

10 Components of Career Pathways Assessment

Wood Tech

Select your role within program									
#	Answer	Bar	Response	%					
1	Program Faculty/Full-time	100.00%	2	100.00%					
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	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.		1	1				2	
2	Individual courses and competencies align and reinforce progression to the Program Outcomes.	1	1					2	
3	There is a logical order to the progression of courses that build competence or skill.	1	1					2	
4	Students typically follow prescribed course sequencing (including General Studies coursework) throughout the program.	2						2	
5	The program faculty identify and integrate appropriate core abilities throughout course progression.	1		1				2	
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			2	
2	The course sequencing delivers short-term credentials that embed AND ladder within the culminating degree.		1		1			2	
3	Course sequencing provides multiple entry points to meet a variety of student (traditional, adult, etc..) needs.		1		1			2	
4	Course sequencing provides re-entry points to meet student needs.			1	1			2	
5	Courses offerings (technical studies and/or general studies) are available in flexible delivery formats.		1	1				2	
6	Program course sequencing offers multiple exit points that align with regional employment needs.			1	1			2	
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	
2	Students are able to enter the program with Credit for Prior Learning through systematic opportunities.			1	1			2	
3	Students are able to transfer all or most credits from the program to a four-year institution.			1	1			2	
4	Students are able to transfer to four-year institutions that allow credit for Technical Courses.			1	1			2	
5	Students who complete Business and Industry Services (BIS) coursework can receive program credit.		1		1			2	
6	Incoming students often enter the program with credit for General Studies courses or electives earned outside of Western.				2			2	
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	
2	Program faculty collaborate with high school teachers to maintain college level standards and coordination through the K-12 Relations Office.			1	1			2	
3	Program faculty are consistent in extending Credit for Prior Learning to incoming students.			1	1			2	
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			2	
2	The program has established scholarship opportunities with the Western Foundation.	1	1					2	
3	The program coordinates with Career Services to provide students with employment information.		2					2	
4	The program connects with Learner Support and Transition to support student success and progression into program coursework.			1	1			2	
External partnerships:									
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	
1	The program effectively uses Advisory Committee recommendations.		2					2	
2	The program has established partnerships (outside of advisory committee support) that directly impact cost per credit hour.			1	1			2	
3	The program faculty are aware of Department of Workforce Development needs.			1	1			2	

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

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

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
2	Learning activities include attendance at Career Fairs and/or Trade Shows.		1	1				2
3	Student Club activities include learning experiences.		1	1				2

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

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

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

Text Entry

Work ethic, strong math skills

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
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
3	Incoming students attend a program orientation session.	1	1					2
4	The program has a process in place to assist program students who do not exhibit program-readiness.		1	1				2
5	Faculty know how to make student referrals to support services and other resources.	1	1					2
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				2

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	1					2
2	Students have multiple opportunities to interact with employers and professionals within the context of coursework.		2					2
3	Employability type of skills are integrated throughout the coursework.		2					2
4	The program has a process in place to assist program students in finding employment.		2					2
5	The program helps connect students to Career Services.	1		1				2

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

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

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

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

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

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

Trends:

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

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