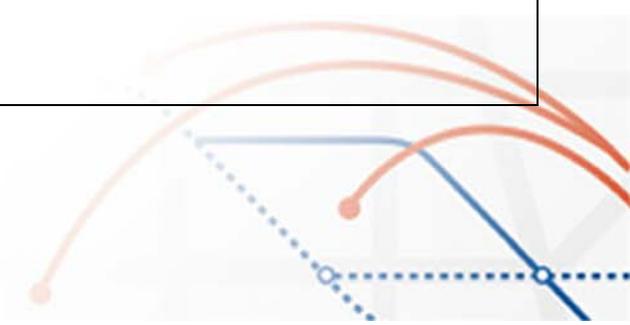# Workforce Development Self-Assessment

**Rating Scale**

Haven't Started = 1      Beginning (rarely) = 2      Emerging (sometimes) = 3      Developing (often)= 4      Competent (frequently or consistently) = 5

| My/Our Institution Does/Has: | Rating | | | | | Notes/Comments |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| **Organizational Development/Capacity-Operations and Leadership** | | | | | | |
| 1. Leadership (administration, trustees) *understand*s and *are committed* to ensuring the college/organization implements policies and practices aimed at economic, community, and workforce development | | | | | | |
| 2. Organizational structures and capacities are in place to sustain workforce development efforts | | | | | | |
| 3. A workforce development goal and/or objective is included in at least one of the institutions' key planning documents (e.g., Strategic Plan, Educational Master Plan, etc.) | | | | | | |
| 4. A workforce development plan—including goals, objectives (short-term and/or long-term), and strategies—is in place | | | | | | |
| 5. Existing, ongoing institutional resources have been committed to support workforce development activities and initiatives | | | | | | |
| 6. Resources and the capacity to serve as the "leverager" of multiple funding sources to expand and sustain sector initiative activities—particularly in targeted industry sectors | | | | | | |
| 7. Reduced barriers and redesigned/simplified processes (such as admissions, enrollment, and placement test requirements) to ensure student success--particularly for historically disadvantaged populations | | | | | | |
| **Organizational Development/Capacity—Workforce Development** | | | | | | |
| 8. Structures, activities for frequently involving business leaders | | | | | | |
| 9. Staff/faculty with employer relationship building expertise/experience | | | | | | |
| 10. Staff with abilities and resources to conduct research that enables workforce development stakeholders to better understand sectors, industries, employers, job requirements, and competencies | | | | | | |
| 11. Agility – the ability to respond quickly to changing industry conditions and needs--including the practice of continuous learning and adaptation | | | | | | |
| 12. Credibility with a targeted business and industry members as a result of having a good track record of workforce development, having established deep (e.g., long-term, multiple organizations, and collaborating on multiple activities) relationships with employers and unions, and having a history of meeting or exceeding partner expectations regarding pace/quality in which workforce development and program development activities are accomplished | | | | | | |
| 13. Served as a workforce development catalyst, convening multiple industry and workforce development partners to collaborate on specific, regional activities/initiatives in targeted industry sectors | | | | | | |
| 14. Worked collaboratively with employers to address common workforce development matters— particularly in targeted industry sectors— such as job creation/increasing employment opportunities; changing policies or practices that serve as barriers to employment for low-income, disadvantaged, and under-represented populations; specifying competencies of skills for hiring and/or promotion; and creating career ladders and career advancement opportunities | | | | | | |

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|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| **Program Development and Implementation – Fundamentals** | | | | | | |
| 15. Focus on occupations, and related competencies, that offer most promising employment opportunities with short-term training and longer-term education (e.g., certificate or degrees) and designs curricula specific to employment/competency requirements | | | | | | |
| 16. Routinely conducts market research and incorporates emerging and high-demand topics, tools, technologies, practices, etc. in existing courses and/or certificate/degree programs—particularly in targeted industry sectors | | | | | | |
| 17. Develops new courses and/or certificate/degree programs to address emerging and high demand occupations—particularly in targeted industry sectors | | | | | | |
| 18. Soft and 21$^{st}$ century skills training (including people skills, problem-solving and critical thinking, workplace readiness skills, digital and information literacy, etc.) are integrated in workforce development programs | | | | | | |
| 19. Basic skills curricula designed/incorporated in the context of the career pathway (e.g., contextualized or program of study specific) | | | | | | |
| 20. Credit for work experience, work-based learning (e.g. cooperative education, credit-by-exam; credit-for-experience, etc.) and/or work-experience opportunities (e.g. internships, on-the-job training, apprenticeship opportunities, etc.) are developed/incorporated in workforce development programs | | | | | | |
| 21. Curricula is modularized so students have multiple entry and exit points and are awarded certificates or other credentials (e.g., "stackable" certificates) upon successful completion of modules | | | | | | |
| 22. Pre-apprenticeship and/or apprenticeship programs are included in workforce development offerings at the institution | | | | | | |
| 23. Academies, immersives, bootcamps are included in workforce development offerings at the institution | | | | | | |
| 24. Implemented strategies to shorten the time it takes a student to complete training, certificate, and degree programs – including innovations to decrease time in adult-based and development education (e.g., accelerated degree programs, accelerated basic skills programs, online/hybrid courses/programs, etc.) | | | | | | |
| 25. Brokers business input and approval in curriculum and/or program development—to the point business and industry "endorses" curriculum and programs | | | | | | |
| 26. Establishes key relationships and garners resources to provide a full range of supportive services such as assessment, outreach, recruitment, case management, transportation, child care, case management, need-based scholarships for low-income students, job placement, and other supportive services—particularly for disadvantaged populations | | | | | | |
| 27. Routinely collects and reports workforce development outcomes for individuals (e.g. program completion, competency proficiencies, employment, employment retention), employers and industries, and for economic impact and uses results to make continuous improvements | | | | | | |