

10 Components of Career Pathways Assessment

Western LST Self Study

Select the program/department you are reviewing:

#	Answer	Response	%
1	Developmental Studies	3	16.67%
2	GED / HSED / High School	6	33.33%
3	Adult Basic Education	6	33.33%
4	English Language Learners	3	16.67%
	Total	18	100.00%

Select your role within program

#	Answer	Response	%
1	Program Faculty/Full-time	16	88.89%
2	Program Faculty/Adjunct	0	0.00%
3	Other Faculty	0	0.00%
4	Advisory Member	0	0.00%
5	Dean/Associate Dean	2	11.11%
6	Western Staff (non Faculty)	0	0.00%
7	School District Representative	0	0.00%
8	Program Graduate	0	0.00%
9	Current Program Student	0	0.00%
10	Academic Advisor	0	0.00%
11	Community Member	0	0.00%
	Total	18	100.00%

1. Create Purposeful Pathway Design and Course Sequencing:

Course progression:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Individual courses and competencies reinforce progression to the College Core Abilities.	4	12	1	1			18	89%	6%	6%
2	There is a logical order to the progression of courses that build competence or skill.	6	7	2	2		1	18	72%	11%	17%
3	The department faculty identify and integrate appropriate core abilities throughout course progression.	6	8	1	2		1	18	78%	11%	11%

2. Develop transcribed credit agreements, credit for prior learning assessments, and transfer agreements:

Options/Responsibilities:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	The division has articulated transition plans for all students	2	7	3	1	1	2	16	56%	13%	31%
2	The division has a systematized methods for granting Credit for Prior Learning		7	5	1	1	2	16	44%	13%	44%
3	Department faculty collaborate directly with Western program faculty.	1	4	3	3	3	2	16	31%	38%	31%
4	The division has transition agreements with a majority of Western programs.		1	2	3	1	9	16	6%	25%	69%

3. Establish regional partnerships:

Internal partnerships:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	The department coordinates with the Western Foundation to help students obtain scholarship information and opportunities.	5	7	4	1		1	18	67%	6%	28%
2	The department coordinates with Career Services to provide students with employment information.	5	10	1	1		1	18	83%	6%	11%
3	The department connects students to Western program faculty.	3	6	4	5			18	50%	28%	22%

External partnerships:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	The department effectively uses Advisory Committees as a resource to guide instruction.	1	1	7	2	2	5	18	11%	22%	67%
2	The department has established partnerships (outside of advisory committee support) that directly impact student success.	4	3	6			5	18	39%	0%	61%
3	The department faculty are aware of Department of Workforce Development needs.	3	4	5	2	1	3	18	39%	17%	44%

4. Employ contextualized and engaging teaching and learning

Learning Opportunities

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Learning activities include Service Learning Projects.	2	4	6	4	1	1	18	33%	28%	39%
2	Learning activities include attendance at Career Fairs and/or Trade Shows.	2	5	6	3	1	1	18	39%	22%	39%
3	Employability type of skills are integrated throughout coursework	6	11		1			18	94%	6%	0%
4	Department faculty reinforce course competency relevance to the workplace.	6	10		2			18	89%	11%	0%

Full-time Program Faculty

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Full-time instructors use appropriate technology to facilitate student learning.	2	14	1	1			18	89%	6%	6%
2	Full-time instructors employ diverse or varied instructional strategies to meet individual student needs.	11	7					18	100%	0%	0%
3	Full-time instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).	5	7	4	2			18	67%	11%	22%
4	Full-time instructors create a structured learning environment and clearly communicate classroom expectations.	10	8					18	100%	0%	0%
5	Full-time instructors employ instructional strategies that encourage incremental skill and knowledge development.	9	8	1				18	94%	0%	6%

Adjunct Program Faculty

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Adjunct instructors use appropriate technology to facilitate student learning.		8	4	2		3	17	47%	12%	41%
2	Adjunct instructors employ diverse or varied instructional strategies to meet individual student needs.	4	4	4	1	1	3	17	47%	12%	41%
3	Adjunct instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).	1	4	6	2	1	3	17	29%	18%	53%
4	Adjunct instructors create a structured learning environment and clearly communicate classroom expectations.	3	7	4			3	17	59%	0%	41%
5	Adjunct instructors employ instructional strategies that encourage incremental skill and knowledge development.	3	7	4			3	17	59%	0%	41%

5. Establish entrance assessment techniques and standards:

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

Text Entry

A willingness to think critically

appropriate entrance TABE scores

High school level reading, writing and math skills.

Basic Reading levels and a commitment to attend class

The willingness to learn and persevere.

prior knowledge in all disciplines, knowing how to use multiple platforms in accessing the internet, note taking skills, how to time wisely in class

I make sure my coursework is appropriate for my students, not the other way around.

Motivation, grit, and a desire to learn.

Desire to want to be successful and the knowledge to know how to get it. I work with student that have a variety of learning levels.

In our ELL program, we take in all students, regardless of their "readiness"

Willingness to commit to attend

The student must be willing to put school first. Then the student must be willing to take time to commit to a class schedule that will work with their complicated life.

We are the division where students can start regardless of their academic level. We are a starting point where skills can be built to become college ready.

6. Provide career counseling and proactive academic advisement:

Proactive advising:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Instructors have identified various student target audiences and participate in marketing efforts including planning, promoting and recruiting.	4	5	3	4	1	1	18	50%	28%	22%
3	Incoming students attend a program orientation session.	8	5	3	1		1	18	72%	6%	22%
5	Faculty know how to make student referrals to support services and other resources.	9	7	2				18	89%	0%	11%
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.	7	7	2			2	18	78%	0%	22%

Career counseling:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
2	Students have multiple opportunities to interact with employers and professionals within the context of coursework.	4	2	7	5			18	33%	28%	39%
3	Employability type of skills are integrated throughout the coursework.	8	9		1			18	94%	6%	0%
4	The program has a process in place to assist program students in finding employment.	3	6	5	2		2	18	50%	11%	39%
5	The program helps connect students to Career Services.	5	9	3	1			18	78%	6%	17%

7. Conduct formative and summative learning outcomes assessment:

Assessment of students:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	The department incorporates performance-based assessment items where students must demonstrate the application of their knowledge and skills.	5	13					18	100%	0%	0%
2	Instructors communicate timely assessment results to promote student learning.	7	9	2				18	89%	0%	11%
4	The department uses summative assessments to evaluate a student's competence of the College Core Abilities.	2	9	2	3		1	17	65%	18%	18%

Program/Instructor use of assessment:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Instructors use student assessment results to improve teaching strategies.	5	9	3			1	18	78%	0%	22%
2	Instructors employ a variety of formative assessment strategies that focus on improved student learning.	6	12					18	100%	0%	0%
3	Instructors employ a variety of appropriate summative assessment strategies that involves students demonstrating their learning.	6	12					18	100%	0%	0%
4	Instructors have utilized constructive feedback to improve teaching methods.	7	8	2				18	83%	0%	11%

8. Align with college policies, priorities, and legislative initiatives:

The division 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	% Agree	% Disagree	Neutral/Unknown
1	Nontraditional Occupations (NTO)	5	9	2	1		1	18	78%	6%	17%
2	Students of color	5	9	1	1		2	18	78%	6%	17%
3	Economically disadvantaged	9	7	1	1			18	89%	6%	6%
4	Non-native English speakers	10	7	1				18	94%	0%	6%
5	Veterans	5	9	2	2			18	78%	11%	11%
6	First generation college students	7	7	3	1			18	78%	6%	17%
7	Multi-generational learners	8	6	2	1		1	18	78%	6%	17%

Support

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Faculty are aware of college resources and support services available to program students.	5	10	3				18	83%	0%	17%
2	Faculty take advantage of college resources and support services available to program students.	8	7	2	1			18	83%	6%	11%
3	The seeks alternative funding sources or partnerships.	5	5	5	1		2	18	56%	6%	39%

9. Engage in professional development:

Faculty:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Faculty participate in multiple professional development workshops to improve teaching methods/classroom management.	11	4	1	2			18	83%	11%	6%
2	Faculty stay up-to-date in their respective areas through various means such as field-based experiences, workshops or other learning opportunities.	9	6		3			18	83%	17%	0%
3	Instructors have utilized constructive feedback to improve teaching methods.	8	5	2	2		1	18	72%	11%	17%

10. Establish metrics and evaluate pathway outcomes:

Division general information:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Faculty/student ratio is appropriate for the number of students in the programs.	9	4	2	3			18	72%	17%	11%
2	The department utilizes a review process to validate curriculum.	4	7	5	1	1		18	61%	11%	28%
3	All course curriculum for this department is up-to-date in Instructional Design System (WIDS) and includes course competencies, performance standards and learning objectives.	3	2	3	5	1	4	18	28%	33%	39%

Trends:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Course enrollment consistently reaches capacity.		2	7	5	2	2	18	11%	39%	50%
4	Student success rates have remained steady or improved over the past five years.	2	7	4	2	1	2	18	50%	17%	33%
5	Course retention rates have remained steady or improved over the past five years.	1	3	7	2	1	4	18	22%	17%	61%
6	This division places graduates in Western programs.		7		1			8	88%	13%	0%

Department planning and improvement uses appropriate data sources:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	WTCS Comparative Data (QRP)	2	4	5	2	1	4	18	33%	17%	50%
2	Entrance Assessment Data	6	10	1		1		18	89%	6%	6%
3	Student Satisfaction (Noel-Levitz)	1	7	4	2	1	3	18	44%	17%	39%
4	Completion Rates	4	10	3		1		18	78%	6%	17%
5	Graduate Follow-up Reports	1	6	4	3	1	3	18	39%	22%	39%
6	Instructor Evaluations	2	7	5	1	1	2	18	50%	11%	39%
7	Course Evaluations	2	5	5	1	1	3	17	41%	12%	47%

Please list the top five Western programs that you believe should have a transition plan for students in Learner Support and Transition.

	Program Choice 1	Program Choice 2	Program Choice 3	Program Choice 4	Program Choice 5
Welding - WELD (37)	C N A	WELD	SMGT	FPSP	MEAT
Food Production / Culinary Management FPSP/CMGT (33)	WOTC	CMGT	MEAT	LNHR	GRPH
Certified Nursing Assistant - C N A (16)	WELD	CMGT	C N A	PHLG	NUAD
Business Management - BSMN (13)	WELD	CMGT	MTOP	HVAC	AUTC
Landscape/Horticulture - LNHR (11)	WELD	LNHR	AUTC	HSAS	CMGT
Medical Assistant - MEAT (7)	BSMN	WELD	MEAT	HSAS	MSMT
Nursing - NUAD (6)	NUAD	WELD	C N A	BSMN	AUTC
Wood Tech - WOTC (5)	CMGT	WELD	Healthcare		
Automotive - AUTC (5)	CMGT	WELD	C N A	BSMN	
Human Services Associate - HSAS (4)	LNHR	FPSP	C N A	WELD	GRPH
Machine Tool Operation - MTOP (3)					
Supervisory Management - SMGT (3)					
Graphic Design - GRPH (2)					
Heating, Cooling A/C - HVAC (2)					
Manufacturing Systems Maintenance Technician - MSMT (1)					