Best Practices for Workforce Readiness

Academic Departments

- Do students have stackable credential opportunities within your programs, providing the ability to gain workforce-ready skills throughout their path to a degree? This could include concurrent enrollment, academic certificates, articulation agreements, non-credit industry credentials, etc.
- Do you have a Program Advisory Board? Does your board meet regularly? Do Board members represent a variety of industry and employer perspectives? Is the Board involved in alignment of curriculum with workforce needs?
- Are relevant industry credentials embedded appropriately in your courses?
- Are course and program learning objectives aligned with workforce needs?
- Have you identified courses and competencies where students could apply Credit-for-Prior Learning (CPL) based on professional experience? Do you have departmental PLAs (Prior Learning Assessments) in place?
- Do you have a coordinated, strategic plan in place between faculty, advisors, and relevant UVU administrators to promote student placement in internships?
- Is regional and state workforce data considered and utilized in program evaluation and curricular decisions?
- Do you have and execute a strategic plan for building and supporting pipelines into your degree programs through engagement with K-12 partners, prospective students, and youth non-credit programming?

Faculty

- Do you regularly invite industry professionals to engage with your students through guest lectures, Q &A sessions, internship announcements, tours and field trips, and other points of connection?
- Do you incorporate experiential learning in your courses through service-learning, project-based learning, industry partnerships, and other official and unofficial forms of workforce-ready learning?
- Are relevant industry credentials embedded appropriately in your courses? [include a link to examples?]
- Do you participate in faculty externships, consulting, or other direct participation in industry?
- Do you inform students, through syllabi, course info, in-class announcements, email, or other means about available resources and support that address critical retention and completion factors, such as housing, food insecurity, child care, and mental health?