Annual Departmental Report
Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic

There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. *As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

Program Information

Program/Department: B.S. in Game Design/Communications Media
Department Chair: Mary Baker
Department Assessment Committee Contact: Randy Howe

> *This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning by June 1, 2021.*

A. Departmental Special Section for AY2021

Department Lessons Learned and Accomplishments
In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

Game Design adapted well to remote learning. Most classes successfully converted to an online or onsync format. On-campus labs remained open with reduced occupancy limits as a way to provide students with access to resources.

In terms of accomplishments, the Game Design major completed its first program review in AY21. In addition, Game Design served as site for the Global Game Jam, hosted virtual Game Studio Post-Mortem presentations at the end of the Fall 2020 and Spring 2021 semesters, and worked to develop "teach out" plans after the announcement that Becker College would be closing at the end of the academic year.

B. Program Learning Outcomes (PLOs) (Educational Objectives)
I. List of PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1	Analytical understanding of games, gameplay, and game elements	https://www.fitchburgstate.edu/academics/programs/game-design-bs	Formative assessments for each PLO occur in individual courses. A summative assessment occurs in each student's 4th year, during portfolio review.	Spring 2021
2	A historical and critical perspective of games and design			
3	Experience working in a player-focused iterative design process			
4	Proficiency in several digital 2D and 3D & level design engines			
5	Principles of computer programming and logic			
6	Proficiency with several programming/scripting languages			
7	Team-based planning & production process			
8	Foundation in traditional art as well as 2D and 3D art & visual design for games			
9	Games as media of communication and as aesthetic expression			
10	The theory and practice of serious games – as a means of pedagogy, learning games, game for change, persuasive games			

II. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the "loop closed"?
1, 7, 9	Portfolio review with rubric.	4th year	All	An average rating of "Acceptable" or higher.	All students must present a portfolio of their work and meet the target set for the PLO in order to be approved to register for their capstone course: COMM 4880 Internship or GAME 4100 Game Studio. Students who do not meet the PLO target

				must revise their portfolio and repeat their portfolio review.

In AY21, portfolio reviews were conducted virtually.

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you "closing the loop"? Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

Reflection Prompt	Narrative Response
Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	All students are required to pass a portfolio defense prior to their capstone course.

(e.g., capstone course, portfolio review, licensure examination)	
Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	Student portfolios are reviewed by at least one Game Design faculty member and the Internship Director.
What changes have been made as a result of using the data/evidence? (close the loop)	Portfolio reviews provide important data used to revise and update the curriculum. Please note: Game Design conducted its first program in AY21. At this time, we are waiting to receive the external evaluator's report. PLOs and/or PLO assessments may be revised or updated based on the recommendations in the report.

C. Assessment Plan for Program/Department

I. Insert the program or department Assessment Plan
II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
III. If you do not have a plan, would you like help in developing one?

■ Yes

D. Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:

i. Date of most recent Review:
ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year

iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

☐ Yes

II. Programs with external Accreditation:
i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
ii. Date of most recent accreditation action by each listed agency.
iii. Date and nature of next review and type of review.

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.

E. Departmental Strategic Initiatives

Accomplished Initiatives AY 20-21 **Add more rows as needed**	Corresponding Strategic Plan Goal & Strategy **Goal # followed by Strategy # ex: 1.3**	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
COMM FYE course submitted and approved by AUC.	Goal 1, Strategy 1.1	☐
GAME 4100 approved as IHIP in new General Education curriculum	Goal 1, Strategy 1.2	☐
Global Game Jam host site (current students, prospective student, alumni, and community members invited to participate), Virtual Visions Alumni Panel in Spring 2021	Goal 3, Strategy 3.6	☐
Multiple faculty members awarded MSCA Professional Development Funds for professional development courses and research/creative practice projects	Goal 4, Strategy 4.4	☐
Monthly virtual department Admissions tours; faculty participation in Fall 2020 Virtual Open House, Spring 2021 Virtual Future Falcon Day, and department call campaign for accepted students	Goal 5, Strategy 5.3	☐

Planned Initiatives for AY 2021-22 **Add more rows as needed**	Associated Strategic Plan Goal & Strategy **Goal # followed by Strategy # ex: 1.3**	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
FYE course	Goal 2, Strategy 2.5	◼
Complete Program Review Final Action Plan. Consider recommendations in external evaluator's report and implement as appropriate.	Goal 5, Strategy 5.2	☐
		☐
		☐

F. **Departmental Reflection**:

Take this section to reflect on--

1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

Game Design may consider initiatives based on the Program Review Final Action Plan that will be developed in AY22.

2) *Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

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