

10 Components of Career Pathways Assessment

Nursing

Select your role within program

#	Answer	Bar	Response	%
1	Program Faculty/Full-time	80.00%	16	80.00%
2	Program Faculty/Adjunct	5.00%	1	5.00%
3	Other Faculty	5.00%	1	5.00%
4	Advisory Member	0.00%	0	0.00%
5	Dean/Associate Dean	10.00%	2	10.00%
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.	11	6	1				18
2	Individual courses and competencies align and reinforce progression to the Program Outcomes.	13	5					18
3	There is a logical order to the progression of courses that build competence or skill.	13	5					18
4	Students typically follow prescribed course sequencing (including General Studies coursework) throughout the program.	11	5			1	1	18
5	The program faculty identify and integrate appropriate core abilities throughout course progression.	11	6	1				18

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	2	4	5	2	4	18
2	The course sequencing delivers short-term credentials that embed AND ladder within the culminating degree.	7	8	2			1	18
3	Course sequencing provides multiple entry points to meet a variety of student (traditional, adult, etc..) needs.	5	7	2	3	1		18
4	Course sequencing provides re-entry points to meet student needs.	6	9	3				18
5	Courses offerings (technical studies and/or general studies) are available in flexible delivery formats.	6	6	4	2			18
6	Program course sequencing offers multiple exit points that align with regional employment needs.	4	8	5	1			18

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	1	3	4	3	4	17
2	Students are able to enter the program with Credit for Prior Learning through systematic opportunities.		4	4	4	1	4	17
3	Students are able to transfer all or most credits from the program to a four-year institution.	7	7	2			1	17
4	Students are able to transfer to four-year institutions that allow credit for Technical Courses.	5	7	2			3	17
5	Students who complete Business and Industry Services (BIS) coursework can receive program credit.		1	2	1	1	12	17
6	Incoming students often enter the program with credit for General Studies courses or electives earned outside of Western.	6	6	2			3	17

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.	7	3	3	1	1	2	17
2	Program faculty collaborate with high school teachers to maintain college level standards and coordination through the K-12 Relations Office.		2		7	2	6	17
3	Program faculty are consistent in extending Credit for Prior Learning to incoming students.			2	7	2	6	17

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	4	2		5	15
2	The program has established scholarship opportunities with the Western Foundation.	9	6					15
3	The program coordinates with Career Services to provide students with employment information.	6	7	1		1		15
4	The program connects with Learner Support and Transition to support student success and progression into program coursework.	8	5	2				15

External partnerships:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	The program effectively uses Advisory Committee recommendations.	6	5	2			2	15
2	The program has established partnerships (outside of advisory committee support) that directly impact cost per credit hour.	4		5	1		5	15
3	The program faculty are aware of Department of Workforce Development needs.	3	3	4	1		4	15

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.	4	8	1			2	15
2	Committee consists of employers who hire program graduates.	9	4				2	15
3	Committee consists of employees (a mix of Western graduates and/or other college graduates) in jobs related to the field.	5	6	1	1		2	15
4	Committee has current student representation.	4	3	1	3	1	3	15
5	Committee has other related businesses representing an appropriate cross section of the industry or per accreditation standards.	5	3	3		1	3	15

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	5	3	4			3	15
2	Committee has reviewed the curriculum and instructional practices within the past three years.	7		3	1		4	15
3	Committee reviews alignment of job skills and competencies.	6	1	3	1		4	15
4	Committee regularly address the equipment and facility needs of the program.	5	4	2			4	15
5	Committee is regularly updated with program evaluation data (enrollment trends, course completion, retention and/or graduation rates)	8	4				3	15
6	Committee is committed to support student success through grants, scholarships, internships or employment opportunities.	7	5	1			2	15
7	Committee provides input on market trends and local factors affecting the program.	7	6				2	15
8	Committee is involved in planning, promotion or recruitment efforts.	4	3	5	1		2	15

Learning Opportunities								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Learning activities include Service Learning Projects.	1	4	2	5	1	2	15
2	Learning activities include attendance at Career Fairs and/or Trade Shows.		7	3	2	2	1	15
3	Student Club activities include learning experiences.	6	7	1			1	15

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.	8	6	1				15
2	Full-time instructors employ diverse or varied instructional strategies to meet individual student needs.	7	7	1				15
3	Full-time instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).	8	7					15
4	Full-time instructors create a structured learning environment and clearly communicate classroom expectations.	7	7	1				15
5	Full-time instructors employ instructional strategies that encourage incremental skill and knowledge development.	9	6					15

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.	4	1	5	1		4	15
2	Adjunct instructors employ diverse or varied instructional strategies to meet individual student needs.	4	3	3	2		3	15
3	Adjunct instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).	2	2	5	2		4	15
4	Adjunct instructors create a structured learning environment and clearly communicate classroom expectations.	4	2	5	1		3	15
5	Adjunct instructors employ instructional strategies that encourage incremental skill and knowledge development.	5	2	4	1		3	15

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

Text Entry

Having a good foundation in Science and general course work complete
high critical thinking skills, success in pre-requisites
pre-requisite courses
strong science and math background. Knowledge that there is a big time commitment to be successful. Support at home.
Pre-requisites
Study skills, time management and experience working in healthcare
They must demonstrate success with an entrance exam (TEAS) and prep coursework (general educ., A & P) etc.
previous courses taken, life experiences
Science and math success
students need to score well in Anatomy and Physiology and Advanced Anatomy and Physiology

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.	4	3	3	2	2	1	15
2	The program provides all students including prep, wait-list and program enrolled with an opportunity for frequent engagement with full-time faculty.	2	3	1	5	3		14
3	Incoming students attend a program orientation session.	11	3	1				15
4	The program has a process in place to assist program students who do not exhibit program-readiness.	2	7	4	1	1		15
5	Faculty know how to make student referrals to support services and other resources.	12	3					15
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.	9	6					15

Career counseling:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	First term program coursework clearly identifies workplace expectations.	9	4				2	15
2	Students have multiple opportunities to interact with employers and professionals within the context of coursework.	10	5					15
3	Employability type of skills are integrated throughout the coursework.	11	3		1			15
4	The program has a process in place to assist program students in finding employment.	4	4	4	2		1	15

5	The program helps connect students to Career Services.	3	4	6	1		1	15
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.	12	3					15
2	Instructors communicate timely assessment results to promote student learning.	11	2	1				14
3	The program has a process to measure student attainment of technical skill proficiencies at multiple points during a student's educational experience.	12	3					15
4	The program uses summative assessments to evaluate a student's competence of the College Core Abilities within technical courses.	11	4					15

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.	11	3	1				15
2	Instructors employ a variety of formative assessment strategies that focus on improved student learning.	11	3	1				15
3	Instructors employ a variety of appropriate summative assessment strategies that involves students demonstrating their learning.	10	4	1				15
4	Instructors have utilized constructive feedback to improve teaching methods.	11	3	1				15
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)	7	3	3			2	15
2	Students of color	6	1	6			2	15
3	Economically disadvantaged	6	1	5			2	14
4	Non-native English speakers	6	2	3	1		2	14
5	Veterans	6	4	3			2	15
6	First generation college students	5	2	5			2	14
7	Multi-generational learners	5	1	6			2	14
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.	8	6				1	15
2	Faculty take advantage of college resources and support services available to program students.	9	3	2			1	15
3	The program pursues unconventional funding sources or partnerships.	5	2	6			2	15
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.	6	6		2		1	15
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.	7	6	1			1	15
3	Instructors have utilized constructive feedback to improve teaching methods.	7	7	1				15
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	7	2	2	1		15
2	The program utilizes a quality review process to validate curriculum.	8	7					15
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.	9	6					15
Trends:								
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response
1	Program enrollment consistently reaches capacity.	12	2				1	15
2	A program student headcount or FTE goal has been determined.	7	3	2			3	15
3	Program student headcount or FTE have remained steady over the past five years.	7	2	2	1		3	15
4	Graduation rates have remained steady or improved over the past five years.	4	9	1			1	15
5	Retention rates have remained steady or improved over the past five years.	4	6	3			2	15
6	This program places graduates in related fields at a rate of 90% or higher.	9	2		1	1	2	15
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	6	1	1		5	15
2	Entrance Assessment Data	6	4	1			4	15
3	Student Learning Outcomes Assessment Data	8	5				2	15
4	Student Satisfaction (Noel-Levitz)	6	3	2		1	3	15
5	Employer satisfaction Results	10	4				1	15
6	Completion Rates	10	5					15
7	Labor Market Data (EMSI; O-NET)	4		4		1	6	15
8	Graduate Follow-up Reports	9	3	1			2	15
9	Instructor Evaluations	9	3	1				13
10	Course Evaluations	11	4					15