

Assurance of Student Learning 2018-2019	
Potter College	Communication
User Experience (UX) Certificate 1747	

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: Be able to articulate important concepts, methods, and examples of successful advertising design and media strategies.

Instrument 1	Direct: Faculty review and analysis of the end-of-semester portfolio project in UX 400 based on disciplinary and professional expectations and standards, analysis of market trends, and comparison with student work created in benchmark programs.
Instrument 2	Indirect: Evaluation by professionals in the User Experience professional community (including but not limited to program alumni), including those directly involved in hiring, creative direction and development, and strategic decision-making.
Instrument 3	—

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Be able to demonstrate strategically sound analysis of advertising decisions

Instrument 1	Direct: Faculty review and analysis of the end-of-semester portfolio project in UX 400 based on disciplinary and professional expectations and standards, analysis of market trends, and comparison with student work created in benchmark programs.
Instrument 2	Indirect: Evaluation by professionals in the User Experience professional community (including but not limited to program alumni), including those directly involved in hiring, creative direction and development, and strategic decision-making.
Instrument 3	—

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Be able to apply knowledge and creativity to real-world advertising situations

Instrument 1	Direct: Faculty review and analysis of the end-of-semester portfolio project in UX 400 based on disciplinary and professional expectations and standards, analysis of market trends, and comparison with student work created in benchmark programs.
Instrument 2	Indirect: Evaluation by professionals in the User Experience professional community (including but not limited to program alumni), including those directly involved in hiring, creative direction and development, and strategic decision-making.
Instrument 3	—

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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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 been maintained and/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. 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 have new SLOs, and will draw from them in the next review cycle., where we will be clearer about the number of students being assessed. Finally, we will look into ways of divorcing assessment from grades, and provide the rubric we use for this.

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Student Learning Outcome 1			
Student Learning Outcome	Be able to articulate important concepts, methods, and examples of successful advertising design and media strategies..		
Measurement Instrument 1	<p>DIRECT: Direct: Analysis of the final portfolio in UX 400</p> <p>Direct measures of student learning: students in Advanced Interactive Design (UX 400) are given multiple prototyping, design and development assignments including a requirement for a final digital portfolio. Development of a portfolio and contents began in the first User Experience class and culminates in UX 400. Students are encouraged to follow the tenets of effective interactive design (color, typography, layout and clean code) with a primary focus on user experience, to develop a successful portfolio. A percentage of project work should be presented in the form of a case study and include research and explanations of process with examples.</p> <p>Students were evaluated based on their ability to research, design and execute. Solutions must demonstrate an ability to think critically and ideas should be presented effectively and clearly indicate an understanding of advertising/user experience design and media strategy.</p>		
Criteria for Student Success	Students should, at the end of the semester, score between a 90-100 for an A or an 80-89.9 for a B. Please refer to the attached rubric.		
Program Success Target for this Measurement	85-90%	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 although all Advertising/UX faculty may and probably do 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.		
Measurement Instrument 2	INDIRECT measures of student learning: appraisal and/or evaluation by professionals in the industry.		
Criteria for Student Success	INDIRECT criteria for student success include those responses (both solicited and unsolicited) received from external reviewers and professionals.		
Program Success Target for this Measurement	85-90%	Percent of Program Achieving Target	90%
Methods	<p>The evaluation process is qualitative and often involves both faculty and industry professionals. Portfolios are used for moving forward in the industry—either into a job or on to an upper level degree. Occasionally professionals in the industry or recently graduated alums may also review student portfolios and make recommendations. The faculty stay in touch with our industry partners and our alumni and make every effort to respond to their critique by implementing changes in the classroom.</p> <p>Positive industry feedback includes:</p> <ul style="list-style-type: none"> • Motivated • Skilled with software • Demonstrates good problem-solving skills 		

	<ul style="list-style-type: none"> • Communicates well <p>Concerns include:</p> <ul style="list-style-type: none"> • A lack of maturity • Very high expectations • A short-term focus on career
<p>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</p>	<p>Met Not Met</p>
<p>Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</p>	
<p>Advertising and User Experience faculty meet informally to discuss strengths and weaknesses in each class including UX 400, including specific assignments. 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.</p>	
<p>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p>	
<p>Based on ongoing change in the Advertising/User Experience discipline, student learning outcomes have been modified and will be included 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.</p>	

Student Learning Outcome 2

Student Learning Outcome	Be able to demonstrate strategically sound analysis of advertising decisions		
Measurement Instrument 1	<p>DIRECT: Direct: Analysis of the final portfolio in UX 400</p> <p>Direct measures of student learning: students in Advanced Interactive Design (UX 400) are given multiple prototyping, design and development assignments including a requirement for a final digital portfolio. Development of a portfolio and contents began in the first User Experience class and culminates in UX 400. Students are encouraged to follow the tenets of effective interactive design (color, typography, layout and clean code) with a primary focus on user experience, to develop a successful portfolio. A percentage of project work should be presented in the form of a case study and include research and explanations of process with examples.</p> <p>Students were evaluated based on their ability to research, design and execute. Solutions must demonstrate an ability to think critically and ideas should be presented effectively and clearly indicate an understanding of advertising design and media strategy.</p>		
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