

CONNECTICUT STATE COLLEGE AND UNIVERSITY SYSTEM

EMPLOYABILITY SELF-ASSESSMENT SUMMARY REPORT



M A Y 2 0 2 1



“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

“Students receive helpful advice about courses and programs from academic advisors, but less so about careers and postgraduate options.”

Strada / Gallup 2017 College Student Survey

“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





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the **QA** commons

THE QUALITY ASSURANCE COMMONS
for HIGHER and POSTSECONDARY EDUCATION

Project Summary

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. Governor Ned Lamont has established a Workforce Council to ensure that Connecticut maintains an accessible, equitable, aligned and high-quality workforce pipeline, ensuring its workforce remains agile through curricula and programming that is responsive to the needs of the 21st century economy.

In 2020, the Connecticut State College and University (CSCU) system engaged with the Quality Assurance Commons for Higher and Postsecondary Education (QA Commons), a non-profit organization working to narrow the gap between higher education and employment. Twenty programs from six community colleges and two universities within the CSCU system participated in an Employability Self-Assessment (ESA) process in the fall semester of 2020. The project was funded by Lumina Foundation and was designed to explore program strengths and areas for improvement that could lead to embedding essential employability skills in curricula and review their accomplishments in a redesigned program review process. The project also focused on improving the use of data to achieve equitable outcomes.

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. It's [Employability Framework](#) consists 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.

In the ESA, faculty engaged in a self-examination of how well their program addresses the employability needs of its students in five categories of review: 1) embedding eight essential employability skills in the curriculum and demonstrating student proficiency in them; 2) integration of career services to support students throughout their curriculum; 3) engagement with employers to identify their needs and to provide feedback on graduates; 4) feedback and involvement with alumni; and 5) public information on program websites regarding career pathways of graduates.

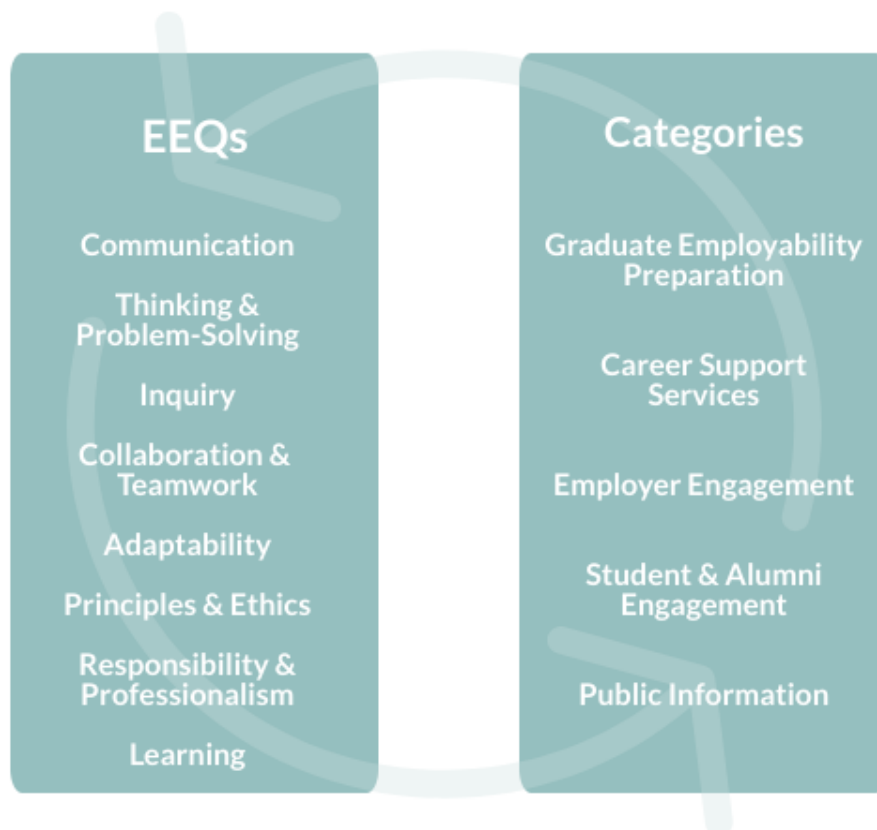
Each self-assessment was evaluated by two experienced external Reviewers, trained by the QA Commons. The knowledge gained will contribute to the System's building a new program review process, focusing on thoughtful and relevant employability outcomes.



There was **considerable variation** in the degree to which programs address employability. Some programs are very committed to employability and implementing a number of noteworthy practices. Others are still warming up to the idea of embedding employability in their academic program. The following report includes common (overall) findings, areas of opportunity for programs and the CSCU system, and a collection of noteworthy practices from participating programs. Part of the project design was to include liberal arts programs in the project. Though specific employability outcomes are harder to identify and document in liberal arts programs, several of these programs identified ways to address employability creatively.

The 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 CSCU system. As the community college system undergoes consolidation of degree programs, it will be important that best practices and opportunities for improvement be shared with the faculty from other colleges to accomplish agreed upon outcomes. It is worth noting that the project occurred during the COVID pandemic, mandating all programs to transition to online learning and provide support for students through this format.

Employability Framework



Findings, Common Themes, and Program Areas of Opportunity

Graduate Preparation

There exists a tremendous amount of overlap between the QA Commons' EEQs and content already being taught to respond to mandated accreditation (NECHE) and general education outcomes. Many of the programs address Essential Employability Qualities and have assignments that have students apply learning in work-based contexts. Improvement opportunities exist for programs to enhance these skills as students progress through the programs. The QA Commons recommends:

- 1) **Mapping assignments and activities to program, course, and student learning outcomes** to ensure breadth of coverage of employability skills. (The QA Commons offers a [template](#) for such mapping)
- 2) **Making students aware** of the employability skills, and the level of proficiency, expected of them by graduation

Career Support Services

Many programs noted the availability of Career Services, but lack integration of these services into the curriculum. Additionally, programs do not typically have deliberate methods for ensuring these services are known and utilized by all students.

It should be noted that not all colleges have a Career Services office on campus. However, Connecticut has many statewide services that can be utilized by program faculty. The QA Commons encourages programs to:

- 1) **Build relationships** with Career Services staff members and engage in discussions
- 2) Consider how they might **intentionally leverage** Career Support Services
- 3) **Track students' use** of Career Support Services, such that all students are getting the access to opportunity, networks, resources, and supports they need to reach their full potential

Employer Engagement

Some, but not all, programs reported engagement with employers. Effective practices to engage employers include:

- Employers supervise internship students and could include EEQs in their evaluations
- Employers invited as guest speakers at lectures
- The use of employer surveys to gather data and inform program review
- Collecting formal data from internship and supervisor reports
- Employers serving on advisory boards
- Using employers as adjunct faculty

The QA Commons encourages programs to:

- 1) **Consider deeper engagement with employers** through multiple forms of participation and feedback, especially with respect to EEQs
- 2) Put in place **formal mechanisms for documenting** employer feedback and making changes based on that feedback

Student & Alumni Engagement

Few programs are engaging in student and alumni feedback that goes beyond end of course evaluations. The QA Commons encourages programs to:

- 1) Consider **student surveys on the student experience**, contributing to faculty awareness of the program climate and reasons for students' non-completion (This is integral to equity work)
- 2) Consider **surveys that allow alumni 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

System Areas of Opportunity

At the system level, an opportunity for broader consideration is that employers are increasingly looking for identification of skills, not just course completion. There are a number of vehicles the system may wish to consider in the future such that programs can identify skills vs. completion. Examples are micro-badges and co-curricular transcripts.

Another area of opportunity is to consider thinking about the structure of Career Services departments, taking note of those colleges that are effectively engaging with programs.

The system may also consider providing leadership around the kinds of content on program websites that would make the connection between programs and careers more tangible to students.

Additional system area of opportunity: Equity

In the course of this project it became clear that the System and campus 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. The QA Commons Employability Self-Assessment calls for programs to use such data to assess both learning and degree completion outcomes to ensure that all students are well served by the program. These gaps should be identified and addressed. The QA Commons encourages programs to:

- 1) 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
- 2) As the student bodies of the System become more diverse, disseminate student success models and success stories to ensure equitable results across all disciplines and programs

Noteworthy Practices: Four-Year Universities

The following are “noteworthy” actions by the **five** participating CSCU programs from four-year universities that advance their students’ employability. The Quality Assurance Commons encourages CSCU 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. The QA Commons offers a set of free tools and resources, including a matrix map, accessible at www.theqacommons.org.

Graduate Preparation

Addressing & developing Essential Employability Qualities

The program completed an EEQ mapping matrix to understand where their program, course, and student learning outcomes, as well as their assignments and activities, are currently embedded in the curriculum—and where there may be areas of opportunity.

- *ECSU Earth & Environmental Sciences*
- *ECSU English*
- *WCSU Biology*

The program includes a mandatory senior research course as well as many courses with labs that directly train students for the workforce. Some courses require students to perform assignments that mimic what they would experience in the workforce. Additionally, there are voluntary opportunities for students to work in faculty labs (paid or for credits, summer or during the academic year).

— *WCSU Biology*

A capstone course includes a research paper assessed and evaluated by pairs of reviewers with the aid of a rubric. Six areas corresponding to program SLOs are evaluated and include written communication skills, critical-thinking/analytical skills. Each area once assessed, is assigned the degree to which it meets the competency standard.

— *WCSU Justice & Law Administration*

In recognition of the fact that few students will continue into academia, program faculty is re-thinking what they do in the classroom. For instance, the program is considering focusing less on ensuring students can write a 40-page research paper, and focusing more on presentation

and communication that is more relevant to what they *will* be doing after graduation.

— *WCSU History*

The program is connected to the American Historical Association's Tuning Project, with student competencies having been identified as part of the Tuning process. Tuning is a collaborative process which convenes experts in a discipline to spell out the distinctive skills, methods, and substantive range of that field. Participants then work to harmonize or "tune" the core goals of their discipline and the curricula that support those goals on each participating campus. Tuning aims to equip students with clarity about the skills, understanding, and knowledge they will acquire in a given degree program.

— *WCSU History*

Throughout the curriculum, the program outcomes (which map onto the EEQs) are addressed at levels appropriate to the course. 200-level courses, for example, require students to meet the outcomes at an introductory level, while 300- and 400-level courses expect students to meet them at more advanced levels.

— *ECSU English*

The program created their own list of "transferable skills" and mapped them to all program courses. All full-time and adjunct faculty filled in their sections.

— *ECSU Earth & Environmental Science*

Small class cohorts ensure that students are regularly engaged in information and data analysis, group discussion, and friendly debate.

— *ECSU Earth & Environmental Science*

Faculty encourage scientific reasoning, logic and evidence-based arguments to arrive at higher-level understanding and the truth. Critical thinking is firmly embedded in assignments, class discussions and on field trips where observations and data may suggest alternative interpretations and outcomes.

— *ECSU Earth & Environmental Science*

Lab courses typically involve problem solving and teamwork, which drives collaboration, communication and analytical skills. Many courses include examination of issues that involve geology, the environment, and society, forcing students to consider economic and ethical issues relevant to science and humanity.

— *ECSU Earth & Environmental Sciences*



Many of the program's courses have a whole-Earth context including global climate issues, sustainability, resource use, continental evolution, etc. Thus, students are taught to think globally.

— *ECSU Earth & Environmental Science*

Fairness, ethical conduct and respect for humans and the natural environment are recurring themes throughout the major curriculum and are required behavioral traits at the individual student level.

— *ECSU Earth & Environmental Science*

Faculty endeavor to inculcate a love for learning and professional development in our majors and graduates.

— *ECSU Earth & Environmental Science*

Exit Proficiencies for EEQs / Essential Skills

The program has developed such exit proficiencies (mapped to, but not equivalent to, the EEQs) and has set benchmark levels of attainment for each.

— *ECSU English*

Students are made aware of our exit proficiencies and are expected to describe their level of attainment of each as part of their exit portfolio documentation. (Completion of the exit portfolio is the only requirement. While portfolios are assessed and there are benchmarks for proficiency attainment, the benchmarks are used for internal program assessment only.)

— *ECSU English*

There is frequent informal discussion about expectations of the major. With only 75 students in the major and small class cohorts, the program gets to know the student community well and there is a lively department atmosphere in the common spaces with loads of informal chatter about individual courses, field trips, projects, internships, jobs, graduation requirements, etc.

— *ECSU Earth & Environmental Science*

Application of EEQs / Essential Skills in a Work-Relevant Context

Some students complete internships as tutors or teaching assistants, or in writing, editing, and



publishing. Many students are also completing Education certification; those students are evaluated by external supervisors, but that is the province of the Education Department.

— *ECSU English*

Students have numerous opportunities to apply their education to campus-based work experiences. Students often work as teaching assistants in English courses, for which they receive credit, or writing tutors, for which they can receive credit or pay. Students also have the opportunity to take internships in writing, editing, or publishing, for which they typically receive credit.

— *ECSU English*

All students are involved in significant experiential learning opportunities as they complete the major curriculum. This is because the majority of required EES courses have a lab component where students carry out experiments, conduct fieldwork, make diverse observations and collect data, conduct team exercises, construct models, use geophysical equipment, map and analyze landforms, take samples of earth materials and groundwater, measure physical properties and carry out computer-based projects. The curriculum ensures that all majors have broad and deep experience in applying information and concepts taught in lectures to hands-on activities. In addition, students are taught methods of approaching a scientific problem including the scientific method, library research skills, scientific report writing skills, methods and tools of data analysis, data synthesis and dispassionate logical reasoning.

— *ECSU Earth & Environmental Science*

Experiential learning is an important part of the curriculum for those students who are qualified to pursue internships or assist faculty through undergraduate research (Independent Studies or Practica). The department has been a university leader in providing these experiences to our students. They are valued in terms of helping students gain employable skills, develop research skills, teach content through hands-on experiences, foster interest in the subject matter, and recruit students to the major. Alumni often cite how these experiences were influential in their success at the university and beyond, and we can witness how individual students transition.

— *ECSU Earth & Environmental Science*

Students must be adaptable, especially in the field, where new outcrops force new thinking, and where terrain considerations require adaptive strategies to address a scientific or applied problem. Students must be adaptable in their approach to problem solving and working with others.

— *ECSU Earth & Environmental Science*



Co-curricular activities include: In-house and external internships, volunteer and paid, short and long-term; 1-2 week global field courses to Iceland, Spain, and domestic field excursions to Wyoming/Idaho and Arizona; Faculty mentored research projects, leading to student conference presentations and publications; Honor Society student outreach to local elementary schools; Honor Society day trips to geology field sites and museums; Earth Day and Earth Science week activities; and various field projects in CT tied to advanced EES courses. Most majors participate in one or more of these activities which involve communication, teamwork, inquiry and problem solving, responsibility, adaptability and ethical behavior.

— *ECSU Earth & Environmental Science*

Verifiable Records of EEQs / Essential Skills Achievement

The program requires that students populate an EES portfolio with pieces of work ("artifacts") from their major courses and all seniors must have a resume. Both requirements impel our graduates to reflect on their achievements and skills development and be able to articulate their skills/EEQs on paper and in interviews.

— *ECSU Earth & Environmental Science*

Career Support Services

The program has an Employability Liaison who works closely with the CICD (Center for Internships and Career Development). The Employability Liaison leads eight General Categories of Endeavor to support the campus-wide Employability Plan.

— *ECSU Earth & Environmental Sciences*

The program has enacted an in-house career preparation program. The main activities are the following:

- 1) Periodic drop-in brown-bag lunchtime career meetings, resume clinics and general job-seeking strategy discussions
- 2) Career preparation meetings with EES Majors with the CICD representative, Janice Patry.
- 3) A visiting speaker program of industry professionals who visit and meet with our students and give a presentation on a topic tied to their industry + usually 6 visitors/academic year.
- 4) Publication of an Employability Handbook which all students receive and which is on our webpage



- 5) Career discussions during one-on-one advisement sessions each semester
- 6) An EES resume template is on the department webpage for students to use, if desired.

— *ECSU Earth & Environmental Sciences*

The program's Employability Liaison has held on-line career information meetings. Here students are made aware of all the on-line tools and websites that the CICD provides like: Eastern Careers Network, Focus 2, Candid Career.com, What Can I Do with this Major?, My Career in 4 Plan and much more, including resume, LinkedIn and mock interview tools, videos and interactive software.

— *ECSU Earth & Environmental Sciences*

The program has had the Career Center rep come to a department faculty meeting to enlighten faculty about all the employability-related resources available, so they can better advise their student advisees. We have sought to improve the two-way information between our department and the Career Center.

— *ECSU Earth & Environmental Sciences*

Employer Engagement

Internship supervisors provide direct evaluation of employability skills and are a source of employment. A list of internship sites is available for review.

— *WCSU Justice & Law Administration*

An annual career panel with representatives/employers from different criminal justice fields is hosted by the program.

— *WCSU Justice & Law Administration*

Faculty maintain relationships with employers by taking students on field visits to correctional institutions, police departments, and courts. Students have secured internships and full-time employment initiated through such field experiences. The program employs over twenty adjunct faculty, many who are still actively working in the criminal justice field and are potential employers for JLA students.

— *WCSU Justice & Law Administration*



Student & Alumni Information

Each semester, the program has typically hosted a panel in which three or more recent alumni come and present to current students, sharing how the English major prepared them for their present work. These alumni come from a variety of fields (e.g., law, higher education, library and information science, publishing, etc.), and some have pursued graduate opportunities. COVID-19 has put a damper on these panel discussions, but the program hopes to resume them in the future.

— *ECSU English*

Student feedback is used to make changes to the program. For example, the program has reconsidered the major in light of student feedback suggesting students might prefer a range of concentrations to pursue in the major that are/were pertinent to their specific interests. Now, students may declare a specific concentration: Literary Studies; Rhetoric and Composition; Creative Writing; or one of the Education concentrations.

— *ECSU English*

Each May, the Department Chair invites graduating seniors to have an informal chat about their undergraduate experience in EES (Exit Survey). During this discussion, which comes after exams, students are invited to share their comments on the strengths and weaknesses of the curriculum, co-curricular and extra-curricular learning and the overall EES experience. These candid discussions have been important to us through the years and the results of the exit surveys are documented. Following these discussions, we realized that many students hoped for more environmental science in the curriculum and this led to creation of a new environmental science concentration in the curriculum. Students are asked about the core competencies that students have developed and how they relate to their future work/grad school plans.

— *ECSU Earth & Environmental Sciences*

The program has compiled a database of our student destinations after graduation that has provided valuable information. (The program knows that the majority of EES graduates in the last 7 years have secured employment in the environmental, consulting, sustainable energy, geospatial, natural resource and geoscience sectors. Some students are now teaching science subjects at the K-12 level, others are in graduate school pursuing various geo-environmental and geology degrees.) Because it is difficult to maintain without a designated person to regularly update it, the program has urged the university to establish an integrated system that involves all departments and the Office Alumni Affairs.

— *ECSU Earth & Environmental Sciences*

A senior exit survey is administered every two years.

— *WCSU Justice & Law*



Public Information

Information about EES Employability is provided in a ***comprehensive*** [EES Employability Handbook](#) which is on the department website and provided to students.

— *ECSU Earth & Environmental Sciences*

The program website includes a link to information on pathways for graduate programs in health fields, as well as a link to explorehealthcareers.org.

— *WCSU Biology*

Career information/employment outcomes for the programs' different concentrations are on the program website.

— *ECSU Earth & Environmental Sciences*

Noteworthy Practices: Community Colleges

The following are “noteworthy” actions used by some of the 15 participating CSCU community college programs which advance students’ employability. The Quality Assurance Commons encourages all CSCU faculty and administrators to utilize similar practices and adapt them to their discipline. By sharing them publicly, the programs may demonstrate their commitment to the employability of students.

In addition, the QA Commons offers free [tools and resources](#), including a matrix map, at www.theqacommons.org.

Graduate Preparation

Addressing & developing Essential Employability Qualities

The program completed an EEQ mapping matrix to understand where their program, course, and student learning outcomes, as well as their assignments and activities, are currently embedded in the curriculum—and where there may be areas of opportunity.

- *MCC General Studies*
- *QVCC General Studies*
- *TRCC Accounting*

Faculty have begun mapping degree requirements to the EEQ matrix and anticipate that all of the EEQs are addressed as required by the College of Technology. All program course syllabi currently have detailed learning outcomes, specific course requirements and assessment protocols that can be reviewed for alignment with the EEQs using the curriculum map; selected course syllabi offered by other programs can be collected and reviewed for alignment.

- *HCC Advanced Manufacturing*

The breadth of courses in the General Studies program allows for many of the EEQs to be mapped to the curriculum and course level outcomes. Currently, five of the eight EEQs are mapped to the curriculum (adaptable, principled and ethical, and responsible and professional) are not. While not all courses are required of all students, there is a recognized opportunity to share with students how the different (employer-centric) EEQs show up in different courses - to

help students better understand the connections from their education to their future participation in the workforce.

— *HCC General Studies*

Core requirements include coursework in Arts and Humanities, Quantitative Reasoning, Science, Social Phenomena, Computer Literacy, Written and Oral Communications (see outlines , EEQ mapping and syllabi in appendix). This ensures each student an interdisciplinary curriculum to hone communication skills, leadership development, critical analysis skills, technological skills, problem solving skills, as well as professional and ethical skills. In addition, many General Studies students take a Freshman Seminar (FS100), which embeds career advising and preparation in the curriculum. Although students in the General Education program have flexibility in coursework, the core requirements consist of English Composition (ENG101), English Literature and Writing (ENG102), Intermediate Algebra (MAT137), Introduction to Computers (CSC101), Principles of Psychology (PSY111), Principles of Sociology (SOC101), and College & Career Success COL101 (Formally, Freshman Seminar FS101).

— *MxCC General Studies*

Program Learning Outcomes are similar to the Essential Employability Qualities (EEQs)

— *NCCC Liberal Arts*

The program is well-grounded in the 10 NAEYC standards for early childhood programs. These standards include relationships, communication with families, community relationships, and leadership and management. These standards have strong correlations with the Essential Employability Qualities.

— *TRCC Early Childhood Education*

The program is accredited by the National Institute for Metalworking Skills, which has specific requirements for learning outcomes mostly aligned with the EEQs.

— *HCC Advanced Manufacturing*

The program's 3-credit Capstone requirement is an interdisciplinary, seminar-style course with extensive reading, writing and research requirements. Students are also responsible for preparing position papers and lead roundtable discussions and formal oral presentations. The course requires students to embrace interdisciplinary inquiry and learning by adapting knowledge and frameworks learned in other disciplines to unique themes, such as immigration, body image, free speech, good and evil, and counterculture in new contexts. Capstone students also complete a writing portfolio as an exit assessment. The portfolio requires students to demonstrate their proficiency in effective communication, use of information technology, scientific reasoning, critical thinking, research and documentation skills and global awareness.



Students also complete a final oral presentation including poster presentations or other visualizations.

— *CCC Liberal Arts*

EEQs are incorporated into the program via meetings with instructors, industry, NIMS accreditation, and requirements from the Connecticut College of Technology. Collectively these learning outcomes are put into the program curriculum map, wherein annually the entire department team meets and ensures that each learning outcome is implemented into each course and syllabus. The program recognizes this process can be done more frequently (annually), in order to adapt to industry changes and feedback more fluidly.

— *HCC Advanced Manufacturing*

Where possible, courses are aligned with learning objectives of Industry certifications.

— *QVCC Computer Science & Cybersecurity*

Courses are designed as project-based learning. As such, many Essential Employability Qualities are addressed, in some capacity, through the students' participation in required projects/activities. The ideology of learning in practice is typically harder for students as they are used to being spoon fed problems and answers, but the end result is a much stronger and deeper knowledge of the subject matter. Students are taught to get comfortable with the feeling of being uncomfortable about the unknown. Data Science is not a field where one can possibly know everything nor anticipate the end results.

— *NCCC Data Sciences*

Quizzes, exams, papers, and field work assess good communication skills, organizational skills, ability to work with others, knowledge of the CJ system, criminal law & policy. Written requirements are given to students. Faculty discuss with students the requirements to continue in Criminal Justice, and direct them to the Program Coordinator or another advisor for any information they need to obtain a degree in CJ.

— *HCC Criminal Justice*

All incoming students at the college take IDS 105, College Success, which prepares them in many ways for attaining the EEQs. Students study writing and presentations; teamwork; research using information technology; solving college and personal problems, being responsible with time and assignments, etc.

— *CCC Management*

The Hartford Heritage Project is a signature co-curricular program. Students are able to participate in partnerships with the local arts, cultural and historic venues, like: the Bushnell Center of the Performing Arts, the Hartford Stage, the Wadsworth Museum, the Old State

House, and the Mark Twain House, and many others The program strives to afford its students with activities to make them "more rounded" in the business world, and provides students with projects and extra credit points related to these many cultural institutions.

— *CCC Management*

The program curriculum comprises three main components: Required program lecture courses, required program lab courses including fabrication projects, and career readiness courses and experiences.

— *HCC Advanced Manufacturing*

Expected competencies are identified on course syllabi, as well as for all methods of assessment (exams, labs, internships). Specific assignments, examinations, and labs provide the opportunity for the student to exhibit these specific skills and qualities. Documentation is retained on each competency as required by the Accrediting Bureau of Health Education Schools (ABHES).

— *QVCC Medical Laboratory Technician*

At least one course is linked with another project called CLICKs. This is an NSF grant-funded project in which faculty from the U.S. and other countries have their students work together on a common project. The focus is on the students learning each other's cultural differences and similarities.

— *NCCC Data Sciences*

Each course in the program must include a team objective and outcome.

— *CCC Management*

“Responsible” and “professional” are the backbone of the program and thread through each and every course. From studying time management in the internship course to being responsible for their work to understanding behavior consequences, our students are expected to "demonstrate a responsible relationship with employers, fellow employees, and teams" in every course they take. Students are made aware of this expectation, as well as how they will be assessed, as documented in course syllabi, rubrics, and project/assignment instructions.

— *CCC Management*

The Liberal Arts Capstone writing portfolio is administered every semester in every section of the course. All iterations of the Capstone course, which change each semester, follow the same seminar-style course design, including guest speakers, student-led roundtable discussions, and formal research project with an oral presentation and poster or other visualization.

— *CCC Liberal Arts*



Students are encouraged to take management during their first semester, where decision-making (its own chapter) and data analysis are stressed, so students can apply these skills to future courses.

— *CCC Management*

The program, per core mission and design, directly collaborates with local industry. Course projects given to students are tailored to deliver learning outcomes desired by employers for work-ready students. The projects are exactly the same type of fabrication projects they would work on in industry and the entire experience is designed to mimic a work-relevant project. Students learn and go through design, blueprinting, manufacturing, and inspection which is exactly the process used in industry.

— *HCC Advanced Manufacturing*

45 different languages are spoken at Capital, which gives students a unique opportunity to engage with students from many cultural backgrounds. In courses like management, organizational behavior, small business management, and marketing, chapters/projects are devoted to understanding today's local and global markets.

— *CCC Management*

Essential skills are inserted into many different places, like homework assignments, reading assignments, class discussions. If students do/practice it several times, they'll understand it better. Faculty tell their students about jobs in the CJ system, and answer students' career related questions regarding the fields they are interested in.

— *HCC Criminal Justice*

Exit Proficiencies for EEQs / Essential Skills

None specifically noted. Some responses in other sections may qualify as exit proficiencies.

Application of EEQs / Essential Skills in a Work-Relevant Context

The program offers a Co-op Ed / Work Experience internship course. Students that do not have employment in IT or experience in the field are advised to take this course.

— *QVCC Computer Science & Cybersecurity*

In groups of four, students analyze the financial statements of a publicly traded company and present them to the investing public (the class). In presenting their findings, each group explains

whether the company is investment worthy.

— *TRCC Accounting*

End-of-semester writing projects are used in which students create their own businesses and answer both quantitative and qualitative questions as its CEO.

— *CCC Management*

Students may apply to the Liberal Arts Action Lab, a unique partnership with Trinity College. Selected students from both institutions work with Hartford community partners to define, research and address a community problem using qualitative social science research methods, innovation and collaboration. The Action Lab ensures that students learn and experience principled and ethical behavior as academic researchers and change agents in the community.

— *CCC Liberal Arts*

In “Federal Income Tax Class,” students are given workpapers and have to prepare an individual income tax return. They ask questions of the professor as if the professor were a client.

— *TRCC Accounting*

Students discuss the concepts of ethical and legal dilemmas in the workplace, using real case studies.

— *CCC Management*

In “Accounting Computer Applications Class “ students learn QuickBooks, an accounting software used by many small and medium sized businesses. The class simulates the student taking over the bookkeeping position at a small business. They learn the software piece by piece as they work through typical business transactions.

— *TRCC Accounting*

The Liberal Arts Action Lab allows Capital students a unique opportunity to engage in a Community Based Research project under the guidance of social research faculty at Trinity and faculty fellows from Capital. Students learn graduate-level research skills. They also learn to be adaptable to whatever circumstances their research may lead. Students are also responsible for interacting and collaborating as a professional researcher would with community partners and their peers at Trinity to develop, implement and evaluate their projects.

— *CCC Liberal Arts*

Students have the opportunity to enroll in the Accounting Practicum. This is the student’s opportunity to work in the profession for credit. The students are evaluated and graded by their job supervisor as part of their course grade.

— *TRCC Accounting*

Program coursework includes simulations, case-studies, service learning and experiential



activities. To graduate, the student must score a minimum of 160 in a graded supervised externship. The grade for this externship comes from the evaluation of the site supervisor.

— QVCC Medical Assisting

External employers and supervisors offer students the opportunity to be trained and to experience careers during Field work. In addition, students have opportunities to talk to them during the Criminal Justice fairs and the college's Career Fairs. Police who attend, give other perspectives in policing.

— HCC Criminal Justice

Business interns write a proposal of their goals and project description, and a site visit is conducted in which this proposal is reviewed with the student's manager. The manager provides feedback and a score for the student's performance. The program coordinator then meets with the student to discuss how the remaining internship should proceed. Many students over the years have been hired by their internship managers.

— CCC Management

Some EEQs are supplemented or addressed through co-curricular activities. These activities include student internships, field trips to local manufacturing businesses, mock interviews with local employers, and the opportunity to join campus clubs related to technology. Some learning outcomes for career readiness, for example, are achieved in the mock interviews and student internship experiences which occur outside of the required coursework.

— HCC Advanced Manufacturing

Faculty provide mock situations in policing and court decorum, showing how it works for attorneys vs public defenders/prosecutors, marshal service, and have guest speakers in policing come in to discuss the job, its requirements, and other information students request.

— HCC Criminal Justice

In the business internship class, students review an interpersonal skill each week, and write a journal on how that skill can be applied in their internship/job. As a result, students can work more effectively with others, are more willing to modify their perspectives, solve conflicts, take direction, and work interdependently. In addition, students consistently build stronger self-concepts and emotional intelligence as they go through the higher levels of the program.

— CCC Management

The TRCC Business Club includes many co-curricular activities related to the accounting program and has hosted a variety of activities and events over the past several years including:

- The Facts and Faces in Accounting – with a panel of TRCC accounting alumni

- Various speakers: Business owners, CPA's, tax attorneys, IRS Agents, corporate finance professionals, and public relations directors from the CTCPA. Many speakers would have group activities for the students. Professional contacts are utilized to bring added perspectives to class and enable students to visualize the profession and make connections.
- Various Trips to the financial district in NYC and Boston. On three separate occasions, we had a tour of the NYSE and were on the floor of the stock exchange. Additional tours also included the Federal Reserve and the Museum of Finance
- Annual Networking Event: For several years, the Business Club worked with Rose City BNI, Norwich Rotary, The Greater Norwich Area Chamber of Commerce, Southeastern CT Women's Network, and the Eastern CT Urban Professionals to host a large networking event at TRCC where students could mingle and connect with local business professionals.

— *TRCC Accounting*

Students are trained in OSHA, NIMS, and by local industry experts who work at manufacturing companies. These experts train students on all topics ranging from safety to inspection to proper machining processes. By bringing in external stakeholders and evaluators, students get the most realistic real-world learning experience and are trained for such employment opportunities.

— *HCC Advanced Manufacturing*

The program includes a Capstone Research course designed from the NSF-funded MAA program; PIC Math. An industry partner is solicited for the semester to present an industry problem that needs solving (this problem is NOT pre-solved and possibly may not have a solution). The students work the entire semester on this problem, learning how to professionally communicate with their industry liaison, effectively learn time, team, and project management, and learn that sometimes failed attempts are just as valuable as successful solutions.

— *NCCC Data Sciences*

In marketing, students use market analysis; in management, students understand the concept of multiple stakeholders; and, simulations and case studies are widely used so students gain the ability to study business problems, examine alternatives, and decide on the best courses of action. Innovation and creativity are applied when students create their own products in marketing; their own websites in social media marketing; or their own personnel documents in human resource management.

— *CCC Management*



MxCC's Student Activities hosts extracurricular opportunities, which include pairings with academic programs as well as social, professional, or interest-based options. These options help students receive professional and interpersonal refinement outside of the classroom.

— *Middlesex CC*

All students have a capstone manufacturing project, opportunities for internships in their second semester, and participate in experiential learning with experts from industry either on campus or off-campus at manufacturing sites.

— *HCC Advanced Manufacturing*

In the Capital Career Advancement Program (in which management students comprise 70% of the participation), students are placed with Hartford corporate partners in insurance, finance, and banking institutions. There are formal training sessions, students are paid, and there is potential for a job at the end of the experience. In some cases, these companies pay tuition to continue at a 4-year institution. There are monthly meetings with the managers, although no written report is provided to the college.

— *CCC Management*

All students have multiple opportunities to apply learning in work-relevant contexts through fabrication projects utilizing all aspects of the manufacturing and inspection processes.

— *HCC Advanced Manufacturing*

The program recently began Alpha Beta Gamma, a business honor society. Students who have GPAs of 3.0 or higher may join. They can also join Phi Theta Gamma, the honor society for Community Colleges, with a GPA of 3.5 or higher. Both organizations give students the opportunities to hold their own meetings, create social action projects, and learn from professional guest speakers.

— *CCC Management*

Throughout the core curriculum, assignments are designed with intent to develop workplace skills and understanding of organizational expectations in the field.

— *MxCC Human Services*

Experiential learning is an important part of the curriculum for those students who are qualified. Students have options to obtain their Child Development Associate Credential, their Early Childhood Teaching Credential, and their Director's Credential through national and state agencies with the support of the program.

— *TRCC Early Childhood Education*

The college is involved in several NSF grants. These grants commonly fund Data Science students in tutoring opportunities, research projects, etc.

— *NCCC Data Science*

Observations and work experiences are embedded in the program.

— *TRCC Early Childhood Education*

Verifiable Records of EEQs/Essential Skills Achievement

The program promotes stackable external credentials to its students.

— *QVCC Medical Assisting*

In letters of recommendation, requested by students, the program Lead addresses their soft skills.

— *QVCC Medical Assisting*

All graduates are eligible and encouraged to sit for the national registry examinations for Medical Laboratory Technicians (ASCP, AMT).

— *QVCC Medical Laboratory Technician*

The program offers certificates in both management and entrepreneurship.

— *CCC Management*

In addition to college transcripts, students are encouraged to create portfolios with artifacts demonstrating work on projects in classes and during internships.

— *CCC Management*

Students have opportunities to attain certification in learning topics from various courses in the program. Students have free opportunities offered to them beyond their normal course load to be certified in SolidWorks and Six Sigma. As part of the curriculum, students get certified in NIMS and OSHA. These are all credentials that are integral to the field.

— *HCC Advanced Manufacturing*

The college offers a number of career certificate programs that are open to all students. Examples include Accounting/Bookkeeping; Administrative Medical Assistant; Administrative Office Assistant; Certified Nursing Aide; Community Health Worker; Customer Service Representative; EKG Technician; Entrepreneurship; Cook's Help; Hospitality & Food Service Management; Patient Care Technician; Pharmacy Technician; Social Services Assistant; Urban

Farming; Personal Finance, and more. These programs include job search, resume building, and interview skills training.

— *CCC Liberal Arts*

Equity

The program examines disaggregated student data to understand student inclinations and trends (for example which students enroll in daytime, evening, and distance learning classes) and adapts programming to ensure the needs of different groups are being met.

— *TRCC Accounting*

The program regularly examines data (especially at coordinator meetings), such as enrollment and graduation data, to understand differences in program completion based on vulnerable groups. For example, many of the program's students work full-time/have families, so they typically run a management course in the morning, evening and online.

— *CCC Management*

Surveys upon entering and exiting the program are designed to provide information on perceptions of equity and experiences, particularly among nontraditional and underrepresented students. In the field, underrepresented students such as women and nonwhite students are highly valued to be recruited into the mostly homogeneous fields and to improve careers for people. The surveys provide good demographic and experience data that the program uses to ensure that the curriculum and instruction is equitable and the experience is positive for all students.

— *HCC Advanced Manufacturing*

An emergency fund specifically for business students was set up, per the recognized need. Additionally, scholarships specifically for accounting students have been set up and endowed by the accounting professors. And, students are encouraged to apply for local scholarships such as the Rose City BNI scholarship for business students and accounting specific scholarships such as those offered by the CTCPA and other professional accounting associations.

— *TRCC Accounting*

The program is aware of barriers to achievement and works to respond to any issues they can. A recent example is that, due primarily to socioeconomic factors, transportation to a testing center to sit for the national board exam was a challenge for many students. To help, the college became a testing center for that exam such that students needed only to come to campus to take the test. Additionally, the college as a whole has worked to increase bus routes and frequency to the QVCC Danielson campus.

— *QVCC Medical Assisting*



The program collects individual data on race, family status, current employment status and special learning needs or styles. Additionally, the program has engaged in community outreach to their students including advising on site at childcare facilities, hosting classes on site, connecting students with scholarships and resources and looking at grouping classes to minimize the number of days students are on campus, creating cohorts of students, and extending advising hours.

— *TRCC Early Childhood Education*

The food pantry, available to all students in need, is advocated by faculty.

— *TRCC Accounting*

Each academic year at the college, a broad cross-section of enrolled students is administered either the Community College Survey of Student Engagement (CCSSE) or the Survey of Entering Student Engagement (SENSE). These surveys target the academic satisfaction and success of new and continuing students and especially help to illuminate disparities in student engagement across gender, race and ethnicity, age, veteran status, and economic class. The results of these surveys are shared with the campus at All-College meetings and in professional workshops for faculty and staff. The college has used CCSSE and SENSE findings to provide support for academic changes in advising, financial aid, and enrollment management processes.

— *Middlesex CC*

The college conducts students-at-risk surveys each semester (e.g., Perkins Survey, Food Insecurity Survey, Covid-19 Survey) which help identify the number of students who face barriers to educational attainment such as disability, homelessness, hunger, unemployment, limited access to technology, and lack of English proficiency. The College uses these data to support additional resources to disadvantaged and underrepresented students through mental health, food pantry (Magic Food Bus), disability, LGBT+, and other service efforts.

— *Middlesex CC*

The college is an ATD (Achieving the Dream) school and is particularly focused on data-informed decisions for equitable learning. ATD has been a powerful agent for changes based on inclusion and student success.

— *Northwestern CC*

The college participates in the Achieving the Dream (ATD) initiative which includes the systematic surveying of both students and staff to collect data on institutional strengths and weaknesses in student services and resources, general academic program success, and college capacity for assessment and improvement. The college also collects regular ATD data on key performance indicators that provide metrics for evaluating academic persistence and completion across underrepresented groups.

— *Middlesex CC*

Career Support Services

Faculty teaching the Intro to Criminal Justice (CJ) lectures provide a list of approximately 50 jobs attainable in the CJ field. They provide a state site that students can visit to see job openings in the State of Connecticut, and what is required to attain these jobs in the CJ field. In addition, they discuss the physical agility test and material the faculty are aware of that will be on the oral interviews in policing today.

— *HCC Criminal Justice*

Students are provided with targeted career support services at multiple points throughout the program. From the start, students meet with local industry members and companies and are familiar with many by the completion of the program. By the end of the program, they will have networked with various members of local industry.

—*HCC Advanced Manufacturing*

IDS 105, College Success, is a first-year experience course that is a requirement for Liberal Arts majors. The curriculum includes a career exploration project in which students assess their interests and career and degree programs that align with those interests using career interest assessments in collaboration with Career Services. The curriculum also offers deep learning on soft skills essential to employability including growth mindset, motivation, time-management, emotional intelligence, personal responsibility, health and wellness.

— *CCC Liberal Arts*

Both the Career Development and Counseling Center and The Center for Civic Engagement connect with a variety of faculty to offer unique course experiences each semester to students; many of these courses are part of the General Studies program.

— *MxCC General Studies*

Throughout the core curriculum, assignments are designed with intent to develop workplace skills and understanding of organizational expectations in the field.

— *MxCC Human Services*

For the past three years, the Career Development & Counseling Center partnered with the Human Services program coordinator in a collaboration with University of Saint Joseph's with graduate level student intern providing counseling for MxCC students. This collaboration also included workshops on well-being, communication, and academic readiness.

— *MxCC Human Services*



Throughout the curriculum/program, students are introduced to topics, concepts/skills that are essential for practicing MLT professionals. The importance of incorporating these skills/concepts into their career toolbox is emphasized, and the reasons why are explored.

— QVCC Medical Laboratory Technician

For the past two years, the Career Development and Counseling Center (CDCC) partnered with General Studies and career-oriented faculty to facilitate workshops on professional dress, successful virtual interviewing, social media presence, professional communication and etiquette, and writing for the professional world. CDCC Counselors regularly visit classrooms to share information about services and present lessons on career and transfer options.

— MxCC General Studies

The curriculum includes a career awareness course, in which local industry experts come in for mock interviews with our students for skill practice and networking opportunities. The course also includes field trips and other career service opportunities to these venues.

—HCC Advanced Manufacturing

Throughout the program(examples, learning activities, research assignments) include the exploration and identification of career interests and opportunities.

— TRCC Criminal Justice

While the Career Support Services at the college are minimal, the program makes use of the state of Connecticut's statewide services. These services are shared with students in their first classes and beyond. Examples are the Statewide Resource Center for Teaching Jobs & Career Options ([CT REAPS](#)); a statewide listserv that lists jobs, upcoming legislative acts, teaching resources, and extra posts (ECE listserv); and the [CT Office of Early Childhood's Career Ladder information](#).

— TRCC Early Childhood Education

The program hosts open houses for various agencies to come discuss career opportunities. Students are provided with the State site to visit and see active police job openings. Faculty recommend students to partake in ride-a longs with police departments to gain better insight to real-life work experience.

— HCC Criminal Justice

One of the program's initial courses, CJS K100 "Perspectives in Criminal Justice," provides a series of lessons to include learning style and career interest identification through



assessments, analysis of results, and strategic planning for career opportunities in consideration of said results.

— *TRCC Criminal Justice*

Career and employability services are integrated into the academic program. Topics such as resume writing, interview techniques, characteristics of a good employee are introduced to the student at various points during the program (in specific courses and during clinical internships).

— *QVCC Medical Laboratory Technician*

The (optional) internship course requires the student to work with a member of the office of Career Services to produce and submit a resume or work portfolio.

— *QVCC Computer Science & Cybersecurity*

The CJ program offers career Pathway information on advising sheets and provides this information to students during the advising process.

—*HCC Criminal Justice*

The program prepares students for career and employability through a comprehensive approach, including obtaining skills and knowledge important to a career as an MLT; acquiring pre-employability skills (resume writing, interview techniques); understanding behavioral interview concepts (qualities of a good employee); tracking students after graduation (graduate surveys, employer surveys); obtaining job postings information for students for most Connecticut hospitals.

— *QVCC Medical Laboratory Technician*

The program offers some course time to career resources, regularly promotes the career service workshops, has career development professionals from the college speak to students, and the program coordinator passes along job notices he receives from employers.

— *QVCC Medical Assisting*

Students are reminded of services offered by Career Services a few times during each course.

— *QVCC Computer Science & Cybersecurity*

The program works closely with the Career Development and Counseling Center (CDCC) and views the collaboration as an essential part of the Human Services education. CDCC Counselors

regularly visit classrooms to share information about services and present lessons on career and transfer options.

— *MxCC Human Services*

General Studies faculty team up with the Career Development and Counseling Center (CDCC) to offer the “Backpack to Briefcase” workshop series, which have included topics such as professional dress, virtual interviewing, social media presence, professional communication, and virtual and in-person etiquette, and professional writing.

— *MxCC General Studies*

The program does most career and employability support autonomously. Additionally, it utilizes the campus services for this in terms of career awareness skills. The college offers help with resumes, interview skills, access to donated professional attire, writing and speaking skills, etc.

—*HCC Advanced Manufacturing*

The program partners with dozens of local industry partners to get good fits with students as needed for employment.

—*HCC Advanced Manufacturing*

The faculty are **extremely** knowledgeable about all services and offerings by the Career Development & Counseling Center (CDCC) _ and promote these services to students.

— *MxCC General Studies & Human Services*

The Program Coordinator has worked closely with the Director of Capital’s Career Advancement Program to place students with corporate partners, and to mentor students in that program. Management students comprise more than 70% of this program.

—*CCC Management*

Students are informed of potential career pathways and opportunities via the school website, the program’s Facebook page and throughout the coursework.

— *MxCC Human Services*

Faculty recommend to students the college’s [Career Paths](#) website, which allows students to take a skills or interest assessment, explore career options and/or match degrees to careers, find jobs and internships, and sign up for a resume review session, participate in a mock interview, and attend campus recruitment events.

— *TRCC Accounting, Criminal Justice, and Early Childhood Education*



Starting with the program's introductory course, students are asked to connect with the Career Development and Counseling Center for targeting career support. The program coordinator also provides academic advising and career and transfer exploration.

— *MxCC Human Services*

The program engages with Kathleen Gray, who leads TRCC's (effective and approachable) Career & Transfer Fairs.

— *TRCC Early Childhood Education*

All students at the college take the IDS 105 Student Success course in which a member of Career Services speaks about the use of employability surveys, and their efficacy for career searches. All students may also choose to participate in a Focus 2 career interest assessment during orientation, and may use other services such as job boards, and career fairs.

— *Capital CC*

NCCC has a reputation for forming strong faculty/staff to student relationships; both faculty and staff are readily accessible to students and alumni, so career advising can be tailored and personal.

— *NCCC Liberal Arts (and others at NCCC)*

NCCC has an active campus life and is seen as part of the community; NCCC hosts many events that local employers attend, both directly as recruiters, and indirectly to experience our students' skills.

— *NCCC Liberal Arts (and others at NCCC)*

Students work with the Career Development and Counseling Center (CDCC) in College & Career Success course or Freshman Seminar. Resume and Cover Letter workshops are available for classroom presentations (CDCC tailors presentations for each class), for the general student body, and for specific majors or careers.

— *MxCC General Studies*

The Career Development and Counseling Center offers training using FOCUS, a self-paced career and educational planning tool, and the web site links for career, transfer planning, employment opportunities, and job search.

— *Middlesex CC*



The recent restructuring of the Career Services program, now under the academic division of the college, promises the arrival of more intentional collaboration between academic program directors and Career Services to develop and integrate greater opportunities for contextualized work-relevant learning for students in the Liberal Arts and other programs.

— *Capital CC*

All students in the manufacturing program receive top notch career and employability support. All students (>99%) that enter the program are employed in the field if they wish to be, and this is due to the dedication of the department and connections we have with local industry. Students who work full-time are given the same treatment and opportunities as other students, and we work with their schedules to ensure they can network with local industry.

—*HCC Advanced Manufacturing*

Employer Engagement

Developing, delivering, reviewing program outcomes & learning

The program has at least one guest speaker per course per semester.

— *CCC Management*

The program has formal, documented relationships with dozens of employers (any company that is local and hires a student), regularly communicating and coordinating events with them. The program regularly checks in on job opportunities and student performance.

— *HCC Advanced Manufacturing*

Local industry advisors are experts in their field. Advisor experience ranges from manufacturing technicians to manufacturing business owners. They communicate with the Advanced Manufacturing program leaders and faculty on what learning outcomes are needed, and what improvements should be made on a yearly basis based on their experience hiring students.

— *HCC Advanced Manufacturing*

Employers have opportunities to teach and co-teach courses, supervise interns, participate in classes with teachers to reinforce learning, and provide subject matter and industry expertise.

— *TRCC Criminal Justice*



Employers visit CJ classes and talk directly with the students and answer student questions.

— *HCC Criminal Justice*

The program uses professionals as guest speakers in courses. Speakers are chosen with intent to provide our students current field information that is delivered via professionally-rich individuals with a focus on diversity in culture, professional experience, gender identity and academic preparation.

— *MxCC Human Services*

Formal relationships with employers who hire TRCC Accounting exist through professional memberships and community business groups and activities such as: the Connecticut Society of CPAs, the Greater Area Norwich Chamber of Commerce, Rose City BNI, and Norwich Rotary. Some of the professionals from these groups were chosen to be part of the TRCC Business Advisory Board and Accounting Advisory Board. The Advisory Boards, in a group setting, provide the program with feedback on employee issues in their organization and what they value, need, or look for in new hires. They help the program focus on the skills relevant to new hires in today's workforce and provide feedback on the program curriculum.

— *TRCC Accounting*

With the help of the TRCC Foundation, the program has brought in high-profile business professionals to speak to classes, enabling them to make connections they wouldn't otherwise be able to.

— *TRCC Accounting*

All professors were or are actively employed in the accounting and business profession. This includes the past Regional President for the Accreditation Council for Business Schools and Programs (ACBSP), the Director of Finance for the Town of Griswold, and the partner-in-charge of Tax for Whittlesey & Hadley PC, one of the largest CPA and IT consulting firms in New England. Additionally, many of the professors are employers or supervisors of TRCC graduates.

— *TRCC Accounting*

Employers are invited to live stream into the classroom to talk to students and allow students to ask them questions. Some employers have elected to guest lecture on a particular topic.

— *NCCC Data Science*

Professionals from the IT industry, some of whom hire students from the program, serve as adjunct instructors and/or guest speakers during courses.

— *QVCC Computer Science & Cybersecurity*

Employers visit classes, speak directly with students, and answer student questions.

— *HCC Criminal Justice*

All internship site staff are encouraged to provide their own expertise and experiential coaching to students as they go through their clinical rotations.

— *QVCC Medical Laboratory Technician*

Program alumni have served as managers for business interns, have been guest speakers in our management classes, and have stayed in touch with the management coordinator. A few have even been adjuncts in the program.

— *CCC Management*

All adjunct faculty are lab professionals employed by affiliated clinical internship sites (who are also potential/actual employers).

— *QVCC Medical Laboratory Technician*

The program brings employers into the program and courses regularly. Employers often become the program's instructors and help provide mini-lessons or co-taught lectures.

— *HCC Advanced Manufacturing*

Employers are partners in the program. Currently, in the core coursework all but one adjunct is employed by an organization that has hosted students for field placement and or hired students. The one adjunct that does not offer a field placement or employment opportunity is the owner of a private practice for mental health counseling and has a wealth of experience to offer.

— *MxCC Human Services*

One of the major philosophies of the program coordinator is to promote students' awareness of the importance of establishing professional relationships early in their academic career. This philosophy is promoted throughout the curriculum via assignments and use of relevant speakers. Additionally, the program is attentive to modeling the development of relationships by inserting current information from the field into the course work. One example of this insert was at the onset of COVID, the program coordinator provided a virtual class with a speaker from the Department of Public Health. Given there was an established relationship, the program



coordinator was able to obtain the expert from the field in a time of crisis and provide a classroom experience rich in information exchange and open for curious questioning from the students. The class was able to experience a genuine exchange amongst peers and professionals.

— *MxCC Human Services*

The program has formal and documented relationships with the employers who hire its students. Employers are engaged through participation in advisory boards and career fairs. Employers have opportunities to volunteer as mentors, supervise internships, and be guest speakers in classes.

— *HCC Criminal Justice*

Career development opportunities occur organically through interaction with instructors (many being current and retired industry practitioners). Similarly, such career development opportunities occur through interactions with guest speakers in the classroom, employment fairs, and visiting employers as scheduled through the college.

— *TRCC Criminal Justice*

Formal and documented relationships exist between the program and employers.

— *TRCC Early Childhood Education*

The program has formal agreements with those social service organizations that take their students for field placement experiences.

— *MxCC Human Services*

Student assessment by employers

In both the Business Internship Program and in Capital's Career Advancement Program, opportunities exist for students to be trained and evaluated by external supervisors/employers. The Business Internship Program was created in 2002. Since then the program has used over 100 sites in the Greater Hartford area, and over 400 students have completed the program.

— *CCC Management*

External clinical internships allow students the opportunity to be trained and evaluated by external supervisors and lab professionals.

— *QVCC Medical Laboratory Technician*



Employers give personalized feedback to students in mock interviews, career awareness class, their resumes, their interpersonal/professional skills, and their shop performance.

— *HCC Advanced Manufacturing*

Every student in the Business Internship receives a site visit during the semester, where feedback is received from the employer according to a set of criteria (much of which relates to the skills noted in the EEQs). The manager also provides a score of the student's performance, which counts towards their internship grade.

— *CCC Management*

All student internships are evaluated by the internship site. This evaluation is critical when assessing the student's competency for that internship.

— *QVCC Medical Laboratory Technician*

In the business internship, there is a "Project with Manager", where a student writes a proposal for his/her goals and a description of the work to be completed with deadlines. Each manager is responsible for supervising work for the student, and providing opportunities to gain soft skills, similar to the EEQs. The manager also signs weekly "hours" logs, on which they have the opportunity to report on the student's progress.

— *CCC Management*

Students have the opportunity to take the Business Internship Program, where they work for 120 hours in a work placement. They also have the unique opportunity to work in various apprenticeships in Capital's Career Advancement Program, through the Continuing Education Department. In both programs, students are continually coached, and experience networking and leadership opportunities. Feedback is provided by employers during site visits.

— *CCC Management*

Students are placed in social service organizations (employers) throughout Middlesex and Hartford County. These organizations assign a supervisor to each student. The supervisors begin each semester working collaboratively with the student to develop measurable goals. The goals include professional and personal development and are monitored throughout the semester. At the conclusion of the semester site supervisors evaluate the students learning through a student evaluation process.

— *MxCC Human Services*



Clear mechanisms for feedback

The program is engaged with employers through the industry advisory work and the program is tailored to what they want. The program listens to each employer and their feedback on our curriculum and how the students perform at the job. Our advisory board meets through email, remotely, and in-person (when COVID-19 is not an issue).

— *HCC Advanced Manufacturing*

When the program meets with the Advisory Board, each member is asked to share current news/ideas from their business area, to incorporate into our management classes. They recently assisted the program in developing a new Marketing for Social Media course. Additionally, they advised the program *not* to include an analytics course in the program.

— *CCC Management*

The program has a formal advisory committee comprised of members of social service organizations. The committee serves as a means to aid in the development of and assessment of curriculum and career preparedness. In addition, the program coordinator regularly meets with areas leaders to explore potential host sites for field placements, as well as explore current trends in varied service areas, i.e., demographics, funding trends, employment trends and identified needs.

— *MxCC Human Services*

The program periodically gathers employer feedback about the program's students and graduates through surveys and internship positions. Employers are involved with providing feedback about the students and the program via questionnaires/surveys and group participatory discussions.

— *HCC Criminal Justice*

The program Advisory Board contains members of the professional community. One of the main purposes of the Board is to obtain feedback on the program and this is a standing agenda topic for each meeting.

— *QVCC Medical Laboratory Technician*

Employer feedback on current students is elicited during the clinical internships. This feedback is obtained by the Program Coordinator during site visits, and on the internship evaluation forms for each student (performed by the internship site staff).

— *QVCC Medical Laboratory Technician*



Employers are invited to give feedback in regards to Student and Alumni job readiness after NCCC Career Fairs.

— *NCCC Data Science*

Systematic use of information and feedback; for continuous improvement

An Employer Survey must be sent to each employer that hires a graduate of the program. The survey asks the employer to assess the student's preparation for employment, and to identify areas of weakness that require improvement. The information from the survey is used to improve the program/curriculum.

— *QVCC Medical Laboratory Technician*

Faculty continuously look to update the program to keep it relevant with the profession and the needs of employers and consider the Program Review a living document. The Advisory Board meets annually to discuss changes to all programs within the department and provide feedback regarding potential changes.

— *TRCC Accounting*

The program's advisory board, consisting of local employers, meets annually to review the current curriculum and learning objectives of all degree programs related to CS. Updates, modifications, and additions are all discussed with a focus on providing the most up-to-date skills required in the IT industry. Advisory board meetings are recorded in meeting minutes.

— *QVCC Computer Science & Cybersecurity*

The program's Industry Advisory Boards meets with the employers to discuss curriculum and look at industry demands, skills, and incorporate within the curriculum.

— *HCC Criminal Justice*

At practicum clinical sites, employers meet with the program coordinator to discuss the curriculum and any changes that should be made. Additionally, employers are invited to sit on the Allied Health Advisory board, which meets at least once a year to discuss changes to the program and the big picture of health care, how to make students more employable and any upcoming challenges that are foreseen.

— *QVCC Medical Assisting*

Student & Alumni Information

Students have clear mechanisms for providing feedback

Students are members of the Business Advisory Board, complete course evaluations, and complete surveys that are included in the Program Review. Students have an opportunity to provide feedback to questions regarding "soft skills" needed for employability.

— CCC Management

A survey is sent out at the end of each semester of the first year of the program's deployment to enlist feedback on the data science specific courses and program overall.

— NCCC Data Science

The program has evaluations at the end of every semester and after graduation, providing fruitful data on course, program, project, and instructor feedback. Going forward, the program intends to be more explicit and inclusive of the curriculum map learning outcomes and EEQs. For example, they are looking to go into what methods of instruction worked and didn't, which learning outcomes did students feel like they attained, did you as a student learn this outcome, etc...

—HCC Advanced Manufacturing

Alumni have clear mechanisms for providing feedback

Faculty, staff, students, and alumni to give feedback and to propose changes that will benefit the program. Moreover, the program reviews conducted by the ART Committee help document the Human Service program's strengths and challenges in addition to keeping record of the impact of programmatic changes. This process, however, will change in the future as CSCU consolidates because MxCC will no longer have local control over program changes; in addition, shifts to Meta-Major programs may deter students from the Human Service program.

—MxCC Human Services

Graduates and alumni are sent a survey which allows them to tell the program if they are employed, if that employment is in a field related to healthcare, what they felt was most useful during their QVCC training, what was least useful, and what their thoughts are of their current employer.

— QVCC Medical Assisting

Some alumni are heavily involved in the program and are as valuable as our local industry because they become local industry employers and employees who help and recruit students.

The program recognizes that most alumni after a certain amount of time lose contact from the program and seeks to do a better job outreaching to all alumni at set times after graduation including short and long term to get design, development, and assessment data from them.

— *HCC Advanced Manufacturing*

A [TRCC Accounting Alumni LinkedIn page](#) was created (Summer of 2019). The department has invited over 75 TRCC Accounting graduates to the LinkedIn TRCC Accounting Alumni Group. Approximately 36 have signed up to-date. This professional group will be able to provide networking opportunities for current TRCC Accounting students and graduates as well as providing feedback on a regular basis.

— *TRCC Accounting*

With alumni part of the Advisory Board, they are surveyed for the program review. The surveys are also distributed to alumni of the program who have graduated since the last program review.

— *CCC Management*

Alumni are included in discussion panels.

— *HCC Criminal Justice*

Many alumni remain committed to MxCC and some have been a source for employment opportunities. For example, the Human Services Facebook page has 95 followers many of whom are current students, alumni and community organizations. This instant access and ability to post current information provides a forum to contribute to shared ideas. In addition, MxCC LinkedIn alumni page is a growing asset for the college and helping students network with alumni. The CDCC, MxCC Marketing, as well as faculty and staff have worked together to have alumni, through the LinkedIn group, connect with General Studies students and MxCC's student population as a whole.

— *MxCC Human Services*

Systematic use of student/alumni information and feedback; for continuous improvement

Many alumni serve on the accounting advisory board. Their feedback is valued, documented, and taken into consideration when making changes to the program. A new class in the development stage is based on feedback from the advisory board. This potential class has been mentioned by instructors in various accounting classes and the students have asked when it will be offered.

— *TRCC Accounting*



The program consistently makes changes in the program based on student/alumni surveys used for the Program Review, and Business Advisory Board feedback. This feedback is best documented in the programs Inventory of Educational Effectiveness Indicators, and in the Program Review.

— *CCC Management*

At the request of alumni and students, the program changed the accounting computer applications class, moving from the Peachtree to the (heavily used) Quickbooks accounting system. The course would run once per year.

— *TRCC Accounting*

The college has a strong culture for data-informed decision-making as a result of its work on student success as a member of the Achieving the Dream network. The college's capacity for data-informed decision-making is growing as a result of new initiatives with Career Development and Student Services.

— *Capital Community College*

Public Information

The program website includes information from the Bureau of Labor Statistics and the CT H.O.T. Guide.

— *QVCC Medical Assisting*

The college website is the most comprehensive resource for students and the public as it includes descriptions of programs (including Human Service) organized by area of study; public information on academic programs includes the expected student learning outcomes; the many types of employment settings students tend to enter; and basic salary information for some programs or certificates.

— *Middlesex CC (Human Service)*



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