HCIM Program Committee Meeting For December

December 11, 2020
1:00 PM – 2:30 PM
Virtual meeting

Meeting called by:	Bill Kules	**Type of meeting:**	Monthly Committee Meeting
Facilitator:	Carol Boston	**Note taker:**	Emilia Azar
Timekeeper:	Carol Boston		

Attendees: Bill Kules (4 / 4), Carol Boston (4 / 4), Amy Asadi (4 / 4), Ge Gao (4 / 4), Kate Izsak (3 / 4), Alex Leitch (4 / 4), Jeff Waters (4 / 4)

Agenda and related documents here

Minutes of the Meeting:

Agenda item: (1:00) [For adoption] November meeting minutes **Presenter:** Bill Kules

Minutes of the November meeting were adopted unanimously.

Agenda item: (1:05) Operational updates: new adjuncts for Spring 2021; Dustin's paternity leave, first-year portfolio mentors, etc. **Presenter:** Bill Kules & Carol Boston

Discussion:

- We have three new adjunct professors for Spring 2021: two will teach new 1-credits and one will teach a section of INST 711.
    - Dan Shilov, a product designer with InstaCart with a new book and a big Medium presence on job searching, will teach INST639A Practical Skills in HCI; Portfolio Development Workshop.
    - Rachael Marr, an HCIM alum and designer at Cisco, will teach INST 639F Practical Skills in HCI; Making Your Design Case: Effectively Communicating Your Design Decisions to Stakeholders.
    - Laura Rogers, an HCIM alum and senior designer with FiscalNote, will teach one section of INST 711. She and Alex (returning instructor for INST 711 will consult on syllabus updates.
- Other repeating 1-credits will be offered by Beth Bonsignore (Participatory Design Research Practicum) and Geoffrey Robertson (UX Task Analysis of Emerging Technologies).
- The 1-credit courses allow a maximum of ten students to enable strong interactive work with instructors. The portfolio development one is intended for second-year students who are preparing for New Grad positions. To provide some support to first-year students applying for internships, Carol has identified 4 HCIM alum to serve as portfolio mentors for them in January. In this pilot activity, we plan to host a mentor panel to address general student questions and then

set up times for 30-minute individual consultations between mentors and first-year students in-depth for portfolio feedback.

- Julie Romanosky, an HCIM alum, hosted a presentation on Monday, December 7, and spoke with students about the job search process as well as her current position as a UX Researcher with PlayStation. Zoom talks by recent alumni working in the industry have gained traction and positive attention among our students. In addition, these talks are a fantastic tool for engaging HCIM graduates. Moving forward, we would like to host one industry job search-focused alumni presentation each semester.
- Dustin Smith, HCIM and MIM Graduate Academic Advisor, is on paternity leave from December 7, 2020 through March 26, 2021. Jeff will be covering all academic advising for HCIM and MIM until Dustin returns.

Agenda item:	1. (1:15) [For approval/discussion] Review PLO rubric & assessment committee reports a. Design and UX Strategy Competencies (Interaction Design Studio, Visual Design, HCIM Capstone) - Approve Design Competency rubrics and review recommendation for initial design assignments to assess in Spring 2021 b. Research & Evaluation and Professional Competencies (UX Research Methods, HCIM Capstone/Thesis) - Review report	**Presenter:**	a. Alex/Amy/Bill b. Ge/Carol

Discussion:

Bill introduced the subcomittte's work on Design and UX Strategy Competencies. The Design Competency rubric includes five elements of assessment: Critique Skills, Design Process, Visual Design, User Experience, and Stakeholder Research. Stakeholder Research will require more work, but the other four elements were ready for review.The rubric includes four levels of assessment: Mastery, Acceptable, Developing, and Unacceptable.

- Alex added that the rubric is not designed to block any professor from developing their own course; each course belongs to the individual that teaches it. The goal is to give professors a framework for assessing student work, based on their own observations. We do not have a current design rubric so this one offers a structure for multiple classes where design is a key instructional focus.
- Kate added that this is a rubric for the professors, rather than the students. The rubric will help faculty and staff assess if the faculty is effectively teaching HCIM competency skills.

Following review and discussion, the committee voted unanimously to approve the Design Competency rubric.

Bill informed the committee that the UX Strategy Competency PLO will entail additional curriculum development in order to identify what these elements are and where they are incorporated within the core courses.

- COVID-19 regulations have sparked a related opportunity - any international Spring start student who wants to begin coursework in the U.S. is required to have at least one on-campus, hybrid course for visa requirements. Bill will teach this 1-credit course as an Introduction to UX Strategy. At the end of the semester, he will share his observations with the committee, allowing us to pinpoint the elements of the UX Strategy competency, create a rubric, and incorporate the elements into core courses.

The subcommittee on Research & Evaluation and Professional Competencies shared their progress thus far. The subcommittee members collected research through faculty interviews. The goal was to identify the elements for a rubric and see if the identified subskills are currently taught in HCIM core courses.

- The subcommittee listed five elements of the Research & Evaluation Competency for committee review: Research planning, preparation of detailed protocol and other materials, data collection, data analysis and insights extraction, and presentation.
- Based on the interviews and syllabus reviews for INST 631, INST 710, and INST 702, it could be difficult to evaluate students on all five elements of this Research & Evaluation competency within each core core. For example, in INST 710, contextual inquiry is the primary UX research method covered and students are not taught how to conduct a literature review.
- INST 702 Advanced Usability has an updated syllabus for Spring 2021 from new instructor Rachel Yang. She will be walking students through the experience of doing a professional-level usability test. She is willing to work with the HCIM program team to incorporate some individual assessments in the class and contribute data/provide input on competencies to contribute to the development of this rubric.
- Carol noted that the small number of students who do theses (who might also take INST 808 instead of INST 710) get more experience with all 5 elements of the draft Research & Evaluation Competency.Ge agreed that research planning is specifically taught in the thesis track, and therefore is not necessary in a general rubric for all HCIM students.
- Bill suggested that the subcommittee might therefore consider dropping the research planning element of Research & Evaluation, or possibly replacing it with a different element.
- In researching potential elements for evaluating Professional Competencies, teamwork was challenging, because most instructors don't have a clear window into how teams are functioning.
    - The committee agreed that effective peer evaluation is both useful and informative.The question is whether we need to have instructors directly instruct in, and then assess teamwork within Professional Competencies.
    - Kate noted that peer evaluations of teamwork would be classified as an indirect assessment method.
- Bill reiterated that the competencies, elements, and rubrics were not intended to capture *all* that students would learn in the program, and it would be sufficient to focus efforts on the main ones.

Conclusion: The committee approved four elements of the Research & Evaluation rubric.The subcommittee will determine whether research planning is a necessary element to keep, incorporate the elements into rubrics, and present the rubrics at the March committee meeting. In the area of Professional Competencies, the subcommittee will meet with Bill to discuss how teamwork is explicitly taught in Capstone and will present elements and rubrics in March.

Agenda item:	1. (1:57) [For continued discussion] Big-picture look at curriculum: number of credits, composition of core courses/desired electives to align with new PLOs a. Competitive analysis of other HCIM programs related to number of course credits (proposal to increase from 30 to 36 credits) and Advanced Usability and Visual Design courses as elective vs. core (High-level summary; Results table) (Emilia) b. Draft syllabus for Visual Design II/Product Design course that begins to address UX Strategy competency (Bill)	**Presenter:**	Bill Kules

Discussion:

For the sake of time, the committee postponed discussion of this agenda item to the March meeting.

Agenda item:	(2:05) Review application review procedures with the new system and schedule January app review calibration meeting for Winter Break (for those reviewing apps) - Friday, January 15, 2021?	**Presenter:**	Jeff Waters & Carol Boston

Discussion:

The committee discussed the upcoming application season:

- Faculty members will not need access to the new application system. Jeff will work directly with Emilia and Carol to ensure that individual PDFs are again available for faculty review.
- There are about 190 applications in progress and 6 or 7 submitted applications.
- We are anticipating a class of 60 students.
- We typically have a yield of 30% on student acceptances. If we are targeting a class of 60 incoming students, we will extend 175-180 offers.
- Many more students than usual (35+ compared to the usual 6-8) deferred their Fall 2020 enrollments due to covid. The majority of these are international students. In the absence of data about how these students will make their decisions and what the worldwide state of the pandemic and travel restrictions will be, Bill suggests that we should not include these students in our cohort acceptance number for Fall 2021 while we are reviewing new applications. Jeff agreed that deferred student decisions are up in the air due to COVID-19 and suggested checking in with them around March.
- Carol and Bill proposed a calibration review meeting for January 15 and a completion of all reviews by the February 12 HCIM Committee meeting. The February HCIM Committee will then be devoted to finalizing the admissions recommendations. The committee concurred with these dates.

Conclusion:
The members of the committee involved in application reviewing will meet the afternoon of January 15, 2021 for a calibration meeting (with ~10-15 completed applications sent beforehand for them to review for comparison purposes) and will have all their regular-round application reviews completed by February 12, 2021. The February 12 HCIM Committee meeting will be devoted to finalizing the admission recommendations; regular business will resume during the March HCIM Committee meeting.

Action items	Person responsible	Deadline
❒ The subcommittee assigned to Research & Evaluation and Professional Competencies will develop rubric drafts for the March meeting	**Carol/Ge/Nikas/Jeff**	**March 4**
❒ The subcomittee will discuss how the Professional Competency of teamwork is explicitly taught in capstone.	**Carol/Ge/Niklas/Bill**	**March 1**
❒ Meet on January 15 for a calibration meeting and have all application reviews completed by February 12.	**Carol/Ge/Niklas/Bill/Alex**	**January 15 / February 12**
❒ Assign the *big-picture look at curriculum* agenda item to the March committee meeting	**Committee**	**March 4**