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| **Assurance of Student Learning Report****2023-2024** |
| *PCAL* | *Art & Design* |
| *1747 UX Design Certificate* |
| *Program Coordinator: Mark Simpson / Kelley Coppinger* |
| ***Is this an online program***? [ ]  Yes [x]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [x]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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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. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1:** Create and use successful UX design and strategies. |
| **Instrument 1** | WordPress sites from UX 400 |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 2:**  Make strategically sound analyses of UX decisions. |
| **Instrument 1** | UX Capstone Projects from UX 400 |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 3:** Apply knowledge and creativity to real-world UX challenges. |
| **Instrument 1** | UX Capstone Projects from UX 400 |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |
| The UX faculty have done a lot of work this year creating curriculum maps and rubrics establishing target goals for learners. We plan to continue to meet over the next year to ensure SLOs integrate and build intentionally across our curriculum, and shift the curriculum map accordingly as needed. This process will also allow a more intentional review of where and how SLOs are taught, reinforced, and mastered throughout the program, and ensure we have students creating artifacts that allow for appropriate program assessment. This active review process will also ensure we devise a method to effectively capture artifacts in a format that enables easy review for the coming year. |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | Create and use successful UX design and strategies. |
| **Measurement Instrument 1**  | WordPress websites from UX 400In this capstone project, students use WordPress to create a dynamic, multi-page portfolio website that showcases skills in web design, development, and content management. Students are required to think critically about design, user experience, and content strategy, applying both artistic sensibilities and technical abilities. The portfolio website includes the following pages: Home/Landing Page: An introduction to the site with links to other sections; About Page: Information about background and skills; Portfolio Page: Showcases work and projects with detailed descriptions, images, and case studies; Blog Page: A section for articles, updates, or insights to share with an audience; Contact Page: A form that allows visitors to send messages to you, including fields for the sender's name, email, and message. |
| **Criteria for Student Success** | Success is defined as meeting intermediate or proficient level on this outcome [as this is a certificate and not a major, intermediate level skill is an acceptable outcome] |
| **Program Success Target for this Measurement** | Scores for the evaluation items will be totaled; 75% of scores will be at intermediate or proficient level  | **Percent of Program Achieving Target** | 100% |
| **Methods**  | The WordPress websites from all UX Design Certificate students in the Spring 2024 UX 400 course who completed this assignment were assessed (*N*=5) based on the four items in the attached rubric. Students were ranked for each item as “Novice,” “Intermediate,” or “Proficient.” Items of assessment were: 1) Create a multipage website using WordPress.org (Intermediate = 1; Proficient = 4); 2) Customizing WordPress website (Intermediate = 1; Proficient = 4); 3) Designing for Responsiveness and Accessibility (Proficient = 5); 4) Styling and branding WordPress website (Intermediate = 1; Proficient = 4). |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: There were 8 Certificate students in UX 400. Only 5 students could be assessed on this SLO because they were the ones who used a similar CMS. For future years, we should ensure students produce artifacts similar enough to enable assessment. **Conclusions**: While we are excited to see the success of our students and our program reflected in these numbers, it is likely they are somewhat inflated based on limits of the data we were able to capture. Now that we have a curriculum map and rubrics for assessments created, we can be more intentional about ensuring artifacts meet necessary objectives to allow for robust assessments. We can also more specifically establish levels / benchmarks within each SLO that students should meet to indicate program success.**Plans for Next Assessment Cycle**: The UX faculty have done a lot of work this year creating curriculum maps and rubrics establishing target goals for learners. We plan to continue to meet over the next year to ensure SLOs integrate and build intentionally across our curriculum, and shift the curriculum map accordingly as needed. This process will also allow a more intentional review of where and how SLOs are taught, reinforced, and mastered throughout the program, and ensure we have students creating a universal artifact that allows for appropriate program assessment. This active review process will also ensure we devise a method to effectively capture this artifact in a format that enables easy review for the coming year. |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | Make strategically sound analyses of UX decisions. |
| **Measurement Instrument 1** | UX Capstone Project Presentations from UX 400The objective of the "UX Strategy and Branding Exercise" is to immerse students in the comprehensive process of creating and aligning a brand’s identity with a user-centered design strategy for a new product or service. This assignment simulates a real-world scenario where students act as UX designers tasked with not only addressing the functional needs of users but also weaving the product's essence into its user experience through thoughtful branding.  The primary goal is to challenge students to think holistically about the design of a digital product, from understanding the market and user needs to creating a brand identity, and then crafting a UX strategy that brings this identity to life in a way that is meaningful and engaging for users. Students will apply a wide range of UX design skills, including market research, user research, information architecture, user interface design, prototyping, usability testing, and iteration based on feedback. Through this, they will learn to see beyond the surface of design decisions to their underlying strategic implications for both users and businesses. Deliverables include:1. Market Research and User Analysis Report
2. Brand Identity Package
3. UX Strategy Document
4. Design and Prototyping Files
5. Usability Testing Report and Design Iterations
6. Final Presentation and Documentation Package
 |
| **Criteria for Student Success** | Success is defined as meeting intermediate or proficient level on this outcome [as this is a certificate and not a major, intermediate level skill is an acceptable outcome] |
| **Program Success Target for this Measurement** | Scores for the evaluation items will be totaled; 75% of scores will be at intermediate or proficient level  | **Percent of Program Achieving Target** | 78% |
| **Methods**  | UX Capstone Projects from UX Design Certificate students in the Spring 2024 UX 400 course were assessed based on the three items in the attached rubric. Students were ranked for each item as “Novice,” “Intermediate,” or “Proficient.” This evaluation is based on the collective work of **three (3)** student teams—not individual work; assessment was at the team, not individual student, level.At a minimum, one UX Certificate student was in each group. In this instance, the evaluator was present during team in-person presentations and was able to review content presented, content documents submitted, and ask questions during and after each team presentation. Unfortunately, all teams did not submit evidence of all the work presented, and project organization was mediocre at best. As a result, external reviewers (reviewer for SLO 3) may not have had access to all the work presented and demonstrated during in-person presentations. Student teams ranked proficient are considered to be proficient at an acceptable level for a university student. Proficiency at a professional level may not come until that team accumulates sufficient experience in a real-world professional environment. Items of assessment were: 1) Conducted user testing for a UX project (Novice 1; Intermediate = 1; Proficient = 1); 2) Conducted UX testing for a UX project (Novice = 1; Proficient = 2); 3) Presented and implemented design changes based on UX testing (Intermediate = 3). |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Based on our established metrics, our targets were met. And while it is appropriate within this field to work in teams, it is difficult from this data to discern what percentage of UX Certificate students were assessed on this measure, and which of them achieved the various levels of skill acquisition. For future cycles, if artifacts collected for assessment are team based, we should be more intentional about capturing information that helps identify certificate student participation and success more specifically. **Conclusions**: While we are excited to see the success of our students and our program reflected in these numbers, the results are somewhat limited based on limits of the data we were able to capture. Now that we have a curriculum map and rubrics for assessments created, we can be more intentional about ensuring artifacts meet necessary objectives to allow for robust assessments. We can also more specifically establish levels / benchmarks within each SLO that students should meet to indicate program success.**Plans for Next Assessment Cycle**: The UX faculty have done a lot of work this year creating curriculum maps and rubrics establishing target goals for learners. We plan to continue to meet over the next year to ensure SLOs integrate and build intentionally across our curriculum, and shift the curriculum map accordingly as needed. This process will also allow a more intentional review of where and how SLOs are taught, reinforced, and mastered throughout the program, and ensure we have students creating artifacts that allow for appropriate program assessment. This active review process will also ensure we devise a method to effectively capture this artifact in a format that enables easy review for the coming year. |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | Apply knowledge and creativity to real-world UX challenges. |
| **Measurement Instrument 1** | UX Capstone Projects from UX 400The objective of the "UX Strategy and Branding Exercise" is to immerse students in the comprehensive process of creating and aligning a brand’s identity with a user-centered design strategy for a new product or service. This assignment simulates a real-world scenario where students act as UX designers tasked with not only addressing the functional needs of users but also weaving the product's essence into its user experience through thoughtful branding.  The primary goal is to challenge students to think holistically about the design of a digital product, from understanding the market and user needs to creating a brand identity, and then crafting a UX strategy that brings this identity to life in a way that is meaningful and engaging for users. Students will apply a wide range of UX design skills, including market research, user research, information architecture, user interface design, prototyping, usability testing, and iteration based on feedback. Through this, they will learn to see beyond the surface of design decisions to their underlying strategic implications for both users and businesses. Deliverables include:1. Market Research and User Analysis Report
2. Brand Identity Package
3. UX Strategy Document
4. Design and Prototyping Files
5. Usability Testing Report and Design Iterations
6. Final Presentation and Documentation Package
 |
| **Criteria for Student Success** | Success is defined as meeting intermediate or proficient level on this outcome [as this is a certificate and not a major, intermediate level skill is an acceptable outcome] |
| **Program Success Target for this Measurement** | Scores for the evaluation items will be totaled; 75% of scores will be at intermediate or proficient level  | **Percent of Program Achieving Target** | 100% |
| **Methods**  | UX Capstone Projects from UX Design Certificate students in the Spring 2024 UX 400 course were assessed based on the two items in the attached rubric. Students were ranked for each item as “Novice,” “Intermediate,” or “Proficient.” This evaluation is based on the collective work of **three (3)** student teams—not individual work; assessment was at the team, not individual student, level. At a minimum, one UX Certificate student was in each group. In this instance, the evaluator was not present during team in-person presentations and was not able to review content presented, content documents submitted, and ask questions in real time. Unfortunately, only one of three teams submitted evidence of all work presented. As a result, external reviewers (reviewer for SLO 3) did not have access to artifacts from all three teams, reducing the guaranteed number assessed to N=1.Items of assessment were: 1) Design a product / prototype utilizing UX strategy (Proficient = 1); 2) Establish branding for a product/ prototype (Proficient = 1). |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Based on our established metrics, and the projects we were able to assess, our target goal was met. However, ensuring we are able to capture information on a greater percentage of students in this program for this SLO will give us greater confidence in the validity of our result moving forward. For future cycles, if we continue to use intangible artifacts such as presentations for assessments, we need to ensure we capture them in a method that enables them to be assessed at a later date.**Conclusions**: While we are excited to see the success of our students and our program, the results are somewhat limited based on limits of the data we were able to capture. Now that we have a curriculum map and rubrics for assessments created, we can be more intentional about ensuring artifacts meet necessary objectives to allow for robust assessments. We can also more specifically establish levels / benchmarks within each SLO that students should meet to indicate program success.**Plans for Next Assessment Cycle**: The UX faculty have done a lot of work this year creating curriculum maps and rubrics establishing target goals for learners. We plan to continue to meet over the next year to ensure SLOs integrate and build intentionally across our curriculum, and shift the curriculum map accordingly as needed. This process will also allow a more intentional review of where and how SLOs are taught, reinforced, and mastered throughout the program, and ensure we have students creating artifacts that allow for appropriate program assessment. This active review process will also ensure we devise a method to effectively capture this artifact in a format that enables easy review for the coming year. |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document.**

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| **UX certificate** | **Learning Outcome 1**Students will create and use successful UX design and strategies. | **Learning Outcome 2**Students will make strategically sound analyses of UX decisions. | **Learning Outcome 3**Students will apply knowledge and creativity to real-world UX challenges. |
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| **ART 243** | Introduced | -- | Introduced |  |
| **UX 220** | Reinforced | Introduced & Reinforced  | Reinforced |  |
| **UX 330** | Reinforced  | -- | -- |  |
| **UX 340** | -- | -- | Reinforced / Proficient |  |
| **UX 400** | Proficient / Assessed | Proficient / Assessed | Proficient / Assessed |  |

**Assessment Rubric:** Student Learning Outcome 1

**Student Outcome 1:** Create and use successful UX design and strategies.

**Course:** UX 400 **Semester:** Spring 2024 **Evaluator:**

**Material Assessed:** WordPress sites from UX 400

**Considering the outcome listed above, assess the material according to the rubric scoring guide below.**

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| **Evaluation item** | **Novice** | **Intermediate** | **Proficient** |
| **Create a multipage website using WordPress.org (not WordPress.com)** | Created a functioning website using WordPress, with one page other than the Home/Landing page. Some content does not load correctly. | Created a functioning website using WordPress, complete with content and images spanning 3 pages. Most images load correctly. | Created a functional website using WordPress, complete with content, images, navigation. There are at least 4 pages. Site is user-friendly. All content loads correctly.  |
| *Students At Above Level* |  |  |  |
| **Customizing WordPress website** | Selected a theme for the website, but not necessarily a suitable choice.  | Selected an appropriate, recommended theme and style for the website.  | Selected an appropriate, recommended theme for the website’s content. Incorporated a plugin and custom CSS. Demonstrated understanding of basic CSS and HTML. |
| *Students At Above Level* |  |   |  |
| **Designing for responsiveness and accessibility** | Website includes some accessibility features, but not many. Website functions but the UX varies drastically depending on devices, platforms, and browsers.  | The website is mostly accessible. Website experience varies depending on devices, platforms, and browsers, but is overall consistent.  | The website is strategically, thoroughly accessible and is optimized consistent experience across different devices, platforms, and browsers.  |
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| **Styling and branding WordPress website** | Devised a professional and/or personal brand, but did not necessarily implement it consistently on WordPress. Design choices are somewhat confusing.  | Devised a professional and/or personal brand and somewhat incorporated it on WordPress site. The website’s aesthetic could be more consistent, but overall, design choices make sense. | Devised a professional and/or personal brand and integrated it on WordPress site. The website’s aesthetic is consistent, cohesive, and aligns with student’s personal and/or professional brand. Student is well represented on their website. |
| *Students At Above Level* |  |  |  |

**Assessment Rubric:** Student Learning Outcome 2

**Student Outcome 2:** Make strategically sound analyses of UX decisions.

**Course:** UX 400 **Semester:** Spring 2024 **Evaluator:**

**Material Assessed: UX Capstone Projects**

**Considering the outcome listed above, assess the material according to the rubric scoring guide below.**

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| **Evaluation item** | **Novice** | **Intermediate** | **Proficient** |
| **Conducted user testing for a UX project** | Created 1 – 2 personas of target users | Created 2 or more personas of target users, developed user stories, and conducted in-depth interviews  | Created 2 or more personas of target users, developed user stories, conducted in-depth interviews, and analyzed the competition  |
| *Students At Above Level* |  |  |  |
| **Conducted UX testing for a UX project** | Executed a UX test of a prototype with 1 – 2 users | Executed a UX test of prototype with at least 3 users and collected data such as pass/fail. UX test is supported by other metrics such as time on task, card sorting, product reaction cards, System Usability Scale, and/or other methods/metrics.  | Executed a UX test of prototype with at 5 users and collected data such as pass/fail. UX test is supported by other metrics such as time on task, card sorting, product reaction cards, System Usability Scale, surveys, and/or other methods/metrics. |
| *Students At Above Level* |  |  |  |
| **Presented and implemented design changes based on UX testing** | Collected findings from the UX testing, but only implemented 1 change to prototype | Collected findings from the UX testing, documenting what went well and what did not go so well. Findings are supported by data. Some usability issues are addressed and fixed. | Collected findings from the UX testing, documenting what went well and what did not go so well. Findings are supported by data. All usability issues are addressed and fixed. |
| *Students At Above Level* |  |  |  |

**Assessment Rubric:** Student Learning Outcome 3

**Student Outcome 3:** Apply knowledge and creativity to real-world UX challenges.

**Course:** UX 400 **Semester:** Spring 2024 **Evaluator:**

**Material Assessed: UX Capstone Projects**

**Considering the outcome listed above, assess the material according to the rubric scoring guide below.**

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| **Evaluation item** | **Novice** | **Intermediate** | **Proficient** |
| *Students At Above Level* |  |  |  |
| **Design a product/prototype utilizing UX strategy**  | Ideated a product/prototype, but not necessarily researched, tested, and supported by branded elements. | Ideated and designed a product/prototype, supported by research, testing, and brand elements. There may be some inconsistencies or flaws. | Ideated and designed a product/prototype, fully supported by research, testing, and branded elements. Everything is integrated seamlessly.  |
| *Students At Above Level* |  |  |  |
| **Establish branding for a product/prototype**  | Created some brand elements for a product/prototype, but not implemented consistently  | Created brand elements (such as logo, color palette, typography, etc) for a product/prototype and implemented it consistently  | Created and seamlessly integrated aesthetically pleasing brand elements (such as logos, color palette, typography, etc) for a product/prototype  |
| *Students At Above Level* |  |  |  |