Three-Year Check-In for New Programs

The creation and maintenance of graduate programs and certificates represents significant resource commitments by faculty and staff. Given these investments, in 2014 the Graduate Faculty Executive Committee (GFEC) established a “check in” process for newly approved programs and certificates prior to their first formal university review (which occurs in the fifth year.) Through this “check-in,” the GFEC hopes program faculty and staff will assess the implementation of their new program and determine what mechanisms may be needed for sustained student success.

Progress reports will be included on GFEC agendas, and program representatives may be asked to attend GFEC if additional information is requested. In the interest of brevity, please keep responses to 300 words or less.

Program Name

User Experience Design Capstone Certificate

Term of First Enrollments

Fall 2017

Check-In Completed By

Jenny Greiber, Certificate Coordinator

Date Completed

12/1/2020

**Academic Quality and Student Success**

1. Provide an update on any changes to the program’s curriculum and learning outcomes. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.

All the courses in the program are taught online with a weekly synchronous session. The evolution of this program was based on faculty and student feedback. Each course deploys a mid-semester survey to students to gather formative feedback, which is in addition to end of the semester course evaluations. The program’s learning outcomes have remained the same. There have been minor changes to the curriculum based on student and instructor feedback. An additional module on assessment was incorporated into LIS 611. Optional modules were created for students to learn HTML/CSS and Adobe creative. The supplemental readings were removed from the weekly schedule and moved to an additional resources section.
2. Briefly explain the program’s learning outcomes assessment plan and discuss how you are or how you plan to evaluate student learning. Summarize any data collected to date showing evidence of student learning.

Student learning assessment is conducted from the department as well as DCS. The department evaluates the program’s learning outcomes via course evaluations, faculty interviews each semester as well as a final student exit interview. In addition, DCS conducts pre-program surveys, mid-program surveys and exit surveys. Results of assessment of program learning outcomes were:

Direct Measures:

- **Pitch Project Presentation:** 611 (94% average score), 612 (94% average score), 613 (93% average score) Presentations observed and scored by a jury of instructors and volunteer professionals via Googleform.

- **Course assignments:** 611 (97% average score), 612 (88% average score), 613 (93% average score) Assignments graded by instructors.

- **Capstone oral presentation:** 614 (86% average score) Presentation observed and scored by a jury of instructors and volunteer professionals via Googleform. Presentation graded by instructor.

- **Professional portfolio:** 614 (85% average score) Portfolio reviewed and scored by a jury of instructors and volunteer professionals via Googleform. Portfolio graded by instructor.

Indirect measures:

- **Student exit interviews:** The Program Coordinator conducted 5 interviews each year with students who were completing the program.

Main findings include:

1. Students valued the program
2. Students found discrepancies between assignment dates listed on the syllabus, and the assignment page in Canvas.
3. Students want a more seamless transition from 612 to 613
4. Students valued guest speakers who visited during class synchronous sessions.

The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is
information on what if any assets are shared between programs, or additional benefits that have been realized.

The department has been able to balance responsibilities between this program and existing programs through utilizing short term instructors and hiring a 50% FTE certificate coordinator for program administration. The three courses in the program were developed and taught by faculty in year one. After the first year, all three courses have been handed over to short term instructors to teach. The commitment of the faculty is currently a 1 hour meeting each year to review the course syllabi, program outcomes and recommend changes. The program coordinator handles all administrative services, budgeting, hiring STS and student services for the certificate program.

The department has realized several additional benefits from the program. The program has increased exposure for the department within UW-Madison and beyond and increased iSchool MA-Library and Information Studies student numbers. The capstone certificate program is a pillar in the iSchool’s, MS-Information program that will begin in Fall 2021 and also in the MS-Design + Innovation. The user experience design capstone certificate program is the springboard to more human computer interaction (HCI) programs on campus for students. As a result of the new programs, new faculty have been hired in the iSchool to expand the HCI research and courses on campus.

Since the program hires STS instructors who work in the user experience design industry, increased relationships have been developed between the iSchool and industries to create student internship and networking opportunities for certificate students in the program and students in the MA program. The program coordinator has been able to assist with advising on students in the master’s degree program who are interested in user experience design. Finally, three students who completed the capstone certificate program have enrolled in the MA-Library and Information Studies program. The capstone certificate program serves as stackable credential in the new MS-Information.

3. Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals.

The program is fully supported by the iSchool faculty and staff. The department benefits are increased exposure to the iSchool due to a partnership with Computer Science and courses within the MS Design + Innovation program. Faculty have expanded the certificate program courses in the new Master’s of Information degree that will launch in Fall 2021. The iSchool is housed in the Division of Computer, Data and Information Sciences in the College of Letters & Science. The program supports and advances the Division and College’s strategic goals.
Operations and Administration

Explain how the program has either brought in NEW and ADDITIONAL students (required for non-pooled programs), and/or how overall enrollment in your related programs has remained steady. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

The UX Capstone Certificate program is designed for non-traditional students who are working professionals. The students enroll in 1 course each semester for 3 semesters. The students in the program are looking to build their skill set, earn a certificate or enroll in a graduate course prior to committing to a full master’s degree program. Some students in the program have enrolled in master degree programs at the iSchool after completing this program.

*Non-pooled programs should provide a brief narrative explanation along with the updated budget template populated with data from the past 3 years. This updated budget template will also be reviewed by the Program Revenue Budget Committee.

4. Funding Considerations

a. For traditional/pooled programs – How is the program successfully funding its students?

b. For non-pooled programs – Refer to the updated budget template in addressing if the program has sufficient enrollment for sustainability. Discuss the current
market outlook compared to the original marketing study and plans to grow or change the program to become sustainable.

The market outlook for students with UX Certificates is the same or better than the original marketing study. The U.S. Bureau of Labor Statistics indicates that there will be a 3% year-on-year growth (through 2028) in demand for industrial UX designers. The program has shown an increase of interest and enrollment each year. However, 2020 did see a number of students drop the program during the Spring semester. Additionally, applications for Fall 2020 were down likely due to the pandemic. Since this program attracts adult students who are working full-time, the program was highly impacted by the pandemic. Given the growth of the program prior to 2020 and the increased demand for more user friendly technology, the program is projected to return to a pre-pandemic growth rate (or higher) soon.

5. **If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services.**

The program encourages international students, but it is 100% online so it is not attractive to international students. There have not been international students in the program since the inception of the program.

6. **Are there any issues impacting the program’s long-term sustainability? If so, what support would you like to help you succeed?**

There are no issues impacting the program’s long-term sustainability at the current level. The number of students interested in the program continues to grow each year along with market demand for professionals with UX education. Competition for similar programs across the nation is also high, so continuing to further our industry partnerships will be of importance.