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| **Assurance of Student Learning Report****2020-2021** |
| Potter College of Arts and Letters | Department of Art & Design |
| User Experience Certificate 1747 |
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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** |
| **Student Learning Outcome 1:**  Create and use successful advertising design and media strategies. |
| **Instrument 1** | **Capstone portfolio project UX 400** |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 2:** Make strategically sound analyses of advertising decisions. |
| **Instrument 1** | **Capstone portfolio project AD 410** |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 3:**  Apply knowledge and creativity to real-world advertising challenges. |
| **Instrument 1** | **Capstone portfolio project UX 400** |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
| This assessment indicates that student-learning-outcomes have reached or surpassed expected goals in each category. Annual reviews of course offerings will help strengthen program goals and outcomes. Ultimately, a continuing process of evaluation and adjustment will better prepare students for jobs/careers in the field of User Experience. This is a relatively new program that has recently changed departments. As it grows and changes, we expect to move from our baseline to establishing some more ambitious learning goals for our graduates that will allow us to establish a culture of continuous improvement. We are working on new SLOs, and will draw from them in the next review cycle., where we will be clearer about the number of students being assessed.  |

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| **Student Learning Outcome 1** |
| **Student Learning Outcome** | Create and use successful advertising design and media strategies. |
| **Measurement Instrument 1** | Direct: Analysis of the capstone portfolio project in UX 400Direct measures of student learning: students in the Advertising Capstone (AD 410 - Portfolio) are given multiple assignments, generally in teams, including a requirement for a final digital portfolio. Portfolios are created by individuals, although case-study presentations by be developed by the team. Production of the portfolio and its contents began in the first Advertising class (AD 210 Software Studio) and culminates in AD 410. Students are encouraged to follow the tenets of effective Advertising with a focus on, when appropriate, necessary research, good design, audience analysis, research-driven strategy and a solid understanding of media, to develop successful Advertising campaigns and a final portfolio. As already mentioned, a percentage of project work should be presented in the form of a case study and include research and explanations of process with examples. **|** Students were evaluated based on their ability to research, write and/or design and execute. Solutions must demonstrate an ability to think critically and ideas should be presented effectively and clearly—all indicators an understanding of advertising and media strategy. |
| **Criteria for Student Success** | 80% or better |
| **Program Success Target for this Measurement** | 80% | **Percent of Program Achieving Target** | 90% |
| **Methods** | Student portfolios are submitted during finals week of each semester following the completion of all UX 400 assignments. Portfolios are reviewed by the instructor of record. The review/evaluation simulates an industry professional portfolio review. The design and function of the portfolio itself may garner critique, but work contained in the portfolio will also be reviewed and suggestions for improvement will be shared with the student.Students were evaluated by program faculty based on their ability to research, write and/or design and execute. Solutions must demonstrate an ability to think critically and ideas should be presented effectively and clearly—all indicators an understanding of advertising and media strategy. See attached rubric. |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| Advertising faculty meet informally to discuss strengths and weaknesses in UX 400 including specific assignments, during and at the end of the semester. Simple recommendations for change are implemented immediately via edits to the course syllabus and changes to future assignments. Industry critique and suggestions from alums working in the profession are also evaluated and implemented when possible. Syllabi for technical and design classes may change every semester in an effort to keep up with change in the industry. The process of long-term change usually begins in the spring and through the summer. Changes in curriculum, new course creation, textbooks and more in-depth changes to assignments can require COMM faculty approval and curriculum change must be run through several curriculum review committees before implementation. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Based on ongoing change in the Advertising/User Experience discipline, student learning outcomes will be modified in the next review cycle. Faculty will work together to increase the amount of industry review and encourage professionals and successful alums to visit or video-teleconference in the classroom. Faculty are well aware of the radical change taking place in this industry and are constantly looking for innovative ways to keep course content relevant and embrace change. In particular, a process of surveying industry professionals will be implemented in an effort to stay abreast of shifting requirements and expectations, and to better evaluate student portfolios. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome.) |
| Next year’s assessment will follow the same timeline but will be more collaborative between departments. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | Make strategically sound analyses of advertising decisions.. |
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| **Criteria for Student Success** | 80% or better |
| **Program Success Target**  | 80% | **Percent of Program Achieving Target** | 82% |
| **Methods**  | Student portfolios are submitted during finals week of each semester following the completion of all AD 410 assignments. Portfolios are reviewed by the instructor of record ( all Advertising/UX faculty are encouraged to participate in the review). The review/evaluation should simulate an industry professional portfolio review. The design and function of the portfolio itself may garner critique, but work contained in the portfolio will also be reviewed and suggestions for improvement will be shared with the student. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Advertising faculty meet informally to discuss strengths and weaknesses in AD 410 (Portfolio), including specific assignments, during and at the end of the semester. Simple recommendations for change are implemented immediately via edits to the course syllabus and changes to future assignments. Industry critique and suggestions from alums working in the profession are also evaluated and implemented when possible. Syllabi for technical and design classes may change every semester in an effort to keep up with change in the industry. The process of long-term change usually begins in the spring and through the summer. Changes in curriculum, new course creation, textbooks and more in-depth changes to assignments can require COMM faculty approval and curriculum change must be run through several curriculum review committees before implementation. |
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