

**Argosy University  
 College of Creative Arts and Design  
 Game Art & Design Bachelor of Science Assessment Review  
 FY17 (2016-2017)**

To support program quality and integrity, the San Diego campus of the College of Art and Design’s Game Art & Design bachelor program undergoes annual assessment reviews. Below are some statistics, findings, interventions and outcomes related to those reviews. If you have any questions, please contact Dr. Melinda Lester, Senior Director of Institutional Effectiveness at 714-338-4211 or [mlester@aii.edu](mailto:mlester@aii.edu).

<b>By The Numbers</b>		<b>FY16</b>	<b>FY17</b>	<b>FY18</b>
Annual Enrollment		119	74	53
<b>Annual Enrollment Demographics: Race and/or Ethnicity</b>				
American Indian or Alaska Native				
Asian		1		1
Black or African American				1
Hispanic/Latino		19	13	17
Native Hawaiian or Other Pacific Islander				
Race and Ethnicity Unknown		63	42	18
Two or more races		35	17	7
White		1	2	9
<b>Gender</b>				
Female		23	18	14
Male		95	56	39
<b>Annual Graduation (Total Headcount)</b>				
Completion Rate - (Expected program length = 12 quarters or 132 weeks)	On Time – % of students who completed the program within 100% of the expected program length.	33.3%	36.1%	34.0%
	150% – % of students who completed the program within 150% of the expected program length.	40.6%	43.4%	37.1%
	200% – % of students who completed the program within 200% of the expected program length.	56.4%	52.6%	43.5%
<b>Job Placement (Headcount of Students Available)</b>				
Job Placement Rates (% of Students who accepted a position within 6 months of graduation)		43.5%	28.6%	N/A*

\*Not Yet Reported

### FY17 Achievement of Program Outcomes

The annual review process includes direct and indirect assessments, with rubrics, tests, surveys and metrics used to measure the success of the Student Learning Outcomes (SLOs) for each program. The categories included herein to compile the results are *Mostly Successful*, *Needs Improvement*, *Not Successful* and *Insufficient or No Data*.

The category of “*Mostly Successful*” required the program or department to have the majority of their goals achieved. The category of “*Needs Improvement*” was indicated where 25-50% of the program goals appeared to struggle. The “*Not Successful*” category was indicated when a program goal was not meeting the success rate indicated in the Criteria for Success for that SLO at 50% or greater. “*Insufficient Data*” was indicated when there was not enough information about the program goal to make a decision about the overall goal. This would include not having enough graduates, a newer program at the campus, or results not reported.

<b>S</b>	<b>Mostly Successful</b>	<b>NI</b>	<b>Needs Improvement</b>	<b>N</b>	<b>Not Successful</b>	<b>ND</b>	<b>No Data</b>
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**Outcome 1.** Core Skills – Graduates demonstrate the ability to apply design and art skills, both traditional and digital, towards game related projects.

Measure	Criteria for Success	# Students Assessed	Results
1a. Portfolio Review: Faculty developed scoring rubrics (end of program and two at appropriate points during the program)	Assessment results should average a 3.5 on a scale of 1.0 – 5.0 on appropriate components of the portfolio assessment.	21	3.7

**Outcome 2.** Principles of Gaming: Graduates employ the principles of gaming, to plan, design, and create environments, level play, background stories, and characters.

Measure	Criteria for Success	# Students Assessed	Results
2a.. Portfolio Review: Faculty developed scoring rubrics (end of program and two at appropriate points during the program)	Assessment results should average a 3.5 on a scale of 1.0 – 5.0 on appropriate components of the portfolio assessment.	10	3.3

**Outcome 3.** Industry Readiness: Graduates demonstrate the requisite skills in presentation, interviewing, networking, resume-building and game business knowledge critical to seeking an entry-level artist and/or designer position in the industry.

Measure	Criteria for Success	# Students Assessed	Results
3a. Portfolio Review: Faculty developed scoring rubrics (end of program and two at appropriate points during the program)	Assessment results should average a 3.5 on a scale of 1.0 – 5.0 on appropriate components of the portfolio assessment.	21	3.5

**Outcome 4.** Technology and Production – Graduates demonstrate the ability to apply the skills necessary to create quality game-ready assets using industry standard techniques and tools.

Measure	Criteria for Success	# Students Assessed	Results
4a. Portfolio Review: Faculty developed scoring rubrics (end of program and two at appropriate points during the program)	Assessment results should average a 3.5 on a scale of 1.0 – 5.0 on appropriate components of the portfolio assessment.	21	3.6
4b. PAC Committee feedback.	85% of PAC committee feedback indicates that student work is appropriate.	N/A	ND

**Outcome 5.** Professional Practice – Graduates demonstrate knowledge of the managerial and developmental aspects of the game production pipeline and demonstrate knowledge of planning, budgeting, specifications, constraints, scope, teamwork, problem solving, and deadlines that go into making a market-ready game.

Measure	Criteria for Success	# Students Assessed	Results
5a. Portfolio Review: Faculty developed scoring rubrics (end of program and two at appropriate points during the program)	Assessment results should average a 3.5 on a scale of 1.0 – 5.0 on appropriate components of the portfolio assessment.	21	3.6
5b. Internship evaluation of students	90% of internship evaluations will demonstrate that students have acquired the appropriate knowledge, skills, and behaviors.	3	100%

**Closing the Loop: Results of FY17 Action Plan and Use of Results**

Outcome	Main Issue	Action Taken	Results of Action Taken
2	<p>Synthesis – Graduates seem to struggle to meet the outcomes which are inconsistent in the ability to plan, design, and create environments, level play, background stories and characters.</p> <p>Scores (10 students) averaged 3.3 over a four quarter period.</p>	<p>Students could benefit from more emphasis on game design &amp; gameplay into making games early on in their courses.</p> <p>Students need to focus on specialist reels. Assessment in the early courses needs to be more comprehensive. Faculty will discuss and create activities to support these findings as well as an evaluation tool to review these skills.</p>	<p>No results at this point, monitor and keep assessment and data collections.</p>
4	<p>Program Advisory Committee (PAC) meetings have not been held this year.</p>	<p>A new process identifying a minimum of one PAC meeting per year will be implemented.</p> <p>Working closely with the faculty and students, the campus will ensure they are being supported within their learning environment.</p> <p>Schedule PAC meetings, throughout the year, to have industry assess the programs.</p>	<p>PAC meeting will be scheduled and will include survey of student skill and review of student work.</p>