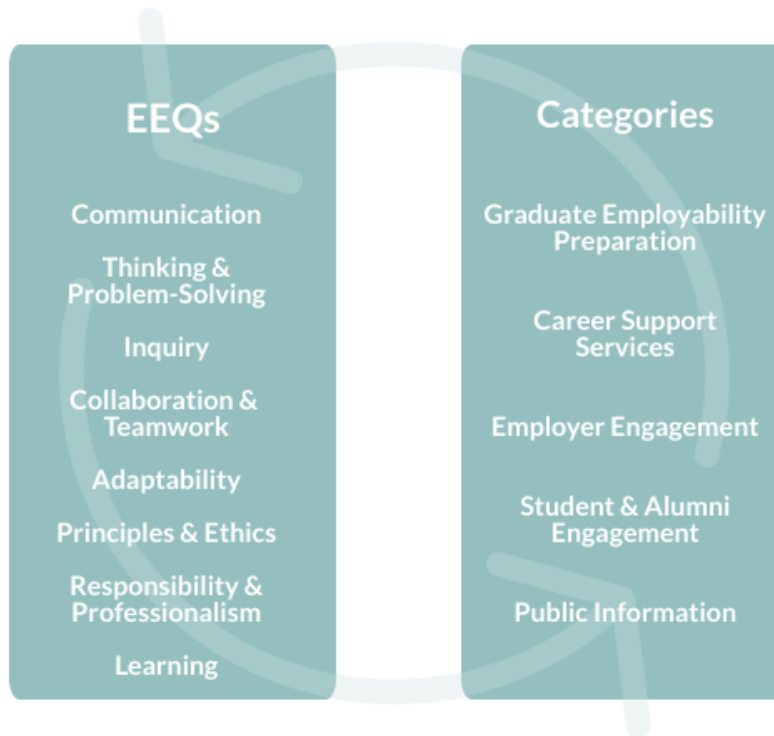
Initially, seven programs engaged in an “Employability Scan” to engage faculty and staff in identifying strengths and gaps in delivering employability skills. 70+ faculty and staff participated. Findings of this self-reporting exercise were that advising students about career pathways and skills needed for employment is what faculty and staff do most. Gaps were around (1) Engaging employees in the design and delivery of courses or curriculum and (2) Knowledge of where graduates go and their success in the workplace.

Programs then moved on to the EEQ Certification (EEQ CERT) process, an intensive reflection of Employability learning outcomes, curriculum, and program practices. Programs successfully achieving EEQ Certification have validation that they are equipping their students with employability qualities for life. Of the original seven programs, five submitted complete EEQ CERT portfolios. Each portfolio was evaluated by two experienced external Reviewers, trained by the QA Commons.

Findings from the EEQ CERT process confirmed the EScan findings, provided considerably more detail and insight, and resulted in five EEQ Certified programs. EEQ CERT is the hallmark of quality in delivering education and training programs aligned to employability. QA Commons encourages the **sharing of best practices** as an excellent way to fill knowledge gaps, encourage leadership, and stimulate more good work on employability throughout the university.

Employability Framework

QA Commons' work is based on an Employability Framework consisting of eight Essential Employability Qualities (EEQs), as well as five interwoven categories that are critical to programs' ability to prepare students for their first job and a life of engaged employment.



Summary of Findings

In working with the programs and reviewing the in-depth portfolios, an **institutional commitment** to employability stood out. Buy-in amongst faculty was evident.

Development and curation of the EEQs throughout courses of study stood out as a strength. As can be seen in the compendium of practices contained within this report, each program contributes numerous practices that demonstrate their adherence to EEQ CERT standards and that can be used to inspire programs throughout the university.

The Career Services department at Murray State University is strong. Staff is clearly willing to work directly with programs to integrate into curricula and activities and integration of career support services is evident.

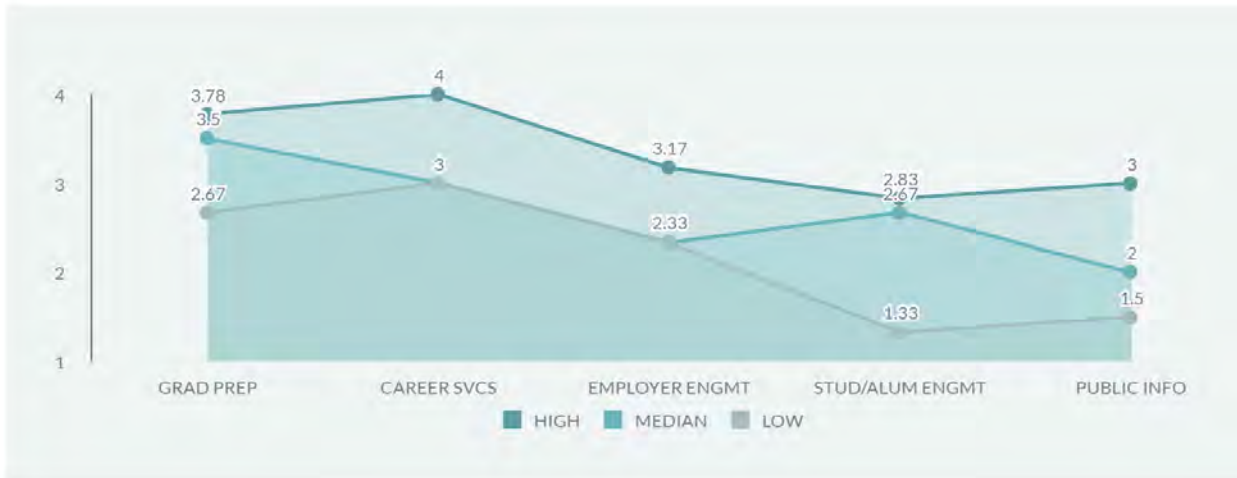
The **RACER Oral Communication Center**, dedicated to assistance with oral communication projects and assignments university-wide, is noteworthy. In QA Commons' review of all of the leading Employability frameworks, Communications is the one quality that exists in EVERY scheme.

There exists **opportunities to enhance employer, student, and alumni engagement.**

At least one program noted the lack of resources to execute on many of the employer and alumni engagement ideas they have had. QA Commons acknowledges the numerous responsibilities of faculty and commend all participants in their efforts.

Synopsis of EEQ CERT Category Scoring

The below graph shows how programs scored in each category. Scoring definitions are (4) Exemplary, (3) Acceptable, (2) Emerging, (1) Unable to Assess.



Overall EEQ CERT portfolio scores include the following category weightings: EEQ Preparation (40%), Career Support Services (15%), Employer Engagement (25%), Student & Alumni Information (15%), and Public Information (5%).

Five programs were reviewed. All were certified, with scores ranging from 2.63 to 3.19.* Median scores for each category were, from highest to lowest:

- 1) Graduate Preparation (3.5)
- 2) Career Services (3)
- 3) Student/Alumni Engagement (2.67)
- 4) Employer Engagement (2.33)
- 5) Public Information (2)

Notes:

- The minimum threshold for Certification is 2.6.
- QA Commons reviews all feedback and scoring reports for quality assurance, but with different external Reviewers on different portfolios, there exists some variation in scoring.
- One program, which submitted its portfolio later than the others, was subject to different (updated) weighted scoring within Category 1.

Observations by Category

(1) Graduate Preparation: Graduate Preparation around Essential Employability Qualities is robust. Each program has a commendable set of practices to contribute in terms of embedding EEQs into curricula. Additionally, programs were generally able to do a good job of mapping assignments and activities to program, course, and student learning outcomes to ensure breadth of coverage of employability skills. In reviewing the compendium of practices, there was notable depth of the EEQs (i.e. they are not relying on superficial elements of the EEQs, but are often presented in very meaningful ways).

➤ Recommendation: QA Commons encourages all EEQ Certified programs to ensure they are *making students aware* of the employability skills they are developing during their time at the university. Having now mapped program/course outcomes and specific exercises to the EEQs, the programs are able to lay this out for the students. (The Organizational Communication program is doing a particularly commendable job of this in the COM 595 course.) EEQ Certified programs that wish to provide student EEQ badges for students, co-issued by QA Commons and the program, on the Credly platform, may do so beginning in mid-2022.

(2) Career Support Services: It is appreciated that, in addition to offering Career Support Services for students to access outside the program, there was considerable integration of career support activities *within* the curricula. There was much evidence that programs are building relationships with Career Services staff members and intentionally leveraging their services. At least two programs are tracking students' use of Career Support Services (though it is not known if that data is being used to ensure all students are indeed getting the access to opportunity, networks, resources, and supports they need to reach their full potential.)

(3) Employer Engagement: The Employer Engagement category showed the most variation. This work was incredibly strong in some programs, and almost totally absent in others. QA Commons calls for programs to engage *deeply* with employers through multiple forms of participation and feedback, especially with respect to EEQs. QA Commons also believes it is critical to place *formal mechanisms* for documenting employer feedback and making changes based on that feedback. Unsurprisingly, programs most closely tied to specific careers tended to score highest in this category.

One program, which prides itself on the variety of careers to which their graduates continue on, commented that engaging employers would make their program weaker. QA Commons disagrees. Students enrolled in liberal arts and other such programs are in an exciting position in that, "the world is their oyster" in terms of career path. It is critical that they begin to explore the different careers open to them. Figuring it out in the real world teaches great lessons, but can also cause students to lose precious time in terms of advancing their careers. Additionally, spending a lot of

time in a career that is “not a good fit” can result in degrading confidence. Realizing that a career is not right can be as or more important than realizing what career *is* the right fit, and this tends to be better done before entering that career path. QA Commons challenges programs that are not closely tied to a specific career path to bring their diverse set of alumni (who can very often be considered “employers”) to engage in panels in which they address what they like about their jobs, what they don’t like, and what makes for a good fit in their industry or position.

(4) Student & Alumni Engagement: Student & Alumni Engagement stands out as the category that might be addressed through a campus-wide effort. Many programs host impressive alumni events and do (often a little sporadically) solicit feedback. QA Commons encourages programs to (1) Consider surveys that allow alumni of all ages to reflect on how well they feel the program prepared them for employment, as well as provide data on the types of employment they have found after graduation; and (2) Consider student surveys on the student experience, contributing to faculty awareness of the program climate and reasons for students’ non-completion. (QA Commons is committed to ensuring *all* students gain the employability skills needed for a lifetime of engaged employment.)

➤ Recommendation: QA Commons encourages the university to consider a partnership with Institutional Research (and possibly QA Commons) to construct student and alumni surveys that could serve as templates for programs across campus. In addition to knowledge around program-specific alumni outcomes, much valuable information could likely be gained to help student non-completion.

(5) Public Information: Most programs provide information about the career pathways relevant to their graduates. A few programs also include information on the skills and Essential Employability Qualities students acquire. QA Commons is also looking for programs to inform the public about (1) current program costs, (2) disaggregated program completion rates (3) job placement, advancement, and further education of graduates, (4) salary data of program graduates.

Institutional Research offices hold considerable data which can be disaggregated by different types of students and graduates, including Pell, race, ethnicity, gender, and employment and salary outcomes. This data, however, is often not known or used by most programs’ faculty. QA Commons encourages programs to use such data to assess both learning and degree completion outcomes to ensure that *all* students are well served by the program.

➤ Recommendation: QA Commons encourages Institutional Research to consider ways in which relevant data can be shared with departments, and training provided on how best to use the data, especially when the number of students is small.

Additional Comments and Observations

Throughout the portfolios, there did not appear to be much attention to equal opportunity for all students to participate fully in all the educational and nonacademic opportunities offered. For instance, while impressive extracurricular and internship opportunities were highlighted, there did

not appear to be much consideration given to the barriers likely faced by students from lower-income families who may have less opportunity to participate given familial obligations and the “cost” in terms of time (that might otherwise be spent working to generate needed income).

It would be interesting to note whether the completion rates of the (now eight) Murray State EEQ Certified programs above the college’s average (54% over eight years per the [College Scorecard](#)), and consider what this may suggest. Further, the university might look at the longitudinal employment data available through KYSTAT, to examine the outcomes of program graduates of EEQ Certified as compared to comparable programs at other institutions in Kentucky.

Summary of recommendations and opportunities for further work

- Use the following Compendium of Practices to inspire programs throughout the university to better serve students with regard to employability.
- Ensure the RACER Oral Communication Center is utilized to the fullest extent possible.
- Ensure students understand the EEQs and how they are gaining them; Consider student EEQ Badging.
- Consider a partnership with Institutional Research (and possibly QA Commons) to construct student and alumni surveys that could serve as templates for programs across campus.
- Consider ways in which Institutional Research might share relevant data can be shared with departments, and training provided on how best to use the data, especially when the number of students is small.

Compendium of Practices

The following is an extensive list of notable practices, organized by EEQ CERT category and subcategory, from the five Murray State University programs submitting complete portfolios. The Quality Assurance Commons encourages Murray State faculty and administrators to consider how to utilize similar practices and adapt them to their discipline - as well as share them publicly as fulfilling the university's commitment to support the development of employability skills along with academic preparation.

Category 1 - EEQ Preparation

Communication

- Students give a short 3-5 minute oral presentation about a pharmacology-related topic. Presentations include visual aid of some format, preferably powerpoint slides. (AGR 550)- *Animal Technology*
- In the Theory Research Presentation, students deliver a 7-9 minute extemporaneous presentation explaining a communication theory using research. Students must apply the theory to real-life contexts and use effective support material and presentation aids. (COM 201)- *Organizational Communication*
- To understand how to lead and sustain wide-scale behavioral change in organizations, students outline the very best ideas/advice/strategies from each chapter of "Influencer: the new science of leading change" (Patterson, Maxfield & Switzler; McGraw-Hill). Students compare/contrast Influencer content to the course's principles/models/theories of persuasion. Students conclude by explaining how they will adopt and apply these new communication insights so they will be persuasive, influential leaders of change. (COM 461) - *Organizational Communication*
- Students develop a public relations plan as part of a comprehensive marketing plan. Students segment a target audience and develop communication techniques to effectively reach them. Students present the plan to a panel of industry executives. (MUS 332) - *Music Business*
- After analyzing the bloodwork of a mock animal patient, students give an oral presentation to the instructor who plays the part of the client. This enables students to gain experience with reviewing results of diagnostic procedures with an owner. (AGR 322) - *Animal Technology*

- A one-day field assignment requires students to contact a sales/marketing professional in food and agriculture, make an appointment with them for a few hours, and ask to ride along for a sales call or role-play a recent sales call. (AGR 337) - *Agricultural Sciences*
- Using jargon-free language, students identify, explain, and provide a concrete example for two major theories or concepts from all of the required courses. Explanations contribute to the Communication Praxis component of the senior portfolio, which requires information to be expressed accurately, coherently, and appropriately in written form, as well as orally during the faculty interview. (COM 595) - *Organizational Communication*
- As students approach graduation, they are assessed regarding their proficiency as communicators. Faculty evaluation is done through an interview process in which students must defend, describe, and explain their knowledge of organizational communication as well as provide oral explanation for their contents within the written portfolio document. Students are also required to provide a presentation in which they address their fellow seniors and faculty near the end of the semester. (COM 595) - *Organizational Communication*
- Students pitch an entrepreneurial business idea, in the form of an elevator pitch, to an investor. The exercise is done via video. (MUS 440) - *Music Business*
- Students create a visually appealing, concise, and well-written blog describing their research project; communicate verbally their research findings in a clear and organized fashion, and respond to questions in full. (HIS 400) - *History with Social Studies Certification*
- Students design and deliver a lesson plan for a secondary agricultural education classroom. (AGR 501) - *Agricultural Sciences*
- Students give an oral presentation lasting 15 minutes, then followed by 5 minutes of questions, over a topic of their choosing within several areas. Powerpoints, diagrams, and visual aids are encouraged. There must be at least five peer-reviewed resources submitted. This assignment is required. (AGR 315) - *Animal Technology*
- Students will be assigned a species that they will need to thoroughly research in regards to care and husbandry. The students will then present this information to their classmates in the form of an oral presentation. This assignment is required. (AGR 340) - *Animal Technology*
- Students are required to participate in discussions both in-class and online. They are required to provide their opinion on the topic or issue, as well as, interact with other students regarding the topic or issue. In-class discussions are assessed for participation and quality. (AGR 199) - *Agricultural Sciences*
- Students are asked to apply interpersonal communication concepts to organizational settings using personal examples, popular media, and theories from the textbook. (COM 331) - *Organizational Communication*

- In the Culture Paper and Presentation, students spend three to four hours with a person from a culture different from their own, read about their culture, formulate questions to discuss, and write up their findings. They document new cultural insights gained and explain how they will apply these to guide future intercultural interactions. (COM 340) - *Organizational Communication*
- Students are asked to plan, prepare, and present situations that could cause intercultural miscommunication to organizational settings using concepts and theories from the textbook and personal experiences. (COM 340) - *Organizational Communication*

Thinking & Problem-Solving

- Students are told they will develop critical thinking and problem-solving skills throughout the program's curriculum, which is documented in their Course Learning Outcomes and syllabi. Students are asked to reflect on and defend their thinking in a variety of applied assignments. - *Organizational Communication*
- Students evaluate evidence and present a mock trial in copyright law infringement. (MUS 335) - *Music Business*
- Students analyze pre-assessment student data in alignment with state learning standards and recognize the individual learning needs of each student in their classes. (HIS 361) - *History with Social Studies Certificate*
- Students plan and deliver differentiated instruction that supports every student by drawing upon knowledge of child development theories; characteristics of and strategies for teaching English language learners, children from diverse cultures, and children with exceptionalities and giftedness; content areas; curriculum. Students design an inquiry-based unit plan that addresses the diverse needs of their students and demonstrates creative thinking concerning the creation of interdisciplinary social studies content knowledge. (HIS 361) - *History with Social Studies Certification*
- Students work with a partner to create a partial health management program for a herd of horses given a specific budget. They are required to justify expenses and management decisions. They then present a spreadsheet that tracks costs, as well as present documents that thoroughly cover each section of the assignment. (AGR 317) - *Animal Technology*
- Students monitor a patient while under anesthesia (which they have administered), needing to know when anesthesia may need to be increased or decreased, as well as when other medications may need to be given to the patient to ensure a successful anesthetic event. (AGR 540) - *Animal Technology*
- Students are provided interpersonal scenarios and must determine the best resolution for all parties through negotiation. (COM 131) - *Organizational Communication*

- In a Conflict Movie Analysis paper, students watch a movie or TV show of their choice to discover and interpret conflict concepts/ theories in action in which they evaluate and recommend conflict/theory antidotes, hypothetically, as a consultant to the in-show characters. By examining these conflict contexts, as an outsider looking in, they identify and build strategies to adapt to their own real-life conflict experiences. (COM 439) - *Organizational Communication*
- Students must determine the required amount of fertilizer per acre in order to obtain the quantities of recommended nutrients based on soil test analysis data. (AGR 133)- *Agricultural Sciences*
- In a group project focused on agricultural pricing, students assess the impact of a policy implementation. (AGR 530) - *Agricultural Sciences*

Inquiry

- Students are asked to examine issues facing organizations through case studies, readings, and exercises. Ten discussion posts, with well-thought-out comments and questions (using specific examples from personal experience in a way that adds value to the discussion and increases everyone's knowledge), are required. (COM 380) - *Organizational Communication*
- In the Theory Research Paper, students collect research about a theory and write an analysis paper describing the theory and apply it in a workplace based on an interview with someone in an occupation. (COM 201) - *Organizational Communication*
- Students conduct an interview with someone who works in their desired field to ask questions about the communication and technology needs of their industry. (COM 201) - *Organizational Communication*
- Students are asked to research a new use of technology in precision agriculture. They present their ideas in groups and then present the most viable idea to the class. (AGR 370) - *Agricultural Sciences*
- Students conduct a social media audit for an artist, evaluating and setting goals, and suggesting social media practices. (MUS 434)- *Music Business*
- Students must prepare a final research paper on the topic of their choice, discussing an issue or problem to be explored, explaining how their research confirms, expands, or challenges previous research, and stating an explicit thesis. (HIS 400) - *History with Social Studies Certification*
- After learning the history of technology in regard to the occupational changes in recording and distribution of music, including the move from physical to digital products, students are challenged to consider the effects of technology on the various sectors of the music industry as they relate to new businesses, occupations, and employment outlooks. (MUS 433) - *Music Business*

- Students research and generate a report discussing breeding a mare and a stallion. The report includes a history of the mare and stallion, justification for selecting the animals for breeding, discussion of the job the foal is expected to do, and an estimated cost of the breeding. (AGR 403) - *Animal Technology*

Collaboration & Teamwork

- Students collaborate for three months with an artist to develop goals and manage their social media portfolio. (MUS 434) - *Music Business*
- Students will take on the role of a producer and move a recording project through a record company (M-Tracks) by working with the various departments. (MUS 232) - *Music Business*
- Students work with peers to produce and manage a live concert series. The series is required to achieve break-even or profitability status. (MUS 333) - *Music Business*
- Students work in groups to obtain radiographs (of dogs, cats, horses, rates, exotics, and chickens) on a weekly basis. Effective collaboration is required to effectively position the patient, set the machine correctly, take the radiograph, process the film, and subsequently evaluate the radiograph. (AGR 324) - *Animal Technology*
- Students work with a partner to create a partial health management program for a herd of horses given a specific budget. They must justify expenses and management decisions via cost-tracking spreadsheets and other documents. (AGR 317) - *Animal Technology*
- In groups, students write and discuss a conference plan that addresses the needs of various members of the team, includes appropriate strategies and interventions, provides a progress monitoring schedule, a list of service providers for the students, and designs an implementation schedule. (HUM 380) - *History with Social Studies Certification*
- In a Peer Review assignment, students work within a small group and evaluate a peer's paper for organization, historical context, argument, analysis, use of evidence, and citations. Students are expected to demonstrate collaborative skills and provide constructive criticism. (HIS 300) - *History with Social Science Certification*
- Students apply and demonstrate the implementation of Positive Behavior Interventions and Multi-Tiered Student Support Assignment. Students write and discuss a conference plan that addresses the needs of various members of the team, including appropriate supports (PBIS) to increase student engagement that will create a respectful and organized classroom environment for diverse students. (HUM 380) - *History with Social Studies Certification*
- Students are assigned a group project assessing the impact of a policy implementation. (AGR 530)- *Agricultural Sciences*
- Students participate in a group hands-on project around tractor selection, preventative maintenance, overhaul, and performance. Project examples include engine rebuilds, fuel tank repair, clutch replacement, and rewiring. (AGR 577) - *Agricultural Sciences*

- In examining principles and practices used in the management of agribusiness industries, students work in teams to complete a financial statement, information, and analysis for a publicly-traded company. (AGR 330) - *Agricultural Sciences*
- Students are asked to assess the effectiveness of repeated managerial decisions made within a simulated agribusiness. Students submit peer evaluations of their teammates three times during the semester. These evaluations require students to reflect on the qualities of individuals on their team, assign scores, and provide constructive feedback to teammates around quality of work, timeliness of work, task support, interaction, attendance, responsibility, involvement, leadership, and general performance. (AGR 530) - *Agricultural Sciences*
- Students are required to work together inside and outside of class to conduct research, synthesize the research as a team, and present a topic with “one voice” and a united message. (COM 161 & COM 390) - *Organizational Communication*
- In the “Lost on the Moon” in-class activity, after discussing group/team communication and persuasive communication, students complete an activity in which they are given a list of items they must rank from most to least important for survival if they and a small crew of astronauts were lost on the moon. Students must collaborate and persuade one another with logic and reasoning where there are discrepancies in their individual rankings and come to consensus. Discussions of decision-making and persuasion processes and principles of group communication are debriefed. (COM 201)- *Organizational Communication*
- In teams, students address a specific organizational need by developing and conducting a 30+ minute, employee training session. Students work together to develop content, exercises, handouts, activities, and a final evaluation for the training session. (COM 384) - *Organizational Communication*
- To develop a greater awareness of social diversity and the relationship between communication, gender, race, class, sexual orientation, and other aspects of identity, class discussions, observations and personal journals are focused on reflecting the implications of inclusivity across all aspects of diversity in the world around us by broadening awareness, and knowledge. (COM 131 & COM 331)- *Organizational Communication*
- Students participate in group discussions to identify, explain, and demonstrate intercultural communication competencies in interpersonal and organizational contexts. (COM 340) - *Organizational Communication*

Adaptability

- In an exercise on research sources, students are asked to revise their choices in light of new research and strategies that become available to them. (HIS 400) - *History with Social Studies Certification*

- In the Professional Dispositions assignment, students complete both pre-and post-assessments, highlighting their understanding of the dispositions of an educator - one of which emphasizes flexibility. In addition, they write a 2-3 page essay reflecting on how their understanding of the professional dispositions of an educator has changed as a result of their coursework and their ten required hours of classroom observations. (HUM 180) - *History with Social Studies Certification*
- Conflict role play: After learning about a specific concept and critiquing a case study, students act out the case study and apply a conflict concept remedy to the problem presented. This exercise requires students to adapt to changing conflict situations in real life. (COM 439) - *Organizational Communication*
- Students are required to discuss new idea formation in the internship organization, writing a reflection paper on how the organization generates new ideas. - *Music Business*
- Students write a reflection paper on how the organization uses and adapts to new technologies. (MUS 489) - *Music Business*
- Students place an intravenous catheter in their patient, administer induction drugs, and monitor them while the patient is under anesthesia. Students will need to know when anesthesia may need to be increased or decreased, as well as when other medications may need to be given to the patient to ensure a successful anesthetic event. This assignment is required. (AGR 540) - *Animal Technology*
- Within Residential Landscape Design assignments, students must adapt to clients' needs and desires. Exercises require students to conduct client interviews, present a landscape design, and bid the jobs. (AGR 367) - *Agricultural Sciences*

Principles & Ethics

- Students consider the ethics of the music industry, addressing ethical standards in business in their entrepreneurial business plan. (MUS 440) - *Music Business*
- Students examine the business of live performance from the perspectives of both the venue and performer. Students learn about the competing businesses of venues and performers and how to negotiate ethical and fair live performance contracts. (MUS 230) - *Music Business*
- Students discuss ethical behavior and decision-making in the internship organization, writing a reflection paper on how the organization addressed ethical decision-making. (MUS 489) - *Music Business*
- Students write a teaching philosophy that demonstrates they are prepared to create and maintain high school history classrooms that are dedicated to advancing equity and high learning standards for all students. (HIS 361) - *History with Social Studies Certification*

- A course topic on Malpractice and Negligence is presented, with real-life applicable cases that highlight these two important legal terms. Students then write a paper evaluating either an example of malpractice or negligence. (AGR 583) - *Animal Technology*
- After reading articles on the topic, students identify and discuss areas of moral and ethical concern related to equine performance. Students participate in discussions concerning ethics and welfare in equine sports. (AGR 315) - *Animal Technology*
- A course outcome is that students are able to speak competently, confidently, and ethically in public communication situations. In presentations, students are required to choose appropriate topics and reflect an understanding of diverse groups, and present in an ethical and socially conscious manner. (COM 161)- *Organizational Communication*
- In Communications Ethics, a course outcome is that students explain the relationship between ethics and communication competence, articulating a sophisticated personal philosophy of communication ethics, analyzing the ethical challenges of various communication processes and contexts, applying theories of ethics to improve communication processes in diverse contexts, and explaining their ethical obligations and responsibilities as competent communicators. (COM 260) - *Organizational Communication*
- Students complete the Collaborative Institutional Training Initiative (CITI) Institutional Review Board (IRB) training. This training is the trusted standard in Research, Ethics, and Compliance Training. (COM 390)- *Organizational Communication*
- Students analyze the NFL's "Social Responsibility Annual Report" and a related study of Major League Baseball to discover how professional sports organizations orchestrate corporate activities and communication with/among stakeholders to demonstrate they are responsible corporate citizens that benefit society. (COM 386) - *Organizational Communication*
- In the group hands-on project around tractor selection, preventative maintenance, overhaul, and performance, students work in groups and are assessed (amongst other things) on work ethic. (AGR 577) - *Agricultural Sciences*
- Students will use professional literature and journals to research professional expectations and working conditions including codes of ethics, professional standards of practice, relevant law and policy, lifelong learning, employment conditions, and the path to teacher certification and recognize the importance of collaborating with students, families, school professionals, and community members to advocate for growth and to advance the profession. (HIS 361) - *History with Social Studies Certification*

Responsible & Professional

- Students are expected to develop a basic understanding of leadership skills that can be used in the agricultural industry. Students are asked to identify leadership skills and self-assess those qualities in themselves. They are also asked to choose a leader they admire or have

learned about and assess their leadership characteristics. (AGR 185 and 399) - *Agricultural Sciences*

- Students are asked to assess the effectiveness of repeated managerial decisions made within a simulated agribusiness. Students submit peer evaluations of their teammates three times during the semester. These peer evaluations require students to reflect on the qualities of individuals on their team, assign scores, and provide constructive feedback: Quality of work, timeliness of work, task support, interaction, attendance, responsibility, involvement, leadership, and general performance. (AGR 330) - *Agricultural Sciences*
- Students write a Theory Application Paper, identifying communication problems in a variety of organizational contexts. (COM 380) - *Organizational Communication*
- Students read about the nature of true “dialogue” (e.g., David Bohm, Margaret Wheatley, William Isaacs, Patricia Romney) and then write an essay explaining the core dimensions and outcomes of dialogue as a safe, equitable, open, mindful, non-judgmental communication process of collaborative inquiry, discovery, empathy, learning, and “problem-dissolving.” (COM 580) - *Organizational Communication*
- Students participate in various activities throughout the semester regarding professionalism. In a mock interview exercise, students work on question preparation and discuss both professional dress prior and business etiquette prior to the scheduled interview. Additionally, the topics of online branding and social media professionalism are discussed. (AGR 399) - *Animal Technology*
- Students are to execute a Senior Internship Capstone Project independently and with little supervision. After meeting with their internship employer to discuss Capstone Project ideas that will “solve a problem” for the organization and gain approval, they are to develop and execute the project with very little supervision. (MUS 489) - *Music Business*
- Via the Student Evaluation form, students must assess internship job goals and outcomes as “met,” “exceeded,” or “failed to meet.” (MUS 489) - *Music Business*
- “Brand U” (a series of personal branding assignments) has students engaged in self-assessment and the building of employable skills. (MUS 488) - *Music Business*
- In a reflection report, students must identify and discuss leadership styles in their internship organization. (MUS 489) - *Music Business*
- Students demonstrate responsibility in managing their time, over 16 weeks, and meeting deadlines, showing consistent progress with the submission of each component of the research project. (HIS 400) - *History with Social Studies Certification*

Learning

- Personal SWOT Analyses are done, with students thoroughly examining their strengths, weaknesses, opportunities, and threats to guide their professional development and career goals (COM 384 and MUS 488). - *Organizational Communication and Music Business*
- Students write a 2-3 page essay demonstrating how they display dispositions that are important to the profession of teaching and include methods of growth to remediate dispositional characteristics. (HUM 180) - *History with Social Studies Certification*
- Students create and implement a developmentally appropriate lesson plan in social studies and (via videotaping) are provided an opportunity for critical self-reflection on the delivery of the planned lesson. Candidates are informed that this assessment is a formative process. (HIS 361) - *History with Social Studies Certification*
- Students respond to feedback from the instructor and from peers, incorporating recommendations into their papers; creating a plan to complete their work; and reflecting on the quality of their work. (HIS 400) - *History with Social Studies Certification*
- Students create and implement a developmentally appropriate lesson plan in social studies and (via videotaping) are provided an opportunity for critical self-reflection on the delivery of the planned lesson. Candidates are informed that this assessment is a formative process. (HIS 361) - *History with Social Studies Certification*
- Students assess internship employment goals as met, exceeded, or failed to meet at the end of their Junior Internship. (MUS 488) - *Music Business*
- Students self-assess their employability skills at the end of the Senior internship via a student evaluation form. (MUS 489) - *Music Business*
- Students submit a self-evaluation of their performance in the laboratory. Specific assignment details are listed on Canvas and include what the student learned, what the student struggled with, and how they were able to correct things and concepts that are not clear to them at the end of the semester. (AGR 322). - *Animal Technology*
- Students are expected to develop a basic understanding of practices that lead to personal growth such as teamwork, presentation skills, professionalism, and overall leadership. Students are asked to set short-term goals and long-term goals and are asked to identify how they can achieve these goals. (AGR 185) - *Agricultural Sciences*
- In the Professional Development Seminar, students are asked to set intermediate, and long-term SMART goals for their personal, educational, and professional life. (AGR 399) - *Agricultural Sciences*
- In an exercise to design and deliver a lesson plan for a secondary agricultural education classroom, students are asked to reflect on the experience via self-reflection and self-analysis exercises. (AED 510) - *Agricultural Sciences*

- In the Internship Analysis Paper, students explain several specific ways their internship experiences helped develop/strengthen their professional development and employability qualities. (COM 510) - *Organizational Communication*
- In the “Weaknesses Paper,” students describe three or four personal weaknesses, how/when/why those have been problematic, and steps they are taking to correct these weaknesses. (COM 595) - *Organizational Communication*
- Students are able to engage in professional learning opportunities outside the classroom. Student participation is available through industry volunteer opportunities, alumni and industry executive guest speakers, Student Ambassadorships, Industry Mentoring programs, Student participation is available in Music and Entertainment Industry Student Association (MEISA), Racer Live Productions (Music Business’ in house concert production team) and M-Tracks (Music Business’ in-house recording studio). - *Music Business*
- In the group hands-on project around tractor selection, preventative maintenance, overhaul, and performance, students work in groups and are assessed (amongst other things) on willingness to learn. (AGR 577) - *Agricultural Sciences*

Exit Proficiencies for EEQs

The EEQ CERT process asks programs to define exit proficiencies for each EEQ in order to complete the program. Programs presented minimum grades that need to be achieved on exercises and exams specific to EEQs, capstone evaluation rubrics, internship evaluation forms, etc.

Application of Skills in Work-Related Contexts

As is evidenced throughout the many EEQ-specific practices above, Murray State programs are quite engaged in the application of skills in work-related contexts. In addition to in-class simulations, a number of Cooperative Education/Internship courses offer students a meaningful, planned, and evaluated work experience related to the career and educational objectives of the students. A few additional examples include:

- A one-day field assignment requires students to contact a sales/marketing professional in food and agriculture, make an appointment with them for a few hours, and ask to ride along for a sales call or role-play a recent sales call. (AGR 337) - *Agricultural Sciences*
- To develop an in-depth understanding of how the limiting factors of plant growth influence final product appearance, students are shown presentations and taken on greenhouse walks to determine the cultural needs of various plant families. Students are expected to collect production grow sheets for each different they plan to grow in their greenhouse. Production grow sheets tell growers how long it takes to grow a sellable product and includes the

various needs of watering, fertilizing, sunlight, and plant spacing. (AGR 360) - *Agricultural Sciences*

- Students choose someone in a professional occupation and conduct a 30-minute interview with them regarding how they see communication at work in their job and organization. Interview data is used in an analysis/application paper regarding a communication theory. Students must be responsible to locate and contact a professional individual, communicate effectively with that person, and collect the interview data as part of this writing process. (COM 201) - *Organizational Communication*
- In the “How managers earn/lose credibility” exercise, students interview three individuals with significant years of organizational or managerial experience to ask a) how managers earn credibility with their employees, b) mistakes managers make that cause them to lose credibility with their employees, and c) what managers must do to earn and maintain credibility with their bosses. Students report findings and summarize key themes/advice noted across interviews for each question. Students conclude by explaining how they will apply these insights to become more credible, competent, and persuasive managers. (COM 461) - *Organizational Communication*
- Students design, deliver, and record a developmentally appropriate lesson to high school students, and then assess their performance in that video by identifying how their teaching aligns with the Danielson standards of teaching. (HIS 361) - *History with Social Studies Certificate*

Verifiable Records

- Students pursuing the Agricultural Education degree are required to submit ePortfolios. These ePortfolios include information such as introduction information, a resume, experiences, achievements, teaching philosophies and strategies, and other relevant information. - *Agricultural Sciences*
- Students must exit the capstone course with a portfolio, which contains the sum total of their curricular experience in the program. The portfolio contents are extensive: a reflective statement about their experience in the curriculum,, usually highlighting their most positive experiences and learning from coursework and interactions with faculty; a statement that sets forth their Strengths and Weaknesses; a personal brand, complete with business card and explanation of their logo; a “praxis” in which they explicate a dozen organizational communication theories. concepts or principles and apply them to their own life or work experience, a cover and resume response to a position advertisement, and a LinkedIn profile with career driver assessments. - *Organizational Communication*
- The university supervisor, cooperating teacher, and teacher candidate continuously assess the teacher candidate’s instructional capabilities. Candidates can view their formal evaluations from cooperating teachers, university supervisors, and their methods instructors

in Watermark Student Learning and Licensure (formerly Via). At each observation, the university supervisor will provide written feedback about the teacher candidate's progress in performance areas of the Kentucky Teacher Performance/InTASC Standards. During their final semester, student teachers create a Teacher Performance Assessment (TPA) documenting mastery of the Kentucky Teacher Performance Standards and InTASC standards. - *History with Social Studies Certification*

It should be noted that all EEQ Certified programs will be eligible to issue student EEQ badges, in collaboration with QA Commons on the Credly platform.

Category 2 - Career Support Services

The University's Career Services Office offers career counseling, career/job development services, experiential education, presentations and workshops, tip sheets, and video vignette on various topics. Services such as LinkedIn professional branding, mock interviews, career closet, FOCUS, My Next Move, and 16 Personalities career assessments, professional headshots, and resume critiques are offered. A dedicated employer webpage makes it simple and clear for employers to understand how to engage with MSU students. The department's [Career Handbook](#) is very extensive. Additionally, the department has Specific Population Resources (Students with Disabilities, International, LGBT, Veterans) available.

In the EEQ CERT portfolios, programs are asked to articulate how their program *integrates* career services, adding relevance and ensuring that *all* students benefit from these services. Below are noteworthy examples.

- In the Transitions course, students set goals and create plans to maximize their academic careers while at MSU. They must also explain how their major and minor contributes to their professional development and goals. An assigned reading is "10 Things Employers Want You to Learn in College" (Coplin, 2012) Assigned chapters present "skill sets" to build and ways to maximize one's personal and professional development during college. Students summarize the best advice in each chapter and explain their value and application for themselves. Assigned chapters include: Taking Responsibility, Working Directly with People, Influencing People, Gathering Information, Using Quantitative Tools, Asking and Answering the Right Questions, Solving Problems, Creating Your Own Apprenticeships, and others. (COM 100T) - *Organizational Communication*
- All education students are required to take an introductory education course meant to give students in-depth exposure to what a career in education looks like early on. Faculty believe it is best for students to understand the complex nature of being a professional educator before investing four years toward that career path. The course immerses students in ten hours of classroom observations and exposes them to content that includes working with

diverse students, adhering to educational laws, and supporting students with special and gifted needs. (HUM 180)- *History with Social Studies Certification*

- Students produce a professional online portfolio they can share with potential employers and peers, which features a resume suitable for use at job and career fairs and in their job searches after graduation, teaching philosophy, and teaching materials they've created. Instructor guides them in best practices for format, organization, and clear, effective writing to highlight their training, skill set, and experience. (HIS 316) - *History with Social Studies Certification*
- The College of Education holds one Teacher Career Fair in fall and spring semesters, when History/Social Studies majors meet with representatives from local and regional schools to discuss career opportunities. The College also informs students about job fairs in other cities across the state, for example, Lexington, Kentucky. - *History with Social Studies Certification*
- Students write a comprehensive Career Development Plan and present it to an artist. Students will interview an artist, help them develop career goals, and create and present a Career Development Plan. The artist then reviews and chooses the most appropriate plan based upon the goals discussed in the interview. - *Music Business*
- Each semester includes a required advisory meeting with the program director to navigate internships and career planning. A list of industry-specific job boards is maintained and shared with students throughout these meetings. The program director is a 20-year industry employer with deep relationships in the music industry community. These relationships are utilized to introduce Murray State students to opportunities often not advertised or disclosed to the public. - *Music Business*
- A Professional Development Seminar requires students to become familiar with the job search process and the services offered by the MSU Career Services office, prepare a resume and cover letter, participate in a mock interview situation, and create a personal interview strategy for a real-life position in the student's field of study (AGR 399). - *Agricultural Sciences*
- In addition to the Hutson School of Agriculture Career Fair (which routinely draws over forty companies who are seeking the program's students for internships and/or future jobs), guest speakers (who are sometimes alumni) will attend classes and club meetings to discuss job opportunities with our students. - *Hutson School of Agriculture (Ag Science & Animal Tech)*
- Industry representatives are encouraged to send an email with job or internship opportunities. These job postings are then disseminated via the Hutson School of Agriculture listserv (which goes to all students, faculty, and staff) and are posted on bulletin boards throughout the applicable buildings on campus. - *Animal Technology*
- Career Services has partnered with the Hutson School of Agriculture on numerous initiatives to enhance career opportunities for students. They take an active role in agricultural events such as the Agriculture Career Fairs and the Evening with Industry event. - *Hutson School of Agriculture (Ag Science & Animal Tech)*

- Career Services has provided both programmatic and operational support for past departmental events, such as OrgCom Day, by tracking attendance and being involved in career-oriented panels regarding the benefit of a communications degree in the workplace. - *Organizational Communication*
- The Director of Career Services has generated a report of the relationship between the program and Career Services. This report outlines the number of job offerings posted in agricultural science, the number of students who made appointments with Career Services, attended informational sessions, used the Handshake platform, attended Career Fairs, as well as the number of job offerings posted in the field. - *Agricultural Sciences and Organizational Communication*

QA Commons commends this work! And would also like to note the important final step of examining which students are NOT engaged with Career Services and considering ways to ensure they too take advantage of these excellent services.
- Two Agriculture Career Fairs are offered each year. These fairs are specifically designed for students majoring in agriculture and looking for full-time jobs, part-time jobs, or internships. The Fall 2021 Agriculture Career Fair was attended by forty-one companies. - *Agricultural Sciences*
- The program continually emphasizes the career application of the curriculum and keeps students informed about capitalizing on the Career Services staff, resources, and programs. Students are introduced to Career Services in their first-year Transitions course. During their COM 384 course in their So/Jr year, Career Services returns to discuss steps these So/Jr students need to take to enhance their employability, capitalize on Career Services resources. COM 384 students attend the Career Fair (completing related assignments). The Senior Seminar fully utilizes Career Services resources—Career Fairs, mock-interviews, resume writing feedback, career strength inventories, and *Handshake*—a job application and networking tool. - *Organization Communications*
- The Career Plan Paper has students choose a professional with work experience in each of the student's career plans. Students conduct an informational interview around the employee's competitive advantages, work life, and recommended professional resources. Interview data contributes to discussion of market realities, career drivers, and professional development experiences. Students must locate and contact two professionals, communicate effectively with them, and collect and summarize the interview data as part of this writing process. (COM 595) - *Organizational Communication*
- Personal Brand Paper: Students research and develop a personal brand incorporating their strengths, skills, competitive advantage, and experience and implement their brand on a business card, social media (e.g., LinkedIn), resumes, cover letters, and email. They explain how their personal brand aligns with their career goals. (COM 595) - *Organizational Communication*

Category 3 - Employer Engagement

- 8-12 partners are consulted about coherence across clinical and academic components of candidate preparation; they offer suggestions for improvement of candidate preparation annually. - *History with Social Science Certification*
- Employers serve on committees responsible for making decisions regarding programs (such as during the Superintendent's Advisory Council meetings), mentor teaching students in clinical experiences, and complete assessments of candidates' effectiveness. - *History with Social Science Certification*
- Principals assist in planning and coordinating assignments. Cooperating classroom teachers participate with Murray State instructors in the planning of supervised field experiences which may include direct observation, individual tutoring, and coaching, planning and assisting in the preparation of instructional materials, small group instruction, classroom teaching, and relevant, authentic assessment activities. In addition to informal discussions that occur during the school day, the cooperating teacher schedules weekly conferences with students. - *History with Social Science Certification*
- The university supervisor, cooperating teacher, and teacher candidate are encouraged continuously to assess the teacher candidate's instructional capabilities. University supervisors complete a Teacher Candidate Performance Record when visiting to observe their teacher candidate. Formal evaluations from the cooperating teacher and university supervisor are stored on a third-party data platform. - *History with Social Science Certification*
- Since 2016, the Agribusiness program and Ag Business Club have sponsored a professional development event called "Evening with Industry". This event is typically held at least once a year prior to an Agriculture Career Fair and is open to all students within agriculture to attend. Professionals from the agriculture industry answer questions from students regarding interviews, common interview questions, what qualities employers look for in potential employees, and more. These professionals also offer advice concerning the upcoming career fair that students can use to prepare. Past "Evening with Industry" events have offered an agriculture industry panel, professional attire advice, resume critiques, and mock interviews for students. - *Agricultural Science*
- The program is aggressive in securing academic partnerships, both formally and informally. Organizations such as the Music Business Association (an Official Academic Partner) and International Entertainment Buyers' Association (IEBA) provide support to students by connecting them with music executives from all over the world, as well as producing student-focused webinars and student conferences to support their career goals. - *Music Business*

- In order to address current needs for young music executives, a rotating group of industry stakeholders and employers is involved in evaluating and assessing students' work. Music Business program courses are specifically designed with these employer assessments in mind by creating assignments around "real-world" problems and solutions. Examples of these assignments include Comprehensive Marketing Plans, Artist Career Development Plans, Social Media Management, Mock Copyright Trials, and producing the Lovett Live Concert Series. - *Music Business*
- Students are encouraged to take advantage of volunteer opportunities within the music industry through the program's relationships with the annual IEBA conference in October and the Bonnaroo Music Festival in June. - *Music Business*
- The program makes use of its proximity to Nashville to engage industry employers in speaking to students about key issues in the industry as well as how to "get started" in the business. - *Music Business*
- The program encourages employers to provide mock interviews to an individual student, to a class, or to a club. These allow students to gain a tremendous amount of knowledge that can be applied to their future job search. Students can also obtain firsthand information on areas that may need improvement by having their resume reviewed by someone within their field of study. - *Animal Technology*
- Some faculty instruct continuing education courses, leading lectures as well as teaching wet labs. This hands-on experience and interaction with others in their discipline enables the faculty to interact with alumni and to provide even more feedback for improvement, as the animal technology field constantly evolves. - *Animal Technology*
- The veterinary technology program advisory board is diverse and includes veterinarians and veterinary technicians who are not currently affiliated with the program, veterinary industry representatives, and veterinary technician students. - *Animal Technology*
- Industry professionals are invited to speak in classes, keeping information current for the students, while also providing networking opportunities. - *Animal Technology*
- An externship evaluation is completed by the externship mentor. - *Animal Technology*
- The Animal Technology program is able to utilize employers in many of the classes. - *Animal Technology*
- Internship evaluations provide feedback, which is used for curricular and programmatic change. Employers answer a short list of questions about the experience from their viewpoint as the students have completed their time with the employer. Questions regarding the skill level of the student, knowledge base, and program preparation are all covered. - *Animal Technology*
- In the Cooperative Education/Internship, employers are given an evaluation in order to provide feedback on the student and the experience. (AGR 488 and 489) - *Agricultural Sciences*

- In 2018 and 2019, the Association of Public and Land-Grant Universities (APLU) provided a survey to thirty-one participating universities and partner organizations to gather information from employers, faculty, alumni, and graduates of agriculture and natural resources programs on employability skills and graduate preparedness. Murray State University's Hutson School of Agriculture was a participant in this survey process and received five documents detailing the responses from survey participants on issues like "Navigating Change in the Workplace", "Navigating Conflict in the Workplace", "Navigating Ambiguity in the Workplace", "Fostering New Graduates' Workplace Persistence", and "Critical Growth Areas for Students Today". The college has used the findings, insight, and information regarding issues around employability skills, critical growth areas, and student preparedness to inform programs and processes, - *Hutson School of Agriculture (Ag Science & Animal Tech)*
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Category 4 - Student & Alumni Engagement

- Alumni are involved through the Advisory Board. Twenty-two individuals of the thirty-two-member board for the Veterinary Technology program are alumni. These alumni are able to provide their input and offer suggestions for strengthening our program and helping with the accreditation process. These individuals not only have experience and insight within the veterinary field but also are well acquainted with our program. - *Animal Technology*
- The Hutson School of Agriculture holds many events, welcoming back alumni of the program. Events like the annual Homecoming Picnic, annual Homecoming "Dean's Circle" Luncheon, Hutson Harvest Gala, and Breakfast on the Farm events, bring many alumni and ongoing supporters of the agriculture program back to Murray State University. At the Homecoming Picnic, a survey is handed out to alumni for them to provide feedback on the program and potential program improvements. Items on the survey include whether the alumnus has interacted professionally with other agriculture graduates, whether they were satisfied with the knowledge the graduate had concerning their profession, and whether they notice any needs in educational programming that would benefit future graduates. - *Hudson School of Agriculture (Ag Science & Animal Tech)*
- An exit survey is administered six months post-graduation. This is the same survey that alumni received while in their AGR 599 Senior Capstone course during their last semester but is repeated after they have graduated. This enables the program to receive information after the graduates have been working for a period of time and can provide applicable feedback on areas that need improvement. Questions regarding satisfaction with the program, the quality of instruction, level of preparedness, and any suggestions and recommendations for program improvement are included. - *Agricultural Science*

- ORG COM DAY has been a staple of the department (until Covid). In Fall and Spring, alumni speakers were invited to speak, mingle with current students and revisit with faculty. Several sessions on different topics were offered by the alumni about their professions and how the ORG COM curriculum has benefitted them. The event included food, gifts, and recognitions and was widely publicized through the university. - *Organization Communication*
- All students complete a detailed “exit interview” in the capstone course. This multi-page survey asks students to explain why they chose a History major; their level of satisfaction with that decision; the courses, faculty members, and teaching methods most important to their learning; and their level of confidence in the preparation received. A special section for HIS/SS Cert. majors ask whether HIS 361 (Teaching History) prepared them for teaching history and social studies courses in secondary schools; to reflect on their entire experience in the program; and to provide feedback, including recommendations for changes and/or improvements. - *History with Social Studies Certification*
- At the time of portfolio submission, the department was considering changes to the History/Social Science Certification major. To inform that decision, the program sent an email survey to the 32 graduates who completed the program, 2017-21. The survey sought to ascertain whether alumni feel the program’s requirements prepared them adequately for careers as secondary school teachers. For example, alumni were asked whether they felt: 1) they had taken enough credit hours in U.S. history, 2) the required history and social science courses provide the kind of preparation necessary for the courses they teach, 3) the addition of the new required “Diverse Perspectives” category is a valuable addition, 4) whether a course in macroeconomics or microeconomics would better prepare them, and 5) if a course on Kentucky history would be useful. - *History with Social Studies Certification*
- Students submit evaluations at the end of *each* course and laboratory session. The information gathered is reviewed by the instructor in order for modifications to the course can be made that will enhance learning. The evaluations, created through IA Systems, can be tailored to each class and laboratory session, increasing the chance of receiving applicable and specific information for the type of classroom setting. - *Animal Technology*
- The program maintains a strong Facebook presence, bringing attention to the department from both alumni and inquiring students/prospects, or those who want to change a major. - *Organization Communication*

QA Commons suggests alumni surveys beyond the six-month post-graduation time period (inclusive of graduates at all points in their careers). This will serve as a great supplement to the advisory board, which may capture the perspectives of a group of “particularly successful” graduates.

Category 5 - Public Information

- Murray State features a [link](#) to the institution's IPEDS Data Feedback Report

- The [Department of Music webpage](#) offers the following goals: To provide educational opportunities which prepare students to make meaningful contributions in the world as performers, composers, teachers, scholars, and leaders in the music profession; To nurture and develop our students' musical and intellectual abilities; to expand the understanding and impact of the art of music by promoting performance, composition, and research; To build professional leadership and entrepreneurship skills in our music majors; - *Music Business*
- The Hutson School of Agriculture website contains a Career Outlook section, specifically listing a multitude of career paths that students can select. A video is available featuring students discussing the Hutson School of Agriculture and showing examples of class and laboratory work. It also highlights the Career Fair, specific to the agriculture department. This helps emphasize the importance of the Career Fair, relationships gained from it, and networking opportunities the students are exposed to. Finally, the video shines a spotlight on the multitude of hands-on laboratory sessions that students are enrolled in throughout their academic careers. - *Animal Technology*
- The program provides annual reports that include information on career outlook, academic highlights, facilities, organizations, and extra-curricular opportunities, and curriculum. - *Animal Technology*
- In addition to sample careers and examples of organizations for which alumni are currently employed being highlighted on the program website, the program provides a brochure that includes the critical *skills* students develop in the program. - *Organizational Communication*
- The program website details all program requirements, including required courses, as well as required scores on the Praxis Test, with a link to the most recent information on Kentucky test requirements; grade point average requirements, along with three mandated checkpoints; and requirements for a successful formal application to Teacher Education, with a link to the College of Education's Teacher Education website for the latest updates. - *History with Social Studies Certification*

QA Commons seeks to see public information provided, at the program level, around (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; (c) Salary data of program graduates; and (d) Evidence of program graduates' effectiveness in the workplace.



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