

# Program Review Comprehensive Report



## Program Review - Instructional: Game Development

### Supplemental Reports and Attachments

2014 - 2017

Comments or Notes: NCB ENTERED

**Attachments:**

- [2014-17\\_GAM\\_GAME\\_Art\\_CharacterModeling\\_PLO\\_INSTRUCTIONAL.pdf](#)
- [2014-17\\_GAM\\_GAME\\_Art\\_EnvironmentVehicles\\_PLO\\_INSTRUCTIONAL.pdf](#)
- [2014-17\\_GAM\\_GAME\\_Art\\_GameAudio\\_PLO\\_INSTRUCTIONAL.pdf](#)
- [2014-17\\_GAM\\_GAME\\_Art\\_GameDesign\\_PLO\\_INSTRUCTIONAL.pdf](#)
- [2014-17\\_GAM\\_GAME\\_Art\\_GameProgramming\\_PLO\\_INSTRUCTIONAL.pdf](#)
- [2014-17\\_GAM\\_SLO\\_DISCIPLINE.pdf](#)
- [2014-17\\_INSTRUCTION\\_GAMING\\_ResourceRequests.xlsx](#)
- [2014\\_17\\_GAMING\\_SuccessEfficiencyRetentionRPT.pdf](#)
- [2014\\_17\\_GAMING\\_CurriculumRPT.pdf](#)

### Program Trends and Updates

2014 - 2017

**Program Update Section**

**Has your unit shifted departments in the PAST 4 years?:** No the unit has remained in the BEIT department.

**Do you anticipate your unit will shift departments in the NEXT 4 years?:** Yes, GAM will move to the STEM school and likely to a STEM department. GAM is physically moving to the STEM Center in Fall 2018.

**New certificates programs created by your unit in the PAST 4 years?:** Revised and consolidated 3 Game Art certificates into 2 Game Art Certificates.

Game Art: Environments and Vehicles

Game Art: Character Modeling

**New certificate programs anticipated by your unit in the NEXT 4 years?:** Yes, the entire GAM discipline is being rewritten and will step through the curriculum approval process beginning in Fall 2018.

**Substantial modifications made to certificates/degrees in the PAST 4 years.:** Game Art was revised and consolidated into 2 certificates and AS degree.

**Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.:** Revise GAM curriculum to create one general Game Development certificate with optional emphasis in the areas of 2D Digital Art, 3D Modeling, Game Design and Game Programming.

**Activities in other units that impacted your unit in the PAST 4 years.:** Loss of the instructional open Game Lab negatively impacted the Game Dev Learning Community . Student use of the lab dropped significantly and ultimately negatively impacted student enrollments, success and retention.

**Activities in other units that impacted your unit in the NEXT 4 years.:** Graphic Design moving to digital media may increase demand for digital art classrooms.

**Previous Program Review Resource Requests**

**Resource Requests Received:** Not aware of what was provided to GAM through the college funding vs grants or lottery funds. Please provide that information for future program reviews.

**How did the resources received impact student learning?:** GAM depends heavily on grant funding to keep the technology up to date and facilities current with industry needs. So far GAM is able to obtain the necessary resources for technology through

grants.

**If you requested resources but did not receive them, how did that impact student learning?:** A full-time Game Art faculty member has been requested continuously for 9 years. Without the expertise and leadership that a full-time faculty member provides, the Game Art programs have struggled resulting in cancelled classes, low efficiency, and low number of completers due to cancellation of the advanced classes.

### **Program Data Highlights Section**

**COR Review:** Two years ago GAM completed a Comprehensive Program Review at which time all CORs were updated. As of now, 10 CORs appear on the report as outdated. Four of these CORs are in the process of deletion from the catalog. The remaining six will be deleted next year after the revised Game Dev curriculum is approved.

**Program Metric Highlights:** All Game Dev programs have completed at least 2 rounds of Program Review. Significant changes to the program were implemented based on portfolio review, capstone review, industry input and transfer institution input.

**Assessment Report Highlights:** Great strides have been made in GAM SLO assessment. GAM course SLOs are at approximately 75%. Faculty are striving to reach 100% ASAP.

## **Program Goal: Hire a full-time Game Art Faculty member**

Hire a full-time Game Art Faculty member

**Goal Status:** In Progress

**Goal Year(s):** 2018 - 2021

**Start Date:** 08/27/2018

**Completion Date:** 06/06/2019

**How do your goals support the Educational Master Plan?:** A full-time Game Art faculty member will support increased student success, student persistence, transfers to universities and certificate completers.

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher), Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 10:

## **Program Goal: Move Game Dev to STEM**

Move Game Dev to STEM

**Goal Status:** In Progress

**Goal Year(s):** 2014 - 2017

**Start Date:** 02/19/2018

**Completion Date:** 08/27/2018

**How do your goals support the Educational Master Plan?:** The purpose of moving classrooms and faculty offices to STEM, and utilizing the STEM open lab facility, is to recreate the vibrant Game Dev learning community where students provide peer to peer mentoring with faculty advise and guidance. This will increase student success, retention, transfers and completions.

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher), Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 9: , Goal 1 Objective 10:

## **Program Goal: Increase articulation agreements with high schools and universities**

Increase articulation agreements with high schools and universities

**Goal Status:** In Progress

**Goal Year(s):** 2018 - 2021

**Start Date:** 07/02/2018

**Completion Date:** 06/30/2021

**How do your goals support the Educational Master Plan?:** Several agreements are already in place with Eleanor Roosevelt High School, Centennial HS, and Riverside Virtual High School. Maintaining the agreements as the curriculum changes is critical. Increasing the number of agreements to provide more options for students will increase transfer rates.

In addition, university articulation agreements include CSUSB (game programming), LCAD (Game Art), The Art Institute (Game Art), LCAD (Game Design).

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 2: Improve transfer rate by 10% over 5

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years. , Goal 1 Objective 5:

## Program Goal: Update Game Dev Curriculum

Update Game Dev Curriculum

**Goal Status:** In Progress

**Goal Year(s):** 2018 - 2021

**Start Date:** 04/02/2018

**Completion Date:** 11/19/2018

**How do your goals support the Educational Master Plan?:** Revising the Game Dev curriculum to keep it current and to simplify the 2 year rotation will remove blocks which have impeded students from completing. The new Game Dev curriculum will increase transfer rates and the number of certificate completers as well as increase efficiency.

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 5: , Goal 1 Objective 7:

## Program Goal: Improve Online Success Rates

Increase Online Success Rates to 80% by offering Student Aide assistance in the STEM Open Lab and by piloting synchronous remote online/hybrid delivery method

**Goal Status:** In Progress

**Goal Year(s):** 2018 - 2021

**Start Date:** 08/27/2018

**Completion Date:** 06/06/2021

**How do your goals support the Educational Master Plan?:** This directly support EMP Goal 1, Objective 9: is to improve the online success rates

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.