Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: School of Computing / Web and User Experience
Academic Year of Report: 2019/2020 - 2020/21 (covering Summer 2019 through Spring 2021)
Date Submitted: 11/15/2021
Report author: Abdulmalek Al-Gahmi

Contact Information:

Phone: 801-395-3340
Email: aalgahmi@weber.edu

We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level results page. Select the appropriate college and then your program from the subsequent page.

A. Mission Statement

___ Information is current; no changes required.

Update if not current:

The primary goal of the Web and User Experience program is to deliver students the highest quality undergraduate experience that will prepare students for employment in the areas of web development and user experience design, and to assume roles in decision making, leadership, research, and service to community and business. This goal is achieved by developing in students a cohesive, solid theoretical foundation bolstered by practical, hands-on experiences. The learning environment is further enhanced by extensive contact between faculty and students both in and out of the classroom. The program also assists students in developing, communicating, and applying knowledge for the technical and professional world as well as gaining a desire for lifelong learning.

B. Student Learning Outcomes

(please note the addition of certificate and associate credential learning outcomes)

___ Information is current; no changes required.

Update if not current:

The Web & User Experience program offers the following certificates and degrees:

- Web Essentials Certificate
- User Experience Design Certificate
- Associate of Applied Science in Web and User Experience
- Bachelor of Science in Web and User Experience: Full Stack Web Development Emphasis
- Bachelor of Science in Web and User Experience: User Experience Design Emphasis

Students completing these certificates and/or degrees will:

- Possess effective business communication skills.
- Possess knowledge and skills of technology.
- Implement effective decision-making and problem-solving skills.
- Possess knowledge of ethics and professionalism.
- Produce industry-standard websites and multimedia projects

C. Curriculum (please note, we are using Google Sheets for this section so that updates are easier to make)

___ Information is current; no changes required.

Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc.)

	Department/Program Learning Outcomes				
Core Courses in Department/Program	Effective Business Communication Skills	Technology Knowledge and Skills	Implementation of Effective Decision-Making and Problem-solving skills	Knowledge of Ethics and Professionalism	Produce industry-standard projects
WEB 1400 – Web Design and Usability		Artifact	E	I	E
WEB 1430 – Client Side Scripting	I	I	A	I	I
WEB 2200 – Image Editing		I	U	I	E
WEB 2210 – Computer Illustrations	U	E	U	U	E
WEB 2300 – Video Editing	U	E	U	I	E
WEB 2410 – Web Animation I		E			E
WEB 2500 – User Experience Design	E	U	U	E	A
WEB 2620 – Advanced CSS	I	U	U	I	A
WEB 2630 – Client Side Frameworks		U	E		E
WEB 2800 – Independent Projects / Research	U	E	E	E	A
WEB 2860 – Work Study	U	E	E	E	A
WEB 2890 – Client Side Portfolio	U	Artifact	E	E	A
CS 1030 – Foundations of Computing	I	U	U	I	I
CS 1400 – Fundamentals of Programming		U	U	I	I

CS 2550 - Introduction to Database Design and SQL		A	A		
WEB 3130 - Web Accessibility	I	A	E	E	I
WEB 3200 – Dynamic Languages for Web Development		I	E	E	I
WEB 3300 – Motion Graphics		E			U
WEB 3400 – LAMP Stack Web Development	I	U	U	I	A
WEB 3410 – Web Animation II		E			U
WEB 3430 – Full Stack JavaScript Development	E	A	A	U	A
WEB 3500 – User Interface Prototyping & Design	U	E	U	E	E
WEB 3530 - Information Architecture	E	A	U	E	A
WEB 3600 - User Research Methods	U	A	A	U	A
WEB 3700 – Web Development with .NET	E	A	A	E	U
WEB 4350 – Web Development Capstone	A	Artifact	A	U	A
WEB 4800 – Independent Research	U	E	E	E	A
WEB 4860 – Internship	U	E	E	A	A
WEB 4890 – Server Side Portfolio	U	E	E	E	A
CS 3550 – Advanced Database Programming		A	A		
CS 3620 – Server Side Web Architecture	E	U	E	E	A
CS 3650 – Human-Computer Interaction	E	A	E	E	A

Note[a]: Define words, letters or symbols used and their interpretation, i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ

Note[b]: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (details about graduating student assessment):

Students start creating websites in the Web 1400 course which is a prerequisite for most of the other courses. As students continue through the curriculum, they will be encouraged to save projects they have worked on for inclusion in the capstone projects – the portfolio for the Associates Degree (WEB 2890) and the capstone (WEB 4350). The portfolio course will offer students a chance to reflect on their work and improve upon their previously completed projects with their more advanced skill set. Students in the capstone course are expected to work with a client to create a fully functioning website, also allowing students to apply their skills.

Many courses are project based. The capstone courses include presentation to faculty. Students are evaluated by faculty as well as industry professionals. This evaluation provides meaningful feedback for students and encourages them to include their best work.

D. Program and Contact Information

___ Information is current; no changes required.

Update if not current:

The Web and User Experience program is located within the School of Computing Department at Weber State University (WSU). Students have the following degree options:

- Bachelor of Science in Web and User Experience: Full Stack Web Development Emphasis
- Bachelor of Science in Web and User Experience: User Experience Design Emphasis
- Associate of Applied Science in Web and User Experience
- Minor in Web Technology
- Minor in User Experience Design
- Emphasis in Bachelor of Integrated Studies (BIS)

Students completing a major in Web and User Experience are prepared to work independently or as part of a team in an organization. Graduates have found employment as web designers; full-stack, front-end, and/or back-end web developers; UX designers, and user researchers. Students learn a variety of web development and user experience design skills, including programming, database, multimedia technologies, user experience principles, web accessibility, information architecture, and user research methods. Elective coursework covers various programs and technologies relating to graphics, multimedia, and user experience. Students also gain competence in business communication and marketing, which are crucial elements for a successful business career. Students are also introduced to new management procedures for both people and technology to help meet the challenges of the ever-changing business environment.

Contact information:
Abdulmalek Al-Gahmi, Ph.D.
Phone: 801-395-3340
Email: aalgahmi@weber.edu

E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

___ Information is current; no changes required.

Update if not current:

Course	2022	2023	2024	2025	2026
WEB 1400 - Web Design and Usability		X		X	
WEB 1430 – Client Side Scripting		X		X	
WEB 2500 – User Experience Design		X		X	
WEB 2620 – Advanced CSS		X		X	
WEB 2620 – Client Side Frameworks		X		X	
WEB 2800 – Independent Projects / Research	X		X		X
WEB 2860 – Work Study	X		X		X
WEB 2890 – Client Side Portfolio	X		X		X
WEB 3130 – Web Accessibility	X		X		X
WEB 3200 – Dynamic Languages for Web Development	X		X		X
WEB 3400 – LAMP Stack Web Development		X		X	
WEB 3430 – Full Stack JavaScript Development		X		X	
WEB 3500 – User Interface Prototyping & Design		X		X	
WEB 3530 – Information Architecture		X		X	
WEB 3600 – User Research Methods		X		X	
WEB 3700 – Web Development with .NET	X		X		X
WEB 4350 – Web Development Capstone	X		X		X
WEB 4800 – Independent Research	X		X		X

WEB 4860 – Internship	X		X		X
WEB 4890 – Server Side Portfolio	X		X		X

The following three steps outline the Web and User Experience assessment process:

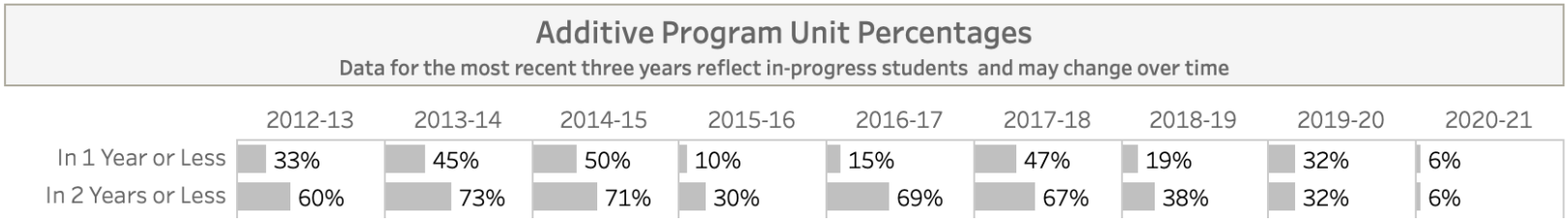
1. Following the above schedule, course assessment subcommittees will convene during the assigned year to review the effectiveness of course delivery in achieving department objectives and to establish a Course Assessment Plan. The Plan includes summary evidence of how the course currently satisfies the department's student learning outcomes, investigating specific assessment instruments, the associated learning outcomes, and resulting class performance. Evidence of learning for a specific student learning outcome is deemed successful if the associated assessment measure is 80% or above.
    a. In addition, the source assessment subcommittees will list recommendations for course improvement to address any deficiencies in meeting applicable student learning outcomes.
2. Program recommendations will be compiled by Spring semester and submitted for approval by both WEB Faculty and WEB Industry Advisory Council, effectively closing the loop and thus engaging department action toward addressing deficiencies in achieving student learning outcomes.
3. Recommendations for improvement will be implemented during the subsequent year. An evaluation of the implementation of course improvements will indicate if the course should be reassessed immediately or if the regular course assessment cycle may be resumed.

Additional Information:
Since 2017 the program has been going through constant change. We believe with the changes taking effect this Fall 2021, that the program has reached a stable point and we can now go back and look at how we collect data and better assess the program. This effort has been scheduled to start in Spring 2022.

F. Student Achievement

i. Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric (this information can be accessed on the Program Review Undergraduate dashboard – tab labeled, 'Time to Grad from 90CH – please reach out to oie@weber.edu if you need help with this metric). What department initiatives are in place to address this?

Here is the data for the WEB/UX Program



From 2014-15 through 2018-19, this program averages a 62.4% completion within 2 years of 90CH

Most of our students apply for the B.Sc. degrees. We are currently encouraging our students to apply for the AAS degree once all of its requirements are met. Doing that should help with these numbers. On the other hand, our academic advisors are communicating with students more frequently. The plan is to reach out to these students and help them graduate. When barriers are identified, we quickly work closely with students to address them.

Evidence of Learning

There are varieties of ways in which departments can choose to show evidence of learning.

1) Course-based assessment
    a. This is the format we have traditionally suggested programs use for assessment. The familiar 'evidence of learning worksheets' are included in the template and can also be accessed from the IE website. The critical pieces to include are:
        i. learning outcomes addressed in the course,
        ii. method(s) of measurement used,
        iii. threshold for 'acceptable – that is, the target performance,
        iv. actual results of the assessment,
        v. interpretation/reflection on findings,
        vi. the course of action to be taken based upon the interpretation,
        vii. how that action will be evaluated.

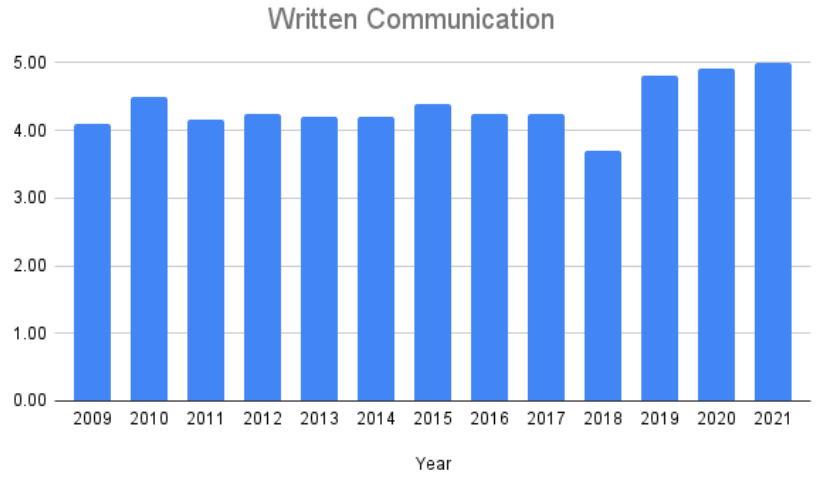
2) Outcome-based assessment
    a. Moving from course-based to outcome-based assessment has the potential for programs to gather and reflect upon data that are more meaningful, and to connect assessment findings from throughout the program. The approach may be much easier for associates and certificate programs where only select students in classes are earning the credential. For more information email (gniklason@weber.edu)

    b. Reporting options include:
        i. A traditional evidence-of-learning worksheet with an outcome (across multiple courses) as the focus (instead of a course with multiple outcomes).
        ii. A report that is more narrative-based.
        iii. Other tools such as an ePortfolio in which key or signature assignments have been identified by the faculty, and uploaded by the student with their reflection. The key or signature assignments are aligned to student learning outcomes. (ePortfolio is an excellent assessment tool for certificates and associate degrees.)
        iv. There are other approaches such as juried reviews, physical portfolios, field tests, etc.

3) General Education course assessment needs to continue to be reported at the course level using either the traditional template or a more narrative-based format. See the Checklist and Template page for area-specific worksheets as well.

Note: if you cannot download templates directly from this document, please visit our template page for downloads.

A. Evidence of Learning: Courses within the Major
(**this is a sample page for purpose of illustration only**; a blank template can be found on the next page or at this site)

Evidence of Learning: Courses within the major					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will possess effective business communication skills.	Learning Outcome 1: Students will maintain a score of 3.5 or above on the writing assessment.	Measure 1: Writing Assessment Rubric	Measure 1: Written Communication 	Measure 1: Since 2009, students have maintained an average score of 4.36 on the written communication assessment.	Measure 1: To evaluate how and where we collect this data..
	Learning Outcome 2: Students will maintain a score of 3.5 or above on the oral communication assessment.	Measure 2: Oral Communication Assessment Rubric	Measure 2: Oral Communication	Measure 2: Since 2009, students have maintained an average score of 4.47 on the oral communication assessment.	Measure 2: To evaluate how and where we collect this data..

<table>
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<td></td>
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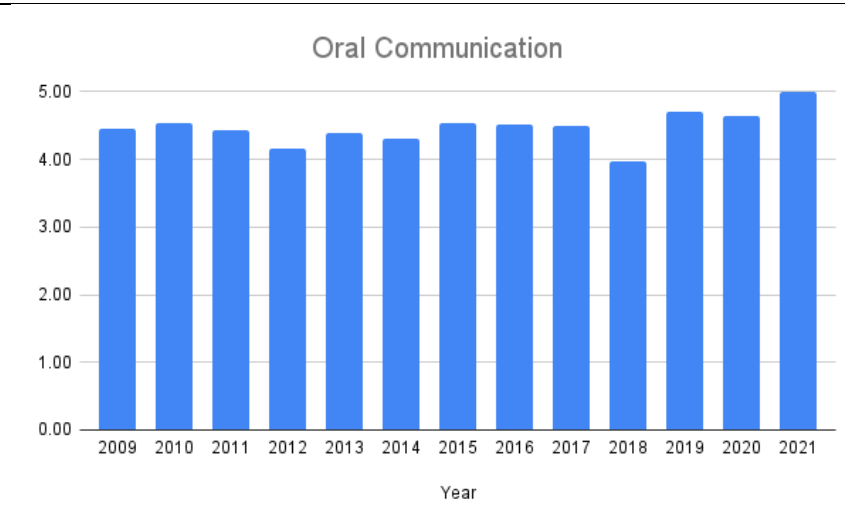
<td></td>
<td> 
</td>
<td></td>
<td></td>
</tr>
<tr>
<td rowspan="2">Goal 2:
Student will possess effective knowledge and skills of technology.</td>
<td>Learning Outcome 3:
At least 75% of students will work on level comparable to or beyond the level of educational background.</td>
<td>Measure 1:
Internship Employer and Student Forms</td>
<td>Measure 1:
Knowledge and Skills
<table>
<tr><th>Academic Year</th><th>Works beyond level of educational background</th><th>Works on level comparable to educational background</th><th>Works on level below educational background</th></tr>
<tr><td>2019/2020</td><td>10</td><td>4</td><td>0</td></tr>
<tr><td>2020/2021</td><td>6</td><td>3</td><td>0</td></tr>
</table></td>
<td>Measure 1:
100% of the employers rated student’s work on a level comparable to or beyond the level of educational background.</td>
<td>Measure 1:
Evaluate higher level software tasks and skills.</td>
</tr>
<tr>
<td>Learning Outcome 4:
At least 75% of students will produce quality work with minimal supervision.</td>
<td>Measure 2:
Internship Employer and Student Forms</td>
<td>Measure 2:
Quality of work
<table>
<tr><th>Academic Year</th><th>Able to produce quality work most of the time with minimal supervision</th><th>Able to produce satisfactory work with moderate supervision</th><th>Unable to produce satisfactory work without constant supervision</th></tr>
<tr><td>2019/2020</td><td>12</td><td>2</td><td>0</td></tr>
<tr><td>2020/2021</td><td>9</td><td>0</td><td>0</td></tr>
</table></td>
<td>Measure 1:
91% of the employers rated students as able to produce quality work with minimal supervision.</td>
<td>Measure 2:
Evaluate quality of work.</td>
</tr>
<tr>
<td>Goal 3:
Students will possess effective</td>
<td>Learning Outcome 5:</td>
<td>Measure 1:</td>
<td>Measure 1:
Decision Making</td>
<td>Measure 1:
91% of employers rated</td>
<td>Measure 1:
N/A</td>
</tr>
</table>

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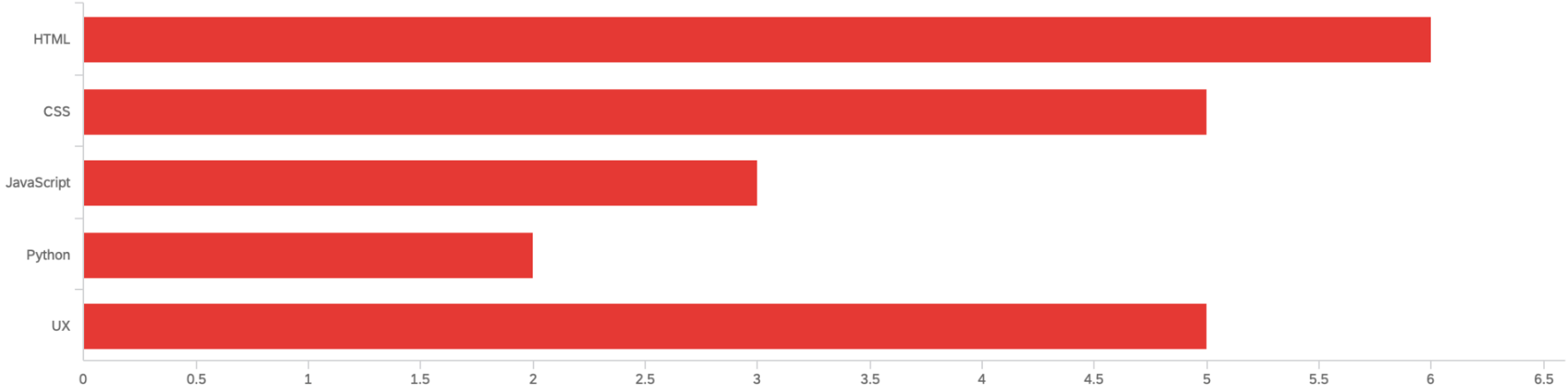
<tr>
<td>decision-making and problem-solving skills.</td>
<td>At least 75% of students will make appropriate decisions most of the time.</td>
<td>Internship Employer and Student Forms</td>
<td>
<table>
<tr><th>Academic Year</th><th>Makes appropriate decisions most of the time</th><th>Makes appropriate decisions some of the time</th><th>Unable to make appropriate decisions</th></tr>
<tr><td>2019/2020</td><td>13</td><td>1</td><td>0</td></tr>
<tr><td>2020/2021</td><td>8</td><td>1</td><td>0</td></tr>
</table>
</td>
<td>students as making appropriate decisions most of the time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Outcome 6:
At least 75% of students will identify most problems and implement solutions.</td>
<td>Measure 2:
Internship Employer and Student Forms</td>
<td>Measure 2:
Problem-Solving Skills
<table>
<tr><th>Academic Year</th><th>Identifies most problems and implements solutions</th><th>Identifies some problems and implements some solutions</th><th>Unable to identify problems and implement solutions</th></tr>
<tr><td>2019/2020</td><td>12</td><td>2</td><td>0</td></tr>
<tr><td>2020/2021</td><td>7</td><td>2</td><td>0</td></tr>
</table>
</td>
<td>Measure 2:
83% of employers rated students as identifying and implementing solutions for most of the problems.</td>
<td>Measure 2:
Follow-up with internship employers to determine types of problems not being identified and solved.</td>
</tr>
<tr>
<td>Goal 4:
Students will possess knowledge of ethics and professionalism.</td>
<td>Learning Outcome 6:
At least 75% of students will demonstrate good or excellent work ethics.</td>
<td>Measure 1:
Internship Employer and Student Forms</td>
<td>Measure 1:
Ethics
<table>
<tr><th>Academic Year</th><th>Demonstrates excellent work ethics</th><th>Demonstrates good work ethics</th><th>Demonstrates poor work ethics</th></tr>
<tr><td>2019/2020</td><td>14</td><td>0</td><td>0</td></tr>
<tr><td>2020/2021</td><td>7</td><td>2</td><td>0</td></tr>
</table>
</td>
<td>Measure 1:
91% of employers rated students' work ethics as good or excellent.</td>
<td>Measure 1:
N/A</td>
</tr>
<tr>
<td></td>
<td>Learning Outcome 6:
At least 75% of students will work well with teams.</td>
<td>Measure 2:
Internship Employer and Student Forms</td>
<td>Measure 2:
Cooperation
<table>
<tr><th>Academic Year</th><th>Usually work well with teams</th><th>Sometimes work well with teams</th><th>Difficult to work with</th></tr>
<tr><td>2019/2020</td><td>13</td><td>1</td><td>0</td></tr>
<tr><td>2020/2021</td><td>9</td><td>0</td><td>0</td></tr>
</table>
</td>
<td>Measure 1:
96% of employers rated students as able to work well with teams..</td>
<td>Measure 2:
N/A</td>
</tr>
<tr>
<td colspan="6">Goal 5: This outcome is not assessed for this major.</td>
</tr>
</table>

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Results from our Web/UX Exit Survey:
Results from the WEB/UX Exit Survey that our UD students take before they graduate indicates that:

- Most of our UD students (71%) are currently employed.
- Most of our working UD students (70%) work in a job related to their WEB/UX studies
- Our working UD students use the skills they learn in their WEB/UX studies in a daily basis in their jobs.



Additional narrative (optional – use as much space as needed):

Since 2009, we have used this structure to measure learning outcomes within the program. The program has been constantly changing with the latest change that introduced two B.Sc. emphases taking effect this Fall 2021 semester. Now that these changes are done, we are a good place to reevaluate the way we have been assessing the program and measuring its outcomes. Starting Spring 2022, we will be working on a new approach to measuring learning outcomes. You will see from above that the numbers have dipped and this is due to the program changes and making the course that normally assess the outcomes optional. As we move forward, we will be focusing the measurement of learning outcomes in the associate-level portfolio class and the upper division capstone.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Since the last biennial report, the WEB and User Experience program has gone through major changes of its upper division. We now have two emphasis at the B.S. level: Full Stack Web Development and User Experience Design. These changes are taking effect this Fall 2021 semester. Due to these changes, the program review that was scheduled for the 2021/2022 academic year has been postponed by two years to give time for these changes to take place and collect data. Below are the recommendations from the last 2018/2019.

Date of Program Review: 2018 - 2019	Recommendation	Progress Description
Recommendation 1	Transfer Mr. Cody Squadroni to a tenure-track position with commensurate pay to reduce workload while providing stability to him and to the program.	Cody is no longer the program coordinator. Program coordinators change every two years.
Recommendation 2	Increase faculty salaries. If faculty must work several jobs to make ends meet, they cannot, will not, dedicate themselves whole-heartedly to educating students.	This is being looked at the College and University level.
Recommendation 3	Hire a faculty member with expertise to provide the User Experience curriculum needed or drop “User Experience” from the degree name and create a new minor in conjunction with the Department of Visual Arts & Design. The new minor could integrate applicable courses from the Design for Digital Media and User Experience Design minors to capitalize on the strengths from both programs and better meet the needs of students in the field of User Experience.	A new faculty focused on User Experience Design was hired; she started Fall 2020. A new faculty position is currently open to hire a faculty with both WEB and UX backgrounds.

Recommendation 4	Elevate the portfolio requirement from the AAS level to the BS level to provide a complete program level assessment tool.	Before COVOD, faculty met to discuss requirements to make sure everyone is on the same page as what is needed to be covered for us to properly assess our students. Faculty are currently scheduled to revisit the assessment forms for these projects in January 2022.
Recommendation 5	Assist students finding and acquiring internships to fulfill the purpose of the program to provide employment-ready graduates.	We have been pushing students to take the internship class as UD elective and making sure we are announcing the internships that come our way. For students that can't get an internship we have been working with Robert Ameling.
Recommendation 6	Provide for teaching assistants / tutors to assist students in upper-division courses. This would also serve to reduce load on faculty.	The School of Computing Tutoring Center supports WEB courses. They are always willing to hire student tutors with WEB/UX backgrounds.

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2018-19	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2	2	3
Full-time Non-Tenured (includes tenure-track)	1	1	1
Part-time and adjunct			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	3	3	3
Part-time and adjunct	4	4	4
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct	4	4	4
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty	14	14	15
Full-time Tenured	2	2	3
Full-time Non-tenured	4	4	4
Part-time	8	8	8

Please respond to the following questions.

1) **Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs**.

   We are happy to report that for the past 10 years, 43% of our students have been females. We continue to work on getting that number up and supporting our female students. Our non-white student percent took a dive because of COVID but we are seeing it going up again. We will continue to monitor these numbers.

2) **What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?**

   We are working closely with the department and college academic advisors to connect more frequently with students. We are also working on a marketing campaign starting in Spring 2022 to raise awareness of our new emphases and certificate and recruit more students. We work closely with our Industry Advisory Committee on this campaign.

3) **We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?**

   In Spring 2022, the faculty are scheduled to meet and reevaluate program assessment. We will be looking at how other similar programs are doing their assessment, at what points should we collect data; what kind of data to collect, and what existing courses/structures we can use.

4) **Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.**

   We have two concurrent enrollment courses that we work with the Concurrent Enrollment Office on: WEB 1400 and WEB 1700. In both courses, we have been communicating with teachers and making resources available to them. We are also working with the Concurrent Enrollment Office to help provide them with the data that they need from these courses.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement
An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence
Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence
Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences
Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see https://weber.edu/weberthrives/HIEE.html