

<b>Assurance of Student Learning 2019-2020</b>	
Potter College	Communication
<b>User Experience (UX) Certificate 1747</b>	

**Use this page to list learning outcomes, measurements, and summarize results for your program.  
Detailed information must be completed in the subsequent pages.**

<ul style="list-style-type: none"> <li><b>Student Learning Outcome 1:</b> Create and use successful advertising design and media strategies</li> </ul>		
<b>Instrument 1</b>	Direct: Faculty review and analysis of the capstone 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. See attached rubric.	
<b>Instrument 2</b>	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.	
<b>Instrument 3</b>	—	
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>	<b>Met</b>	<b>Not Met</b>
<ul style="list-style-type: none"> <li><b>Student Learning Outcome 2:</b> Make strategically sound analyses of advertising decisions</li> </ul>		
<b>Instrument 1</b>	Direct: Faculty review and analysis of the capstone portfolio project in AD 410 [Portfolio] based on disciplinary and professional expectations and standards, analysis of market trends, and comparison with student work created in benchmark programs. See attached rubric.	
<b>Instrument 2</b>	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.	
<b>Instrument 3</b>	—	
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<b>Met</b>	<b>Not Met</b>
<ul style="list-style-type: none"> <li><b>Student Learning Outcome 3:</b> Apply knowledge and creativity to real-world advertising challenges.</li> </ul>		
<b>Instrument 1</b>	Direct: Faculty review and analysis of the capstone 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. See attached rubric.	
<b>Instrument 2</b>	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.	
<b>Instrument 3</b>	—	
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>	<b>Met</b>	<b>Not Met</b>

**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.

**Student Learning Outcome 1**

<b>Student Learning Outcome</b>	Create and use successful advertising design and media strategies		
<b>Measurement Instrument 1</b>	<p>DIRECT: Direct: Analysis of the final portfolio in UX 400                  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>		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85-90%	<b>Percent of Program Achieving Target</b>	90%
<b>Methods</b>	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.		
<b>Measurement Instrument 2</b>	INDIRECT measures of student learning: As referenced above, a sampling of student portfolios are shared with qualified alums and professionals in the industry for professional review. This review process will often lead to an interview for employment. A secondary proof of success is reflected in the large number of UX (and advertising) students who find employment in the industry (locally, regionally and nationally) shortly after graduation.		
<b>Criteria for Student Success</b>	INDIRECT criteria for student success include those responses (both solicited and unsolicited) received from external reviewers and professionals. The criteria for success using these indirect measures is either employment somewhere in the User Experience/Advertising industry, or a demonstration of success as a freelancer working in an area of User Experience/Advertising. <b>In addition, success can also be measured by</b>		

	<b>students who successfully complete an industry approved commercial certification and/or are licensed to use a industry respected tool or process during their tenure as a student.</b>		
<b>Program Success Target for this Measurement</b>	85-90%	<b>Percent of Program Achieving Target</b>	90%
<b>Methods</b>	<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"> <li>• Motivated</li> <li>• Skilled with software</li> <li>• Demonstrates good problem-solving skills</li> <li>• Communicates well</li> </ul> <p>Concerns include:</p> <ul style="list-style-type: none"> <li>• A lack of maturity</li> <li>• Very high expectations</li> <li>• A short-term focus on career</li> </ul>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>	<b>Met</b>   Not Met		
<b>Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</b>			
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.			
<b>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</b>			
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.			

## Student Learning Outcome 2

<b>Student Learning Outcome</b>	Make strategically sound analyses of advertising decisions		
<b>Measurement Instrument 1</b>	<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>		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85-90%	<b>Percent of Program Achieving Target</b>	90%
<b>Methods</b>	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.		
<b>Measurement Instrument 2</b>	INDIRECT measures of student learning: As referenced above, a sampling of student portfolios are shared with qualified alums and professionals in the industry for professional review. This review process will often lead to an interview for employment. A secondary proof of success is reflected in the large number of UX (and advertising) students who find employment in the industry (locally, regionally and nationally) shortly after graduation.		
<b>Criteria for Student Success</b>	INDIRECT criteria for student success include those responses (both solicited and unsolicited) received from external reviewers and professionals. The criteria for success using these indirect measures is either employment somewhere in the User Experience/Advertising industry, or a demonstration of success as a freelancer working in an area of User Experience/Advertising. <b>In addition, success can also be measured by students who successfully complete an industry approved commercial certification and/or are licensed to use a industry respected tool or process during their tenure as a student.</b>		
<b>Program Success Target for this Measurement</b>	85-90%	<b>Percent of Program Achieving Target</b>	90%
<b>Methods</b>	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. Positive industry feedback includes:		

	<ul style="list-style-type: none"> <li>• Motivated</li> <li>• Skilled with software</li> <li>• Demonstrates good problem-solving skills</li> <li>• Communicates well</li> </ul> <p>Concerns include:</p> <ul style="list-style-type: none"> <li>• A lack of maturity</li> <li>• Very high expectations</li> <li>• A short-term focus on career</li> </ul>
<p><b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b></p>	<p><b>Met</b>   <b>Not Met</b></p>
<p><b>Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</b></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><b>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</b></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 3

<b>Student Learning Outcome</b>	Apply knowledge and creativity to real-world advertising challenges.		
<b>Measurement Instrument 1</b>	<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>		
<b>Criteria for Student Success</b>	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.		
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<p><b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b></p>	<p style="text-align: right;"><b>Met</b>   <b>Not Met</b></p>
<p><b>Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</b></p>	
<p>Advertising and User Experience faculty meet informally to discuss strengths and weaknesses in 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><b>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</b></p>	
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Name \_\_\_\_\_ CRN \_\_\_\_\_ Date \_\_\_\_\_

## Rubric for AD/UX Capstone Portfolio

Task Description: Create a personal career portfolio with as many documents as you have available for each section:

- |   |   |  |
|---|---|--|
| • <i>Cover letter</i>                     | • <i>Goals and plans for the future</i> | • <i>Public online portfolio</i>       |
| • <i>Table of contents</i>                | • <i>Transcripts</i>                    | • <i>Short biography</i>               |
| • <i>Résumé</i>                           | • <i>Work samples</i>                   | • <i>Work samples</i>                  |
| • <i>Employability skills</i>             | • <i>Service learning/volunteer log</i> | • <i>Case studies</i>                  |
| • <i>Commercial licenses/certificates</i> | • <i>Employment evaluations</i>         | • <i>Digital resume / downloadable</i> |
| • <i>Awards</i>                           | • <i>Letters of recommendation</i>      | • <i>Contact information / form</i>    |

Criteria	weight	4 - Professional	3 - Apprentice	2 - Novice	1 - Beginner
<b>Planning Process</b>	20%	<input type="checkbox"/> Clearly defined goals <input type="checkbox"/> Detailed plan consistent with goals	<input type="checkbox"/> Defined goals <input type="checkbox"/> Plan of action loosely based on goals	<input type="checkbox"/> Limited goals <input type="checkbox"/> Undefined plan of action	<input type="checkbox"/> No clearly defined goals <input type="checkbox"/> No plan of action
<b>Content/ Organization</b>	15%	<input type="checkbox"/> Includes required content <input type="checkbox"/> Content presented in a concise, well-organized manner	<input type="checkbox"/> Includes most required content <input type="checkbox"/> Organization is adequate	<input type="checkbox"/> Fewer than half of the required components <input type="checkbox"/> Some organization; difficult to follow	<input type="checkbox"/> Lack of required components <input type="checkbox"/> Lack of organization
<b>Innovative Components</b>	15%	<input type="checkbox"/> Demonstrates a high degree of insight, originality, and creativity	<input type="checkbox"/> Demonstrates some originality or creativity	<input type="checkbox"/> Demonstrates a low level of creativity	<input type="checkbox"/> Demonstrates no originality or creativity
<b>Product</b>	50%	<input type="checkbox"/> Polished and well presented <input type="checkbox"/> High level understanding of career concepts <input type="checkbox"/> Product would serve as a strong asset in employment search	<input type="checkbox"/> Neat and presentable <input type="checkbox"/> General knowledge base of career concepts <input type="checkbox"/> Product would be an acceptable tool in employment search	<input type="checkbox"/> Reasonably neat and presentable <input type="checkbox"/> Gaps in knowledge base of career concepts <input type="checkbox"/> With additional attention to detail, product could become valuable in employment search	<input type="checkbox"/> Poorly presented <input type="checkbox"/> No evidence of knowledge base of career concepts <input type="checkbox"/> Product is not suitable in employment search

Portfolio Score \_\_\_\_\_