

**Argosy University
College of Creative Arts and Design
Visual & Game Programming 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 Visual & Game Programming 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.

By The Numbers		FY16	FY17	FY18
Annual Enrollment		74	56	32
Annual Enrollment Demographics: Race and/or Ethnicity				
American Indian or Alaska Native				
Asian				1
Black or African American				
Hispanic/Latino		17	16	10
Native Hawaiian or Other Pacific Islander				
Race and Ethnicity Unknown		44	28	9
Two or more races		13	11	9
White			1	3
Gender				
Female		4	4	4
Male		69	51	28
Annual Graduation (Total Headcount)				
		10	6	1
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.	10.7%	21.1%	6.3%
	150% – % of students who completed the program within 150% of the expected program length.	21.2%	17.2%	18.97%
	200% – % of students who completed the program within 200% of the expected program length.	12.5%	22.7%	21.2%
Job Placement (Headcount of Students Available)				
		8	6	N/A*
Job Placement Rates (% of Students who accepted a position within 6 months of graduation)				
		62.5%	66.7%	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 (75% and above). The category of “*Needs Improvement*” was indicated where 50-74% of the program goals showed some success. 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 49% or below. “*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.

S	Mostly Successful - Combined scores at 75% and above	NI	Needs Improvement - Combined scores at 50-74%	N	Not Successful – Combined scores 49% and below	ND	No Data
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Outcome 1. Communication: Graduates demonstrate written and oral communication skills needed to present their work professionally, interactive communication skills essential to work as a team member, the skills to produce game design documents, and the ability to market themselves effectively.

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.	6	4.1

Outcome 2. Critical Thinking & Problem Solving: Graduates demonstrate essential skills to solve technical and conceptual problems. They can evaluate games critically and analyze computer code for correctness.

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.	6	4.1

Outcome 3. Technical Production: Graduates will demonstrate the ability to use technical programming concepts, and digital art methods in the production of gaming projects; an understanding of concepts and terminology in object-oriented programming; an ability to choose appropriate data structures and algorithms.

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.	6	3.8

Outcome 4. Quantitative Reasoning: Graduates will demonstrate knowledge of industry-specific quantitative methods required for gaming projects. They can apply algorithmic reasoning and computational theory to game design.

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.	6	4.0
4b. PAC Committee feedback	85% of PAC committee (and employers) feedback survey at the portfolio show indicates that student work is appropriate.	N/A	ND

Outcome 5. Context: Graduates demonstrate the ability to analyze games based on game theory, strategy, and historical context. They are familiar with the physics of motion, light, and sound, applying the laws of physics to game design. They can apply the mathematical representations of position, motion, interaction, and shape to the representation of motion, curves and surfaces.

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.	6	3.6
5b. Internship evaluation of students	90% of internship evaluations will demonstrate that students have acquired the appropriate knowledge, skills, and behaviors.	N/A	ND

Outcome 6. Professional Practice: Graduates demonstrate knowledge of the game production pipeline. They demonstrate knowledge of planning, scope, soft skills, deadlines and economics necessary to produce a market-ready interactive game from concept to final product.

Measure	Criteria for Success	# Students Assessed	Results
6a. 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.	6	4.2

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

Outcome	Main Issue	Action Taken	Results of Action Taken
4	Program Advisory Committee (PAC) meetings have not been held this year.	A new process for holding PAC meetings a minimum of once a year was established. Working closely with the faculty and students, the campus will ensure they are being supported within their learning environment.	PAC experts have been invited to review student work in earlier courses. Tours to local industry professional locations have also helped to bring professionals to the students.
5	Internships Tracking – no tracking of internship opportunities to evaluate professionalism.	Campus to put internship tracking into place and continue to monitor all students involved in internship opportunities.	No preliminary findings at this time. Continue to monitor.
	Improve Retention Being a small program, the students in the program need to be supported to assure they are able to persist in the courses through graduation.	Retention rates have fluctuated over the past few years from 55.7% to 64.1% to 57.4%. With the BrightSpace modules being implemented, more specific information will be available to track students issues and needs. Additionally, faculty in-service training on the modules will be implemented.	With the introduction of BrightSpace modules in the student information system, the faculty training on updating their course shells in a timely basis has helped with this issue.