

Assurance of Student Learning Reflection 2024-2025

<i>PCAL</i>	<i>Art & Design</i>
<i>1747: UX Certificate</i>	
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Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Create and use successful UX design and strategies.
Evaluation	Over this next assessment cycle we will examine SLO 1 to ensure that it is not multi-barreled
Measurement Instruments	Over this next assessment cycle we will: - Ensure we have students creating consistent artifacts that allow for appropriate program assessment; - Devise a method to effectively capture artifacts in a format that enables easy review; - Investigate implementing digital tools to facilitate consistent capture of team presentations and portfolio artifacts; - Establish levels / benchmarks within the SLO that students should meet to indicate program success.
Criteria & Targets	In AY 24 we devised a rubric to assess projects as meeting novice, intermediate, or proficient standards. As this program is a certificate and not a major, intermediate level skill is an acceptable outcome. Success is defined as 75% of students meeting the intermediate or proficient level.
Results & Conclusion	The UX Certificate was first developed in the School of Journalism and Broadcasting, and moved to Art & Design in AY 2022. SLOs were first assessed through the annual Activities of Student Learning (ASLs) by Art & Design in AY 24; and in AY 25, the Certificate was first assessed, by Art & Design, through the new WKU APR process. SLO 1 is assessed through WordPress portfolio projects in the capstone course, UX 400. In AY 24 we devised a rubric to assess projects as meeting novice, intermediate, or proficient standards. As this program is a certificate and not a major, intermediate level skill is an acceptable outcome, and success is defined as meeting the intermediate or proficient level.

	Challenges related to inconsistent artifact collection have hindered broader evaluations.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the past two years, we refined the process of assessing SLO 1 in the following substantive ways: • Developed a rubric for SLO assessment • Developed curricular maps to identify courses in which this SLO is addressed Over the past three years, we have made significant progress in our assessment strategy for SLO 1. Our plan for the next three-year assessment cycle is as follows: • Examine SLO 1 to ensure that it is not multi-barreled; • Conduct an intentional review of where and how SLOs are taught, reinforced, and mastered throughout the program; • Ensure SLOs integrate and build intentionally across our curriculum; • Revise the curriculum map as needed; • Ensure we have students creating consistent artifacts that allow for appropriate program assessment; • Devise a method to effectively capture artifacts in a format that enables easy review; • Investigate implementing digital tools to facilitate consistent capture of team presentations and portfolio artifacts; • Establish levels / benchmarks within the SLO that students should meet to indicate program success.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Make strategically sound analyses of UX decisions.
Evaluation	This SLO represents the a fundamental learning outcome for students in our program.
Measurement Instruments	Over this next assessment cycle we will: • Ensure we have students creating consistent artifacts that allow for appropriate program assessment; • Devise a method to effectively capture artifacts in a format that enables easy review for the coming year; • For team-based assessment artifacts, develop a method to capture the information necessary to specifically identify certificate student participation and success; • Investigate implementing digital tools to facilitate consistent capture of team presentations and portfolio artifacts; • Establish levels / benchmarks within the SLO that students should meet to indicate program success.
Criteria & Targets	In AY 24 we devised a rubric to assess projects as meeting novice, intermediate, or proficient standards. As this program is a certificate and not a major, intermediate level skill is an acceptable outcome. Success is defined as 75% of students meeting the intermediate or proficient level.

Results & Conclusion	The UX Certificate was first developed in the School of Journalism and Broadcasting, and moved to Art & Design in AY 2022. SLOs were first assessed through the annual Activities of Student Learning (ASLs) by Art & Design in AY 24; and in AY 25, the Certificate was first assessed, by Art & Design, through the new WKU APR process. SLO 2 is evaluated through capstone project presentations in UX 400. In AY 24 we devised a rubric to assess projects as meeting novice, intermediate, or proficient standards. As this program is a certificate and not a major, intermediate level skill is an acceptable outcome, and success is defined as meeting the intermediate or proficient level. Assessing individual contributions within team-based artifacts has proven challenging. 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, we need to be more intentional about capturing the information necessary to identify certificate student participation and success more specifically for team-based artifacts collected for assessment.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the past two years, we refined the process of assessing SLO 2 in the following substantive ways: • Developed a rubric for SLO assessment • Developed curricular maps to identify courses in which this SLO is addressed Over the past three years, we have made significant progress in our assessment strategy for SLO 2. Our plan for the next three-year assessment cycle is as follows: • Conduct an intentional review of where and how SLOs are taught, reinforced, and mastered throughout the program; • Ensure SLOs integrate and build intentionally across our curriculum; • Revise the curriculum map as needed; • Ensure we have students creating consistent artifacts that allow for appropriate program assessment; • Devise a method to effectively capture artifacts in a format that enables easy review for the coming year; • For team-based assessment artifacts, develop a method to capture the information necessary to specifically identify certificate student participation and success; • Investigate implementing digital tools to facilitate consistent capture of team presentations and portfolio artifacts; • Establish levels / benchmarks within the SLO that students should meet to indicate program success.

Program Student Learning Outcome 3

Program Student Learning Outcome	Apply knowledge and creativity to real-world UX challenges.
Evaluation	Over this next assessment cycle we will examine SLO 1 to ensure that it is not multi-barreled
Measurement Instruments	Over this next assessment cycle we will: • Ensure we have students creating consistent artifacts that allow for appropriate program assessment; • Devise a method to effectively capture artifacts in a format that enables easy review for the coming year; • Specifically, devise a method to effectively capture intangible artifacts such as presentations in a method that enables them to be assessed at a later date; • For team-based assessment artifacts, develop a method to capture the information necessary to specifically identify certificate student participation and success; • Investigate implementing digital tools to facilitate consistent capture of team presentations and portfolio artifacts; • Establish levels / benchmarks within the SLO that students should meet to indicate program success.
Criteria & Targets	In AY 24 we devised a rubric to assess projects as meeting novice, intermediate, or proficient standards. As this program is a certificate and not a major, intermediate level skill is an acceptable outcome. Success is defined as 75% of students meeting the intermediate or proficient level.
Results & Conclusion	The UX Certificate was first developed in the School of Journalism and Broadcasting, and moved to Art & Design in AY 2022. SLOs were first assessed through the annual Activities of Student Learning (ASLs) by Art & Design in AY 24; and in AY 25, the Certificate was first assessed, by Art & Design, through the new WKU APR process. SLO 3 is assessed through capstone projects created in UX 400, specifically UX prototypes and branding deliverables. In AY 24 we devised a rubric to assess projects as meeting novice, intermediate, or proficient standards. As this program is a certificate and not a major, intermediate level skill is an acceptable outcome, and success is defined as meeting the intermediate or proficient level. Limited data capture from group presentations has restricted comprehensive evaluation.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the past two years, we refined the process of assessing SLO 3 in the following substantive ways: • Developed a rubric for SLO assessment • Developed curricular maps to identify courses in which this SLO is addressed Over the past three years, we have made significant progress in our assessment strategy for SLO 3. Our plan for the next three-year assessment cycle is as follows: • Examine SLO 3 to ensure that it is not multi-barreled; • Conduct an intentional review of where and how SLOs are taught, reinforced, and mastered throughout the program; • Ensure SLOs integrate and build intentionally across our curriculum;

	• Revise the curriculum map as needed; • Ensure we have students creating consistent artifacts that allow for appropriate program assessment; • Devise a method to effectively capture artifacts in a format that enables easy review for the coming year; • Specifically, devise a method to effectively capture intangible artifacts such as presentations in a method that enables them to be assessed at a later date; • For team-based assessment artifacts, develop a method to capture the information necessary to specifically identify certificate student participation and success; • Investigate implementing digital tools to facilitate consistent capture of team presentations and portfolio artifacts; • Establish levels / benchmarks within the SLO that students should meet to indicate program success.
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To add more outcomes, if needed, select the table above and copy & paste below.