

## SECTION 2: SELF-ASSESSMENT TOOL



### SECTION 2

The following self-assessment tool has been designed as a resource to help programs assess their alignment with the Illinois Essential Employability Skills Framework and to aid long term planning and development. This tool is designed to be used as a platform for examination of the integration of essential employability skills into classroom or work-based learning activities at a programmatic level and during the process of instruction. The tool is broken into two major sections. The first section, broken into three parts, is designed to assist administrators in reviewing program identification, goals, and objectives; professional development; and stakeholder engagement related to the Illinois Essential Employability Skills Framework. The second part is intended to be used by instructors to reflect on their individual courses and determine the extent to which essential employability skills are, and can be, embedded in their instruction.

### PROCESS

In general, the review process is intended to be used to:

- systematically examine the instructional activities and course content of individual instructional programs;
- involve faculty and appropriate administrators who are directly responsible for instruction in the area;
- ensure that the process is well documented;
- aid in curriculum development;
- advance quality improvement efforts;
- create professional development; and
- implement strategies to address deficiencies discovered during the review process.

# SELF-ASSESSMENT OF PROGRAM ALIGNMENT WITH ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK

## SECTION 2

### PROGRAM IDENTIFICATION INFORMATION

Program Title

Degree

Certificate

Credential

Other

Identify the total credit hours for program (if applicable):

List all certificate programs that are stackable within the parent degree (if applicable):

### PROGRAM GOALS

Provide a clear statement of current program goals related to essential employability skills and identify specific program objectives related to each current goal.

Example:

Goal = Student demonstrates regular attendance

Objective = Demonstrates minimum absenteeism and communicates absence with instructor



## SECTION 2

Are essential employability skills classes required for this program? If so, list them:

Describe how you are integrating the essential employability skills into current curricula.

List any applicable courses.

How are essential employability skills integrated into co-curricular activities?  
(e.g. career counseling, advising, orientation)



SECTION 2

List any applicable activities.

**PROFESSIONAL DEVELOPMENT**

How have instructors been provided guidance on the Illinois Essential Employability Skills Framework?

How has additional training been provided to instructors on integrating essential employability skills into coursework and providing feedback on those areas to students?

What methods are used to inform faculty of program goals and objectives related to essential employability skills?

**STAKEHOLDER ENGAGEMENT**

How have business and industry representatives been consulted on specific skill gaps they have identified related to essential employability skills? List any skill gaps identified.



## SECTION 2

What goals have business partners articulated and prioritized related to skill gaps?

What objectives have other partner groups (e.g. WIOA Title I partners) identified related to essential employability skills?

How were these goals and objectives considered when developing program goals?

## SECTION 2

In what ways do the program goals align or converge with the essential employability skills outlined in the framework?

How do the current objectives align with the student behaviors defined in the framework?

What further steps can be taken to bring the goals and objectives in line with the framework?

How is input from stakeholders used to improve the delivery of essential employability skills in your program?



## SECTION 2

Based on skill gaps identified in your self-assessment describe your plan to address these gaps.