

# 10 Components of Career Pathways Assessment

## Air Conditioning, Heating, Refrigeration Tech

Select your role within program					
#	Answer	Bar	Response	%	
1	Program Faculty/Full-time	21.74%	5	21.74%	
2	Program Faculty/Adjunct	0.00%	0	0.00%	
3	Other Faculty	0.00%	0	0.00%	
4	Advisory Member	65.22%	15	65.22%	
5	Dean/Associate Dean	4.35%	1	4.35%	
6	Western Staff (non Faculty)	4.35%	1	4.35%	
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	4.35%	1	4.35%	
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	2				2	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.	4	1				1	6
4	Students typically follow prescribed course sequencing (including General Studies coursework) throughout the program.	4	1				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.			3	1		2	6
2	The course sequencing delivers short-term credentials that embed AND ladder within the culminating degree.		1	1	3		1	6
3	Course sequencing provides multiple entry points to meet a variety of student (traditional, adult, etc..) needs.		1		4		1	6
4	Course sequencing provides re-entry points to meet student needs.		1	1	3		1	6
5	Courses offerings (technical studies and/or general studies) are available in flexible delivery formats.		3	1	1		1	6
6	Program course sequencing offers multiple exit points that align with regional employment needs.		3	1	1		1	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	3		1	5
2	Students are able to enter the program with Credit for Prior Learning through systematic opportunities.		1	1	1		2	5
3	Students are able to transfer all or most credits from the program to a four-year institution.	2	1	1	1			5
4	Students are able to transfer to four-year institutions that allow credit for Technical Courses.	2	3					5
5	Students who complete Business and Industry Services (BIS) coursework can receive program credit.			2	2		1	5
6	Incoming students often enter the program with credit for General Studies courses or electives earned outside of Western.		4				1	5

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.		2		3			5
2	Program faculty collaborate with high school teachers to maintain college level standards and coordination through the K-12 Relations Office.				4		1	5
3	Program faculty are consistent in extending Credit for Prior Learning to incoming students.		1	2			2	5

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.	2	4	1	1		1	9
2	The program has established scholarship opportunities with the Western Foundation.	3	2	2			2	9
3	The program coordinates with Career Services to provide students with employment information.	3	4				2	9
4	The program connects with Learner Support and Transition to support student success and progression into program coursework.		3	4			2	9

External partnerships:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	The program effectively uses Advisory Committee recommendations.		6				1	7
2	The program has established partnerships (outside of advisory committee support) that directly impact cost per credit hour.		3	1	1		2	7
3	The program faculty are aware of Department of Workforce Development needs.		2		2		3	7

**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.	2	7				1	10
2	Committee consists of employers who hire program graduates.	2	8					10
3	Committee consists of employees (a mix of Western graduates and/or other college graduates) in jobs related to the field.	2	8					10
4	Committee has current student representation.	1	1	4	2		2	10
5	Committee has other related businesses representing an appropriate cross section of the industry or per accreditation standards.	1	7	1	1			10

**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	2	4	2	2			10
2	Committee has reviewed the curriculum and instructional practices within the past three years.	3	6	1				10
3	Committee reviews alignment of job skills and competencies.	2	8					10
4	Committee regularly address the equipment and facility needs of the program.	2	8					10
5	Committee is regularly updated with program evaluation data (enrollment trends, course completion, retention and/or graduation rates)	1	8		1			10
6	Committee is committed to support student success through grants, scholarships, internships or employment opportunities.	2	7	1				10
7	Committee provides input on market trends and local factors affecting the program.	2	8					10
8	Committee is involved in planning, promotion or recruitment efforts.	2	4	1	2		1	10

**Learning Opportunities**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Learning activities include Service Learning Projects.		2		2		1	5
2	Learning activities include attendance at Career Fairs and/or Trade Shows.		3		1		1	5
3	Student Club activities include learning experiences.		3				2	5

**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.	1	3	1				5
2	Full-time instructors employ diverse or varied instructional strategies to meet individual student needs.		4				1	5
3	Full-time instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).		5					5
4	Full-time instructors create a structured learning environment and clearly communicate classroom expectations.		4	1				5
5	Full-time instructors employ instructional strategies that encourage incremental skill and knowledge development.		5					5

**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.			2			3	5
2	Adjunct instructors employ diverse or varied instructional strategies to meet individual student needs.		1	1			3	5
3	Adjunct instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).		1	1			3	5
4	Adjunct instructors create a structured learning environment and clearly communicate classroom expectations.			2			3	5
5	Adjunct instructors employ instructional strategies that encourage incremental skill and knowledge development.		1	1			3	5

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

**Text Entry**

High School graduate  
 Students with low COMPASS test scores in math or written communication are allowed entrance into the program but must take preparatory courses; hence, they are known as prep students.  
 A desire to learn and be successful

**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.		1	1	2		1	5
2	The program provides all students including prep, wait-list and program enrolled with an opportunity for frequent engagement with full-time faculty.		2	2			1	5
3	Incoming students attend a program orientation session.		5					5
4	The program has a process in place to assist program students who do not exhibit program-readiness.		2	1	1		1	5
5	Faculty know how to make student referrals to support services and other resources.	1	3				1	5
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.		5					5

**Career counseling:**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	First term program coursework clearly identifies workplace expectations.		3				2	5
2	Students have multiple opportunities to interact with employers and professionals within the context of coursework.		4				1	5
3	Employability type of skills are integrated throughout the coursework.		4	1				5
4	The program has a process in place to assist program students in finding employment.		5			1		6
5	The program helps connect students to Career Services.		4			1	1	6

**Assessment of students:**

#	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.	1	4					5
2	Instructors communicate timely assessment results to promote student learning.		5					5

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	5
4	The program uses summative assessments to evaluate a student's competence of the College Core Abilities within technical courses.		3	1			1	5
<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.	1	5					6
2	Instructors employ a variety of formative assessment strategies that focus on improved student learning.	1	5					6
3	Instructors employ a variety of appropriate summative assessment strategies that involves students demonstrating their learning.	1	5					6
4	Instructors have utilized constructive feedback to improve teaching methods.	1	3		2			6

**The program has an organized and consistent approach to serve at risk student populations:**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Nontraditional Occupations (NTO)		2	2			1	5
2	Students of color		1	2			2	5
3	Economically disadvantaged		1	2			2	5
4	Non-native English speakers		1	2			2	5
5	Veterans		2	2			1	5
6	First generation college students		1	2			2	5
7	Multi-generational learners		1	2			2	5

**Support**

#	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.	1	5					6
2	Faculty take advantage of college resources and support services available to program students.	1	5					6
3	The program pursues unconventional funding sources or partnerships.	1	2	1			2	6

**Faculty:**

#	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.		4	1				5
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.	2	3					5
3	Instructors have utilized constructive feedback to improve teaching methods.		3	2				5

**Program general information:**

#	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.		3		1		1	5
2	The program utilizes a quality review process to validate curriculum.		5					5
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.		3		1		1	5

**Trends:**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Program enrollment consistently reaches capacity.		1		3		1	5
2	A program student headcount or FTE goal has been determined.		3		1		1	5
3	Program student headcount or FTE have remained steady over the past five years.				4		1	5
4	Graduation rates have remained steady or improved over the past five years.		3	1			1	5
5	Retention rates have remained steady or improved over the past five years.		1	3			1	5
6	This program places graduates in related fields at a rate of 90% or higher.		5					5

**Program planning and improvement uses appropriate data sources:**

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	WTCS Comparative Data (QRP)		2	2			1	5
2	Entrance Assessment Data			2	1		2	5
3	Student Learning Outcomes Assessment Data		2		1		2	5
4	Student Satisfaction (Noel-Levitz)		2	2			1	5
5	Employer satisfaction Results		1	3			1	5
6	Completion Rates		3	1			1	5
7	Labor Market Data (EMSI; O-NET)		3	1			1	5
8	Graduate Follow-up Reports		4	1				5
9	Instructor Evaluations		4	1				5
10	Course Evaluations		4		1			5