Game Design and Development
SBLA
2019 Calendar Year Assessment Report

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Date of Presentation: January 17, 2019

What was assessed?

- PSLOs aligned with ISLO #5:
  - **PSLO6**: Students use the design process: Concept, Design, Prototype, Production, Testing and Revision to evaluate, and implement strategies to find a solution to a problem.
  - **PSLO8**: Demonstrate an understanding of recent principles of game design, including, programming, narrative, character and level design.

How was the assessment accomplished?

- Student work assessed: GAME130 and GAME210 all use project-based learning to develop entertainment software applications, with a minimum of four projects per semester.
- Measurement strategy: GAME130 assignments are graded using rubrics evaluating mechanical implementation and code fidelity. GAME210 and GAME250 assignments include evaluations of design elements and project management methodology.
- Sample size: 40 students in GAME130. 21 students in GAME210.

Actual assessment data

GAME130 - PSLO6	
Exceeded Standard for PSLO6 (90%+ Evaluations In-Criteria)	9 Students (22%)
Met Standard for PSLO 6 (70-90% Evaluations In-Criteria)	19 Students (46%)
Did Not Meet Standard for PSLO6 (<70% Evaluations In-Criteria)	13 Students (32%)

GAME130 - PSLO8	
Exceeded Standard for PSLO6 (90%+ Evaluations In-Criteria)	6 Students (14%)
Met Standard for PSLO 6 (70-90% Evaluations In-Criteria)	22 Students (54%)
Did Not Meet Standard for PSLO6 (<70% Evaluations In-Criteria)	13 Students (32%)

Actual assessment data

GAME210 - PSLO6	
Exceeded Standard for PSLO6 (90%+ Evaluations In-Criteria)	2 Students (11%)
Met Standard for PSLO 6 (70-90% Evaluations In-Criteria)	10 Students (56%)
Did Not Meet Standard for PSLO6 (<70% Evaluations In-Criteria)	6 Students (33%)

GAME210 - PSLO8	
Exceeded Standard for PSLO6 (90%+ Evaluations In-Criteria)	2 Students (11%)
Met Standard for PSLO 6 (70-90% Evaluations In-Criteria)	10 Students (56%)
Did Not Meet Standard for PSLO6 (<70% Evaluations In-Criteria)	6 Students (33%)

Assessment results: What have the data told us?

- The first year of GAME courses (110 and 130) experience a particularly high attrition rate, attributed mostly to the disparity between the skills and work-ethic of the types of students who would be attracted to a career making videogames and the types of students who have the potential to succeed in such an environment.
- As courses get harder, the attrition rate falls because students unable to handle the workload transfer to other programs, but grades also fall slightly as students' buckle under the higher workloads in this course and other courses. Typically, students start to question their career in this highly-competitive industry by the later half of second year.
- Anecdotally, these experiences have been comparable to that of game design programs in many private colleges as well, as students start to see the gap between foundational and professional work, and are disheartened by the sheer number of global graduates that are competing in this field.

Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Tutoring/mentoring initiatives have proven useful for those students and instructors.
- It benefits both the student and the college to prepare students early for the workload needed to be able to produce work that goes beyond foundational, let alone commercially-viable.
- Students should be given an opportunity, early, to stream into their interests. Many students in our program are only interested in art and animation, or are only interested in programming, and have no desire to learn the alternative. Industry-wide, these are very different disciplines but the college currently does not differentiate between these students and this inevitable results in higher failure rates as students many not necessarily be studying or pursuing their specific interest.

What resources were used or have been requested to close the loop?

- Tutoring services remain needed, particularly for programming-intensive classes.
- Tutoring services should be considered for classes more focused on art and animation.
- The university should consider establishing major concentrations that emphasize either an increased emphasis on art and animation classes or an emphasis on programming classes.

What changes would you make to the Assessment Process?

- None, at present.