

HCIM SELF-STUDY 2017

1. STRATEGIC OVERVIEW OF THE PROGRAM

A. Mission and Vision

Within 5 years, the iSchool's HCIM program is one of the nation's top masters programs in human-computer interaction for careers both within industry as well as academia, with a steady-state enrollment of 50 to 80 students.

B. Goals

G0 - Ensure the Program Meets Market Needs

In order for the program to thrive, we need to make sure that we are meeting the needs of the market. The market—as reflected by our student matriculations—needs professionals who are trained and prepared for industry jobs.

With the faculty, resources and reputation of the iSchool, the HCIL, and UMD, the HCIM program has the ingredients to be a leading practical masters program, on par with the top national programs such as Carnegie Mellon University, Virginia Tech, University of Washington, and University of Michigan. The overall vision for the practical masters is to develop our core curriculum so that all students will be prepared with the basic skills and perspectives they need to successfully perform on the job. This core curriculum can then be augmented by other electives that deepen skills in areas important to the industry and reflecting passions of the faculty.

G0.1 - Core curriculum - Evolve the core curriculum to develop critical skills needed by industry professionals, e.g. user research, interaction and visual design, team work, etc. Validate that these are the correct skills and ensure that our students are mastering and demonstrating them.

G0.2 - Differentiate our program from other HCI programs by leveraging the iSchool and university commitments to diversity in all its forms, and developing specific speciality areas that meet identified market needs and leverage iSchool strengths.

G0.3 - Provide students with experience working on a real business problem as a member of a team for an industry partner.

Note: None of these change the importance of maintaining and developing the research side of our program. An essential goal will be to enhance students' professional preparation while maintaining the already excellent preparation for academic research.

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G0.4 - Hiring - Hire faculty with industry experience - a combination of professional track (for continuity, program leadership, and teaching core courses) and adjunct (for timeliness of knowledge) - Integrate adjuncts effectively into the iSchool community.

G0.5 - Strengthen industry connections - Provide opportunities and incentives for faculty, staff and students to build our program's industry connections, increase our visibility and promote our program via conferences, outreach, etc.

G1 - HCIM Student Work Areas

HCI is often a very practical design discipline that requires space for our students to prototype, build, experiment, evaluate, and discuss their ideas, projects, and inventions. Student interaction is also a key both for learning and mentoring but also for building affinity to the program.

Goal: Maintain student work and collaboration spaces as we evolve the program, even as we expand in place with the accompanying space pressures.

Approach: Approach iSchool leadership to ensure that this type of space is not lost as we expand in place, and that it will be planned for in any new space planning.

G2 - Leveraging the HCIM Capstone

The HCIM capstone project is intended for those students who are primarily targeting a career in industry (which accounts for the majority of students; students focused on academia are recommended to pursue the thesis option instead). These students are also particularly likely to want to perform a capstone project that is based on a real need from an actual company, allowing them also to build valuable connections for future employment.

Goal: Establish a capstone program for the HCIM where companies pay the university for having a student team work on their project.

Approach: Investigate current practice at the UMD business school as well as in Carnegie-Mellon's HCI masters program (CMU charges \$20k per student team). Work with the MIM program to learn from their practices and use their capstone as a model for the HCIM program. Consider expanding the scope of the capstone to work with companies across the entire country. Explore the possibility of having HCIM students conduct capstone projects in groups rather than individually (the current restriction is individuals only) since this will be more compelling for companies to pay for the service. To manage this additional

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overhead, the HCIM program will most likely need a full-time coordinator (the program's coordinator is currently a 0.5 FTE).

2. CURRICULUM DESIGN, CONTENT, AND INTEGRATION

Assigned in HCIM Committee - 4/18/17

3. PROGRAM STAFFING AND RESOURCES

A. Staff

Current HCIM Personnel

Name	Title	Commitment/Week
Niklas Elmqvist	Director	~10 hours/week
Leah Findlater	Associate Director	Not specified
Carlea Holl-Jensen	Coordinator	20 hours/week
Rachael Marr	Graduate Assistant	20 hours/week

B. Faculty

HCI Faculty in the iSchool

Name	Title	iSchool Teaching Load
Benjamin Bederson	Affiliate Professor	0
Tamara Clegg	Assistant Professor	0:1
Allison Druin	Professor	0:0
Niklas Elmqvist	Associate Professor	1:0
Leah Findlater	Assistant Professor	0:1
Jennifer Golbeck	Associate Professor	2:2
Evan Golub	Senior Lecturer	1
Matthew Kirschenbaum	Affiliate Professor	0
Kari Kraus	Associate Professor	1:1
Bill Kules	Visiting Associate Professor	3:3
Doug Oard	Professor	0

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Jennifer Preece	Professor/Dean Emerita	0
Vera Rhoads	Adjunct Lecturer	0:1
Yla Tausczik	Assistant Professor	2:1
Gregg Vanderheiden	Professor	1
Jessica Vitak	Assistant Professor	1:2
Andrea Wiggins	Associate Professor	2:1

iSchool Instructors Teaching HCI Graduate Courses

Instructor Type	Tagged as HCIM	Currently Teaching	Research in HCI	Teaching HCI
Professor	8	5	2	0
Associate Professor	6	6	3	2
Assistant Professor	7	7	5	5
Affiliate	2	0	2	0
Visiting Associate Professor	1	1	1	1
Professor of the Practice	1	0	0	0
Senior Research Scientist	1	0	1	0
Senior Lecturer	2	2	1	1
Lecturer	6	6	0	0
Part-time Lecturer	10	10	3	1
Total	44	37	18	10

C. Associated Labs and Centers

Human-Computer Interaction Lab (HCIL) - Many HCIL faculty members teach electives relevant to HCIM students' interests, in the iSchool as well as in other colleges. HCIM students participate in research with lab faculty (volunteer or research assistant), conduct internships with HCIL faculty, and attend events such as the weekly HCIL Brown Bag Lunch talks and the annual HCIL Symposium.

Trace Center - Students might in the future participate in research (volunteer or research assistant) or conduct internships with the Trace Center.

D. Physical Resources

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- **Collaborative Space** (HBK 2108) - Small lounge used for independent work, team meetings, usability studies, and student-run events (i.e., whiteboarding sessions).
- **HCIL Main Lab** (HBK 2105) - Collaborative workspace available to students for team meetings, practice talks, and independent work.
- **Usability Lab** (HBK 2116H) - Small observation room used for conducting usability studies and other user research.

E. Budget

2016 - 2017 Program Budget: \$5,000

2016 - 2017 Program Improvement Budget: \$1,500

Program Budget

Expenditure	Approximate Amount	Notes
Program Events	\$3,300	Room reservations, facilities rental, speaker fees and transportation, refreshments for program events
Student Initiatives	\$200	Refreshments and materials for student-initiated events
HCIL BBLs	\$750	Support toward refreshments for HCIL BBLs
HCIM Student Awards	\$750	\$250 paper/project prize; \$500 travel award
Total	\$5,000	

Events Supported by HCIM Program Budget

Event	Timing	Approximate Amount	Programs Involved
Program Orientation	August 2016	\$50	HCIM
HCIM Portfolio Panel	October 2016	\$50	HCIM
Resume & Interview Workshop	October 2016	\$100	HCIM, MIM, MLIS
iSchool Internship & Networking Fair	October 2016	\$150	HCIM, MIM, MLIS, InfoSci
Internship Search Strategies Panel	October 2016	\$50	HCIM
Get to Know: Huge, Inc	November 2016	\$225	HCIM
Women in UX Panel	December 2016	\$100	HCIM, Women in UX
iSchool Study Days	December 2016	\$50	HCIM, MIM, MLIS, InfoSci
End of Semester Party	December 2016	\$500	HCIM
Cultivate Your Network Workshop	February 2017	\$125	HCIM, MIM, MLIS

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Portfolio Workshop	February 2017	\$200	HCIM, MIM
Open Source Intelligence Workshop	February 2017	\$125	HCIM, MIM, MLIS
iSchool Internship & Networking Fair	March 2017	\$200	HCIM, MIM, MLIS, InfoSci
Design Workshop	March 2017	\$50	HCIM
Get to Know: Witlingo	March 2017	\$150	HCIM
iSchool Study Days	May 2017	\$100	HCIM, MIM, MLIS, InfoSci
HCIM Cap Decorating	May 2017	\$50	HCIM
Experiential Learning Expo	May 2017	\$1,000	HCIM, MIM, MLIS, InfoSci

Projects Supported by 2016-2017 Program Improvement Budget

Project	Approximate Cost
Repainting Collaborative Space in 2108	\$1,250
Furnishing Collaborative Space in 2018	\$250

F. Summary

In the 2016-2017 academic year, the HCIM program has endeavored to use our program budget to help support students' professional advancement and career-relevant training (Goal 1). This has included backing student initiatives like design workshops and whiteboarding sessions, and, most significantly, inviting industry professionals to campus to meet with students ("Get to Know" events in which a company discuss their projects and network with students). We've also collaborated with the other iSchool academic programs to organize career-focus events such as the semesterly iSchool Internship and Networking Fairs, resume and portfolio review sessions (including some with industry partners), and other professionalization events. Events with industry professionals also begin to lay the groundwork to build relationships with potential partners for capstone, internships, and beyond (Goals 1 + 3).

Allocating a portion of our budget to create a paper/project prize and a travel grant also helps make our program more competitive with other HCI programs (Goal 1), as the scarcity of funding of any kind for HCIM students is frequently cited as a consideration both for prospective and current students. We feel these awards will also help our students build more competitive resumes and connect them to professional/academic opportunities at conferences (Goal 1). That said, these small awards are only a small first step in providing the kind of support and recognition other programs can offer to their students.

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Our efforts to update the iSchool computer lab (HBK 2108) to better serve as a collaborative workspace supported our goal to enhance collaboration areas for students (Goal 2). However, these needs will grow as the program expands. For instance, we are on track to have an incoming class of approximately 30 students in Fall 2017, almost double the size of the incoming cohorts for both Fall 2015 and Fall 2016. Additionally, as we move toward a team-based capstone in which students work with industry partners, identifying spaces where teams can meet collaboratively on a regular basis and store materials will become more important than ever.

4. PROGRAM EVALUATION

Assigned in HCIM Committee - 4/18/17

5. PROGRAM ACCOMPLISHMENTS AND CHALLENGES

Assigned in HCIM Committee - 4/18/17

6. LONGITUDINAL DATA

A. Recruitment Effectiveness

Applications vs. Admitted vs. Enrolled

Year	Applications	Admitted	Enrolled	% Admitted	% Enrolled
2011	63	29	15	46%	52%
2012	91	26	11	29%	42%
2013	118	20	4	17%	20%
2014	11	1	2	9%	100%
2015	108	57	18	52%	32%
2016	143	73	18	51%	25%
2017	183	90	TBD	49%	TBD

B. Demographics

Gender

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	7	11	8	2	8	21

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Male	8	13	11	3	12	18
Total	15	24	19	5	20	39
% Female	47%	46%	42%	40%	40%	54%
% Male	45%	54%	58%	60%	60%	46%

Race/Ethnicity

Race/Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
American Indian or Alaska Native	0	0	0	0	0	1
Asian	0	0	0	0	1	3
Black or African-American	1	0	0	0	3	3
Foreign*	4	8	5	1	8	22
Hispanic	0	0	0	0	2	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
Two or More	0	0	0	0	0	0
Unknown	0	0	1	1	0	0
White	10	15	13	4	6	9
Total	15	24	19	5	20	39

* University of Maryland does not collect data on race/ethnicity for international students.

Residency

Residency	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Domestic - In-State	9	6	1	8	11
Domestic - Out-of-State	7	8	3	4	6
International	8	5	1	8	22
Total	24	19	5	20	39

C. Program Enrollment Over Time

Program Enrollment

Year	Admitted	Total Students
2011-2012	15	15

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2012-2013	11	22
2013-2014	4	19
2014-2015	2	6
2015-2016	17	20
2016-2017	20	39

Full-Time vs Part-Time Status

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2014	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Full-Time	9	9	18	14	11	11	3	2	15	13	30	24
Part-Time*	6	5	6	7	8	8	2	1	5	6	9	14
Total	15	14	24	21	19	19	5	3	20	19	39	38

* To be certified as full time, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester (for courses numbered 600 - 897, 1 credit hour = 6 units). HCIM students who are taking 'full-time' coursework according to the HCIM curriculum typically take between 36 - 54 credits, and thus *may not* be full time by the University's standard.

D. Course Offerings

Course Offerings

Course	Offered
INST 611 - Privacy + Security in a Networked World	Spring 2017
	Spring 2016
	Spring 2015
INST 627 - Data Analytics for Information Professionals	Summer 2017
	Spring 2017
	Fall 2016
	Spring 2016
	Spring 2015 - 0101
	Spring 2015 - 0201
INST 630 - Introduction to Programming for Information Professionals	Fall 2017 (2 sections)
	Fall 2016
	Spring 2016
	Fall 2015

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	Spring 2015
	Fall 2014
	Fall 2013
	Fall 2012
INST 631 - Fundamentals of Human-Computer Interaction	Fall 2017
	Fall 2016
	Fall 2015
	Spring 2015
	Spring 2014
	Fall 2012
INST 632 - HCI Design Methods	Spring 2017
	Spring 2016
	Fall 2014
	Fall 2013
	Fall 2012
INST 633 - Analyzing Social Networks and Social Media	Summer 2017
	Winter 2017
	Summer 2016
	Summer 2015
	Summer 2014
	Winter 2014
	Summer 2013
INST 652 - Design Thinking and Youth	Spring 2017
	Spring 2016
INST 670 - Introduction to Javascript	Summer 2017
	Winter 2017
	Summer 2016
INST 671 - Introduction to Web Programming	Summer 2017
	Winter 2017

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	Summer 2016
INST 701 - Introduction to Research Methods	Fall 2017
	Fall 2016
	Fall 2015
	Spring 2014
	Summer 2013
	Spring 2013
INST 702 - Advanced Usability Testing	Spring 2017
	Spring 2016
	Spring 2015
	Fall 2014
	Fall 2013
INST 704 - Inclusive Design in HCI	Spring 2017
	Spring 2016
INST 717 - Internship in HCI	Summer 2017
	Summer 2016
	Summer 2014
	Summer 2013
	Summer 2012
INST 728E - Kent Norman Online Experiments Course	Fall 2013
	Fall 2012
INST 728O - Type and Design	Spring 2014
INST 728Q - Visual Analytics	Spring 2017
	Spring 2016
INST 735 - Computational Linguistics I	Fall 2017
	Fall 2014
	Fall 2013
INST 735 - Computational Linguistics II	Spring 2017
	Spring 2015

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	2014
	Spring 2013
INST 737 - Introduction to Data Science (formerly Digging Into Data)	Fall 2017
	Spring 2017 - 0101
	Spring 2017 - SG01
	Spring 2016
	Spring 2015
	Spring 2014
	Spring 2013
INST 741 - Social Computing Technologies and Applications	Spring 2017
	Fall 2014
INST 760 - Data Visualization	Fall 2016
	Fall 2015
INST 775 - HCIM Capstone Prep	Fall 2017
	Fall 2013
INST 776 - HCIM Capstone	Spring 2017
	Spring 2014
	Spring 2013
INST 808 - Seminar in Research Methods and Data Analysis	Spring 2017
	Spring 2016

E. Indicators of Student Accomplishment

Scores at Program Entry

Score Type	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
# of Students	15	11	4	1	18	18
Mean UG GPA	3.43	3.55	3.48	0.00	3.16	3.80
# of GPA scores	14	7	3	0	3	1
Median Verbal GRE	N/A	151	154	156	155	154
# of Verbal Scores	0	5	2	1	17	17

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Median Quant GRE	N/A	160	159	159	157	161
# of Quant Scores	0	5	2	1	17	17
Median Analytic GRE	N/A	4.0	3.5	4.5	4.0	4.0
# of Analytic Scores	0	5	2	1	17	17
Median Combined V+G	N/A	312	313	315	316	315
# of Combined Scores	0	5	2	1	17	17

F. Retention/Completion/Graduation Rates

Retained or Graduated with a Masters

Entry Period	Cohort Size	After 1 Years		After 2 years		After 3 Years		After 4 Years	
Fall 2011	15	12	80.0%	12	80.0%	12	80.0%		
Fall 2012	11	10	90.9%	10	90.9%	10	90.9%		
Fall 2013	3	2	66.7%	2	66.7%	2	66.7%		
Fall 2014	1	1	100.0%	1	100.0%				
Fall 2015	18	17	94.4%						
Fall 2016	17								

Graduated in Program with a Masters (New Enrollment Cohort)

Entry Period	Cohort Size	After 2 Years	After 3 Years	Retained This Year
Fall 2011	15	7	11	1
Fall 2012	11	9	10	
Fall 2013	4	3	3	
Fall 2014	1	1		
Fall 2015	19			18
Fall 2016	18			18

Time to Degree (Degree Cohort)

Academic Year	Degrees Awarded	Average Time to Degree	Media Time to Degree
2011 - 2012	0	0	0
2012 - 2013	6	1.6	1.7
2013 - 2014	14	2.0	1.7
2014 - 2015	3	2.0	1.9
2015 - 2016	2	2.4	2.4
2016 - 2017	TBD	TBD	TBD

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G. Student Internships

Internship Enrollment

Year	Enrolled in INST 717	Waived INST 717
2011		N/A
2012		N/A
2013		N/A
2014		N/A
2015		N/A
2016	16	4*

* Many of the students who waived INST 717 in 2016 conducted internships despite waiving the course.

Internship Placements: External Organizations

Employer	Year(s)	Students Employed After Graduation?
Aaron Marcus and Associates	2012	
Amplify Education	2013	
Blackboard, Inc	2016	
Cisco	2013	Yes
Cortina Productions	2016	
Cube	2012	
Deloitte Consulting	2014	Yes
eGeneration Marketing	2016	
Ericsson	2016	
Future Makers	2013	
Google	2016	
IPSwitch Inc.	2016	
Knollwood Military Retirement Residence (Army Distaff Foundation)	2016	
Lehigh University (Dept. of Journalism)	2013	
MicroStrategy Inc	2013	Yes
Modus Create	2013	Yes

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National Institutes of Health	2012	
Paypal	2012	
Phase One Consulting	2016	
UserWorks, Inc	2014	
Viget Labs	2012	

H. Graduate Employment and Subsequent Graduate Work

Prior to 2016, HCIM alums were not included in alumni job student survey. This information is calculated based on publicly available information as of April 2017.

Graduate Employment and Subsequent Graduate Work

Year Admitted	Post-Graduate Employment	Subsequent Graduate Work	Other/ Unknown
2011	7	2	2
2012	7	2	1
2013	1	1	1
2014	0	1	0
2015	TBD	TBD	TBD
2016	TBD	TBD	TBD

I. Student Satisfaction Survey Data

The contents of the 2016 current student survey are below. See also the accompanying infographic (attached). Students were not polled for reputation and diversity/inclusion.

What follows are some takeaways from the iSchool Current Student Survey, which was administered in January - February 2017, as well as some potential action items to help the program address these comments and concerns. Of 160 total responses across all iSchool graduate programs, the HCIM program received 18 responses. Though we received only 11% of all responses, our response rate represents 46% of students in the HCIM program.

Course Offerings

Overall, students are not particularly happy with our current course offerings, with as many students rating themselves 'dissatisfied' with in-person course offerings in fall and spring semesters as 'satisfied' (39%). Concerns regarding courses include:

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- Number of courses offered, both number of sections of core courses and, especially, number of electives
- Subject matter; students did not feel there were enough courses pertinent to their interests, particularly in terms of visual/graphic design-oriented courses
- Preparation for/relevance to professional contexts
- Rigor/depth

Students also expressed interest in taking more one-credit courses, with 72% of respondents expressing at least some interest in taking one-credit courses.

Potential action items:

- Find an appropriate instructor to teach INST 728D in the near future.
- Invest in hiring more professional-track faculty and lecturers with industry experience to create and teach design- and practice-oriented courses.
- Continue program development initiatives to assess courses and instructional needs.
- Encourage instructors to propose new electives in relevant areas.

Program Information & Resources

Students were generally satisfied with the resources the program provides to help students with course planning and policy questions. The HCIM website, the iSchool two-year course plan, and the program checklist and handbook were all rated as being, on the whole, useful. The HCIM website and program checklist were the highest rated, followed by the program handbook. Responses were a bit more mixed about the iSchool website, though it was still rated as useful overall.

On the whole, students generally felt confident in their ability to find program requirements and course offerings, though course offerings were rated slightly lower.

Critiques included difficulty finding information and the presence of contradictory information where it was present. One respondent also suggested creating an online planner for course planning instead of using the two-year course plan.

Potential action items:

- Conduct content review of HCIM program site, HCIM pages on iSchool site, and Graduate Catalog to ensure consistency of information; institute more formal process for reviewing content on a regular basis, instead of on an ad-hoc basis.
- Advocate usability testing of iSchool and HCIM websites to relevant parties (Communications Coordinator, internship/capstone instructors, Director of Academic Programs, as appropriate)

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- Identify possible website-related projects that could become HCIM capstone projects

Communication

Students generally found the HCIM program listserv to be the most effective channel for communication. The program and college websites were also fairly well rated, but the iSchool-wide listservs were not rated as especially useful.

Comments indicate that the program websites were more useful to prospective students than to current students. Students continue to express frustration with the volume of messages they receive.

On the whole, students were quite satisfied with the HCIM program's ability to address questions and concerns, and also rated the Student Services Office highly. Responses about faculty and administration were a bit more varied, though still reasonably positive. Feedback suggests students don't feel faculty and administration are not as available as might be desired, and in some cases even sometimes explicitly unhelpful. Students also mentioned a desire for stronger faculty mentorship.

Potential action items:

- Reduce volume of communication to students and eliminate unnecessary repeat messages, where possible.
- How to encourage faculty engagement with masters students?

Events & On-Campus Involvement

HCIM students are not heavily involved in centers and labs. The one exception is the HCIL, though even here a relatively small number of respondents indicated they were participating in HCIL events, with 3 participating in research within the lab and 6 attending the BBLs.

Students are mainly interested in attending in-person events during the week. 4 - 6 PM was the most popular time-range for events, with midday (12 - 2 PM and 2 - 4 PM) being the next most popular.

Students continue to express interest in a variety of tools- and career-focus events, including:

- Networking opportunities
- Portfolio and resume critiques
- Workshops and tutorials (such as design classes, tools-based seminars)

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- Career fairs

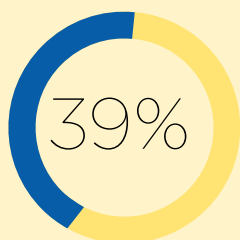
Several of these are types of events the College already offers (like the Internship & Networking Fair and the resume & interview workshop), which are not always widely attended by students. However, the concern in these cases *may* have less to do with *offering* these events than with ensuring these events are relevant to the HCIM students (for instance, the low return on invitations for the spring Internship & Networking Fair). The program is also working on a number of additional initiatives that address some of these concerns (for instance, we have instituted informal semesterly info session/networking events with companies like Huge and Witlingo, and offering a design workshop this spring). That said, there is still a great deal of progress to be made.

Potential action items:

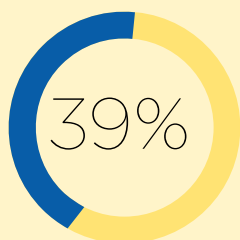
- Invest in developing external relations, such as capstone and internship partnerships, guest speakers in relevant fields, etc.
- Continue to expand HCI-focus networking and workshop offerings.
- How to encourage students to get involved in labs and research?

Course Offerings

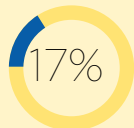
FALL & SPRING COURSES (IN PERSON)



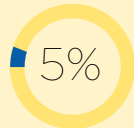
"I am satisfied with the course offerings"



"I am dissatisfied with the course offerings"

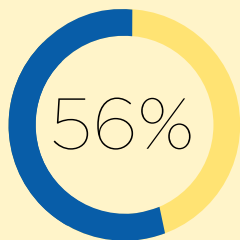


"I am neutral about the course offerings"

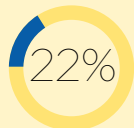


"I am very satisfied with the course offerings"

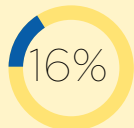
FALL & SPRING ONLINE COURSES



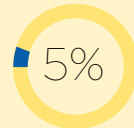
"I am neutral about the online course offerings"



"I am dissatisfied"



"I am satisfied"



"I am very dissatisfied"

TOP FOUR MOST REQUESTED CLASSES

“More Design specific courses tailored to meet industry standards and provide similar exposure are required.”

#1 Design-related classes

#2 Psychology

“Lack of design focused courses.”

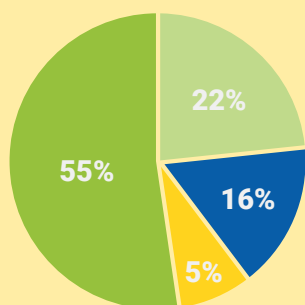
#3 More specific HCI courses

“Not enough classes that focus on tangible industry-related skills.”

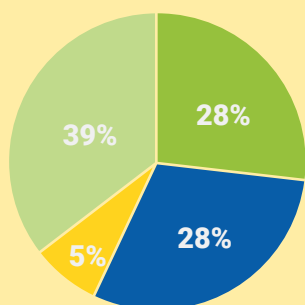
#4 AR/VR classes

Communication

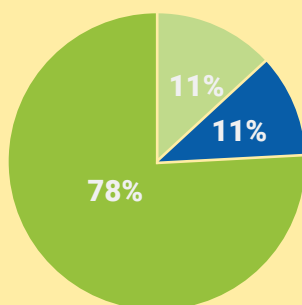
ABILITY TO ADDRESS QUESTIONS/CONCERNS



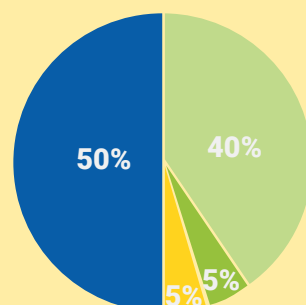
Advisor/Student Service office



iSchool Faculty



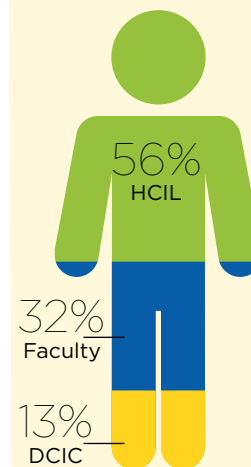
HCIM Coordinator



HCIM Program Director

Student involvement

OTHER WAYS STUDENTS ARE INVOLVED

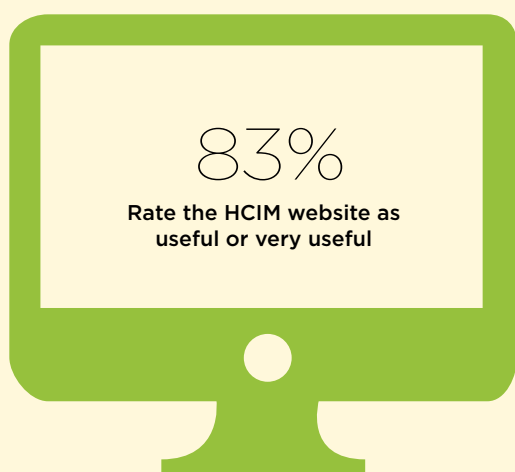


#1 Research volunteer

#2 Kidsteam

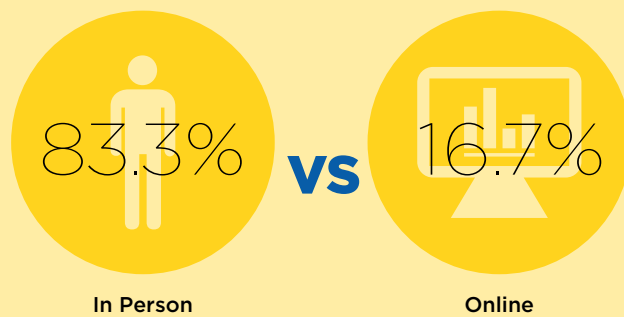
#3 User study participant

WEBSITE



Events

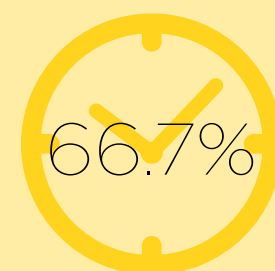
HOW LIKELY ARE YOU TO ATTEND AN EVENT



WHAT TYPES OF EVENTS WOULD YOU LIKE TO SEE OFFERED BY THE ISCHOOL

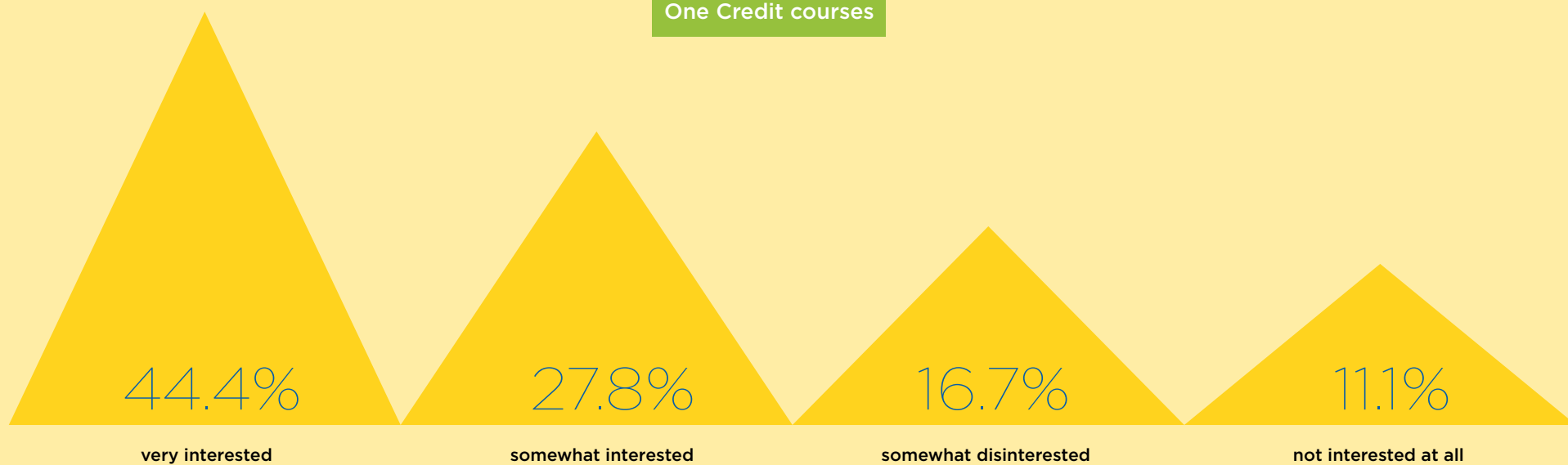
“Design hackthon design challenge”

“Portfolio and resume critique, full time and internship interview workshops (both in fall and early spring)”



Would attend if the event was from 4pm-6pm on weekdays

One Credit courses



Final Thoughts

“Program Structure and Planning need improvement [it] should focus on having more and improving existing industry relations”

“I've been really happy to see that the HCIM program is largely receptive to student concerns and willing to work with students to improve the program. As I said before, I do wish the faculty were a little more open and friendly, but overall, it's been a pretty good experience. I also wish we had more chances for design workshops and critiques because I feel like that's where this program is lacking. I'd love to see more events with local design agencies and tech companies!”

“There should be more events that help build professional connections such as an HCIM-only career fair. Sometimes it feels like the success of HCIM students is still only secondary to the success of PhD students.”

“The program coordinator is very affable and helpful. I'm just worried about job opportunities. Not finding luck anywhere. :(”

“We should have more core technology-related classes, such as for UI development, as some may see that as an option since there aren't a lot of job listings for UX Designers.”

“I'd like to see two tracks: one that's more theoretical and one that's more practical. Some students are looking for ways to build portfolios for industry and others are looking to learn more about theory.”