

10 Components of Career Pathways Assessment

Graphic Design

Select your role within program					
#	Answer	Bar	Response	%	
1	Program Faculty/Full-time	66.67%	2	66.67%	
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	33.33%	1	33.33%	
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	2					3
2	Individual courses and competencies align and reinforce progression to the Program Outcomes.	2	1					3
3	There is a logical order to the progression of courses that build competence or skill.	2	1					3
4	Students typically follow prescribed course sequencing (including General Studies coursework) throughout the program.	1	1				1	3
5	The program faculty identify and integrate appropriate core abilities throughout course progression.	1	1				1	3

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

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

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

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

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

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

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	1		1	1			3
2	Committee has reviewed the curriculum and instructional practices within the past three years.	2	1					3
3	Committee reviews alignment of job skills and competencies.	2	1					3
4	Committee regularly address the equipment and facility needs of the program.	2	1					3
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.	2			1			3
7	Committee provides input on market trends and local factors affecting the program.	2			1			3
8	Committee is involved in planning, promotion or recruitment efforts.	1	1		1			3

Learning Opportunities

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

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

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

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

Text Entry

Desire to be a Graphic Designer, Some aptitude in graphic design and art.

A creative mind, some artistic ability, a willingness to learn, and the ability to receive constructive criticism.

We connect with students at orientation to determine if extra computer experience is needed before entering the Graphic Design Program. If so, we suggest a class designed for Marketing Students and for Graphic Design students needing computer skills, Fundamentals of Graphic Design, to improve their skills before taking more complex classes.

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

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

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

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

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

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

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

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	1					3
2	The program utilizes a quality review process to validate curriculum.	2	1					3
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			1	3

Trends:

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

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