

## 10 Components of Career Pathways Assessment

### Electromechanical Technology

| Select your role within program |  |                |          |                              |          |                   |         |          |  |  |
|---------------------------------|--|----------------|----------|------------------------------|----------|-------------------|---------|----------|--|--|
| #                               | Answer   | Bar            | Response | %                            |          |                   |         |          |  |  |
| 1                               | Program Faculty/Full-time  | 66.67%         | 2        | 66.67%                       |          |                   |         |          |  |  |
| 2                               | Program Faculty/Adjunct  | 33.33%         | 1        | 33.33%                       |          |                   |         |          |  |  |
| 3                               | Other Faculty  | 0.00%          | 0        | 0.00%                        |          |                   |         |          |  |  |
| 4                               | Advisory Member  | 0.00%          | 0        | 0.00%                        |          |                   |         |          |  |  |
| 5                               | Dean/Associate Dean  | 0.00%          | 0        | 0.00%                        |          |                   |         |          |  |  |
| 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              | 1        |                              |          |                   |         | 3        |  |  |
| 2                               | Individual courses and competencies align and reinforce progression to the Program Outcomes.   | 3              |          |                              |          |                   |         | 3        |  |  |
| 3                               | There is a logical order to the progression of courses that build competence or skill.   | 2              | 1        |                              |          |                   |         | 3        |  |  |
| 4                               | Students typically follow prescribed course sequencing (including General Studies coursework) throughout the program.                                    |                | 3        |                              |          |                   |         | 3        |  |  |
| 5                               | The program faculty identify and integrate appropriate core abilities throughout course progression.   | 2              | 1        |                              |          |                   |         | 3        |  |  |
| 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.                                  |                | 2        | 1                            |          |                   |         | 3        |  |  |
| 2                               | The course sequencing delivers short-term credentials that embed AND ladder within the culminating degree.   | 1              | 2        |                              |          |                   |         | 3        |  |  |
| 3                               | Course sequencing provides multiple entry points to meet a variety of student (traditional, adult, etc..) needs.   | 1              | 1        | 1                            |          |                   |         | 3        |  |  |
| 4                               | Course sequencing provides re-entry points to meet student needs.  | 1              | 2        |                              |          |                   |         | 3        |  |  |
| 5                               | Courses offerings (technical studies and/or general studies) are available in flexible delivery formats.   |                |          | 3                            |          |                   |         | 3        |  |  |
| 6                               | Program course sequencing offers multiple exit points that align with regional employment needs.   | 1              | 1        | 1                            |          |                   |         | 3        |  |  |
| 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.  |                |          | 3                            |          |                   |         | 3        |  |  |
| 2                               | Students are able to enter the program with Credit for Prior Learning through systematic opportunities.  |                | 2        | 1                            |          |                   |         | 3        |  |  |
| 3                               | Students are able to transfer all or most credits from the program to a four-year institution.   |                | 2        | 1                            |          |                   |         | 3        |  |  |
| 4                               | Students are able to transfer to four-year institutions that allow credit for Technical Courses.   |                | 2        | 1                            |          |                   |         | 3        |  |  |
| 5                               | Students who complete Business and Industry Services (BIS) coursework can receive program credit.  |                | 3        |                              |          |                   |         | 3        |  |  |
| 6                               | Incoming students often enter the program with credit for General Studies courses or electives earned outside of Western.                                | 1              | 2        |                              |          |                   |         | 3        |  |  |
| 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              | 1        |                              | 1        |                   |         | 3        |  |  |
| 2                               | Program faculty collaborate with high school teachers to maintain college level standards and coordination through the K-12 Relations Office.            |                | 1        | 1                            | 1        |                   |         | 3        |  |  |
| 3                               | Program faculty are consistent in extending Credit for Prior Learning to incoming students.  |                | 3        |                              |          |                   |         | 3        |  |  |
| 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              |          |                              |          |                   |         | 3        |  |  |
| 2                               | The program has established scholarship opportunities with the Western Foundation.   | 1              |          |                              | 1        |                   | 1       | 3        |  |  |
| 3                               | The program coordinates with Career Services to provide students with employment information.  | 2              |          | 1                            |          |                   |         | 3        |  |  |
| 4                               | The program connects with Learner Support and Transition to support student success and progression into program coursework.                             | 1              | 1        | 1                            |          |                   |         | 3        |  |  |
| External partnerships:          |  |                |          |                              |          |                   |         |          |  |  |
| #                               | Question   | Strongly Agree | Agree    | Neither Agree / Nor Disagree | Disagree | Strongly Disagree | Unknown | Response |  |  |
| 1                               | The program effectively uses Advisory Committee recommendations.   | 2              | 1        |                              |          |                   |         | 3        |  |  |
| 2                               | The program has established partnerships (outside of advisory committee support) that directly impact cost per credit hour.                              | 1              | 1        |                              |          |                   | 1       | 3        |  |  |
| 3                               | The program faculty are aware of Department of Workforce Development needs.  | 2              |          | 1                            |          |                   |         | 3        |  |  |

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

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

**Learning Opportunities**

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

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

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

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

**Text Entry**

Having completed recently, a current high school curriculum or equivalent.

Competent math background

Being ready to put in the time and work.

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

**Career counseling:**

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

**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. | 3              |       |                              |          |                   |         | 3        |
| 2 | Instructors communicate timely assessment results to promote student learning.   | 3              |       |                              |          |                   |         | 3        |

|   |  |   |   |  |  |  |   |
|---|--|---|---|--|--|--|---|
| 3 | The program has a process to measure student attainment of technical skill proficiencies at multiple points during a student's educational experience. | 3 |   |  |  |  | 3 |
| 4 | The program uses summative assessments to evaluate a student's competence of the College Core Abilities within technical courses.                      | 2 | 1 |  |  |  | 3 |

**Program/Instructor use of assessment:**

| # | Question   | Strongly Agree | Agree | Neither Agree / Nor Disagree | Disagree | Strongly Disagree | Unknown | Response |
|---|--|----------------|-------|------------------------------|----------|-------------------|---------|----------|
| 1 | Instructors use student assessment results to improve teaching strategies.   | 2              | 1     |                              |          |                   |         | 3        |
| 2 | Instructors employ a variety of formative assessment strategies that focus on improved student learning.                         | 2              | 1     |                              |          |                   |         | 3        |
| 3 | Instructors employ a variety of appropriate summative assessment strategies that involves students demonstrating their learning. | 2              | 1     |                              |          |                   |         | 3        |
| 4 | Instructors have utilized constructive feedback to improve teaching methods.   | 2              | 1     |                              |          |                   |         | 3        |

**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)  | 1              |       | 2                            |          |                   |         | 3        |
| 2 | Students of color                 | 1              |       | 2                            |          |                   |         | 3        |
| 3 | Economically disadvantaged        |                |       | 2                            |          |                   | 1       | 3        |
| 4 | Non-native English speakers       |                |       | 2                            |          |                   | 1       | 3        |
| 5 | Veterans                          | 1              |       | 2                            |          |                   |         | 3        |
| 6 | First generation college students | 1              |       | 2                            |          |                   |         | 3        |
| 7 | Multi-generational learners       | 1              |       | 2                            |          |                   |         | 3        |

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

**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. | 2              | 1     |                              |          |                   |         | 3        |
| 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              | 1     |                              |          |                   |         | 3        |
| 3 | Instructors have utilized constructive feedback to improve teaching methods.   | 2              | 1     |                              |          |                   |         | 3        |

**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.   | 1              | 1     | 1                            |          |                   |         | 3        |
| 2 | The program utilizes a quality review process to validate curriculum.   | 2              | 1     |                              |          |                   |         | 3        |
| 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              |       |                              |          |                   |         | 3        |

**Trends:**

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

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