

# EMPLOYABILITY SCAN SURVEY COPY

*The following pages include the survey questions  
found in the Employability Scan (EScan)*

*To access the survey, go to <http://bit.ly/qacescan>*

# Employability Survey for program faculty and department leadership

We invite you to participate in the Employability Survey, the first component of the QA Commons Kentucky CPE partnership Employability Scan (EScan). The information you and other faculty and instructional staff members in your program provide will help assess your programs' commitment and capacity for graduates' employability qualities.

The survey takes about 30 minutes to complete. It invites program faculty, leaders and staff perceptions regarding the extent to which your program emphasizes work-relevant learning opportunities, employability outcomes, and connections to employers, and asks how it assists students in their employability including engagement with career planning and services, practices linked assuring graduates attain employability outcomes.

Your candid responses will contribute to a collective assessment of program strengths and areas for improvement related to the alignment between postsecondary programs and employers and assuring that students attain academic, technical and essential skills required for success in tomorrow's workplace. Aggregate responses from program faculty and department leadership will inform constructive discussions related to the quality and outcomes of your students' educational experience and guide the provision of resources to support and enrich program goals.

The purpose and scope of the EScan is further described on the next page.

**\* Required**

1. Email address \*

---



## Introduction

Assuring graduates are prepared for the changing world of work has become a necessary outcome of higher education. While employability goals and outcomes have always been an emphasis in some types of postsecondary education, their relevance and expectations are not universal across programs and institutions. Given the dynamic pace at which the world of work is evolving, all postsecondary programs need to more reliably prepare students so they are not only ready for their first job, but are provided a foundation for a lifetime of engaged employment and participation in the changing workplace of the 21st century.

The purpose of the Employability Scan is to assist programs in evaluating their effectiveness in preparing students for employment and career. At the Quality Assurance Commons (QA Commons, [www.theqacommmons.org](http://www.theqacommmons.org)), our vision is that ALL graduates are prepared for the changing world of work, and our mission is to close the gap between higher education and employability. Our focus is on those qualities and skills employers identify as most needed - the eight Essential Employability Qualities (EEQs). The Kentucky Council for Postsecondary Education (Kentucky CPE) shares a commitment to ensuring graduates are ready for the workforce and modeling how educators and employers can work together for student success, with the aim of strengthening the Kentucky workforce. To further these mutual ends, QA Commons and Kentucky CPE are partnering on a series of employability initiatives including this Employability Scan.

The Employability Scan (EScan) is a first-step, diagnostic inventory to provide programs the opportunity to begin exploring their commitment and capacity to address the employability needs of its students. The scan begins with a broad survey of program faculty and departmental leaders to gather information about perceptions and practices relevant to employability. Following the completion of independent surveys, program faculty and leadership come together for a structured discussion of compiled survey data, and to develop a collective understanding of results, identify strengths and improvements, and determine next steps to enhance the connection between the program's curricular and co-curricular support and employability.

The QA Commons and Kentucky CPE partnership recognizes that those participating in the EScan are doing so in a time of major changes in higher education related to COVID-19. Responses should reflect as well on how programs are meeting employability outcomes in the context of program changes that include more online courses, virtual internships, and other curricular adaptations and the supports that are needed to support and enrich programs achieve their employability goals.

Please note that email addresses ARE only collected so as to send each respondent a copy of their responses. It will not be associated with your data in reports.

Please continue to the EScan survey. Note the Glossary of Terms is available at:

<https://drive.google.com/file/d/19tpmUPVCmMkhilpxpo8C0mbigAiSq4ml/view?usp=sharing>

## Academic Program Information

2. Please choose a role that best represents your current position

*Mark only one oval.*

- ☐ Dean
- ☐ Program Director
- ☐ Faculty (non-administrative)
- ☐ Program Coordinator
- ☐ Staff
- ☐ Other: \_\_\_\_\_

3. Institution \*

*Mark only one oval.*

- ☐ Gateway Community & Technical College      *Skip to question 4*
- ☐ Murray State University      *Skip to question 5*

Program (Gateway CTC)

4. Program \*

*Mark only one oval.*

- ☐ Business, IT and Professional Studies

*Skip to question 6*

Program (Murray State)

## 5. Program \*

*Mark only one oval.*

- ☐ Agricultural Science
- ☐ Animal Technology
- ☐ Criminal Justice
- ☐ History / Social Science Certification
- ☐ Organizational Communication
- ☐ Public & Community Health

*Skip to question 6*

Graduate Employability Preparation

6. How important is it to you that students in your program do the following before they graduate?

*Mark only one oval per row.*

	Very Important	Important	Somewhat Important	Not Important
Complete real-world, work-relevant activities and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in an internship, co-op, field experience, student teaching, or clinical placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a community-based project (community research, service-learning) as part of a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with peers in a team-based project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with employers or industry experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop skills to work in a diverse workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a culminating experience (capstone course, senior project or thesis, comprehensive exam, portfolio, licensure exam, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 7. Which of the following does YOUR PROGRAM have in place?

*Mark only one oval per row.*

	Yes	No	Not Sure
A curriculum map that aligns courses with program-level outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An advisory committee of representative employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career planning and preparation staff and resources specific to the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introductory courses that familiarize students with majors and careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses near to graduation to help students transition out of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship or field-based experiences for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional and career-related clubs and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal opportunities for students to interact with prospective employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Placement data about graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular surveys of alumni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic surveys of employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about one of  
your course  
sections...

For the questions that follows, please think about a course section YOU ARE TEACHING OR HAVE TAUGHT during this academic year.

8. Is this course mainly populated with 1st and 2nd year students?

*Mark only one oval.*

☐ Yes

☐ No

## 9. How much does that course emphasize the following?

*Mark only one oval per row.*

	Very much	Quite a bit	Some	Very little
Applying learning in work-relevant contexts (applied projects, capstones, simulations, case studies, internships, fieldwork, service learning, experiential activities, work-site projects, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing communication skills in a variety of modes (writing, oral, presentations, etc.) appropriate to work-based settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the skills necessary to work effectively with people from various backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying critical and creative thinking skills to identify and address complex real-world and work-related problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating and validating information from multiple sources (journal articles, online resources, textbooks, etc.) to solve real-world and work related problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying quantitative and qualitative data analysis skills to real-world and work related problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing information from multiple sources (journal articles, online resources, textbooks, etc.) to address real-world and workplace problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Researching community and work-based problems to apply course ideas and concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in teams and collaborating with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking out and applying a range of points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Discussing issues of equity or privilege	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing ethical issues in the field or workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing priorities, timelines and responsibilities with little structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 10. To what extent DO YOU DO the following?

Mark only one oval per row.

	Very much	Quite a bit	Some	Very little
Advise students about career pathways and skills needed for employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate career and employability support services into courses and the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage employers (and other relevant external stakeholders, such as community-based partners or industry group representatives) in the design or delivery of courses or the program's curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve alumni in your courses and or program activities (as guest lecturers, mentors for current students, advisory board members etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect students to program alumni to explore careers, for internships or employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect students to employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Essential Employability Qualities

First we'll ask you about the IMPORTANCE of Essential Employability Qualities (characteristics considered essential to employability) are to the program. Then, we'll ask how well your PROGRAM PREPARES GRADUATES in this quality.

## 11. Importance of Each Quality to the Program

Mark only one oval per row.

	High Importance	Moderate Importance	Minor Importance	Not Important
Communicating effectively by listening, weighing influencing factors, and responding accurately and professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and creatively to express ideas and provide solutions guided by data, quantitative reasoning, and the best methodologies for arriving at informed conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading inquisitively and entrepreneurially while seeking innovation and new ideas to advance society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating cultural competency by collaborating, communicating and working openly and respectfully with people with different perspectives, ideas and cultural beliefs to the benefit of modern societies and future generations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting to changing circumstances proactively, seeking to boldly lead change and support others through the opportunities change presents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in conduct that is ethical, honest, and with integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acting responsibly and independently with one's organization and society while	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

maintaining the standards of professional behavior

---

Engaging in continuous intellectual pursuit and readily develops and embraces new ideas and tools for advancing their organization and community

☐☐☐☐

---

Performing with mastery within one’s chosen field or occupation

---

☐☐☐☐

## 12. How Well Program Prepares Graduates on Each Quality

Mark only one oval per row.

	We do this very well	Area of strength	Aspects of this need attention	This needs significant attention	Does not apply
Communicating effectively by listening, weighing influencing factors, and responding accurately and professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and creatively to express ideas and provide solutions guided by data, quantitative reasoning, and the best methodologies for arriving at informed conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading inquisitively and entrepreneurially while seeking innovation and new ideas to advance society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating cultural competency by collaborating, communicating and working openly and respectfully with people with different perspectives, ideas and cultural beliefs to the benefit of modern societies and future generations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting to changing circumstances proactively, seeking to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

proven, seeking to  
boldly lead change  
and support others  
through the  
opportunities change  
presents

---

Engaging in conduct  
that is ethical, honest,  
and with integrity

☐☐☐☐☐

Acting responsibly  
and independently  
with one's  
organization and  
society while  
maintaining the  
standards of  
professional behavior

---

☐☐☐☐☐

Engaging in  
continuous  
intellectual pursuit  
and readily develops  
and embraces new  
ideas and tools for  
advancing their  
organization and  
community

---

☐☐☐☐☐

Performing with  
mastery within one's  
chosen field or  
occupation

---

☐☐☐☐☐

## Program Evaluation

## 13. Overall, how would you EVALUATE your program on the following?

*Mark only one oval per row.*

	Excellent	Good	Fair	Poor
Emphasizing employability skills and outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning curriculum to student learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning curriculum to employability outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informing students of the work-related proficiencies expected of them to complete the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with career planning and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating work-related activities and experiences (case studies, community-based research, problem-based learning, simulations, etc.) in courses and throughout the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with relevant employer communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving employers and community-based organizations in curriculum development and design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving employers and community-based organizations in teaching and assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students career and work-related experiences (internships, shadowing, co-ops, clinical experiences, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting students to career planning and preparation resources and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting co-curricular activities including professional and career-related clubs and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessing students' employment skills and outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assuring graduates can articulate their skills and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assuring graduates attain knowledge, skills, and abilities for their first job and future employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing graduates success in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using feedback from employers to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving alumni in program development and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating graduates' outcomes to relevant stakeholders and the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty the resources needed to integrate work-related knowledge and skills in courses and the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Needed Support

14. Which of the following would help your program more effectively address essential employability qualities? (Select all that apply.)

*Check all that apply.*

- ☐ Information about employability qualities
- ☐ Support to review and map curriculum to employability outcomes
- ☐ Faculty development to create work-related activities and assignments
- ☐ Integration of employability qualities into program and processes
- ☐ Assessment tools to document graduates employability achievements
- ☐ Support to build partnerships with employer community
- ☐ Information about where our graduates go and their success in the workplace
- ☐ Involvement of employer community in curriculum development
- ☐ Information about employability qualities from programs like ours at other institutions
- ☐ Information about cultural competence expectations in the workplace
- ☐ Guidance from employability expert consultants
- ☐ Collaboration between career planning professionals and program faculty and staff
- ☐ Recognition of faculty and staff doing good work with employers
- ☐ Public information about graduates' outcomes (completion rates, employability outcomes, job placement, salary data and graduate effectiveness etc.)

Other: ☐ \_\_\_\_\_

15. Thinking about needed support, which of the following would be MOST helpful in effectively addressing essential employability qualities? Please only choose one response in each column.

*Mark only one oval per row.*

	Most important	Second most important	Third most important
Information about employability qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support to review and map curriculum to employability outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty development to create work-related activities and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration of employability qualities into program and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment tools to document graduates employability achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support to build partnerships with employer community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about where our graduates go and their success in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement of employer community in curriculum development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about employability qualities from programs like ours at other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about cultural competence expectations in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance from employability expert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

consultants

Collaboration between career planning professionals and program faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------

Recognition of faculty and staff doing good work with employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------

Public information about graduates' outcomes (completion rates, employability outcomes, job placement, salary data and graduate effectiveness etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------

Your thoughts

16. What does the program do well, or most well, in regard to students' preparation for employability?


17. What does the program need to do better to enhance students' preparation for employability?


18. What other comments do you have about employability qualities in your program?

---

---

---

---

---



---

This content is neither created nor endorsed by Google.

Google Forms