

10 Components of Career Pathways Assessment

General Studies Division

Select the program/department you are reviewing:

#	Answer	Bar	Response	%
7	Art Department	2.78%	1	2.78%
12	Career Development/Job Skills Department	2.78%	1	2.78%
14	Communication Skills Department	36.11%	13	36.11%
25	Foreign Language Department	0.00%	0	0.00%
31	History Department	0.00%	0	0.00%
40	Liberal Arts - Associate of Science	5.56%	2	5.56%
44	Mathematics Department	13.89%	5	13.89%
50	Music Department	2.78%	1	2.78%
51	Natural Science Department	5.56%	2	5.56%
56	Physical Education Department	5.56%	2	5.56%
59	Reading Department	2.78%	1	2.78%
63	Social Science Department	22.22%	8	22.22%
64	Speech Department	0.00%	0	0.00%
	Total	0.00%	36	100.00%

Select your role within program

#	Answer	Bar	Response	%
1	Program Faculty/Full-time	55.56%	20	55.56%
2	Program Faculty/Adjunct	38.89%	14	38.89%
3	Other Faculty	5.56%	2	5.56%
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	Graduate of Western	0.00%	0	0.00%
9	Current Student	0.00%	0	0.00%
10	Academic Advisor	0.00%	0	0.00%
11	Community Member	0.00%	0	0.00%
	Total	0.00%	36	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	The department faculty identify and integrate appropriate core abilities throughout course sequencing	4	18	7	2		5	36	61%	6%	33%
2	Courses offerings are available in flexible delivery formats.	15	12	3	2		4	36	75%	6%	19%
3	There is a logical order to the progression of courses that build competence or skill.	7	15	7	3		4	36	61%	8%	31%
4	The program includes first term coursework that high school students may complete while in their junior or senior year.	7	17	5	1		6	36	67%	3%	31%
5	The department faculty identify and integrate appropriate core abilities throughout a course.	9	18	4			5	36	75%	0%	25%

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

Faculty responsibilities:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	The department reviews all credit agreements annually to ensure validity and maintain standards.	4	4	8	1	1	18	36	22%	6%	72%
2	Department faculty collaborate with high school teachers to maintain college level standards and coordination through the K-12 Relations Office.	2	2	4	5	3	20	36	11%	22%	67%
3	Department faculty are consistent in extending Credit for Prior Learning to incoming students.	4	2	10		2	18	36	17%	6%	78%
4	Students are able to transfer all or most credits from the department to a four-year institution.	5	11	3	3	1	13	36	44%	11%	44%

3. Establish regional partnerships:

Partnerships:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
2	The department provides a voice on appropriate program Advisory Committees.	5	13	5			13	36	50%	0%	50%

4	The department connects with Learner Support and Transition to support student success and progression into program coursework.	8	17	4	1	1	5	36	69%	6%	25%
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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.	4	13	8	2	1	7	35	49%	9%	43%
2	Employability type of skills are integrated throughout the coursework.	9	16	4	1		5	35	71%	3%	26%
3	The department collaborates with programs to coordinate applicable learning activities.	2	14	7	1	1	10	35	46%	6%	49%
4	Department faculty reinforce course competency relevance to workplace.	10	17	5			3	35	77%	0%	23%
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.	13	12	1			7	33	76%	0%	24%
2	Full-time instructors employ diverse or varied instructional strategies to meet individual student needs.	11	11	4			7	33	67%	0%	33%
3	Full-time instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).	13	9	4			7	33	67%	0%	33%
4	Full-time instructors create a structured learning environment and clearly communicate classroom expectations.	16	9	1			7	33	76%	0%	24%
5	Full-time instructors employ instructional strategies that encourage incremental skill and knowledge development.	14	11	1			7	33	76%	0%	24%
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.	7	17	1			7	32	75%	0%	25%
2	Adjunct instructors employ diverse or varied instructional strategies to meet individual student needs.	7	16	1			8	32	72%	0%	28%
3	Adjunct instructors use appropriate instructional strategies for course/program content and delivery modality (F2F, Online, Blended or Accelerated).	7	13	3			8	31	65%	0%	35%
4	Adjunct instructors create a structured learning environment and clearly communicate classroom expectations.	8	16	1			7	32	75%	0%	25%
5	Adjunct instructors employ instructional strategies that encourage incremental skill and knowledge development.	8	15	2			7	32	72%	0%	28%
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											
Regular attendance, willingness to reflect, share and discuss in a respectful way, coming prepared for class											
difficult to determine											
satisfy the prereq scores											
Good basic skills (reading, writing, science, history, geography) preparation in high school.											
persistence and doing the homework and studying											
Ability to pass high school English											
A student is ready for my class when he/she is willing to learn and move! A student must show initiative in this class by attending nearly all lectures/labs.											
An understanding of Blackboard and online courses, ability to read and write at the college level, ability to meet deadlines											
ability to write clear sentences (or placement into a developmental course if necessary) / a support system for helping with non-cognitive issues											
a willingness to learn											
6. Provide career counseling and proactive academic advisement:											
Academic Advisement:											
#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	The department regularly connects with program faculty to support program student success.	7	13	3	2		10	35	57%	6%	37%
3	Incoming students attend a program orientation session.	2	9	5	5		14	35	31%	14%	54%
4	The department has a process in place to assist students who do not exhibit college course-readiness.	4	12	4	5	1	9	35	46%	17%	37%
5	Faculty know how to make student referrals to support services and other resources.	11	24					35	100%	0%	0%
6	The department has a process in place to help students be aware of alternate funding sources such as Financial Aid or Western Foundation Scholarships.	1	11	5	4	1	13	35	34%	14%	51%

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.	11	18	1	2	1	2	35	83%	9%	9%
2	Instructors communicate timely assessment results to promote student learning.	9	21	2			3	35	86%	0%	14%
4	The department uses summative assessments to evaluate a student's competence of the College Core Abilities within technical courses.	6	15	5	4	1	4	35	60%	14%	26%

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.	11	20	1			3	35	89%	0%	11%
2	Instructors employ a variety of formative assessment strategies that focus on improved student learning.	11	19	2			3	35	86%	0%	14%
3	Instructors employ a variety of appropriate summative assessment strategies that involves students demonstrating their learning.	9	22	1			3	35	89%	0%	11%
4	Instructors have utilized constructive feedback to improve teaching methods.	11	21				3	35	91%	0%	9%

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

The department 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)	3	7	7	3	1	14	35	29%	11%	60%
2	Students of color	4	4	8	4	1	14	35	23%	14%	63%
3	Economically disadvantaged	4	5	7	4	1	14	35	26%	14%	60%
4	Non-native English speakers	4	4	8	4	1	14	35	23%	14%	63%
5	Veterans	4	9	7	2	1	12	35	37%	9%	54%
6	First generation college students	5	5	7	3	1	14	35	29%	11%	60%
7	Multi-generational learners	5	5	7	4	1	13	35	29%	14%	57%

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.	8	22	1	1		3	35	86%	3%	11%
2	Faculty take advantage of college resources and support services available to program students.	6	18	5			6	35	69%	0%	31%
3	The program pursues unconventional funding sources or partnerships.	2	4	4	7	2	16	35	17%	26%	57%

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.	14	16				5	35	86%	0%	14%
2	Faculty stay up-to-date in their respective areas through various means such as field-based experiences, workshops or other learning opportunities.	14	16				5	35	86%	0%	14%
3	Instructors have utilized constructive feedback to improve teaching methods.	10	21				4	35	89%	0%	11%

10. Establish metrics and evaluate pathway outcomes:

Department 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 program.	2	16	5	5	2	5	35	51%	20%	29%
2	The department utilizes a quality review process to validate curriculum.	3	9	9	1	1	12	35	34%	6%	60%
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.	10	13	2	2		8	35	66%	6%	29%

Trends:

#	Question	Strongly Agree	Agree	Neither Agree / Nor Disagree	Disagree	Strongly Disagree	Unknown	Response	% Agree	% Disagree	Neutral/Unknown
1	Course enrollment consistently reaches capacity.	4	14	6	5		6	35	51%	14%	34%
4	Student success rates have remained steady or improved over the past five years.		13	5	1		15	34	38%	3%	59%
5	Course retention rates have remained steady or improved over the past five years.		13	4	2		16	35	37%	6%	57%
6	This program places graduates in related fields at a rate of 90% or higher.	2	5	6	1		20	34	21%	3%	76%

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)	3	4	7	3		18	35	20%	9%	71%
2	Entrance Assessment Data	2	6	5	3	1	18	35	23%	11%	66%
3	Student Learning Outcomes Assessment Data	2	5	7	2	1	18	35	20%	9%	71%
4	Student Satisfaction (Noel-Levitz)	3	5	8	1	1	15	33	24%	6%	70%
5	Employer satisfaction Results	2	5	6	2	1	19	35	20%	9%	71%
6	Completion Rates	5	8	3	2	1	16	35	37%	9%	54%
7	Labor Market Data (EMSI; O-NET)	1	3	9	2	1	19	35	11%	9%	80%
8	Graduate Follow-up Reports	2	4	8	1	1	19	35	17%	6%	77%
9	Instructor Evaluations	6	12	3	2	1	11	35	51%	9%	40%
10	Course Evaluations	6	12	4	1	1	11	35	51%	6%	43%