

10 Components of Career Pathways Assessment

Fire Protection Technician

Select your role within program				
#	Answer	Bar	Response	%
1	Program Faculty/Full-time	50.00%	2	50.00%
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	50.00%	2	50.00%
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	2					4
2	Individual courses and competencies align and reinforce progression to the Program Outcomes.	2	2					4
3	There is a logical order to the progression of courses that build competence or skill.	1	2					3
4	Students typically follow prescribed course sequencing (including General Studies coursework) throughout the program.		2	2				4
5	The program faculty identify and integrate appropriate core abilities throughout course progression.	2	2					4

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	1		4
2	The course sequencing delivers short-term credentials that embed AND ladder within the culminating degree.		1	1	1	1		4
3	Course sequencing provides multiple entry points to meet a variety of student (traditional, adult, etc..) needs.			1	1	1	1	4
4	Course sequencing provides re-entry points to meet student needs.		1	2			1	4
5	Courses offerings (technical studies and/or general studies) are available in flexible delivery formats.			1	1	2		4
6	Program course sequencing offers multiple exit points that align with regional employment needs.		1	1	1		1	4

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.				2		2	4
2	Students are able to enter the program with Credit for Prior Learning through systematic opportunities.	1	1		1		1	4
3	Students are able to transfer all or most credits from the program to a four-year institution.		1	1			2	4
4	Students are able to transfer to four-year institutions that allow credit for Technical Courses.	1		1			2	4
5	Students who complete Business and Industry Services (BIS) coursework can receive program credit.	1			1		2	4
6	Incoming students often enter the program with credit for General Studies courses or electives earned outside of Western.		1		1		2	4

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

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

External partnerships:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	The program effectively uses Advisory Committee recommendations.	3	1					4
2	The program has established partnerships (outside of advisory committee support) that directly impact cost per credit hour.				1	2	1	4
3	The program faculty are aware of Department of Workforce Development needs.			1	1	1	1	4

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

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

Learning Opportunities

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

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

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

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

Text Entry

Positive attitude and willingness to do what is needed to succeed.

a willingness to learn

Basic math and english skills and most importantly, positive attitude and ambition.

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

Career counseling:

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

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

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.	1	3					4
2	Instructors employ a variety of formative assessment strategies that focus on improved student learning.	1	3					4
3	Instructors employ a variety of appropriate summative assessment strategies that involves students demonstrating their learning.	2	2					4
4	Instructors have utilized constructive feedback to improve teaching methods.	2	2					4

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

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			1	4
2	Faculty take advantage of college resources and support services available to program students.	1	1	1			1	4
3	The program pursues unconventional funding sources or partnerships.		1		1		2	4

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

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.	2	2					4
2	The program utilizes a quality review process to validate curriculum.		1	1	1		1	4
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					4

Trends:

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

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