

Wayne Community College
Program Review – 2024-2025

Name of Program: Game and Automation Programming

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The mission of the Information Systems Technology Department is to provide graduates the skills for employment in diverse computer technology environments

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

The mission of the Game Art and Automation Programming program accurately reflects the goals of the department.

Describe how the program’s mission aligns with the College’s vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today’s global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college’s vision, mission and goals will be achieved.

The mission of the Information Systems Technology Department, to provide graduates the skills for employment in diverse computer technology environments, strongly complements the College’s broader vision and mission by preparing students for meaningful participation in the modern, technology-driven workforce. By emphasizing job-ready skills, industry-relevant training, and exposure to diverse technology environments, the program supports the College’s commitment to student empowerment, community responsiveness, and workforce development.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Game and Automation Programming A25450P
Diploma	Game and Automation Programming D25450P

Certificate	Mobile Game Development C25450MG
Certificate	Production for Simulation and Game Development C25450PN
Certificate	Simulation and Game Development C25450
Certificate	Programming for Simulation and Game Development C25450PG
Certificate	Level Design for Simulation and Game Development C25450L

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
No changes	N/A

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

N/A; Plans are moving forward to consolidate the two SGD degrees into one. This will be reported on in the following 2025-2026; 2026-2027; 2027-2028 program review.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	May 2, 2023	The group discussed the organization of classes and assignments as well as supporting students in those classes. Attention was turned to the Student Showcase for presentation of student portfolios and final projects. Networking with Industry professionals lasted a full hour afterwards.
2023-2024	May 2, 2024	The group discussed involving more industry professionals with the students. All advisory members agreed that this year's numbers seemed to be better.
2024-2025	May 2, 2025	The Simulation and Game Development Advisory Meeting ended around 2:30 pm. Advisors from showcases past are impressed with the changes they have seen with how students present their work as well as the quality of work shown. Advisors agree that the program requires new technology and a change in class structure to continue with student success.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The program continues to show strong responsiveness to current and emerging industry needs, as highlighted through advisory committee feedback, environmental scans, and trends in the broader digital media and game development fields. One notable trend is the increasing expectation that students graduate with polished, portfolio-ready work and the confidence to present it. Encouragingly, our students are rising to that challenge—becoming more comfortable showcasing their projects, speaking about their creative process, and demonstrating technical competencies. This shift has not only improved the quality of their work but has also translated into meaningful post-graduation outcomes. More graduates are taking initiative: applying for industry positions, networking proactively, and engaging in professional conversations that open doors.

A significant emerging need is the demand for an additional open-access lab specifically for Simulation and Game Development (SGD) students. Currently, our primary lab is occupied for most of the day with scheduled classes, leaving students with limited opportunities to work on assignments, prototype ideas, or collaborate on team-based projects outside class hours. Because the industry requires high-performance hardware capable of running advanced game engines, 3D modeling tools, rendering software, and VR/AR development kits, many of our students do not have the financial means to access comparable equipment at home.

By continuing to invest in modern technology, additional lab resources, and environments that foster creativity and collaboration, the program remains well-positioned to respond to the rapidly evolving needs of the industry and the community it serves.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 27 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 28 #

Target: 29 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	32
2022-2023	22
2023-2024	27

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	2	9.1%	3	11.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	3	9.4%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.1%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	4	12.5%	2	9.1%	3	11.1%
African American, Male	8	25.0%	3	13.6%	6	22.2%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	16	50.0%	13	59.1%	15	55.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	12.5%	3	13.6%	2	7.4%
Two or More Races, Male	0	0.0%	1	4.5%	1	3.7%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	28	87.5%	20	90.9%	24	88.9%
Total	32	100.0%	22	100.0%	27	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	1	3.1%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	1	3.1%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	1	3.7%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	2	6.3%	0	0.0%	1	3.7%
African American, 18-24	4	12.5%	4	18.2%	7	25.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	13	40.6%	9	40.9%	10	37.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	12.5%	3	13.6%	2	7.4%
Two or More Races, 18-24	0	0.0%	1	4.5%	1	3.7%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	21	65.6%	17	77.3%	20	74.1%
African American, 25-44	3	9.4%	1	4.5%	2	7.4%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	4	12.5%	3	13.6%	4	14.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.1%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	8	25.0%	4	18.2%	6	22.2%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	4.5%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	1	4.5%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	1	3.1%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	1	3.1%	0	0.0%	0	0.0%
Total	32	100.0%	22	100.0%	27	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Across the three academic years shown, program enrollment has declined modestly. Enrollment has declined overall, with a rebound in the most recent year, but levels remain below the 2021–2022 peak. The student body remains heavily male, Caucasian, and ages 18–24, suggesting clear opportunities to broaden outreach. Implementing strategic recruitment initiatives, expanding access for non-traditional learners, and increasing program visibility may help boost enrollment in future years.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Strengthen Recruitment & Outreach	Increase program visibility through high school visits, community events, and digital marketing.

Outcome #2: Retention**Baseline:** 61.0 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 63%**Target:** 65 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	52.0%
Fall 2022 to Fall 2023	81.0%
Fall 2023 to Fall 2024	50.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	2	11.8%	2	22.2%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	4	30.8%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	4	30.8%	2	11.8%	2	22.2%
African American, Male	3	23.1%	1	5.9%	2	22.2%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	3	23.1%	11	64.7%	4	44.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	23.1%	2	11.8%	1	11.1%
Two or More Races, Male	0	0.0%	1	5.9%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	9	69.2%	15	88.2%	7	77.8%
Total	13	100.0%	17	100.0%	9	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	3	23.1%	0	0.0%	3	33.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	5	38.5%	0	0.0%	2	22.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	23.1%	0	0.0%	1	11.1%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	11	84.6%	0	0.0%	6	66.7%
African American, 25-44	0	0.0%	2	11.8%	1	11.1%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	15.4%	7	41.2%	2	22.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	2	11.8%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	5.9%	0	0.0%
25-44 Total	2	15.4%	12	70.6%	3	33.3%
African American, 45-64	0	0.0%	1	5.9%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	3	17.6%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	4	23.5%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	1	5.9%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	1	5.9%	0	0.0%
Total	13	100.0%	17	100.0%	9	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Across the three measured retention cycles, the program shows moderate but fluctuating retention, with total student counts dropping from 13 to 17 to 9 over the three years. Although retention percentages remain mathematically high because of the small cohort sizes, the reduction in overall enrollment indicates a need to examine program pipeline, support structures, and student engagement.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Strengthen Communication and Outreach	Provide clear pathways from advising to graduation, emphasizing course sequencing, and timely progress. Offer proactive communication about financial aid deadlines and academic resources.

Outcome #3: Completers (*unduplicated*) (*Degree level, highest level of attainment*)

Baseline: 5 # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: 6 #
Target: 7 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	8
2023-2024	5
2024-2025	3

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	1	12.5%	1	20.0%	1	33.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	1	12.5%	1	20.0%	1	33.3%
African American, Male	0	0.0%	1	20.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	6	75.0%	3	60.0%	2	66.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	12.5%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	7	87.5%	4	80.0%	2	66.7%
Total	8	100.0%	5	100.0%	3	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	20.0%	1	33.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	3	37.5%	3	60.0%	2	66.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	12.5%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	4	50.0%	4	80.0%	3	100.0%
African American, 25-44	1	12.5%	1	20.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	25.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	3	37.5%	1	20.0%	0	0.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	12.5%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	12.5%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	8	100.0%	5	100.0%	3	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Over the three academic years, the number of program completers decreased from 8 in 2022-2023, to 5 in 2023-2024, and then to 3 in 2024-2025. Although the overall number of completers declined, the demographic composition of completers remained relatively consistent, with certain patterns emerging.

The program has maintained consistent representation among a few demographic groups, particularly Caucasian males and a small number of African American females. Younger students (18-24) now comprise nearly all completers, suggesting a shift away from older adult learners. Increasing overall completions will likely require targeted retention strategies, flexible course delivery, expanded student support, and intentional outreach to underrepresented populations.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Increase Engagement and Sense of Belonging	Develop peer mentoring or cohort-based activities to encourage integration into the program (Work Study, Peer Tutoring, etc.). Encourage participation in program-specific student organizations or events.
2	Strengthen Communication and Outreach	Provide clear pathways from advising to graduation, emphasizing course sequencing, and timely progress. Offer proactive communication about financial aid deadlines and academic resources.

Outcome #4: Budget FTE *(Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)*

Baseline: 16.719 # *(Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)*
Standard: 18 #
Target: 20 #

Budget FTE Year	Budget FTE
2022-2023	21.289
2023-2024	16.328
2024-2025	12.539

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTE) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

Over the three-year period, the program’s Budget Full-Time Equivalent (BFTE) allocation shows a steady decline. In 2022-2023, the program generated 21.289 BFTE, which then decreased to 16.328 BFTE in 2023-2024, and further to 12.539 BFTE in 2024-2025. This downward trend reflects a reduction of roughly 41% across the period.

Several factors may have contributed to this decline. A primary factor could be reducing student enrollment in program courses, which directly impacts FTE generation. Changes in course scheduling, reduced course offerings, fewer sections, or cancellations due to low enrollment may also have played a role. To increase BFTE in future years, the program could pursue several strategies. Expanding recruitment efforts, particularly in local high schools, adult learner populations, and underserved communities, may help boost enrollment.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase budget FTE in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Strengthen outreach and recruitment	Focus on high schools, adult learners, and community partners.
2	Enhance program marketing	Emphasize job prospects, transfer opportunities, or unique program strengths.

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC’s Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC’s Quality Enhancement Plan, addresses career development in Goal 3: “The college will implement integrated career development within their academic programs.”; Action Item #3: “All CTE programs will implement a career development related Program Outcome.”

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. *(Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)*

WBL-110 was not offered through SGD due to the recovering of the game industry after Covid-19 (2020-2021). Multiple outreaches have been attempted to initiate an agreement between WCC and companies for students to gain hands on experience through WBL-110. Companies have not engaged, do not respond, or ask students to apply to their own internship not associated (or guaranteed) with WCC.

SGD students who have been offered WBL-110 in the past have decided to forgo it due to the job opportunity not aligning with the degree they are graduating with. To suppliment this, we have integrated more career development into our Portfolio class (SGD-288). Students present to industry professionals from the triangle area at the yearly SGD Student Showcase. Alongside WCC Instructors, Industry professionals offer advice and support as “Mentors” for the class throughout the Spring semesters. We have new speakers and mentors every year.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Industry Outreach	Continue Industry outreach with gaming companies in the triangle area, Goldsboro, and Greenville

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

The program utilizes student surveys that are provided at the end of every course to evaluate the course content relevance and clarity, instructor effectiveness, engagement and learning activities, facilities and resources, overall program impact, etc. The program maintains three program learning outcomes that reflect students’ mastery of essential skills; each is evaluated through a signature assignment on a three-year assessment cycle. Assessment rubrics are designed with multiple dimensions, enabling faculty to pinpoint specific areas where improvement is needed and develop corresponding action items.

In addition, the Office of Institutional Effectiveness compiles and shares data from advisory committees, employers, and graduate surveys. The department uses this information to identify opportunities for continuous improvement and to ensure program quality aligns with workforce and student needs.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	No planning objective submitted.	Not applicable.
2024-25	1. (14) SGD computers, with hardware that has the potential to support SGD curriculum. 2. (22) Computers with dual monitors able to support SGD classes as well as other classes in the IST dept. 3. Photoshop	1. The computers have been purchased. IT has been sent the required software to be installed on the computers. They are planning to implement in Spruce 206 this summer. Carry forward to report assessment. 2. Based on limited funds, this objective was not approved for funding. This objective remains a funding priority. We do plan to re-submit in the next cycle. 3. Based on limited funds, this objective was not approved for funding. This objective remains a funding priority. We do plan to re-submit in the next cycle.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

We plan to resubmit the same planning objective submitted last year, as the identified need remains critical to supporting student success and program quality. Although funding was not approved in the previous cycle, the request continues to align with institutional priorities and industry expectations. The proposed equipment and

software upgrades are essential to maintaining current technology standards, ensuring students gain hands-on experience with the tools and systems they will encounter in the workplace.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

Another full-time position is anticipated to cover both the Game and Automation Programming (A25450P) and Game Art and Animation (A2545A) Degrees. One full-time Instructor is not enough to Advise all students, teach all current and different topics for two degrees, and keep everything up to date in the program(s). While numbers are going up as expected last cycle, we are still putting our students at a disadvantage with only having one full time Instructor.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

Another room equipped to teach Game Automation and Programming (A2545P) in. We only teach out of one room (Spruce 206) for both degrees due to the computers and software we use. This has led to scheduling issues and extremely late classes for students in the past. With limited space, we can only schedule a certain number of classes a day per week. An extra classroom would alleviate the stress of the schedule and offer a chance for students to have more options for courses. In the last two years we have additionally had to have multiple sections of a class due to overload.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

Services are adequate for our program.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

Strengths

- On-campus labs provide students with the opportunity to work with 3D modeling software.
- Articulation agreement with North Carolina Wesleyan College that provides 4-year degree completion.
- Relationships with local and metro area employers provide internships and employment opportunities to students.
- Administration advocates new ideas and progressive learning methods that enhance student success in the classroom and the workforce.
- Administration strives to secure funding required to keep technology current.
- Division has an environment that promotes decisions to be made at the lowest possible level and encourages faculty to "think big"; faculty have flexibility to quickly implement technologies and curricula to stay current with workforce needs.
- Faculty routinely evaluate course content and technology to ensure they prepare students for current workforce skill requirements.
- Industry-technology professional development opportunities are available to faculty.
- Courses continue to be redesigned to keep up with the latest industry demand and trends.
- Classes are located in a modern facility.

Weaknesses

- Space limitations will be a challenge as emerging technologies arise; however, there are projected expansion opportunities as classrooms are projected to be repurposed after entities are relocated.

Opportunities

- Articulation agreement with William Peace University that provides 4-year degree completion.

Review prepared and submitted by: *(Please list name(s) and titles)*

Jennifer Tyndall – Department Chair, Information Systems Technologies
Cheyenne Prybylinski – Simulation and Game Development Instructor

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	<u>11/20/2025</u>
Dean, Director, or AVP / Date:	<u>Tracy Schmeltzer</u>	<u>11/20/2025</u>
Administrator Approval / Date:	<u>Dr. Ernie White</u>	<u>11/20/2025</u>