

Submitter:  
Grader:

## Section 1 – Program Mission

### Program Mission

Oregon Tech's Professional Writing program (PWR) focuses on professional, technical, business, and scientific writing to prepare students for careers in technical, scientific, medical, government, non-profit, and business writing environments. Course instruction links theory to practice via courses in rhetoric and design, writing, digital literacy, style, multimedia composition and management, documentation development, usability testing, web writing, and publishing in print and electronic media. Courses introduce students to the procedures and practices that professional writers and editors use regularly.

The program rigorously trains students in the best practices common to all fields under its umbrella, including—but not limited to—training in structured authoring and layout software (e.g., MadCap Flare, Adobe InDesign), web design tools (e.g., Wordpress and foundational web-languages like HTML, JavaScript, PHP and SQL), business and management techniques (e.g., Lean) and more. Additionally, students are required to craft their own 33-credit-hour series of emphasis in technical electives, reflecting the specific writing field they intend to join or the practices they will need the most familiarity with.

### Mission Alignment

The Professional Writing degree is intended to culminate in an externship, offering students a chance to practice their target career with a current professional. Prior to that hands-on experience, Professional Writing courses offer a variety of open-ended projects and opportunities to engage with professional or public communities as objects of study for research (e.g., PWR 330: User Research) or practice (e.g., PWR 355: Project Management for Writers).

As every student's technical and emphasis elective sequence creates a unique degree program, innovation is a regular feature of the curriculum—students' programs of study have the potential to vary as much as the students themselves.

AY 2018 saw the first graduate in Professional Writing following the program's launch in AY 2017. The program continues to slowly grow and has graduated eight students since its inception.

The Technical Elective requirement and many of our program's core courses emphasize the university mission's focus on innovation, hands-on experience, scholarship, and applied research.

- **Innovation:** Students actively craft their own professional portfolio of writing and technical objects during their course of study. These projects are often directed entirely by the student using their understanding of the current career landscape in professional writing.

- **Hands-On Experience:** Students in Professional Writing courses regularly apply their academic knowledge to real-life situations and professional tasks, both to complete homework and as a part of their professional lives outside of school. This includes writing fiction, creating websites or web content, or assisting clients in usability research.
- **Scholarship and Applied Research:** Students in Professional Writing engage with rhetorical theories of written communication, both as a means of understanding the discipline and as a product for broader consumption. Students in PWR 355: User Research use current scholarship in UX/UI design to evaluate the usability of client websites, deepening their understanding of that research area and applying it directly to real-world situations.

### **Changes to the Mission**

AY 2023-2024 continued our program's mission. No changes were made. While the previous year's action plan recommended that the emphasis elective sequences be simplified, there was not sufficient people power in the department to take this on after multiple resignations.

## **Section 2 – Program Student Learning Outcomes**

### **PSLOs**

1. Design and create documents appropriate for professional and consumer audiences using a variety of industry-standard tools.
2. Use accepted rhetorical, linguistic and design theories to craft user- and reader-centered documents.
3. Demonstrate professionally-appropriate practice in working with clients/stakeholders and teammates.
4. Demonstrate professionally-appropriate ethical reasoning, including awareness of intellectual property in the creation and management of documents.
5. Analyze their position within fields of publishing, technical communication, professional writing, and allied disciplines.
6. Manage the production of complex, large-scale projects and their related documentation.

### **Narrative Justification of PSLOs**

The Professional Writing degree PSLOs are based on discussions with our Industry Advisory Board in Winter 2021. Advisory Board members agreed that these outcomes were valuable across all of their fields.

### **Narrative of the Changes Made in the Past Year to the PSLOs**

No changes were made to the PSLOs in the past year.

## **Section 3 – Curriculum Map**

### **Curriculum Map**

The following curriculum map indicates PWR programmatic outcomes as well as institutional ISLO outcomes. (See Table 1.)

PWR outcomes 1 and 2 both map to ISLO 1, Communication. PWR outcome 3 maps to ISLO 4, Teamwork. PWR outcome 4 maps to ISLO 3, Ethical reasoning. ISLOs 2, 4, and 6 are indicated in separate right-hand columns. F indicates foundational level, p indicates practicing level, and c indicates capstone level.

PSLO/ISLO MAPPING BY COURSE									
	PWR 1: Design and create documents appropriate for professional and consumer audiences using a variety of industry-standard tools.	PWR 2: Use accepted rhetorical, linguistic and design theories to craft user- and reader-centered documents.	PWR 3: Demonstrate professionally appropriate practice in working with clients/stakeholders and teammates.	PWR 4: Demonstrate professionally appropriate ethical reasoning, including awareness intellectual property in the creation and management of documents	PWR 5: Analyze their position within the fields of publishing, technical communication, professional writing, and allied disciplines.	PWR 6: Manage the production of complex, large-scale projects and their related documentation			
	ISLO 1: Communication	ISLO 1: Communication	ISLO 4: Teamwork	ISLO 3: Ethical Reasoning			ISLO 2: Inquiry and Analysis	ISLO 5: Quantitative Literacy	ISLO 6: Diverse Perspectives
PWR 101: Introduction to Professional Writing	f	f	f	f	f	f	f		
PWR 102: Introduction to Web Authoring	f	f				f		f	
PWR 206: Social Media	Not yet offered								
PWR 215: Writing in the Public Interest	f	f	f	f		f	f		f
PWR 220: Writing for Interactive Media	Not yet offered								
PWR 306: Writing for the Health Professions	p	p	p						
PWR 310: Professional Writing for International Audiences	p	p							p
PWR 315: Advanced Web Authoring	p	p				p		p	
PWR 320: Structured Authoring	p	p				p		p	
PWR 330: User Research	p	p	p	p		p	p	p	p
PWR 355: Project Management for Writers	p	p	p	p		p			
PWR 490: Portfolio Development	c	c			c	c	c		
PWR 499: Internship in Professional Writing	c	c	c	c	c	c	c	c	c
COM 109: Intro to Communication Tech	f	f		f				f	f
COM 115: Intro to Mass Communication			f	f	f		f		
COM 225: Interpers Communication			f						f
COM 237: Intro to Visual Communication	f	f		f			f		f
COM 248: Digital Media Production	f	f				f		f	
COM 255: Communication Ethics				f	f				f
COM 301: Rhetorical Theory & Application	p	p		p			p		
COM 345: Organization Comm I			p	p	p				
COM 358: Communication and the Law				c	c				
COM 424: Capstone	c	c	c	c	c	c	c	c	c
JOUR 211: Pub/Student Newspaper	f	f	f	f		f	f		f
SPE 314: Argumentation	p	p		p					

Table 1: PSLO Map by Course

## Section 4 – Assessment Cycle

The following three-year assessment cycle was developed to adequately capture student performance in each PSLO.

PSLO	ISLO	2022-2023	2023-2024	2024-2025
PSLO 1	Communication	WRI 420 PWR 215		COM 301
PSLO 2	Communication	WRI 420 PWR 215		
PSLO 3	Teamwork			PWR 355

<b>PSLO 4</b>	<b>Ethical Reasoning</b>			
<b>PSLO 5:</b> Analyze their position within fields of publishing, technical communication, professional writing, and allied disciplines	<b>Inquiry and Analysis</b>		PWR 330	
<b>PSLO 6:</b> Manage the production of complex, large-scale projects and their related documentation.	<b>Quantitative Literacy</b>		PWR 330	
	<b>Diversity</b>			

Table 2: Assessment Cycle of ISLO and PSLO

## Section 5 – Assessment Data Collection Processes

To assess PSLOs #5 “Analyze their position within fields of publishing, technical communication, professional writing, and allied disciplines” and #6 “Manage the production of complex, large-scale projects and their related documentation” and ISLOs “Inquiry and Analysis” and “Quantitative Literacy,” we examined PWR 330: User Research in the winter 2024 term. A total of fourteen (14) students were enrolled.

The course assignments included ten (10) discussion forums (discussions 1-6 were assessed for ISLOs), three (3) micro user research projects, one (1) team UX research project with three (3) deliverables (test plan, findings report, and oral presentation), and one (1) cumulative final exam. The course instructor, Dr. Amber Lancaster, assessed all assignments in the sample using course rubrics to ensure consistency. Because only one section of PWR 330 was offered, only this one section was included in the sample.

Overall, the class performed better than expected on the assignments assessed for these ISLOs, with all meeting the 75% performance target (two assignments in the 80% performance score, seven assignments in the 90% performance score, and three assignments in the 100% performance score). Based on this experience, the instructor expects to use the same assignments the next time she teaches the course.

Below is a table of assignments assessed for ISLOs. (Description of the assignments and rubrics are provided in the appendix.)

	Analyze their position within (PWR) fields	Manage the production of complex, large-scale projects & documents	Inquiry and Analysis	Quantitative Literacy	# of Artifacts Assessed	Assessment Performed by Instructor	Performance Target (75% of students scoring “C” grade or higher, passing)
Discussion #1: Defining User Research, UX, Usability, and Accessibility	X		X		14	Y	Y - 85%
Discussion #2: Identifying	X		X		13	Y	Y- 92%

Accessibility Barriers							
Discussion #3: Practicing Competitive Benchmarking	X		X	X	13	Y	Y - 92%
Discussion #4: Practicing Storyboarding	X		X		12	Y	Y - 83%
Discussion #5: Exploring Eye Tracking	X		X	X	14	Y	Y - 100%
Discussion #6: Analyzing User Data			X	X	11	Y	Y - 90%
Discussion #7: Team Work and Project Management		X			12	Y	Y-100%
Discussion #8: Team Work and Project Management		X			13	Y	Y-100%
Discussion #9: Team Work and Project Management		X			13	Y	Y-100%
Discussion #10: Team Work and Project Management		X			13	Y	Y-100%
Micro UX Research #1			X	X	13	Y	Y - 92%
Micro UX Research #2			X	X	14	Y	Y - 92%
Micro UX Research #3			X	X	14	Y	Y - 92%
Group Test Plan			X	X	6	Y	Y - 100%
Group Findings Report & Oral Presentation			X	X	6	Y	Y - 100%
Final Exam			X	X	14	Y	Y - 92%

Table 3: Assignments Assessed for ISLOs

Additionally, we have reviewed student exit surveys (2). More data is needed to be able to determine any significant findings.

However, we note that ISLO “Quantitative Literacy” was rated as “some proficiency” by one student and “high proficiency” by the other student as skills obtained upon graduation. For “Inquiry and Analysis,” one student rated this skill as “high proficiency” and the other student rated this skill as “proficiency” upon graduation.

## Section 6 – Assessment Data and Interpretations

This section presents the data for 2023-2024 academic year specific to the Professional Writing program.

Performance Criteria	Assessment Methods	Performance Target	Results	Interpretation	Equity Gap?
Quantitative Literacy	Direct: Assignments in Classes assessed Indirect: Course Evals	75% of students scoring “C” or higher; Majority (50%+) shows moderate+ rating for “amount of progress made” for <b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	Yes Yes	Yes No	No
Inquiry and Analysis	Direct: Assignments in Classes assessed Indirect: Course Evals	75% of students scoring “C” or higher; Majority (50%+) shows moderate+ rating for “amount of progress made” for <b>Learning to analyze and critically evaluate ideas, arguments, and points of view</b>	Yes Yes	Yes No	No
Graduation Rate	University Dashboard	6-year rate >50%	100%	Yes	Yes
Retention	University Dashboard	1-year rate >75%	50% (dashboard only has data up to 22-23?)	No	No
DFWI	University Dashboard	All program <12%	11.8%	Yes	Possibly but numbers are so small it’s hard to say.

Table 4: Assignments Data and Interpretations

DFWI assessment data were also collected and evaluated during AY 23-24 for WRI 327: Advanced Technical Writing. At the request of Online Learning, our program analyzed DFWI data for in-person and online sections of WRI 327 from fall 2017 to fall 2023. Please see the assessment report for the DFWI assessment findings in the appendix.

## Evidence of Improvement in Student Learning

Evidence of improvement in student learning is presented in tabular format below followed by additional narrative explanations.

It is important to note that in AY 2020, the PWR program revised its PSLOs from 18 to 6. Consequently, with the newer PSLOs in place beginning AY 20-21, we do not have comparative benchmarking data for the current year’s PSLOs. AY 20-21 assessment report indicated students completed an Annotated Job Ad assignment to explore a career track in professional writing and students “all submitted the assignment and found a professional goal they could strive towards.” In AY 23-24, PWR 330 tasked students with exploring a range of required job skills in UX career pathways. Informally in class, students discussed roles of UX writer, UX researcher, UX designer, and UI designer.

Furthermore, Quantitative Literacy and Inquiry and Analysis were assessed university-wide in AY 2020. Not enough artifacts were submitted by PWR to the Inquiry and Analysis committee to allow for generalizable or useable assessment data. While we don't have a baseline to compare from, the instructor of PWR 330 in AY 23-24 saw successful data collection and analysis using several research methods among all students. Students learned how to collect quantitative data using numerical metrics and analyzed descriptive statistics to identify user trends.

Performance Criteria	Previous Action Plan	Previous Data	Current Data	Interpretation
PSLO 5	None Indicated	NA	100% met	No identified gap
PSLO 6	None Indicated	NA	100% met	No identified gap
ISLO 2	Desire for expanded metacognition in portfolio development	NA	100% met	No identified gap
ISLO 5	Desire for expanded metacognition in portfolio development	NA	100% met	No identified gap
Graduation Rate	6-year rate >50%	100%	100%	No identified gap
Retention	1-year rate >75%	75%	50% (dashboard only has data up to 22-23?)	More data needed
Post-Graduation Success	None Indicated	NA	NA	More data needed
DFWI	None Indicated	8.3%	11.8%	More data needed

Table 5: Evidence of Improvement in Student Learning

## Section 7 – Data-driven Action Plans:

The Professional Writing Program plans to take the following actions in the coming year.

Action Driver	Action Taken /# students impacted	Accountable Person	Resources Needed	Outcome Measure
DFWI rates are higher than desired in WRI gen ed (disparity in online vs. in-person classes and adjunct vs. TT/NTT faculty).	<ul style="list-style-type: none"> <li>Hire new WRI faculty (TT or NTT dedicated lines) to teach online WRI gen ed courses. (Impacts ~ 160 to 200 students annually)</li> <li>Hire new faculty to develop writing center to serve both online &amp; in-person classes. (Impacts ~ 500+ students annually)</li> </ul>	<ul style="list-style-type: none"> <li>Department chair and PWR program director; PWR/WRI faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty line &amp; budget approval from Provost and President</li> <li>SI budget approval from Department Chair; PWR/WRI faculty to lead recruitment of SI student position and oversee SI student worker.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in DFWI rates in WRI gen ed classes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Hire student(s) to tutor PWR/WRI courses. (Impacts ~ 100+ students annually)</li> <li>• Review curriculum and course policies for possible barriers to student success. (Impacts ~ 200+ students annually)</li> </ul>		<ul style="list-style-type: none"> <li>• Course release for PWR/WRI faculty to conduct curriculum review.</li> </ul>	
Retention rate is lower than desired	<ul style="list-style-type: none"> <li>• Conduct program review for identifying barriers to PWR students' degree progress (both internal and external factors). (Impacts ~ 5-10 students annually)</li> </ul>	<ul style="list-style-type: none"> <li>• Department chair and PWR program director; and PWAC faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Course release for PWR/WRI faculty to conduct program review.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in retention rate; increase in student satisfaction rates in exit survey.</li> </ul>

Table 6: Action Plans

## Section 8 – Closing the Loop: Reflection on Previous Work

Assessment report from last year (AY 22-23) identified WRI-related DFWI rate and equity gaps across all Gen-Ed writing courses (WRI 121, WRI 122, WRI 227, WRI 327, WRI 328, and WRI 410). We selected WRI 327 as a starting point due to it having the highest DFWI rates.

### Last year's (AY 22-23) action plans included the following:

1. Address WRI-related DFWI rate and equity gaps.
  - **Proposed Action:** Hire new faculty to develop a writing center to provide outside-of-class tutoring and supplemental instruction in writing.
    - o We proposed hiring a faculty for this purpose, but we were not granted the new position.
  - **Proposed Action:** Work with Advising and Retention to assess current availability of supplemental instruction and barriers to students using it.
    - o We worked with Peer Tutoring to develop online supplemental writing instruction during the period when TutorMe services were suspended.
  - **Proposed Action:** Continue to invest in Open Academic Resources to reduce the cost of attendance for our writing classes, to increase equity for Pell Grant awardees.
    - o We continued to develop new and maintain existing OER resources in WRI 327.
  - **Proposed Action:** Conduct equity assessment of WRI classes with specific focus on international students, racial minorities, and economically disadvantaged students.
    - o Due to staffing shortages and turnover, we were unable to complete this proposed action.



- **Additional Action:** As part of our DFWI assessment research, we identified and implemented five curriculum/program policy changes to help students succeed in WRI 327 with the goal of lowering the DFWI rate.
  - o Changed late work policy (5% daily to 3% daily deduction) to provide greater flexibility for students working full-time jobs.
  - o Added target deadlines with a M/W/F schedule to provide greater structure and measurable progress by students to help instructors identify early intervention needs.
  - o Decreased length requirements for major writing units to decrease first-draft workload, shifting workload from content development to revising and providing more opportunities for students to improve their assignments.
  - o Implemented labor grading and changed revision policy (allowed revisions for each assignment vs. once in a final portfolio) to create greater and more immediate student involvement in revision process.
  - o Added Supplemental Instruction (SI) peer-tutoring writing support to enhance final drafts based on two (or three) sets of feedback.
  - o Outcome: We implemented these changes during the spring 2024 term. DFWI rates in Spring and Summer term showed slight improvement (from 16 total to 15 total DFWIs); however, we need to collect data over more numbers of terms to know if these changes have any impact on student success in the course.
- 2. Assess data gathered on WRI 328 by addressing desired role of grammar in both Communication Studies and Professional Writing curriculum.
- **Proposed Action:** A new instructor prepared COM 216 for spring 2023. We missed a year of offering this class (Fall 2021) due to staffing shortages, and we hoped that offering this feeder class will help.
  - o We were successful in offering COM 216 in fall 2024.
- **Proposed Action:** Hire more faculty so we avoid staffing shortages in the future.
  - o We hired a new 9-month visiting instructor for AY 24-25; we will need to hire a long-term instructor who can assist with specific program-level classes to ensure we have continual coverage year to year.

### **On-going Program Enhancements**

Several programmatic efforts identified in AY 21-22 & AY 23-24 are still on-going, and we have begun the process of addressing some of the identified change goals:

- **Revision of Technical Emphasis Sequence**

No revisions were made in AY 22-23, so this will continue to be a goal for AY 24-25 and the future, pending staffing. We plan to propose course foci changes and introduce new courses to remain relevant with industry trends and standards.

- **Advisory Board Meeting**

We plan to hold a program advisory board meeting in January 2025 to discuss technology skills and identify skills gaps that our program may need to address.

- **Curriculum Map**

We continue working to more transparently associate our program courses with the program outcomes they fulfill.

- **Portfolio Development and Active Reflection**

Portfolio and Capstone reflection re-development were proposed for last AY but was not completed; we plan to make changes to these courses to eliminate curriculum redundancy.

- **Hire More Faculty**

Our 2022-2023 search for a full-time tenure-track PWR faculty member failed despite bringing three excellent candidates to campus. All three candidates turned down our offer and accepted positions elsewhere, which suggests that factors beyond our control as a department affected the success of this search. A new search was initially approved for AY 23-24 but then was frozen. We were granted a visiting instructor position for AY 23-24 and successfully hired a faculty member for this 9-month position. The visiting instructor position was not renewed at the end of AY 23-24. We will continue to request a tenure-track PWR faculty member to provide stability and offer specialty foci where curriculum gaps exist.

## **Section 9 – Executive Summary**

1. What are the top 3 continuous improvements your program has made in the last year, and what evidence/data did you use to make those changes? (For example: hired faculty, purchased more equipment, curriculum changes, etc.)
  - We made curriculum changes to WRI 327 to provide additional writing support for students: (1) revisions for an improved grade built in to all assignments, (2) reduced late point deductions on late assignments, (3) continued use of OER textbooks.
2. Provide 3 examples of student achievement in your program over the last year. (For example: graduation, persistence, retention, DFWI rates, presentations, participation in student competitions, etc.)
  - PWR graduate Jordan Munoz's conference proposal "Out of Control Studies: How to Adapt and Anticipate the Unpredictable" (based on his capstone project in spring 2023) was accepted for the October 2023 SIGDOC Conference.
  - Three PWR students made the President's List for Academic Excellence (3.70 grade-point average and above): Adin Bartlett, Nolan Blofsky, and Sam Miller.
  - One PWR student made the Dean's List for Academic Excellence (3.30 to 3.69 grade-point average): Christian Todor.
3. Provide 3 examples of student success stories for your program over the last year. (For example: job placement, published papers, paper or poster presentations, participation in student competitions, industry impact, etc.)
  - Two PWR majors who completed their PWR 499: Internship hours were hired by the companies beyond their internships for professional writing positions (one is now working at Sky Lakes and the other is now working for Ross Ragland).

- PWR graduate Erin Miller successfully completed Critical Language Scholarship Spark program after graduating from OIT and accepted a TESOL English Teaching position in Nagoya, Japan with Nova Holdings, Inc.
4. Describe your efforts so far in closing equity gaps in your program? How have you assessed and identified equity gaps? What does your disaggregated data show? What actions have you taken to help students achieve their potential (For example: project-based experiences, inclusivity exercises, TILT assignment instructions, etc.)?
    - See DFWI report in appendix.

## Section 10 – Appendix

### Assignments & Rubrics

Note: All discussions used the same rubric.

#### Discussion #1

Discussions for this week are due by Thursday evening at 11:59 pm. We will use discussion posts as fodder for further in-class discussions on Friday's class period.

For your discussion post, please write a sentence or two for each question/prompt. THEN, reply to at least one other classmate's post to critically examine the ideas. (Simply saying "I agree.", "Good post.", or praising does not count as critical examination. I am looking for exploratory ideas, questioning ideas, agreement/disagreement with why you agree/disagree & further examination, etc.).

1. From your *own experience and knowledge*, please provide a definition of usability and accessibility.
2. Think about a time when you had a bad experience using a product or interface. What about the experience made it “bad”?
3. Consider now how that bad experience affects the company. What impact does a bad user experience have on this company?
4. Based on readings from week 1, how has your understanding of usability and accessibility changed?
5. What is user research, and how is it related to UX, usability, and accessibility?

#### Discussion #2

Discussions for this week are due by Friday evening at 11:59 pm. To begin, watch the recorded screen reader session for the OIT Library's WRI 227 Class Guide.

For your discussion post, please write a sentence or two for each question/prompt. THEN, reply to at least one other classmate's post to critically examine the ideas. (Simply saying "I agree.", "Good post.", or praising does not count as critical examination. I am looking for exploratory ideas, questioning ideas, agreement/disagreement with why you agree/disagree & further examination, etc.).

- What design barriers exist for users with visual impairments? List at least three issues you identified?
- What recommendations can you make to enhance the class guide's design for accessibility (and inclusivity)? Explain how the recommendations will address the barriers you identified.

#### Discussion #3

Discussions for this week are due by Sunday evening at 11:59 pm. From Friday's topics, you will post the results of your Competitive Benchmarking activity for the Ross Ragland Theater.

For your discussion post, please write a sentence or two for each question/prompt. THEN, reply to at least one other classmate's post to critically examine the ideas. (Simply saying "I agree.", "Good post.", or praising does not count as critical examination. I am looking for exploratory ideas, questioning ideas, agreement/disagreement with why you agree/disagree & further examination, etc.).

1. What website did you use as the "Competitor" or ("same business sector")? List the name and URL.
2. Describe the rating system you used (i.e., check/minus rating; a numerical scale rating like 0-10 with 10 being the highest score; a severity rating like that on page 54 of Barnum's text P=minor problem, Q=serious problem, R=critical problem).
3. Share your table of findings. It must include the minimum three columns:

Benchmark Goal Description	Evaluation Score/Assessment	Recommendation
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4. Reflect on this UX research method and activity. How easy or difficult was it for you to complete? What are some strengths and weaknesses you see in this method? What limitations exist in this method? What other methods from this week could you use to triangulate data and increase research rigor?

#### Discussion #4

Discussions for this week are due by Friday evening at 11:59 pm. From Wednesday's class, you will post the results of your Storyboarding activity for the OIT website/Tech Web user scenario.

For your discussion post, please write a sentence or two for each question/prompt. THEN, reply to at least one other classmate's post to critically examine the ideas. (Simply saying "I agree.", "Good post.", or praising does not count as critical examination. I am looking for exploratory ideas, questioning ideas, agreement/disagreement with why you agree/disagree & further examination, etc.).

1. Who was your persona and which user group did the persona represent?
2. What was the main goal for your user scenario? What was the user journey fragment highlighted in your storyboard?
3. Share your storyboard (you can upload as an attachment to your thread or embed a photo of it in your thread).
4. Reflect on this UX research method and activity. How easy or difficult was it for you to complete? What are some strengths and weaknesses you see in this method? What limitations exist in this method? What other methods from this week could you use to triangulate data and increase research rigor?

#### Discussion #5

Discussions for this week are due by Friday evening at 11:59 pm. The focus for this discussion is on eye tracking.

For your discussion post, please write a sentence or two for each question/prompt. THEN, reply to at least one other classmate's post to critically examine the ideas. (Simply saying "I agree.", "Good post.", or praising does not count as critical examination. I am looking for exploratory ideas, questioning ideas, agreement/disagreement with why you agree/disagree & further examination, etc.).

1. Describe each metric of eye tracking: gaze point, fixation, saccade. What does each measure?
2. Discuss the purposes and applications of eye tracking in user research. In other words, how and when would you use eye tracking as a user research method?
3. What limitations exist with eye tracking?
4. Describe one possible user research eye tracking study you could conduct in this class to learn what users at looking at.

#### Discussion #6

Discussions for this week are due by Sunday evening at 11:59 pm. The focus for this discussion is on analyzing data from a usability test.

For your discussion post, please write a sentence or two for each question/prompt. THEN, reply to at least one other classmate's post to critically examine the ideas. (Simply saying "I agree.", "Good post.", or praising does not count as critical examination. I am looking for exploratory ideas, questioning ideas, agreement/disagreement with why you agree/disagree & further examination, etc.).

1. Review 2 usability test session from Indeed and identify two pattern findings:
  - a. Participant #1
  - b. Participant #2

- c. Participant #3
- d. Participant #4
- e. Participant #5
- f. Participant #6
- g. Participant #7
2. From Chapter 8 materials, answer the three primary questions:
  - a. What did you see?
  - b. What does it mean?
  - c. What should we do about it?

### Discussion #7, #8, and #9

For this assignment, you will write a brief summary of how your group's project is going. Please tell me the following in your summary report:

1. What did the TEAM accomplish this week?
2. What contributions did YOU make to these accomplishments?
3. What (if any) challenges or issues/concerns has the TEAM encountered this week?
4. What (if any) challenges or issues/concern have YOU encountered this week?
5. What plans/goals do you need to accomplish moving forward into next week to have a successful project?

### Discussion #10

For this assignment, you will write a brief summary of how your group's project is going. Please tell me the following in your summary report:

1. What did the TEAM accomplish this week?
2. What contributions did YOU make to these accomplishments?
3. What (if any) challenges or issues/concerns has the TEAM encountered this week?
4. What (if any) challenges or issues/concern have YOU encountered this week?
5. Reflect on your overall learning experience in this group.
  - a. What are some lessons learned?
  - b. What might you do differently if given more time and resources?
  - c. What was your favorite aspect of the group project? Why so?
  - d. What was your least favorite aspect of the group project? Why so?

Discussions			
Criteria	Ratings		Pts
Responding to questions/prompts	<b>5 pts</b> <b>Full Marks</b> Responds to all questions/prompts fully and with ample details and engages in discussions.	<b>0 pts</b> <b>No Marks</b> Does not respond to all questions/prompts. May be missing 1 or more response or additional details are needed to fully understand the ideas.	5 pts

Replying to a classmate	<b>5 pts Full Marks</b> Replies to at least one classmate's discussion post and critically examines the ideas with the classmate. Discussion is engaging and explores ideas from the course.	<b>0 pts No Marks</b> Does not reply to a classmate's posts or does not critically examine the ideas with the classmate. Discussion is underdeveloped and fails to engage and explore ideas from the course.	5 pts
Total Points: 10			

### Micro UX Research #1

Points: 150 points

Format will vary student to student

The first assignment in PWR 330 is a UX planning activity for a website or app of your choice. The website or app can be fully developed or in prototype (even conceptual design) phase.

You will select one of the following Micro UX Research methods for the website or app and submit your deliverable to me (acting as the design team manager):

- User Personas (at least two - based on real data)
- User Profiles (at least two - based on perceived information)
- Use Cases (at least two)
- Task Analysis/Flow Diagram (at least two major tasks)
- Requirements Gathering (summary perceived information; must address user requirements and at least one other business or technical requirements)
- Benchmarking Comparison (at least two similar tasks found on competitor website/app)

### Micro UX Research #1

Criteria	Ratings	Pts
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<p>UX Research Method &amp; Deliverable</p>	<table> <tr> <td data-bbox="285 142 613 835"> <p><b>50 to &gt;25.0 pts</b></p> <p><b>Full Marks</b></p> <p>Micro UX method adheres to industry standards and expectations. No/Few revisions or development are needed. One of two personas, user profiles, use cases OR One of two major tasks analyzed for task analysis, requirements gathering OR One of two sites for benchmarking.</p> </td><td data-bbox="621 142 950 835"> <p><b>25 to &gt;0.0 pts</b></p> <p><b>Partial Marks</b></p> <p>Micro UX method mostly adheres to industry standards and expectations, but some revisions and/or additional development is needed. One of two personas, user profiles, use cases OR One of two major tasks analyzed for task analysis, requirements gathering OR One of two sites for benchmarking.</p> </td><td data-bbox="958 142 1339 835"> <p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>Micro UX method does not adhere to industry standards; Major revisions and/or additional development is needed. One of two personas, user profiles, use cases OR One of two major tasks analyzed for task analysis, requirements gathering OR One of two sites for benchmarking Or, assignment is missing this component or does something other than asked/required.</p> </td></tr> </table>	<p><b>50 to &gt;25.0 pts</b></p> <p><b>Full Marks</b></p> <p>Micro UX method adheres to industry standards and expectations. No/Few revisions or development are needed. One of two personas, user profiles, use cases OR One of two major tasks analyzed for task analysis, requirements gathering OR One of two sites for benchmarking.</p>	<p><b>25 to &gt;0.0 pts</b></p> <p><b>Partial Marks</b></p> <p>Micro UX method mostly adheres to industry standards and expectations, but some revisions and/or additional development is needed. One of two personas, user profiles, use cases OR One of two major tasks analyzed for task analysis, requirements gathering OR One of two sites for benchmarking.</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>Micro UX method does not adhere to industry standards; Major revisions and/or additional development is needed. One of two personas, user profiles, use cases OR One of two major tasks analyzed for task analysis, requirements gathering OR One of two sites for benchmarking Or, assignment is missing this component or does something other than asked/required.</p>	<p>50 pts</p>
<p><b>50 to &gt;25.0 pts</b></p> <p><b>Full Marks</b></p> <p>Micro UX method adheres to industry standards and expectations. No/Few revisions or development are needed. One of two personas, user profiles, use cases OR One of two major tasks analyzed for task analysis, requirements gathering OR One of two sites for benchmarking.</p>	<p><b>25 to &gt;0.0 pts</b></p> <p><b>Partial Marks</b></p> <p>Micro UX method mostly adheres to industry standards and expectations, but some revisions and/or additional development is needed. One of two personas, user profiles, use cases OR One of two major tasks analyzed for task analysis, requirements gathering OR One of two sites for benchmarking.</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>Micro UX method does not adhere to industry standards; Major revisions and/or additional development is needed. One of two personas, user profiles, use cases OR One of two major tasks analyzed for task analysis, requirements gathering OR One of two sites for benchmarking Or, assignment is missing this component or does something other than asked/required.</p>			
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Website, App, Interface, Game Description	<table> <tr> <td data-bbox="285 157 568 819"> <b>25 to &gt;13.0 pts</b>   <b>Full Marks</b>             Description of target website, app, interface, game, etc. is provided; the reader will be able to understand the target product being researched (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.)         </td><td data-bbox="576 157 917 819"> <b>13 to &gt;0.0 pts</b>   <b>Partial Marks</b>             Description of target website, app, interface, game, etc. is provided, but some revisions and/or development is needed; the reader will be able to understand the target product being researched, but could use more details or clarification (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.)         </td><td data-bbox="925 157 1343 819"> <b>0 pts</b>   <b>No Marks</b>             Description of target website, app, interface, game, etc. is not provided, or major revisions and/or development is needed; the reader is unlikely to understand the target product being researched, without significantly more details or clarification (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.) Or, assignment does something other than asked/required.         </td></tr> </table>	<b>25 to &gt;13.0 pts</b>  <b>Full Marks</b>  Description of target website, app, interface, game, etc. is provided; the reader will be able to understand the target product being researched (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.)	<b>13 to &gt;0.0 pts</b>  <b>Partial Marks</b>  Description of target website, app, interface, game, etc. is provided, but some revisions and/or development is needed; the reader will be able to understand the target product being researched, but could use more details or clarification (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.)	<b>0 pts</b>  <b>No Marks</b>  Description of target website, app, interface, game, etc. is not provided, or major revisions and/or development is needed; the reader is unlikely to understand the target product being researched, without significantly more details or clarification (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.) Or, assignment does something other than asked/required.	25 pts
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Technical Correctness	<table> <tr> <td data-bbox="285 903 568 1323"> <b>25 to &gt;13.0 pts</b>   <b>Full Marks</b>             Writing style, grammar, and source citation (as applicable) are correct. No/Few corrections are needed.         </td><td data-bbox="576 903 917 1323"> <b>13 to &gt;0.0 pts</b>   <b>Partial Marks</b>             Writing style, grammar, and source citation (as applicable) are mostly correct. Some minor corrections are needed.         </td><td data-bbox="925 903 1343 1323"> <b>0 pts</b>   <b>No Marks</b>             Writing style, grammar, and source citation (as applicable) require significant corrections. Or, assignment does something other than asked/required.         </td></tr> </table>	<b>25 to &gt;13.0 pts</b>  <b>Full Marks</b>  Writing style, grammar, and source citation (as applicable) are correct. No/Few corrections are needed.	<b>13 to &gt;0.0 pts</b>  <b>Partial Marks</b>  Writing style, grammar, and source citation (as applicable) are mostly correct. Some minor corrections are needed.	<b>0 pts</b>  <b>No Marks</b>  Writing style, grammar, and source citation (as applicable) require significant corrections. Or, assignment does something other than asked/required.	25 pts
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Total Points: 150					

## Micro UX Research #2

Points: 150 points

Format will vary student to student

The second assignment in PWR 330 is a UX early research activity for a "redesign" project of website or app of your choice. The website or app should be fully developed but is being "revamped."

You will select one of the following Micro UX Research methods for the website or app and submit your deliverable to me (acting as the design team manager):

- User Journey Mapping (includes identifying user pain points for completing a specific task)



- Storyboarding (includes identifying two user scenarios with user's actions, environment, emotional state, device, etc.)
- Card Sorting (includes a minimum of 15 cards and maximum of 20 cards to prioritize users' desired features)
- Wireframing (includes prototype/schematic drawings for three new/redesigned pages of the website or app)
- Affinity Diagramming from existing data (summary of existing data, such as website analytics, helpdesk or customer service logs, social media monitoring, feedback/reviews provided by customers)

### Micro UX Research #2

Criteria	Ratings			Pts
UX Research Method & Deliverable	<b>100 to &gt;60.0 pts</b> <b>Full Marks</b> One Micro UX method is selected (Journey Map, Storyboard, Card Sort, Wireframe, or Affinity Diagram): Adheres to industry standards and expectations . No/Few revisions or development are needed.	<b>60 to &gt;0.0 pts</b> <b>Partial Marks</b> One Micro UX method is selected (Journey Map, Storyboard, Card Sort, Wireframe, or Affinity Diagram): Mostly adheres to industry standards and expectations, but some revisions and/or additional development is needed.	<b>0 pts</b> <b>No Marks</b> One Micro UX method is selected (Journey Map, Storyboard, Card Sort, Wireframe, or Affinity Diagram): Does not adhere to industry standards; Major revisions and/or additional development is needed. OR submission does something else than what is asked.	100 pts

Website, App, Interface, Game Description	<div> <div> <b>25 to &gt;15.0 pts</b>  <b>Full Marks</b>  Description of target website, app, interface, game, etc. is provided; the reader will be able to understand the target product being researched (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.) </div> <div> <b>15 to &gt;0.0 pts</b>  <b>Partial Marks</b>  Description of target website, app, interface, game, etc. is provided, but some revisions and/or development is needed; the reader will be able to understand the target product being researched, but could use more details or clarification (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.) </div> <div> <b>0 pts</b>  <b>No Marks</b>  Description of target website, app, interface, game, etc. is not provided, or major revisions and/or development is needed; the reader is unlikely to understand the target product being researched, without significantly more details or clarification (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.) Or, assignment does something other than asked/required. </div> </div>	25 pts
Technical Correctness	<div> <div> <b>25 to &gt;15.0 pts</b>  <b>Full Marks</b>  Writing style, grammar, and source citation (as applicable) are correct. No/Few corrections are needed. </div> <div> <b>15 to &gt;0.0 pts</b>  <b>Partial Marks</b>  Writing style, grammar, and source citation (as applicable) are mostly correct. Some minor corrections are needed. </div> <div> <b>0 pts</b>  <b>No Marks</b>  Writing style, grammar, and source citation (as applicable) require significant corrections. Or, assignment does something other than asked/required. </div> </div>	25 pts
Total Points: 150		

### Micro UX Research #3

Points: 150 points

Format will vary student to student

The third assignment in PWR 330 is a UX expert design research activity for a "redesign" project of website or app of your choice. The website or app should be fully developed but is being "revamped."

You will select one of the following Micro UX Research methods for the website or app and submit your deliverable to me (acting as the design team manager):

- Heuristic Evaluation (includes using at least 6 heuristics to evaluate site against)
- Expert Review (includes identifying at least 3 strengths and 3 weaknesses based on expert designer's point of view)
- Cognitive Walkthrough (includes identifying at least 6 aspects of website/app that need redesigning based on the recorded walkthrough of the site)

### Micro UX Research #3

Criteria	Ratings			Pts
UX Research Method & Deliverable	<p><b>100 to &gt;60.0 pts</b> <b>Full Marks</b> One Micro UX method is selected (Heuristic Evaluation, Expert Review, or Cognitive Walkthrough): Adheres to industry standards and expectations. No/Few revisions or development are needed.</p>	<p><b>60 to &gt;0.0 pts</b> <b>Partial Marks</b> One Micro UX method is selected (Heuristic Evaluation, Expert Review, or Cognitive Walkthrough): Mostly adheres to industry standards and expectations, but some revisions and/or additional development is needed.</p>	<p><b>0 pts</b> <b>No Marks</b> One Micro UX method is selected (Heuristic Evaluation, Expert Review, or Cognitive Walkthrough): Does not adhere to industry standards; Major revisions and/or additional development is needed. OR submission does something else than what is asked.</p>	100 pts
Website, App, Interface, Game Description	<p><b>25 to &gt;15.0 pts</b> <b>Full Marks</b> Description of target website, app, interface, game, etc. is provided; the reader will be able to understand the target product being researched (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.)</p>	<p><b>15 to &gt;0.0 pts</b> <b>Partial Marks</b> Description of target website, app, interface, game, etc. is provided, but some revisions and/or development is needed; the reader will be able to understand the target product being researched, but could use more details or clarification (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.)</p>	<p><b>0 pts</b> <b>No Marks</b> Description of target website, app, interface, game, etc. is not provided, or major revisions and/or development is needed; the reader is unlikely to understand the target product being researched, without significantly more details or clarification (Include URL if possible, screenshot or photo, etc. to supplement written description as applicable.) Or, assignment does something other than asked/required.</p>	25 pts

Technical Correctness	<b>25 to &gt;15.0 pts</b> <b>Full Marks</b> Writing style, grammar, and source citation (as applicable) are correct. No/Few corrections are needed.	<b>15 to &gt;0.0 pts</b> <b>Partial Marks</b> Writing style, grammar, and source citation (as applicable) are mostly correct. Some minor corrections are needed.	<b>0 pts</b> <b>No Marks</b> Writing style, grammar, and source citation (as applicable) require significant corrections. Or, assignment does something other than asked/required.	25 pts
Total Points: 150				

### Usability Evaluation Plan for Usability Study for Group Project

Points: 100 points

Format will vary group to group

**See example Usability Evaluation Test Plan.** (Please keep in mind this is just an example - not an "example assignment" for this class.)

The evaluation "test" plan is the most crucial document used in designing a usability study. It provides a record of the decisions your team has made about what to test, how to test, who to test, etc. When working for a client, the test plan is often the proposed scope of work or contract agreement that explains what your team will do and what deliverables it will produce for the client.

Your team will write a brief plan for the study you will conduct. Your team may consider using a website or app from the Micro UX Research assignments and build from one member's completed UX research OR your team may find a new website or app idea for this group project.

Your team should describe in a short document (like an informal proposal/report format) the following information.

- **Purpose** of the test plan and purpose of the test
- **Problem Statement & Test Objectives** that establishes the issues to be addressed in the test and the goals
- **User Information** that explains the ideal people to recruit (or proxy users to be participants)
- **Methodology & Task Scenarios and Task List** that describes the type of test and methods used, the scenario(s) used to test – tied to realistic goals and tasks, the tasks users will perform
- **Test Procedures** that describe the testing procedures (welcome & consent, briefing, pre-test, testing [eye tracking, remote testing, unmoderated, etc.], post-test, debriefing, etc.)
- **Evaluation Measures** that describe qualitative and quantitative measures your team plans to use
- **Report Elements** that describe what your team might deliver upon completion of the usability study. (What format do you plan to use for the report? will you use PowerPoint slides with key findings, a short written report with accompanying video highlights, or something else?)
- **References** in APA format of the sources you quoted/paraphrased/summarized (as needed)

#### Test Design Rubric

Criteria	Ratings	Pts
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Purpose	<b>9 to &gt;7.65 pts Exceptional (A)</b> Included, meets both requirements for the test plan and purpose of the test. Ample details are provided.	<b>7.65 to &gt;6.75 pts Good (B)</b> Included, meets both requirements for the test plan and purpose of the test – but some additional details would be useful.	<b>6.75 to &gt;5.85 pts Fair (C)</b> Included, meets both requirements for the test plan and purpose of the test – but several additional details are needed.	<b>5.85 to &gt;0.0 pts Poor (D)</b> Included, but missing 1 of the 2 following requirements: purpose of the test plan or purpose of the test – OR included both requirements but significantly more details are needed.	<b>0 pts Failing (F)</b> Not included	9 pts
Problem Statement and Test Objectives	<b>13 to &gt;11.05 pts Exceptional (A)</b> Detailed and thorough explanation of problem statement and test objectives.	<b>11.05 to &gt;9.75 pts Good (B)</b> Good explanation of problem statement and test objectives, but more details would be useful.	<b>9.75 to &gt;8.45 pts Fair (C)</b> Brief explanation of problem statement and test objectives, but more details were needed.	<b>8.45 to &gt;0.0 pts Poor (D)</b> Limited or poor explanation of the problem statement and test objectives. Significantly more details are needed.	<b>0 pts Failing (F)</b> Not included.	13 pts
User Profile	<b>13 to &gt;11.05 pts Exceptional (A)</b> Detailed and thorough explanation of user profile.	<b>11.05 to &gt;9.75 pts Good (B)</b> Good explanation of user profile, but more details would be useful.	<b>9.75 to &gt;8.45 pts Fair (C)</b> Brief explanation of user profile, but more details were needed.	<b>8.45 to &gt;0.0 pts Poor (D)</b> Limited or poor explanation of user profile. Significantly more details are needed.	<b>0 pts Failing (F)</b> Not included.	13 pts

Methodology & Task Scenarios and Task List	<b>13 to &gt;11.05 pts Exceptional (A)</b> Included, meets all 3 requirements for methodology, task scenarios, and task list. Ample details are provided.	<b>11.05 to &gt;9.75 pts Good (B)</b> Included, meets all 3 requirements for methodology, task scenarios, and task list – but some additional details would be useful.	<b>9.75 to &gt;8.45 pts Fair (C)</b> Included, meets all 3 requirements for methodology, task scenarios, and task list – but additional details are needed.	<b>8.45 to &gt;0.0 pts Poor (D)</b> Included, but missing 1 of the 3 following requirements: methodology, task scenarios, and task list.	<b>0 pts Failing (F)</b> Not included.	13 pts
Test Procedures	<b>13 to &gt;11.05 pts Exceptional (A)</b> Detailed and thorough explanation of test procedures.	<b>11.05 to &gt;9.75 pts Good (B)</b> Good explanation of test procedures, but more details would be useful.	<b>9.75 to &gt;8.45 pts Fair (C)</b> Brief explanation of test procedures, but more details were needed.	<b>8.45 to &gt;0.0 pts Poor (D)</b> Limited or poor explanation of test procedures. Significantly more details are needed.	<b>0 pts Failing (F)</b> Not included.	13 pts
Evaluation Measures	<b>13 to &gt;11.05 pts Exceptional (A)</b> Detailed and thorough explanation of evaluation measures.	<b>11.05 to &gt;9.75 pts Good (B)</b> Good explanation of evaluation measures, but more details would be useful	<b>9.75 to &gt;8.45 pts Fair (C)</b> Brief explanation of evaluation measures, but more details were needed.	<b>8.45 to &gt;0.0 pts Poor (D)</b> Limited or poor explanation of evaluation measures. Significantly more details are needed.	<b>0 pts Failing (F)</b> Not included.	13 pts

Report Elements	<b>13 to &gt;11.05 pts Exceptional (A)</b> Detailed and thorough explanation of report elements.	<b>11.05 to &gt;9.75 pts Good (B)</b> Good explanation of report elements, but more details would be useful.	<b>9.75 to &gt;8.45 pts Fair (C)</b> Brief explanation of report elements, but more details were needed.	<b>8.45 to &gt;0.0 pts Poor (D)</b> Limited or poor explanation of report elements. Significantly more details are needed.	<b>0 pts Failing (F)</b> Not included.	13 pts
Standard English	<b>13 to &gt;11.05 pts Exceptional (A)</b> Meets all requirements and is free of errors.	<b>11.05 to &gt;9.75 pts Good (B)</b> Meets all requirements, but has some minor errors that affect clarity.	<b>9.75 to &gt;8.45 pts Fair (C)</b> Meets most requirements; has a few errors that affect clarity.	<b>8.45 to &gt;0.0 pts Poor (D)</b> Meets some requirements; has numerous errors that affect clarity.	<b>0 pts Failing (F)</b> Not included or needs significant changes to meet requirements.	13 pts
Total Points: 100						

### Usability Evaluation Findings Report & Presentation of Group Project

Points: 200 points

Page Count: Unlimited – as needed to meet your project's needs (single spaced)

Report Format: Informal Report (see Chapter 9 in Barnum textbook)

**See example Usability Test Findings Report.** (Please keep in mind this is just an example - not an "example assignment" for this class.)

The usability test findings report provides your company designers (or client) with a prescribed structure that showcases what you/your team uncovered from user testing and offers recommendations for re-designing the artifact (i.e., website, document, interface, etc.). The informal report content should address what you said you would provide in your test design document, but it might be different (as plans do change in a design cycle!).

The deliverable your team creates will depend on the scenario you envisioned for the project. A more formal "client" report & presentation might have front matter, report content, and an appendix. A less formal "report to your supervisor" or senior design team members could be a 2-3 page document accompanied by a slidedoc/deck with top findings and examples issues found.

How your team creates the findings report and presents to the class is entirely up to you! (Use good judgment and address the audience, purpose, and context accordingly.)

At a minimum, your deliverable must include written and oral components.

- **Cover Page/Slide** that identifies the communication device (website or app) tested and lists your team members.
- **Introduction** that describes information about the study (when, where, what, why, and how) for any reader who may not be familiar with the study.

- **Methodology & Task List** that describes the testing methodology used, including any of the following (as relevant to your project): goals of the test, type of test, testing environment, software used, user information (personas, number of users tested), and length of test sessions, scenarios and task list.
- **Findings and Recommendations** that describe the positive and the negative results from user tester. This could be presented by task, by severity of issues, or some other logical categorization. Ideally, this should explain what users did/said when interacting with the client's communication device. This section could offer tables or graphs to show results. This section could provide screenshots to show a user interacting with the specific feature in the results analysis section. (Or - if you decide to use a slidedoc/deck, you might even show video clips of users completing tasks and issues they encountered.)
- **References** in APA format of the sources you quoted/paraphrased/summarized (as needed). This might include any materials from the course textbook and the URLs to any of the webpages/documents, etc.

Usability Evaluation Findings Report						
Criteria	Ratings					Pts
Cover Page Cover Slide	<b>10 to &gt;8.5 pts</b> <b>Exceptional (A)</b>  Addresses all requirements: is labeled as Usability Test Findings; identifies the product tested (web site, app, game, software, hardware, device, etc.); identifies team members and date; provides a screenshot, photo of the product tested. Few/No revisions are needed.	<b>8.5 to &gt;7.5 pts</b> <b>Good (B)</b>  Addresses all requirements: is labeled as Usability Test Findings; identifies the product tested (web site, app, game, software, hardware, device, etc.); identifies team members and date; provides a screenshot, photo of the product tested. However, some minor revisions are needed.	<b>7.5 to &gt;6.5 pts</b> <b>Fair (C)</b>  Addresses requirements, but 1 of the following is missing or several revisions are needed: is labeled as Usability Test Findings; identifies the product tested (web site, app, game, software, hardware, device, etc.); identifies team members and date; provides a screenshot, photo of the product tested.	<b>6.5 to &gt;0.0 pts</b> <b>Poor (D)</b>  Addresses requirements, but 2 of the following are missing or significant revisions are needed: is labeled as Usability Test Findings; identifies the product tested (web site, app, game, software, hardware, device, etc.); identifies team members and date; provides a screenshot, photo of the product tested.	<b>0 pts</b> <b>Failing (F)</b>  Not included.	10pts



Introduction	<p><b>20 to &gt;17.0 pts</b></p> <p><b>Exceptional (A)</b></p> <p>Describes information about the study (when, where, what, why, and how) for any reader who may not be familiar with the study. Few/No revisions are needed.</p>	<p><b>17 to &gt;15.0 pts</b></p> <p><b>Good (B)</b></p> <p>Describes information about the study (when, where, what, why, and how) for any reader who may not be familiar with the study. However, some minor revisions are needed.</p>	<p><b>15 to &gt;13.0 pts</b></p> <p><b>Fair (C)</b></p> <p>Describes information about the study (when, where, what, why, and how) for any reader who may not be familiar with the study. However, several revisions are needed.</p>	<p><b>13 to &gt;0.0 pts</b></p> <p><b>Poor (D)</b></p> <p>Describes information about the study (when, where, what, why, and how) for any reader who may not be familiar with the study. However, significant revisions are needed.</p>	<p><b>0 pts</b></p> <p><b>Failing (F)</b></p> <p>Not included.</p>	20 pts
Methodology & Task List	<p><b>50 to &gt;42.5 pts</b></p> <p><b>Exceptional (A)</b></p> <p>Describes the testing methodology used, including: goals of the test, type of test, testing environment, software used, user information (personas, number of users tested), and length of test sessions, scenarios and task list. Few/No revisions are needed.</p>	<p><b>42.5 to &gt;37.5 pts</b></p> <p><b>Good (B)</b></p> <p>Describes the testing methodology used, including: goals of the test, type of test, testing environment, software used, user information (personas, number of users tested), and length of test sessions, scenarios and task list. However, some minor revisions are needed.</p>	<p><b>37.5 to &gt;32.5 pts</b></p> <p><b>Fair (C)</b></p> <p>Describes the testing methodology used, including: goals of the test, type of test, testing environment, software used, user information (personas, number of users tested), and length of test sessions, scenarios and task list. However, several revisions are needed.</p>	<p><b>32.5 to &gt;0.0 pts</b></p> <p><b>Poor (D)</b></p> <p>Describes the testing methodology used, including: goals of the test, type of test, testing environment, software used, user information (personas, number of users tested), and length of test sessions, scenarios and task list. However, significant revisions are needed.</p>	<p><b>0 pts</b></p> <p><b>Failing (F)</b></p> <p>Not included.</p>	50 pts

Findings and Recommendations	<p><b>100 to &gt;85.0 pts</b></p> <p><b>Exceptional (A)</b></p> <p>Addresses all requirements : describes the positive and the negative results from user testers. (This could be presented by task, by severity of issues, or some other logical categorization. Ideally, this should explain what users did/said when interacting with the client communication device. This section could offer tables or graphs to show results. This section could provide screenshots to show a user interacting with the specific feature in the results analysis section.)</p> <p>Few/No</p>	<p><b>85 to &gt;75.0 pts</b></p> <p><b>Good (B)</b></p> <p>Addresses all requirements: describes the positive and the negative results from user testers. (This could be presented by task, by severity of issues, or some other logical categorization. Ideally, this should explain what users did/said when interacting with the client communication device. This section could offer tables or graphs to show results. This section could provide screenshots to show a user interacting with the specific feature in the results analysis section.) However, some minor revisions are needed.</p>	<p><b>75 to &gt;65.0 pts</b></p> <p><b>Fair (C)</b></p> <p>Addresses all requirements: describes the positive and the negative results from user testers. (This could be presented by task, by severity of issues, or some other logical categorization. Ideally, this should explain what users did/said when interacting with the client communication device. This section could offer tables or graphs to show results. This section could provide screenshots to show a user interacting with the specific feature in the results analysis section.) However, several revisions are needed (may need more details and/or contain several proofreading errors).</p>	<p><b>65 to &gt;0.0 pts</b></p> <p><b>Poor (D)</b></p> <p>Addresses all requirements: describes the positive and the negative results from user testers. (This could be presented by task, by severity of issues, or some other logical categorization. Ideally, this should explain what users did/said when interacting with the client communication device. This section could offer tables or graphs to show results. This section could provide screenshots to show a user interacting with the specific feature in the results analysis section.) However, significant revisions are needed (may need many more details and/or contain severe proofreading errors).</p>	<p><b>0 pts</b></p> <p><b>Failing (F)</b></p> <p>Not included.</p>	100 pts
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	revisions are needed.					
References	<b>10 to &gt;8.5 pts</b> <b>Exceptional (A)</b>  Provides APA formatted References list of the sources you quoted, paraphrased, summarized (as needed). This might include any materials from the course textbook and the URLs to any of the client’s web pages or documents or screenshots or photos. Few/No revisions are needed.	<b>8.5 to &gt;7.5 pts</b> <b>Good (B)</b>  Provides APA formatted References list of the sources you quoted, paraphrased, summarized (as needed). This might include any materials from the course textbook and the URLs to any of the client’s web pages or documents or screenshots or photos. However, some minor revisions are needed.	<b>7.5 to &gt;6.5 pts</b> <b>Fair (C)</b>  Provides APA formatted References list of the sources you quoted, paraphrased, summarized (as needed). This might include any materials from the course textbook and the URLs to any of the client’s web pages or documents or screenshots or photos. However, several revisions are needed.	<b>6.5 to &gt;0.0 pts</b> <b>Poor (D)</b>  Provides APA formatted References list of the sources you quoted, paraphrased, summarized (as needed). This might include any materials from the course textbook and the URLs to any of the client’s web pages or documents or screenshots or photos. However, significant revisions are needed.	<b>0 pts</b> <b>Failing (F)</b>  Not included.	10pts

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Style and Conventions	<b>10 to &gt;8.5 pts</b> <b>Exceptional (A)</b> Addresses all requirements: Contains written and oral components in appropriate report format. Presentation is within the 7-8 minute timeframe. Few/No revisions are needed.	<b>8.5 to &gt;7.5 pts</b> <b>Good (B)</b> Addresses all requirements: Contains written and oral components in appropriate report format. Presentation is within the 7-8 minute timeframe. However, some minor revisions are needed.	<b>7.5 to &gt;6.5 pts</b> <b>Fair (C)</b> Addresses all requirements: Contains written and oral components in appropriate report format. Presentation is within the 7-8 minute timeframe. However, several revisions are needed.	<b>6.5 to &gt;0.0 pts</b> <b>Poor (D)</b> Addresses all but 1 requirement: Contains written and oral components in appropriate report format. Presentation is within the 7-8 minute timeframe. Significant revisions are needed.	<b>0 pts</b> <b>Failing (F)</b> Missing more than 1 requirement: Contains written and oral components in appropriate report format. Presentation is within the 7-8 minute timeframe.	10 pts
Total Points: 200						

### Final Exam

The final exam consists of 49 questions (matching, true/false, multiple choice) and 3 short essay questions - for a possible 150-point total.

Students will have the final exam period to complete the exam. Students may use their printed/paper notes from class but MAY NOT use the textbook, electronic notes, or online resources/Internet for seeking exam answers.

### DFWI WRI 327 Assessment Report

The following report summarizes findings from the Professional Writing Program's inquiry of WRI 327 DFWI data. We obtained from the Registrar's office course data from Fall 2017 to Fall 2023 to analyze trends and probability predictors for DFWIs. This report offers findings from descriptive statistics.

#### Top Findings

- Klamath Falls students make up the largest group of DFWIs at 50%, Portland Metro at 40%, Online at 10%, and Seattle at <1%.
- By modality, Online courses have a higher DFWI rate than In-person courses in all academic years.
- Of the total Online courses, DFWI rates are highest among students assigned to the Portland Metro campus (56%), followed by students assigned to Klamath Falls campus (24%), and last by students assigned to Online campus (20%).
- DFWI individual instructor data show online adjunct faculty have higher DFWI rates than any other faculty group (full-time or part-time).

#### Descriptive Stats

Twenty-five term totals generated 1,723 enrolled attempts to complete WRI 327, of which 1,534 received ABC grades (89.03%) and 189 received DFWI grades (10.97%). Of the 1,723 enrolled attempts, 1,079 (62.62%) are for in-person classes (Klamath Falls, Portland Metro, and Seattle) and 644 (37.37%) are for online classes.

## **DFWI Data Results**

### *Modality, Grade Counts, Student Attempts, and Student Campus*

Of the 189 DFWI grades, 90 (48%) are for in-person classes and 99 (52%) are for online classes (see Figure 1.). Earned grades of F (81) make up the highest percentage at 43%, followed by W (71) at 38%, D (36) at 19%, and I (1) at <1% (see Figure 2.).

Of the 189 DFWI grades, 126 (66%) are single attempts, 54 (29%) are double attempts, and 9 (5%) are triple attempts at passing the course (see Table 3.). Looking at the campus each student is assigned to, Klamath Falls students make up the largest group at 94 (50%), Portland Metro at 75 (40%), Online at 19 (10%), and Seattle at 1 (<1%) (see Table 4.).

Table 1. DFWI by Course Modality

Modality	Total DFWI	Percentages
OL	99	0.52
IP	90	0.48

Table 2. DFWI Grades Earned

Grades Earned	Total	Percentages
D	36	0.19
F	81	0.43
W	71	0.38
I	1	0.01

Table 3. DFWI Student Attempts

Student Attempt	
Single	126
Double	54
Triple	9

Table 4. DFWI Student Campus

Student Campus	DFWI	Percentages
KF	94	0.50
PM	75	0.40
OL	19	0.10
Seattle	1	0.01

### *Annual DFWI Rate and by Modality*

AY 20-21 and AY 23-22 share the highest annual DFWI rate of 14%, followed by AY 17-18 and AY 21-23 (12%), AY 19-20 (10%), and AY18-19 (8%). Data for AY 23-24 represent only fall term (5%) (see Figure 1.).

By modality, Online courses have a higher DFWI rate than In-person courses in all academic years. AY 17-18 and AY 22-23 share the highest annual DFWI rate of 18%, followed by AY 18-19 and AY 19-20 (16%), AY 20-21 (15%), and AY 21-22 (13%). Data for AY 23-24 represent only fall term (8%) (see Figure 2.).

For In-person courses, AY 20-21 has the highest annual DFWI rate of 13%, followed by AY 21-22 (10%), AY 17-18 and AY 22-23 (9%), AY 19-20 (7%), AY 18-29 (5%). Data for AY 23-24 represent only fall term (4%) (see Figure 2.).

Figure 1. Annual DFWI Rate

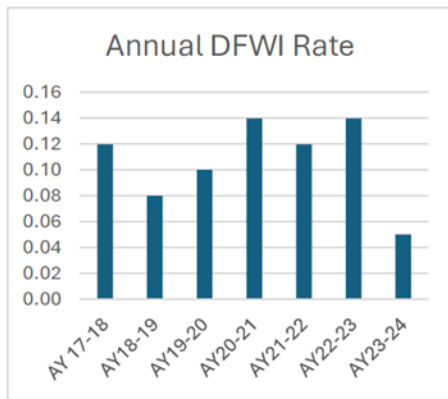
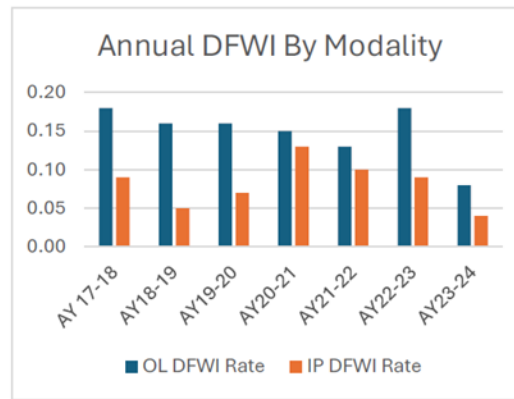


Figure 2. Annual DFWI by Modality



### DFWI Rate by Term, Modality, and Student Campus

Online courses have higher DFWI rates than In-person courses (72%) (see Figure 3.). Of the total Online courses, DFWI rates are highest among students assigned to the Portland Metro campus (56%), followed by students assigned to Klamath Falls campus (24%), and last by students assigned to Online campus (20%) (see Figure 4.).

Figure 3. DFWI Rates by Term and Modality

AY 17-18	OL %DFWI	IP %DFWI	AY 18-19	OL %DFWI	IP %DFWI
Fall	25	8	Fall	21	9
Winter	21	6	Winter	5	9
Spring	21	8	Spring	27	1
Summer	5	14	Summer	14	0
AY 19-20	OL %DFWI	IP %DFWI	AY 20-21	OL %DFWI	IP %DFWI
Fall	29	7	Fall	12	10
Winter	5	4	Winter	24	9
Spring	28	5	Spring	15	21
Summer	9	20	Summer	10	0
AY 21-22	OL %DFWI	IP %DFWI	AY 22-23	OL %DFWI	IP %DFWI
Fall	11	16	Fall	15	6
Winter	5	13	Winter	16	11
Spring	0	2	Spring	26	11
Summer	19	x	Summer	15	x
AY 23-24	OL %DFWI	IP %DFWI			
Fall	8	4			

Figure 4. Online DFWI Rates by Student Campus

OL AY 17-18	KF	PM	OL	Total	OL AY 18-19	KF	PM	OL	Total
Fall	0	3	2	5	Fall	2	1	1	4
Winter	0	2	2	4	Winter	0	1	0	1
Spring	0	0	4	4	Spring	1	1	2	4
Summer	0	0	1	1	Summer	2	3	0	5

OL AY 19-20	KF	PM	OL	Total	OL AY 20-21	KF	PM	OL	Total
Fall	1	5	0	6	Fall	0	2	1	3
Winter	0	1	0	1	Winter	3	1	2	6
Spring	1	4	0	5	Spring	0	3	0	3
Summer	0	2	0	2	Summer	2	0	1	3

OL AY 21-22	KF	PM	OL	Total	OL AY 22-23	KF	PM	OL	Total
Fall	1	1	2	4	Fall	2	3	0	5
Winter	0	1	0	1	Winter	0	2	1	3
Spring	0	0	0	0	Spring	2	6	0	8
Summer	6	2	0	8	Summer	5	2	1	8

OL AY 23-24	KF	PM	OL	Total	Total High	KL	PM	OL	Total term
Fall	2	1	0	3	Count	6	14	5	25
						0.24	0.56	0.2	

*DFWI Rate by Instructor*

Courses taught by full-time faculty make up 58% of DFWIs, followed by adjunct faculty (41%), and part-time faculty (1%) (see Table 5.). DFWI individual instructor data show online adjunct faculty have higher DFWI rates than any other faculty group, with the highest DFWI rate of 23% (Instructor G and Instructor M), followed by 19% (Instructor S), 17% (Instructor P), 16% (Instructor O), and 13% (Instructor A) (see Table 6.).

Table 5. DFWI by Instructor Type

Instructor Type	DFWIs	Percentages
Adjunct	77	0.41
Full Time	110	0.58
Part Time	2	0.01

Table 6. DFWI by Individual Instructor

Instructor	A, B, C	D, F, W, I	Total	Percentage DFWI
Instructor A	14	2	16	0.13
Instructor B	84	4	88	0.05
Instructor C	17	2	19	0.11
Instructor D	16	1	17	0.06
Instructor E	9	1	10	0.1
Instructor F	17	0	17	0
Instructor G	24	7	31	0.23
Instructor H	114	14	128	0.11
Instructor I	30	1	31	0.03
Instructor J	263	20	283	0.07
Instructor K	353	45	398	0.11
Instructor L	19	0	19	0
Instructor M	41	12	53	0.23
Instructor N	24	0	24	0
Instructor O	75	14	89	0.16
Instructor P	170	36	206	0.17
Instructor Q	15	1	16	0.06
Instructor R	205	20	225	0.09
Instructor S	13	3	16	0.19
Instructor T	31	6	37	0.16
Total	1534	189	1723	

## Program Assessment Report Feedback Rubric

2023-24 Assessment Report

**Program:**

**Department Chair:**

**Program Assessment Report Author:**

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	
Educational Objectives Wording is Actionable	
PSLO's are justified by Professional Standards	
PSLO'S are aligned to ISLO	
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments by course	
Assessment Cycle is three years or less to cover all PSLO and ISLO	
Actions taken by programs on assessment during each year of the cycle are specified	
During collection year, courses/assignments are specified that align to PSLO at FP&C levels	
Rubric: Criteria for grading the assignment is described (may include as an appendix)	
Sample: Number of samples reviewed is specified	
Accountability: Reviewer of the assignment are specified	
Assessment data is collected across all locations and modalities	
Performance Targets of acceptability are indicated	



Results include: Graduation, Retention, Persistence, DFWI, Post Grad Success, Equity Gaps, PSLO, ISLO	
Interpretation: Current results are compared against performance targets	
Interpretation: Current results are compared against previous years of data	
Interpretation: Current results are compared against some external comparator	
Action drivers: Items not meeting performance targets have actions planned	
Action drivers: Additional action plans for overall department improvement are indicated	
Action plans: Specifics of accountability and timelines are indicated	
Action plans: Actions are linked to identification of resources needed	
Faculty discuss trends in the data	
Faculty discuss previous action plan success given new data	
Faculty discuss the assessment process and make any improvements necessary	

Directions: Please provide comments on any item that is not graded as well developed.