

# 10 Components of Career Pathways Assessment

## Supervisory Management

Select your role within program					
#	Answer	Bar	Response	%	
1	Program Faculty/Full-time	66.67%	4	66.67%	
2	Program Faculty/Adjunct	0.00%	0	0.00%	
3	Other Faculty	0.00%	0	0.00%	
4	Advisory Member	0.00%	0	0.00%	
5	Dean/Associate Dean	33.33%	2	33.33%	
6	Western Staff (non Faculty)	0.00%	0	0.00%	
7	School District Representative	0.00%	0	0.00%	
8	Program Graduate	0.00%	0	0.00%	
9	Current Program Student	0.00%	0	0.00%	
10	Academic Advisor	0.00%	0	0.00%	
11	Community Member	0.00%	0	0.00%	

Course progression:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Individual courses and competencies align and reinforce progression to the College Core Abilities.	2	3	1				6
2	Individual courses and competencies align and reinforce progression to the Program Outcomes.	4	1	1				6
3	There is a logical order to the progression of courses that build competence or skill.	2	3	1				6
4	Students typically follow prescribed course sequencing (including General Studies coursework) throughout the program.		1	2	2	1		6
5	The program faculty identify and integrate appropriate core abilities throughout course progression.	2	2	2				6

Course sequencing:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	The program includes first term coursework that high school students may complete while in their junior or senior year.		1	1	1	3		6
2	The course sequencing delivers short-term credentials that embed AND ladder within the culminating degree.	4	2					6
3	Course sequencing provides multiple entry points to meet a variety of student (traditional, adult, etc..) needs.	4		2				6
4	Course sequencing provides re-entry points to meet student needs.	4	2					6
5	Courses offerings (technical studies and/or general studies) are available in flexible delivery formats.	6						6
6	Program course sequencing offers multiple exit points that align with regional employment needs.	4	2					6

Student options:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Students are able to enter the program with articulated credit agreements from district high schools.		1		1	2	2	6
2	Students are able to enter the program with Credit for Prior Learning through systematic opportunities.	3	3					6
3	Students are able to transfer all or most credits from the program to a four-year institution.	5		1				6
4	Students are able to transfer to four-year institutions that allow credit for Technical Courses.	6						6
5	Students who complete Business and Industry Services (BIS) coursework can receive program credit.	4		1		1		6
6	Incoming students often enter the program with credit for General Studies courses or electives earned outside of Western.	1	4	1				6

Faculty responsibilities:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	The program reviews all credit agreements annually to ensure validity and maintain standards.	1		2		1	2	6
2	Program faculty collaborate with high school teachers to maintain college level standards and coordination through the K-12 Relations Office.			1	1	2	2	6
3	Program faculty are consistent in extending Credit for Prior Learning to incoming students.	3	1				2	6

Internal partnerships:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	The program coordinates with Business and Industry Services at Western to offer courses to meet the customized training needs of the local labor market.	3	1	1	1			6
2	The program has established scholarship opportunities with the Western Foundation.		1	2			3	6
3	The program coordinates with Career Services to provide students with employment information.	1	3				2	6
4	The program connects with Learner Support and Transition to support student success and progression into program coursework.		4		1		1	6

External partnerships:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	The program effectively uses Advisory Committee recommendations.	3	3					6
2	The program has established partnerships (outside of advisory committee support) that directly impact cost per credit hour.		3	2	1			6
3	The program faculty are aware of Department of Workforce Development needs.	1	1	2	1		1	6

**Advisory committee representation:**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Committee size is within recommended guidelines (12-15 people) or is an appropriate size based upon other factors.	3	3					6
2	Committee consists of employers who hire program graduates.	5	1					6
3	Committee consists of employees (a mix of Western graduates and/or other college graduates) in jobs related to the field.	5	1					6
4	Committee has current student representation.	1	1		2	1	1	6
5	Committee has other related businesses representing an appropriate cross section of the industry or per accreditation standards.	3	2				1	6

**Advisory committee responsibility:**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Committee regularly discusses the impact on Western's Key Results	1	2	2	1			6
2	Committee has reviewed the curriculum and instructional practices within the past three years.	3	2	1				6
3	Committee reviews alignment of job skills and competencies.	3	2	1				6
4	Committee regularly address the equipment and facility needs of the program.	2		2	1	1		6
5	Committee is regularly updated with program evaluation data (enrollment trends, course completion, retention and/or graduation rates)	2	2	2				6
6	Committee is committed to support student success through grants, scholarships, internships or employment opportunities.	2	2	1			1	6
7	Committee provides input on market trends and local factors affecting the program.	2	3		1			6
8	Committee is involved in planning, promotion or recruitment efforts.	2	2	1	1			6

**Learning Opportunities**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Learning activities include Service Learning Projects.	3	3					6
2	Learning activities include attendance at Career Fairs and/or Trade Shows.	1	4		1			6
3	Student Club activities include learning experiences.		3	1		1	1	6

**Full-time Program Faculty**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Full-time instructors use appropriate technology to facilitate student learning.	6						6
2	Full-time instructors employ diverse or varied instructional strategies to meet individual student needs.	6						6
3	Full-time instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).	6						6
4	Full-time instructors create a structured learning environment and clearly communicate classroom expectations.	5	1					6
5	Full-time instructors employ instructional strategies that encourage incremental skill and knowledge development.	5	1					6

**Adjunct Program Faculty**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Adjunct instructors use appropriate technology to facilitate student learning.	3	2	1				6
2	Adjunct instructors employ diverse or varied instructional strategies to meet individual student needs.	3	1	1	1			6
3	Adjunct instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).	3	2		1			6
4	Adjunct instructors create a structured learning environment and clearly communicate classroom expectations.	3	1	1			1	6
5	Adjunct instructors employ instructional strategies that encourage incremental skill and knowledge development.	3	1	2				6

**Western is an open access college. With that in mind, what makes a student ready for your coursework?**

Text Entry	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
Work experience, a willingness to learn in non-traditional formats, a willingness to attend year round, and a willingness to actively participate.							
Work experience							
Prior work experience.							
Prior work experience and/or prior college experience as well as our Pre-Req course.							

**Proactive advising:**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Instructors have identified various student target audiences and participate in marketing efforts including planning, promoting and recruiting.	3	3					6
2	The program provides all students including prep, wait-list and program enrolled with an opportunity for frequent engagement with full-time faculty.	4	2					6
3	Incoming students attend a program orientation session.	4	2					6
4	The program has a process in place to assist program students who do not exhibit program-readiness.	3	2	1				6
5	Faculty know how to make student referrals to support services and other resources.	4	2					6
6	The program has a process in place to help students be aware of alternate funding sources such as Financial Aid or Western Foundation Scholarships.	1	4				1	6

**Career counseling:**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
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1	First term program coursework clearly identifies workplace expectations.	4	2					6
2	Students have multiple opportunities to interact with employers and professionals within the context of coursework.	4	2					6
3	Employability type of skills are integrated throughout the coursework.	4	2					6
4	The program has a process in place to assist program students in finding employment.	2	2				2	6
5	The program helps connect students to Career Services.	4	2					6
<b>Assessment of students:</b>								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	The program incorporates performance-based assessment items where students must demonstrate the application of their knowledge and skills.	4	2					6
2	Instructors communicate timely assessment results to promote student learning.	3	2		1			6
3	The program has a process to measure student attainment of technical skill proficiencies at multiple points during a student's educational experience.	4	1	1				6
4	The program uses summative assessments to evaluate a student's competence of the College Core Abilities within technical courses.	3	1	1			1	6
<b>Program/instructor use of assessment:</b>								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Instructors use student assessment results to improve teaching strategies.	3	2	1				6
2	Instructors employ a variety of formative assessment strategies that focus on improved student learning.	4	2					6
3	Instructors employ a variety of appropriate summative assessment strategies that involves students demonstrating their learning.	3	3					6
4	Instructors have utilized constructive feedback to improve teaching methods.	3	2	1				6
<b>The program has an organized and consistent approach to serve at risk student populations:</b>								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Nontraditional Occupations (NTO)	3	1	2				6
2	Students of color	1	4	1				6
3	Economically disadvantaged	1	3	1	1			6
4	Non-native English speakers		2	3	1			6
5	Veterans	5	1					6
6	First generation college students	3	1	1	1			6
7	Multi-generational learners	5	1					6
<b>Support</b>								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Faculty are aware of college resources and support services available to program students.	4	2					6
2	Faculty take advantage of college resources and support services available to program students.	4	2					6
3	The program pursues unconventional funding sources or partnerships.	3	1			1	1	6
<b>Faculty:</b>								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Faculty participate with external stakeholders in various activities such as, training, consulting, technical assistance related to their occupational area and convey discoveries back to students.	3	2	1				6
2	Faculty stay up-to-date in their respective occupational areas through various means such as field-based experiences, trade journals, workshops or other employer-based learning opportunities.	4	1		1			6
3	Instructors have utilized constructive feedback to improve teaching methods.	3	2		1			6
<b>Program general information:</b>								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Faculty/student ratio is appropriate for the number of students in program.	1	4	1				6
2	The program utilizes a quality review process to validate curriculum.	3	2				1	6
3	All course curriculum for this program is up-to-date in Instructional Design System (WIDS) and includes course competencies, performance standards and learning objectives.	1	3		2			6
<b>Trends:</b>								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Program enrollment consistently reaches capacity.		2	2	2			6
2	A program student headcount or FTE goal has been determined.	2	3			1		6
3	Program student headcount or FTE have remained steady over the past five years.	1	1	3	1			6
4	Graduation rates have remained steady or improved over the past five years.	1	3	1			1	6
5	Retention rates have remained steady or improved over the past five years.	1	2	2			1	6
6	This program places graduates in related fields at a rate of 90% or higher.	2	2	1			1	6
<b>Program planning and improvement uses appropriate data sources:</b>								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response

1	WTCS Comparative Data (QRP)	3	2		1			6
2	Entrance Assessment Data	2	3		1			6
3	Student Learning Outcomes Assessment Data	1	4				1	6
4	Student Satisfaction (Noel-Levitz)	1	2	1	1		1	6
5	Employer satisfaction Results	1	2		1		2	6
6	Completion Rates	2	1		1		2	6
7	Labor Market Data (EMSI; O-NET)	1	3		1		1	6
8	Graduate Follow-up Reports		3		1		2	6
9	Instructor Evaluations	2	3			1		6
10	Course Evaluations	3	2			1		6