

ASSESSMENT PLAN FOR UNDERGRADUATE CERTIFICATE

CERTIFICATE NAME: Game Design Certificate

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Date of the Assessment Plan: 03/27/18

Learning Goals (at least ONE goal is required; 1-5 is the usual range for certificates; add or subtract as needed):

This certificate program is designed with 4 characteristics in mind: 1) Game design and game creation are entwined; 2) Students will complete the certificate with a portfolio of work; 3) Students will gain experience working in teams; and 4) Students will gain a critical perspective on game design. Two learning goals are central to the certificate program:

1. Students will gain the design and technical skills necessary to create games.
2. Students will gain the critical and theoretical perspectives necessary to understand the production and reception contexts in/for which they design such games.

Curricular Map: Mark which certificate requirement contributes to which learning goal.

	C&I 277 Games & Learning	C&I 357 Game Design I	C&I 432 Game Design II	ART 107 Intro. to Digital Forms	ART 429 3D Digital Studio I	ART 428 Digital Interactive Studio	ART 529 3D Digital Studio II	CS200/300 Intro. to Computation	CS301 Intro. to Data Programming
Learning Goals:									
LG1: Students will gain the design and technical skills necessary to create games.	REQ	REQ	REQ	REQ	one ART course			one CS course	
Game Mechanics/Rules		x	x						
Narrative		x	x						
Storyboarding			x			x	x		
Player Experience		x	x						
User Testing		x	x						x
Code		x	x		x			x	x
Game Engines			x						
Level Design (Environment)			x						
Aesthetics & Design		x	x	x	x	x	x		
2D Graphics				x		x			
3D Modeling				x		x	x		
Animation			x	x			x		
Business		x	x						
Analytics		x	x						
LG2: Students will gain the critical and theoretical perspectives necessary to understand the production and reception contexts in/for which they design such games.									
Interpret Games According to...									
Structure: Form and Function		x	x	x					
Players' Meanings and Intention		x	x	x					
Critique Games according to...									
Social and Historical Contexts		x							
Propositional and Ideological Content		x		x					
Contexts for Production and Reception		x							

Assessment Strategy:

	Learning Goal 1: Students will gain the game design and game creation skills necessary to create games.	Learning Goal 2: Students will gain the critical and theoretical perspectives necessary to understand the production and reception contexts in/for which they design such games.
Method for assessing learning (one measurement required, must be a direct measure; additional measures may be direct or indirect.)	Students will create one publishable production-quality game, as judged by game design assessment committee.	Students will write one paper (as per DiGRA ¹ conference proceedings) that presents a critical analysis of a game design, as judged by the game design assessment committee.
Timetable for assessment activity (at least one activity/measures each year; all goals must be covered in a 3-year cycle)	End of Game Design II.	End of Game Design I.

Who is responsible for assessment? (Identify a three-member team who will coordinate the implementation of the plan on an annual basis, usually the program chair, and two other members from the faculty or academic staff):

The Game Design Assessment Committee (GDAC) will consist of:

- Matthew Berland, Associate Professor, Curriculum & Instruction
- Erica Halverson, Professor, Curriculum & Instruction
- Aliah Darke, Faculty Associate, Curriculum & Instruction
- Meg Mitchell, Associate Professor, Art
- Bilge Mutlu, Associate Professor, Computer Sciences
- Gary Dahl, Faculty Associate, Computer Sciences

What is the plan for review of the assessment information?

¹ <http://www.digra.org/conference/>

(Typically an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, completion, and other features of the student experience. This is also a good time to review and update the certificate implementation form): This will be an annual meeting of the program faculty and staff. At this meeting, the program faculty and staff will review enrollment information, course progression, completion, and other features of the student experience. At this meeting, we will also review and update the certificate implementation form, if necessary.

What is the plan for production of annual summary report? (Typically a summary of the materials that form the basis of the discussion at the annual meeting, the content of the discussion, and any recommendations): At the annual meeting, we will generate a report to submit to department and School of Education. The report will cover 1) student engagement and quality of work; 2) if learning goals of the certificate are being met; 3) student competencies with computer science and technology; 4) identifying areas where students may struggle; 5) discuss if program is reaching target students.

How will recommendations be implemented? (Explain the general process by which recommendations will be implemented): The program is designed to be responsive to student needs and faculty/staff concerns. Established processes for reviewing and updating the program will be followed, as necessary.

At the annual meeting of the GDAC, we will review the 5 points of assessment and update the program as needed. This may include: targeted outreach; providing access and support for specific technologies; working with cross-campus groups to develop a strong games culture on campus; creating opportunities for students to show and get feedback on their work from the campus community; and helping students develop relationships and potential for mentorship with members of the local game industry.