

Digital Animation & Game Design (DAGD) Program Review 2017

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Submitted by

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Program Name and History

Digital Animation and Game Design

Brief Program Description

Program Overview -

The Digital Animation and Game Design program focuses on educating students in the latest tools, design techniques and technology used to create digital and interactive content. The degree offers students a well-rounded education as they earn their Bachelors of Applied Science, while giving them the depth of technical skills needed to compete in the fast-paced world of interactive technology. Graduates of the DAGD program are able to enter career opportunities that are in entertainment and video games. The skills learned also offers jobs in legal simulations, corporate training, architectural fly-throughs, education, biomedical visualization, and a host of emerging technologies.

Mission – Ferris State University

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Mission – College of Education and Human Services

The College of Education and Human Services strives to graduate students who will secure careers as knowledgeable, participatory and collaborative professionals; who adapt to, serve, and participate meaningfully in a diverse and rapidly changing State, nation, and world; and who model life-long learning and integrity in their professions, their communities, and their lives.

Mission – School of Digital Media

Seeking to develop both the creative spirit as well as the technical know-how to deliver stories effectively, students engage with industry standard software and equipment through project-oriented course work to learn their craft. In each major this applied approach to learning is coupled with small class sizes, internships with industry leaders, a proven track record of success and faculty who bring the perfect blend of education and industry experience.

Program Mission

To provide high-quality education at a reasonable price to students seeking to gain technical expertise in interactive and animated applications while instilling design and team skills that are valued and relevant to the workplace.

Incorporating the Mission:

The focus of Ferris education is to prepare students for a career and lifelong learning. DAGD mission has the same focus. We want our students to succeed in careers they enjoy and find engaging. Our pedagogy encourages learning how to learn helps students maintain their careers as software and processes evolve. We provide current industry skillsets to launch students in the industry and stay connected with our alumni to offer support and insight to new industry directions. We are guided by 'core values'.

Core Values

- Quality instruction by teachers who have a proven track record of industry success.
- Accurate advising and responsive customer service.
- Leading hardware and software for lab use and instruction.
- Relevant industry involvement in classroom projects.
- Progressive strategy for implementing evolving curriculum and classroom content.
- Expanding base of opportunities for students to showcase abilities to and interact with industry.
- Growth and diversification of student population and industry opportunities in Digital Animation and Game Design for South-Western Michigan.
- Outreach programs to high school and junior high schools designed to stimulate interest and awareness for Digital Animation and Game Design.

DAGD faculty meet frequently and discuss the efficacy of all our classes in relation to our mission. We recently underwent a curricula refinement that combined classes that had duplicate effort and expanded our 'tracks' to allow for better focus. We also have improved learning objectives that flow from one level of curricula to another. This allows us to initiate a cohort model that students will follow as they progress with the program.

We communicate our mission to our stakeholders (students, parents, FSU administration and industry) in a number of ways. Our website home page declares the intent of the DAGD program. We have an active social networking presence on Facebook (DAGD Ferris State University) that is a central communication tool. Students have added subpages to zero in on topics such as portfolio critique areas (DAGD slamjamathon and DAGD PROGRAMMERS). Our students, alumni and other stakeholders are actively engaged in the DAGD culture.

To monitor our program mission in relation to the FSU mission, curricular changes are discussed among DAGD faculty. We analyze our work and always ask 'What Would Woodbridge Do' when we look to change an objective. When new checksheets are proposed, we review them online with deadlines to respond attached. We have final curricula reviews with all faculty before launching.

DAGD is well suited to help Ferris achieve its goals. We research new trends and look forward to future storytelling methods such as interactive games, video production and Augmented and Virtual Reality. We are crafting vocational curricula that will help students start careers in the 21 century workplace.

Program History DAGD: A Not So Brief History

As part of the continuing record of DAGD, we have included the 2010 History.

(2004 – 2010)

Original expectations were to partner with Kendall College of Art and Design to leverage the expertise of design found at Kendall. “We wanted to do the technical and do the art at Kendall.” (Instructor Martin Lier, 2005) However, the partnership never developed fully as administrative goals and fiscal considerations at Kendall made the union impractical. Instead, a partnership with Grand Rapids Community College was developed to create a strong articulation of liberal studies to fulfill the general education requirement of the B.A.S. degree.

The original curricula was a combination of existing classes found at GRCC, Ferris Graphic Design Classes from the main campus that was delivered at GRCC’s Applied Technology Center. (please see addendum “A” DAGD Checklist Iteration 1) The blend of classes featured ‘New Media’ skills of computer programming, 2 and 3 dimensional design, Computer aided design (CAD) game design and theory and user interface design. Additionally, courses in entrepreneurial topics such as contracts and sales, marketing and project management would help give students an advantage on starting their own businesses should the need arise. Using successful established classes, Ferris DAGD began running classes in Fall of 2003.

Han (Marty) Lier was the first Program Coordinator to run classes. His strength was in industrial design, 3D modeling, animation, and project management. He hired adjuncts Roy Pierra and Cory Heald to help run classes in animation and programming to accomplish the first two years of the program.

By spring of 2005, enrollment was encouraging enough to bring other two new faculty into play. Ward Makielski, an established game designer and animation artist from Los Angeles who had recently moved back to his home state of Michigan was hired as a new Program Coordinator. David Baker was hired in the summer of 2005 to leverage his professional animation and design skills honed from over 25 industry years and 5 in the community college system. With three fulltime faculty, and now over 80 students, DAGD was operational.

As students matured and curricula developed, it became apparent that a new ‘checklist’ with a clear pipeline of classes was needed. (see appendix , checklist 2005) Using data from industry contacts, classes were now brought to fruition or developed to accomplish specific goals. The game curricula was up and running with not only programming, but with solid theoretical and design concepts in place. Graphics classes that were originally tuned for the publishing industry were now guided toward game design and 3D texturing artists.

General education classes were suggested during advising sessions that helped to enhance what was being offered in the DAGD curricula and advising students became a standard procedure and task of the entire full time faculty.

The student population continued to grow with about 120 students actively pursuing a DAGD degree. It became apparent that the original criteria that required students to have only a 15 composite ACT and a 2.2 was problematic. Few students who had lower academic skills and

no art or programming background struggled and were no longer pursuing the degree after two years. Better students thrived, though, and it was decided to improve the incoming student quality at the expense of growing enrollment. DAGD altered its incoming freshmen requirements to a minimum GPA of 2.5, a composite ACT score of 19, and the initiation of a portfolio requirement.

Portfolios are required of most upper level art and design schools. It helps the school determine whether a student has been pursuing or achieved a certain quality in their work outside of their GPA. It is also a 'self-filtering' technique that reduces the amount of completed applications as non-motivated students fail to fulfill the requirement. DAGD employed this technique of filtering to bring in only motivated student. The portfolio requirements were loose in comparison to most design schools. It asked for 10 samples of work, whether it be art, programming, music or any other animation or game design discipline. It had been effective, although it temporarily flattened out enrollment. The typical DAGD student came with a passion and academic skill not universally shared by all in the earlier years.

By 2007 it became apparent that Game Design was playing a greater role as a draw to the program. More than half the students applying voiced more an interest in Game Design than in Animation. Our only game design instructor, Ward Makielski, who was program coordinator could only teach two classes per semester which limited his scope. Additionally, adjunct professor Roy Pierra gave notice that he would be leaving the state in the Fall. It was decided that we needed a full time faculty member that would concentrate on Game Design in addition to Ward. Joshua Freeney, a freelance game programmer and designer and graduate of the Full Sail, an art and media institute in Florida was recruited to teach classes that Roy Pierra would be vacating. He was added as term faculty in January 2008 to deliver the classes left open by the new development.

With more schools offering degrees online, the Department felt it wise to start developing the program 'virtually' to serve students across Michigan. In December 2007, Ward Makielski was given the opportunity to develop the DAGD 'online' portion of the program. A 'cross curricula' approach was used to allow this starting with DAGD 100, a basic intro to 3D class, DAGD 103, an online drawing class, DAGD 300, an upper level game design class and DAGD 499, or our senior level 'capstone' class. With this approach we could reach beginning students, those at community colleges or students who are working professionally. Additionally, Mr. Makielski had been training on Ferris Connect, our online curricula delivery platform and achieved the rank of Black Belt. With this background, a blended online delivery became 'live' in January 2008.

Ward delivered the class 'on the ground' the first week of classes in a semester and once again the last week of classes wrapping up the semester. This allows for a personal contact with younger students and the advantages of virtual work.

Faculty member David Baker was asked to assume the vacant 'Program Coordinator' position and began training for the new position that he assumed in January 2008. His position of Internship Coordinator was passed onto Marty Lier.

As the curricula matured, other classes began to be offered in the 'elective' category. These were topic specific classes that provided the opportunity to investigate industry standard

tools such as Maya, SoftImage XSI and Z brush. DAGD alumni, Robert Evans was contracted as an adjunct to deliver the 'DAGD 380 Digital Sculpting', (also known as Z Brush) course.

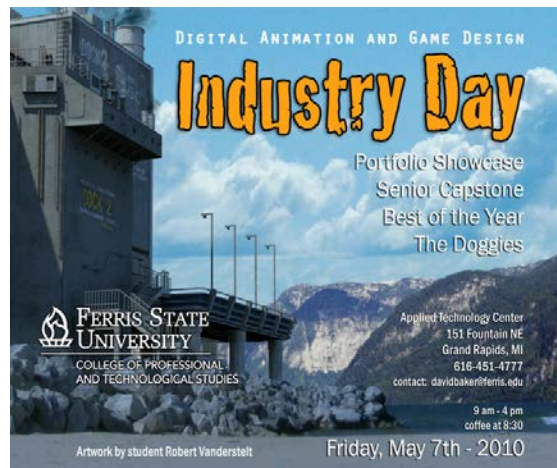
Here is a link to our 2009 Demo.

<https://www.youtube.com/watch?v=FD1djAFE6RA>

The faculty began another review of the DAGD Checklist as our students began requesting more directed classes. It was determined that students should be allowed to direct their own career goals earlier in the program. With industry guidance, we created three concentrations or 'tracks' of 18 credit hours that allowed students to pursue more rigorous work in animation, game design or media generalist. No extra classes were created to allow this pursuit. Students could focus where their interests laid. In January of 2009, DAGD Checklist III was presented and well received by students. Students could migrate their credits to this checklist or maintain their original direction. This update has been well received by students and will allow for new classes to be created as the need arises and directed by industry.



Scott Castleberry, Josh Mayle, Andrew Smith, John Jurries and Jacob Trong take a break from the 2009 Cartoon Challenge at the Kalamazoo Animation Festival International.



Industry Day was started as way to connect potential employers with our graduating and upper level students. It was paired with 'The Doggies', a student award show.

DAGD - 2010 to 2017

With the rising success of DAGD, we looked forward to new adventures and collaborations. We actively sought partnership with our colleagues in the Digital Media department at Kendall College of Art and Design (KCAD) in the summer of 2010. Also, three faculty members, Ward Makielski, Josh Freeney and Cory Heald along with some of our strongest students and alumni began a small experimental company, YETI-CGI as a DAGD extension project. FSU Vice President Don Green had wanted such a company to grow out of efforts and hired (faculty to be) Jake Pollak to explore location options. We were working to improve job pipeline opportunities with an external 'beta' company. An office location was donated by a local entrepreneur for a few months and YETI – CGI was off and running.

Coincidentally, film Incentives offered by the State of Michigan exceeded 40% of production costs and included digital media projects such as games provoked national interest. We were getting calls from top companies to see what relationships could be built.

With a new checksheet, growing enrollment, refined curricula and outstanding student portfolio we were able to reach further into the marketplace and recruit more students. Having leveled off and reorganized, we were able to confidently move forward. Here is a link to our job reel in 2010.

<https://www.youtube.com/watch?v=EiHU5JFP2v0>

In the summer of 2011, things were about to change. YETI-CGI had succeeded in building a student/alumni staff and was creating a new and exciting game 'Roaming Fortress'. They also were gaining enough corporate work to supply the endeavor with capital. Because of this success, two of the principles, Josh Freeney and Cory Heald decided to devote their energies full time to YETI-CGI and resigned their positions in August 2011. Ward Makeilski remained full time faculty with us and Robert Evans continued on as our Digital Sculpting adjunct.

However, this left us in a bit of bind considering classes were three weeks away. We immediately put out a call to our alumni and was able to bring on board Andrew Smith to assume the upper level 3D classes, Nick Pattison to take programming instruction and Jake Pollak others who were willing to fill in for Josh Freeney's classes. We were able to repost the two positions lost in the summer and Andrew Smith and Nick Pattison filled those positions in January 2012.

In the fall of 2011, FSU administration had decided to create a new interdisciplinary school that would be comprised of Television and Digital Media Production program, DAGD and the Digital Media Software Engineering program from the Grand Rapids campus. These three programs would create the 'School of Digital Media' and be housed inside the College of Education and Human Services. The beta kickoff of this school was in January 2012 and the program coordinator of the TDMP program on main campus, Glen Okonoski was assigned as director and have oversight of the school. DAGD was moved into the school but with fiscal administration left to CPTS, (the College of Professional and Technological Studies, now EIO). Curricula oversight was given to the COEHS.

The following fall, a new program, The Pre-Digital Media Associates was proposed (Pcaf) to be launched on the Big Rapids campus. The intent was to provide a spectrum of

classes all School of Digital Media students could take and add needed general education classes required for an Associates degree. With a survey of all disciplines, students would be able to wisely choose the major they want to pursue. In this spool up time, we were to start providing DAGD classes on the main campus with the purpose of having a duplicate program in Big Rapids to service students who wanted a tradition campus/dorm experiences. Growth on the Grand Rapids campus had essentially landlocked DAGD. It also made sense to expand to main campus and share resources with our sister program TDMP. Program funding for DAGD Big Rapids would be provided by COEHS and funding for DAGD Grand Rapids come from CPTS. We would share faculty as needed and start to enlist for a new faculty group.

Lower level classes were being staged on main campus in Fall 2013. A new lab was constructed and Marty Lier and new adjunct and DAGD alumni Mel Danes began teaching. In Fall 2015, a second lab was placed in the IRC building bringing workstation capacity on the Big Rapids campus up to 40. To help bind faculty to main campus, a new tenure track position was opened up and Jake Pollak, who has just completed his Masters of Fine Arts at Savannah College of Art and Design applied and was hired for that position.

Program curricula and portfolio quality improved as did enrollments. In 2014, we were honored by the Princeton Review with a placement of a 'Top 25' game design program out of about 250 entries. In 2015 and 2016 we moved up to number 16 in the country. We still aspire to be in the top ten. We believe we can make it.

Here is a link to our most recent Demo reel circa 2015

<https://www.youtube.com/watch?v=3TsmGdapUWY>

In fall of 2016, two more tenure track positions were opened up. David Baker and Marty Lier applied for them and are now on the road to tenure. The vacancy left by Marty was filled after an extensive search by Bryce Gore who teaches 100 and 200 level classes on the Grand Rapids Campus. As the program grows, we have added a full time Game Development faculty, [Venkat Varun Reddy Singireddy](#) for the Big Rapids campus in 2017.



Students from both campuses banded together in Grand Rapids to experience the International 24 hour Cartoon Challenge and Fragfest activities the following week in Fall 2016. Students are passionate about their work, their craft and their peers.

Program Goals

Describe what the program hopes to accomplish

“Building a World Class Animation and Game Design program is a daunting task. While many educational institutions are developing programs in these areas, the success ultimately will be found in the quality of student portfolios and who is being successfully employed. As faculty in the Digital Animation and Game Design Program at Ferris State University, we aspire to become one of the top ten programs in the United States. We believe that by looking at our past successes, listening to the industry and developing strategic planning we can achieve this goal. “

- David Baker, DAGD Program Coordinator – 2010

“In the last 12 years, the faculty of the Digital Animation and Game Design program has worked to create a world class program. As we look to the quality of the student portfolios, the excellence of the capstone projects and the success of the majority of our alumni, we have achieved much and are on the road to continued success. We have had four years of ‘top 25’ placement of game design programs in the United States in a field of growing competition. We have a strong alumni base that enthusiastically supports our efforts. We are developing new curricula for the next generation of media and virtual reality. The future looks bright- and exciting.”

- David Baker, DAGD Program Coordinator – 2017

Vision

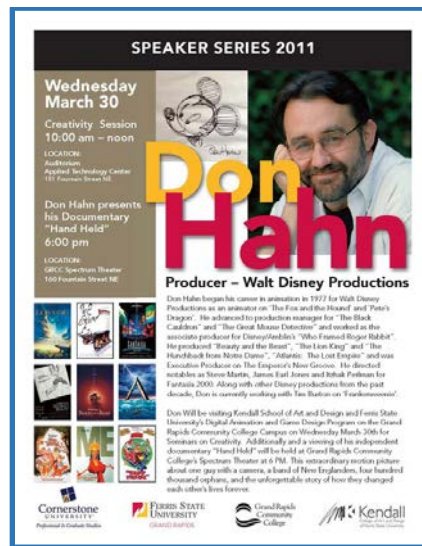
To be recognized as one of the leading educational institutions in animation and interactive technologies not just in Michigan, but in the nation. Students will see us as a high quality program for a good value, and feel confident in the skills that they will learn and the opportunities for which they will be qualified when they graduate. Industry will see us as an institution that provides skilled, talented, and employable graduates. Faculty will find this a challenging and rewarding place to teach. (2004 – 2017)

DAGD Program Goals:

- Produce employable graduates in careers related to communications, 3D animation, 2D and 3D visualization, programming for games and other interactive applications.
- Create professional level interactive games
- Create professional level 3D animation and visualization segments
- Expand opportunities for students and alumni in our domain.
- Develop and attitude of lifelong learning in students.
- Teach students how to work in teams.
- Develop the Big Rapids DAGD program – 60 person freshman cohort
- Maintain the Grand Rapids DAGD program 45 person freshman cohort

- 60% retention to graduation
- 80% graduation placement rate
- Accurate Advising
- Top 10 rating in Princeton Review

DAGD program goals are based in the Ferris mission. From the onset, we have focused our efforts on career development. Part of career development is learning how to continually improve yourself. In our business, change is the norm and is welcome. It is ingrained in our culture to critique ourselves, be open for critique and then act on the advice given. We are always bringing new technologies, such as virtual reality, into our classroom.



Incorporating program goals

Our primary goal is stated on our website. “At Ferris State University, we know that **Digital Animation and Game Design (DAGD)** is one of the hottest careers in the 21st Century. Our instructors can teach you the necessary skills to help you **create dazzling 3D art and entertaining games** that will help you break into the media industry of your choice. <http://www.ferris.edu/dagd/> We hold this and other goals front and center in all our classes. We want to make clear that what we are doing is preparing digital artists, coders and communicators for jobs in the 21 century.

We review all our goals every year at our faculty retreat. In this review, we analyze if the current goals are relevant and how they are applied in the classroom. If a certain topic, such as ‘Interface Design’ has evolved in the industry, we change it to current thinking such as ‘User Experience’. Once these issues are identified, we modify course material and descriptions to adjust to the current best practice.

Our core goals of training for the workforce and producing professional work have not changed from the beginning. One major improvement has been in the incorporation of teamwork in most of our classes. We were given this directive by industry partners as they felt that teamwork was one of the most important yet overlooked skills taught in college today.

Additionally, we are emphasizing ‘design thinking’ “The methodology commonly referred to as design thinking is a proven and repeatable problem-solving protocol that any business or profession can employ to achieve extraordinary results. (retrieved from <https://www.fastcompany.com/919258/design-thinking-what> March 2017)

Another significant improvement in our goals has been on the emphasis on a quality ‘capstone’ project. We saw the successful graduates were the ones with good capstone projects. Observing this, we have initiated a process in 2012 where capstone projects undergo significant review to move forward. Students must apply to the Capstone class and ‘pitch’ their idea along with specific deliverables. We help all our students craft these ideas in classes leading up to Capstone. The result has been higher quality work for more of the graduates. This also impacts lower level classes as we encourage creating assets for Capstone even as far back as DAGD 101, our visualization course. This focus on a self-driven final project has led to a number of hires right from our senior Capstone show.



Capstone students put on a day-long show in May showcasing their work. Industry professionals are invited to attend and review graduating students work for potential employment. Current students may have their first large ‘networking’ event at Industry Day (now called Michigan Creative Expo) and see how deals are made.



Strategic Plan

Initiative 2	Measures of Success		
Maintain relevance of curriculum and applied projects	1. Link program curriculum with the needs of the workplace 2. Student content is aligned with current approaches to digital media and meets the needs of clients		
2. Strategy			
a. Action Steps	Target Date	Responsible	Status
1. Create new DAGD 301 Principles of Animation course	January 2018	Andrew Smith David Baker	Work in progress
2. Create new DAGD 201 Animation Preproduction.	Fall 2018	David Baker	Work in progress
3. Create 302 – Procedural Animation Technique	Fall 2018	Nick Pattison	Work in progress
4. Create DAGD 498 – Pre-Capstone	Spring 2018	Jake Pollak	Work in progress
5. Review and curricula to offer more focused and relevant concentrations	Continuing	Nick Pattison and all DAGD	Yearly Faculty Retreat
6. Move Game Design Masters forward	Fall 2017	Glen Okonoski Marty Lier Andrew Peterson	
7. Expand DAGD 491 Internship opportunities and provide course load for instructor	Continuing	Marty Lier Glen Okonoski	Work in progress
8. Seek input from industry for assessed value of graduates / degree program	Annually	Nick Pattison Jake Pollak Marty Lier Mel Danes	Ongoing. Conducted as part of internship visits by faculty with site supervisors. Twice per student per internship.
9. Survey alumni opinions regarding programmatic value	June 2017	Marty Lier David Baker Jake Pollak	Completed. Information that was gathered will be used as part of curriculum review.
10. Evaluate current partnerships and seek new collaborations for projects	Each semester	Jake Pollak Marty Lier Mel Danes David Baker	Meeting with primary partnerships such as GRPM, ArtPrize, MFO and internal FSU
11. Seek client feedback for course assignments	Weekly / per semester (Fall and Spring)	Jr. Project faculty (rotates) and all	Active
12. Offer experimental course in VR	Summer 2017	Jessica Plowman	Summer 2017.
13. Explore more DAGD online and blended course offerings	Fall 2017	Jake Pollak David Baker Nick Pattison	Fall 2017
14. DAGD summer camp GR	Continuing	David Baker Andrew Smith	Continued summer program since 2005

Initiative 3	Measures of Success		
Maintain and Upgrade Lab Equipment and Software	1. State of the art facilities reflecting those found in industry 2. Annual funding for updates to software and equipment 3. Sufficient equipment to support classroom instruction		
3. Strategy			
a. Action Steps	Target Date	Responsible	Status
1. Review software requirements and implement a common image. Maintain current Google doc of relevant software	Bi Annual	Nick Pattison GR Beth HanelineGR Mel Danes BR	Bi Annual review
2. Review and implement current equipment needs	Annually. Report in June of each year	Nick Pattison GR Beth HanelineGR Mel Danes BR	Ongoing review. New Lab available in GR Fall 2018
3. Upgrade computer labs	Annually / ongoing	Marty Lier Glen Okonoski Tracy Powers Beth Haneline	DAGD GR ATC 172 Fall 2017
4. Explore Motion Capture and Virtual Reality needs	Annually / ongoing	Mel Danes Jessica Plowman Nick Pattison	Active
5. Implement Interior Design for labs and DAGD hallways.	Spring 2018	Mel Danes Jake Pollak David Baker	Active

Initiative 4	Measures of Success		
Evaluate and manage access of DAGD courses to non-DAGD major students.	1. Sufficient sections / access for student needs 2. Sections that are at or near capacity without being over cap.		
4. Strategy			
a. Action Steps	Target Date	Responsible	Status
1. Conduct needs assessment for School of Digital Media students (TDMP 243, TDMP 136, SENG 100)	2017/2018 Academic year	David Baker Glen Okonoski Rick Baker Nick Pattison Nina Muhammad	Projecting enrollment within the School
2. Collaborate with partner programs on needs of DAGD courses for non-majors (ISYS, Arts and Sciences.)	2017/2018 Academic year	Andrew Peterson David Baker Nina Muhammad Glen Okonoski Jake Pollak Rick Baker	Scheduling meetings with stakeholders for early Fall 2017
3. Explore effective ways to add capacity for courses most in demand.	2017/2018 Academic year	Marty Lier Mel Danes David Baker Nick Pattison Jake Pollak	
4. Work with FLITE and FCTL for mutual opportunities	Summer 2017	Jake Pollak Gary Maxner Andrew Peterson	Fall 2017 collaborations

DAGD Goal Attainment

Goal One:

- Produce employable graduates in careers related to communications, 3D animation, 2D and 3D visualization, programming for games and other interactive applications.

Action – (All)

- Collaborate with industry partners.
- Attend industry events to stay relevant.
- Teach contemporary software tools and techniques.
- Improve deliverables and products.
- Train in proper business behaviors such as teamwork and self-promotion.
- 90% employment with a related industry for all alumni.

Goal Two:

Create professional level interactive games. (All – Headed by Nick Pattison)

Action

- Create games and game concepts from DAGD 150 on up.
- Have game development students create a full game in each Game Development class
- Partner with 3d visualization students in appropriate class pipelines

Goal Three – (All – headed by Andrew Smith and Marty Lier)

- **Create professional level 3D animation and visualization segments and images.**

Action: Create complete 3d animation segments from DAGD 100 on up.

- Create a full project every year culminating with Capstone

Goal Four – (All - headed by Marty Lier and Jake Pollak)

- **Expand opportunities for students and alumni in our domain.**

Action –

- Work with industry partners such as Steelcase and YETI-CGI
- Form relationships with recruiting firms
- Create and maintain social networking tools like DAGD Ferris State University Facebook page
- Create and Maintain industry contacts through events such as the Game Developers Conference

Goal Five – (All - headed by David Baker)

- **Develop and attitude of lifelong learning in students.**

Action –

- Encourage alumni to advance themselves academically and professionally.
- Develop and maintain academic contacts for advanced degrees.

Goal Six – (All – Headed by Jake Pollak)

- **Teach students how to work in teams.**

Action

- Review all curricula to appropriately examine and implement team projects.
- Promote team building projects and exercises as early as FSUS 100

Goal Seven (Headed by Marty Lier and Nina Darnell and All)

- **Develop and maintain the Big Rapids DAGD program – 60 person freshman cohort**

Action –

- School, Community College and Career Tech Visitations (12 a semester)
- Social Media promotion and marketing
- Parent interactions – As needed

Goal Eight (Headed by David Baker and All)

- **Develop and Maintain the Grand Rapids DAGD program 45 person freshman and transfer cohort**

Actions -

- School, Community College and Career Tech Visitations (12 a semester)
- Social Media promotion and marketing – As needed
- Parent interactions – As needed

Goal Nine (All)

- **60% retention overall.**

Action –

- Maintain Cohort / class sequence system
- Intercede if we see students struggle to maintain
- Set up at least one advising appointment a semester with all advisees

Goal Ten (All – Marty Lier, Mel Danes, Jake Pollak)

- **90% graduation placement rate**

Action

- Maintain Cohort / class sequence system
- Intercede if we see students struggle to maintain

- Set up at least one advising appointment a semester with all advisees
- Set and record goals for each student. Work on Professional development skills

Goal Eleven – (All – David Baker and Nina Darnell)

- **Accurate Advising**

Action

- Create accurate transfer sheets for incoming students
- Maintain Cohort system and class sequence
- Encourage all DAGD students not to self-advise.
- Hold ‘best practices’ mini training sessions for faculty

Goal Twelve (All and David Baker)

- **Top 10 rating in Princeton Review and other surveys**

Action – Respond to ranking surveys such as the Princeton Review with honesty, accuracy and a positive message.



Curriculum

DAGD Checksheets

DAGD Syllabus

Program Policies to Ensure Quality and Consistency

DAGD program policies and procedures to ensure quality, consistency and relevance begins is on ongoing process. At the onset of DAGD, we used the benchmark document IGDA Curricula Framework *The Study of Games and Game* from 2003 and V3.2 from 2008 to guide our curricula. The purpose of the guide is to ‘describe knowledge area and practical skills required to make and study games.’ (add link in appendix)

The core topics are:

1. Critical Game Studies
2. Games and Society
3. Game Design
4. Game Programming
5. Visual Design
6. Audio Design
7. Interactive Storytelling
8. Game Production
9. Business of Gaming

This list was developed in collaboration with industry partners and as significant cognitive domains needed for successful curricula. Using this framework, and constant interaction with industry partners, we examine the content of our curricula and adjust it yearly so it remains relevant.

DAGD has had the honor of being a **Top 25 Design Schools**

as ranked by the ‘Princeton Review’ (2016,2015,2014,2013) for the last four years. To be ranked, we fill out an extensive survey (link in the appendix for the record) that goes deep into our process. We have used this data to improve our curricula.

<http://ferris.edu/HTMLS/news/archive/2017/april/dagd.htm>



The processes

Curricula meetings

We have a specific curricula meeting every semester to review our material. In it, we look at flow through our program, linking classes and future needs. If we find a need to change something, a proposal is made and voted on by faculty to go forward. The proposing faculty member will write a needs assessment and outcomes desired. If major changes are made inside a course, the same process is used. The proposal is voted on and moved forward, dismissed or sent for improvements much like the Ferris Academic Senate process. Monthly DAGD department meetings put curricula touchpoint as a recurring entry.

DAGD Retreat.

Every year, we have a three day retreat where we review the need and relevance of our curricula. First have a 'show and tell' where we exhibit work from the classes and talk about challenges we face in each class. By showing our work we see course outcome quality. Fellow faculty feedback on how we can make the material better and match the learning objectives better. After the review of class results we examine how classes can collaborate across the curriculum with an iterative process.

A hallmark production that illustrates our process is our 2012 "Northern Bend" project done for the Grand Rapids Public Museum. We started the project in Fall of 2011 where we imagineered and visualized a computer game where students could live in an interactive village on a river somewhere in 1910 Michigan. Storyboard, mini-games, characters and environments were previsualized. The following semester, an advanced class created assets for the game. The summer class was tasked with creating the massive game level and creating the final display that was to be used at the museum. It was beta tested during 'Artprize' where we discovered usability bugs, refined them and delivered the final product to the museum in November 2012. This project has become a model of collaboration.



<https://www.youtube.com/watch?v=4TEa8at7yko>

We also have student driven projects that have iterated over the course of years. By iterating the project, the students weed out imperfections in the process and ultimately improve the final products. We get feedback from other students and end users to see if what we are producing is usable.

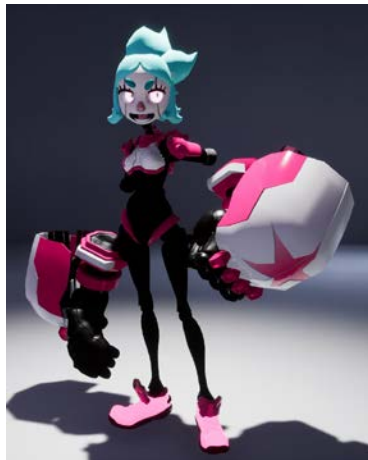


Brent Howard – RAD – Storyboard and Cinematic 2015

https://www.youtube.com/watch?v=Dp1_FSpMV4A

Brent Howard – RAD – Game level – May, 2017

https://www.youtube.com/watch?v=_fLjPANpUTE



Brent Howard shows off his game project 'Rad'. He has been working and iterating on it for three years.


Student Feedback

As faculty serving industry, students and the parents of students, we take their feedback seriously. Students often lead faculty when it comes to current trends and it is wise to council with them and ‘crowdsource’ their insights. We get immediate feedback when we review assignments in class, have informal discussions, post on social media and survey students in the SAI. Student Assessments of Instruction. We do temper their thoughts within the context of age an experience, but value them as creative and academic partners.

Current DAGD Students Survey	 Current Studnet Dashboard.pdf
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Industry Feedback

We keep the pulse on industry but staying close through social media and our alumni contacts. We also look at industry trends to project what the employment landscape will be three years out as our current freshmen are looking to graduate. We have run Special Topics courses when demand indicates a need for training such as Virtual Reality.

Industry	 Industry Dashboard.pdf
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Evaluation of General Education requirements, co-curricular experiences, and service learning or other experiential education experiences incorporated into the curricula.

One experience that separates career training from a University experience is the incorporation of general education or ‘liberal arts’ into the curricula. While many do not consider ‘Gen-Ed’s valuable, we embrace them at DAGD. Classes such as English are critical as we communicate through writing and clear direction. We direct our science credits into areas used inside our industry such as Physics for our programmers, Anatomy for our character artists and Geology for our Level Designers.

In the ‘cultural enrichment’ domain we have our artists take more fine art classes including sculpture or film analysis classes, our programmers take philosophy and history and suggest everyone take introduction to theater as we operate in a digital theater realm. In social science, we suggest at least one anthropology course, a psychology or sociology course and everyone to take an international relations course.

For math, all must take at least a college algebra and our programmers add Trigonometry to their course of study. For electives, we suggest programming language courses and/or art/music courses. We find all these to be salient to the industry and add significant value to the students’ experiential Matrix.

Communicating General Education requirements

From initial campus interviews throughout the curricula, we inform our students about the important nature of general education in advising and the classroom. We emphasize how to be a great animator or game developer, you need to understand the human condition as well as how to code or draw. General Education, such as history, psychology, the sciences and arts are as important as the subject of game development too. We emphasize that we are ‘learning how to learn’ as software changes. An attitude of lifelong learning is cultivated in all DAGD classes.

Game Developer’s Conference – Experiential Learning

Every spring DAGD faculty and students venture out to the Game Developer’s Conference in San Francisco. 30,000 geeks like us gather to review where we have been and discover where we are going as an industry. Usually 20-30 people travel to this week-long immersion into the games industry. While we are there, we often visit studios such as Pocket Gems (<https://pocketgems.com>), Pixar (www.pixar.com) and Zynga (www.zynga.com). Students get to see the inside of the industry and help them on a path to realize their dreams.



DAGD students visit the PIXAR campus in Emeryville. The Wargaming studios was another popular site for a business tour during the GDC.



In 2015 and 2016, we partnered with the State of Michigan’s Film Office as we worked to promote the Animation and Game industry in Michigan at the Game Developers conference in San Francisco. DAGD students helped staff the State of Michigan booth and promote Ferris as a significant presence in the industry

Program Requirement Communication to Students and other Stakeholders.

Program requirements are communicated to all our stakeholder through multiple channels. Our website has our requirements listed and available as a downloadable pdf at our website located at www.ferris.edu/dagd/ Our promotional material also contains our curricula requirements in the School of digital Media brochure at www.ferris.edu/HTMLS/colleges/educatio/DigitalMedia/brochure/SDM-brochure.pdf

We also have transfer guides for 20 community college that are updated bi-annually or when major curricular changes happen. These transfer guides are posted at www.ferris.edu/transferguides/

Community Colleges we work closely with, Muskegon CC, Lansing CC, Grand Rapids CC, Kalamazoo CC and Macomb CC are visited yearly to touch base and talk about how to serve students in their programs best.

Curricula changes from the last five years.

- Since the last program review, we were brought into the new School of Digital Media that includes the Digital Media Software Engineering and Television and Digital Media Degrees. Refinements to the DAGD degree include;
- Removing GRDE 216 and 226 and building DAGD 104 and 204 (Graphic Design degree classes and creating our own more directed classed in photoshop and 3D texturing) so we could direct the content of the class.
- Replacing DAGD 180 Digital Video with TDMP 243 Field Production as directed.
- Replacing DAGD 185 Digital Audio Production for Digital Media and replacing it with TDMP 136 as directed.
- Moving MKTG 321 Principles of Marketing to a 300 level elective status.
- Removing APPS 301 Project Management and adding DAGD 315 Digital Media Productions to improve content for our industry

- Changing DAGD 220 Sophomore Portfolio to DAGD 305 Portfolio to allow more time for content creation and student maturity.
- Adding or modifying pre-requisites to DAGD 300, 320 and 420 to improve student outcomes for those courses.
- Removal of DAGD 102 Story Development for Film and Gaming to provide more bandwidth for upper level 300 and 400 level courses.

Evaluate curricula changes currently under consideration.

In response to the DAGD faculty retreat in summer of 2015, we began a process of updating our 2009 checksheet. Considerations were:

- Reduce the core requirements to provide academic credit for more directed tracks.
- Re-sequence the curricula to create a better flow and eliminate pre-requisite errors.
- Re-number appropriate classes so they logically flow through the system.
- Remove obsolete classes and re-tool current classes to accommodate some removed material.
- Add enough 300+ level classes to achieve the required 40 credit hours in the 300+ credit category to graduate.
- Add a one credit 'Pre-Capstone' DAGD 498 class to help students prepare for their final DAGD class.
- Re-label the domains so they reflect current media trends.
- Provide an interdisciplinary track to allow for a 'Integrative Studies' approach to game and media development.

We have submitted this to FSU Academic Senate in spring 2017. We have been asked to refine learning outcomes. These have been refined and resubmitted. Both current curricular checksheets and proposed checksheets can be found at [DAGD Checksheets](#)

Assessment of Student Learning

Program-Level Student Learning Outcomes

o Include program-level student learning outcomes (that is, when a student graduates from the program, what should they know, be like, and be able to do?)

1. **Industry Readiness.** Students will be able to plan and manage a project at a professional level.
2. **Design Process.** Students will demonstrate the ability to apply a design process to solve open-ended problems, generate new ideas and develop multiple potential solutions, along with challenging traditional approaches and solutions.
3. **Visual Communication Skills.** Students will leverage reference material, utilize appropriate technology to create drawings, illustrations, models, and computer animations, to clearly convey information, and interpret and utilize similar information created by others.

4. **Game Design Documentation.** Students will be able to identify requirements, analyze needs, and craft a professional-grade game design document that effectively communicates the summary, mechanics, story, aesthetics, risks, and finances of a hypothetical or actual game.
5. **Game Development.** Students will demonstrate the ability to craft engaging gameplay experiences by collaborating with others and by programming games.
6. **3D Principles.** Students will develop professional-grade projects that demonstrate the principles of 3D modeling, texturing, lighting, and animation.

Identify and evaluate the assessment measures that are used to gauge overall student success in accomplishing established program-level outcomes.

All DAGD classes have objectives. As faculty, we create assignments and assessment tools that help students ‘level up’ and achieve the objectives in a class. Many assignments are accompanied with a rubric to help guide the student in what qualities are looking for in a major project. Other smaller assignments and tasks are given a pass/improve option that is based on a minimum specification or ‘spec’ that allow for students to move forward once they get the basic idea. As faculty, we provide a final class grade based on traditional expected percentages of 94% and above is an A, 90 – 93% an A-, et cetera. For students to move to a higher level in the curricula, many classes have pre-requisites of at least a C in the pre-requisite. This provides incentive to the student to do well and doesn’t encumber a higher level class with students who haven’t achieved mastery of class material.

For our final DAGD 499 class, students need to prepare a working document that outlines the requirements of the project. Student need to present this idea to faculty for review in a ‘pitch’ to the faculty panel. We either recommend that a student enter capstone or go back for revisions. Once the pitch is accepted students may enter Capstone to work on their project. This process has yielded much higher quality capstone projects that are more uniform in the Capstone quality as well. The result is that students have a higher rate of employment in their chosen field.

Identify and evaluate program polices and procedures designed to formalized the process of establishing, monitoring, and updating program-level student outcomes.

Whenever DAGD faculty create a new course, learning outcomes are established. The learning outcomes are recorded into TracDat along with the course information as found on Form E ‘Course Information Form’

We have a coordinator for curricula, faculty member Nick Pattison, who is our ‘expert’ on adding information in TracDat, supervises the creation of forms A – H in accordance with

Academic Senate requirements. His task is to review and critique paperwork for UCC approval and move them forward along with marshalling any corrections directed by UCC.

Faculty are responsible for maintaining any changes or improvements into their own courses. If more than one faculty member teaches a course (such as DAGD 100) the senior faculty member is asked to maintain the course in TracDat and Form E.

We review TracDat information yearly and work on keeping it up to date. If Trac Dat is reviewed for DAGD, you will see several ‘red flags’. These particular courses are no longer offered in DAGD.

How is the process of measuring and monitoring program-level students learning outcomes for making program improvements communicated to program stakeholders (including students, advisory members and employers, community members and University)

DAGD has significant outreach into the community to exhibit the results of our Capstone students (the result of our learning objectives) with a student showcase. We promote these evenings under the banner of the “Michigan Creative Expo” in the spring and the Capstone “Industry Day” evaluation show in December. These ‘open to the public’ events are presented in a trade show environment where employers and creative directors can review student portfolios in an informal but powerful format.


In addition to the Capstone projects, we invite other creative professionals to display their work. The evening opens up with an award show *The Doggies* that highlights great work we have done in all our creative domains. In the most recent Michigan Creative Expo in May 2017 we had over 300 people attend. In past expos, student have been hired as a result of the show.

We also produce a yearly ‘job reel’ that is posted on our DAGD website and spread via social media. This yearbook serves not only to promote the program, but to show the quality improvements as our work reached back to 2006. These job reels, along with links to alumni portfolios can be seen at our program website at www.ferris.edu/dagd/

Link to Trac Dat results which show the program’s continued use of program level student learning outcomes as one way to make program improvements

<http://fsutrcd2.ferris.edu/tracdat/faces/assessment/home/dashboard.xhtml>

Curricula Map

DAGD Curricula Map – Program Outcomes	 Program Outcomes - Curriculum Map - 5
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(Note; As you evaluate Trac Dat information, classes with ‘red flags’ are no longer offered)

Evaluate positive program improvements over the last three years as a result of measuring program-level student outcomes.

As a result of measuring and assessing program level outcomes, DAGD faculty has redesigned our curricula to accommodate the two general directions of our students; Animation and Visualization track and the Game development track. This new curricula map also includes a cohort model that lets students track earlier in their DAGD studies. The new checksheet is currently under review with the FSU Curricula committee and should be available to students in January 2018.

DAGD Checksheets

Has analysis of program-level student learning outcomes informed the program's short and long-term strategic plan?

DAGD faculty aim to have all courses provide value to the student in their career development. Part of the course plan is to have specific objectives and outcomes to direct the curricula. As our strategic plan is designed to ultimately launch students on successful careers, the learning outcomes influence the short and long term strategic plans.

What assistance from the University would be valuable in the establishment, monitoring and reporting of program-level student learning outcomes?

The University could assign a mentor to help us update Trac Dat and the program level outcomes. This mentor is more than someone who sets a deadline and expects results. This mentor should set up time with faculty and work side by side to help interpret class materials and results into acceptable formats. The mentor should also help input the material into Trac-Dat and other University prescribed tools. This could be a fellow faculty. The University should supply release time or a stipend to reflect the value the University puts on this resource.

Program Profile –

Apps, Admits and Enrolled:

Report the number of applications to the program over the past five years

Year	DAGD applications on campus	DAGD apps off campus
2012-2013	1	78
2013-2014		79
2014-2015		70
2015-2016	21	84
2016-2017	118	66

Report the number of admitted to the program over the last five years

Year	DAGD new admits on campus	DAGD new enrolled on campus	DAGD new admits off campus	DAGD new enrolled off campus	Total admits Both campuses	Total New Enrolled both campuses
2012-2013			78	60	60	60
2013-2014			79	68	68	68
2014-2015			70	60	70	60
2015-2016	15	10	70	44	85	54
2016-2017	100	58	51	34	151	92

Evaluate the overall ‘Apps, admits and enrolled’ trends within the program.

The overall trend for DAGD admits is very positive. After a leveling off from 2012-15, we see a positive trend in DAGD admits overall. We are seeing a significant drop off of Off-Campus admits.

How does the program address ‘Apps, admits and enrolled’ trends within the program (general)

We are pleased with the continued growth in DAGD. With the opening of the main campus program, we have seen more interest from new students. We attribute this to a ‘campus experience’ being offered where students get to work, sleep and eat together in a community of learning. We would like to see this trend continue and offer more opportunities to students reaching nationally and internationally. This, of course, needs to be tempered with job availability, but with new areas of job growth in Augmented Reality and Virtual Reality, we believe it will be sustainable. As stated in other areas of APR, a multi-prong marketing strategy will help foster this growth.

How will the program address Apps, Admits and Enrolled trends (specific).

With the growth of Big Rapids DAGD, we have seen a decline in applications for Off-campus in Grand Rapids. This was to be expected. Affecting this trend is the problem of affordable student housing in Grand Rapids because of its fast job and academic growth in downtown. To offset this, we are assigning some of our credits for professors to take place in Big Rapids to balance load. This will work for the short 1 – 3 year outlook as we can see trends more clearly. Assuming the Big Rapids campus grows from outstate, national and international students, we will be able to serve students from Kent, Allegan, Eaton and Kalamazoo counties well as a ‘commuter’ school. DAGD-GR has been tuning its curricula to be a choice for transfer students from across the state.

To address off-campus enrollment issues, we also look to deliver more material online and assigning appropriate faculty resources to balance load.

□ Enrollment - Headcounts

- Report the number of on-campus students enrolled in the program over the past five years.
 - 2012 = 0 ; 2013 = 0; 2014 = 0; 2015 = 16; 2016 = 77
- Report the number of off-campus students enrolled in the program over the past five years.
 - 2012 = 0; 2013 = 164; 2014 = 186; 2015= 176; 2016 = 160
- Report the number of fully online students enrolled in the program over the past five years.
 - 2012 – 2016 = 0
- Report the total number of students enrolled in the program.
 - 2012 – 0; 2013 = 164; 2014 = 186; 2015 = 192; 2016 = 237; 2017 = 332
 -

Year	DAGD Enrolled on Campus	DAGD Enrolled off campus	DAGD Enrolled online	DAGD Enrolled total
2012-2013	0		0	171
2013-2014	0	164	0	164
2014-2015	0	186	0	186
2015-2016	16	176	0	192
2016-2017	77	160	0	237
2017-2018*	169	163	0	332

*new data as of 8-14-2017

- **Evaluate the ideal number of enrolled students given the available faculty, physical resources, and other present limitations or requirements. Provide a complete explanation as to how the number presented was determined.**
 - The ideal of number of students on the Big Rapids campus would be a freshman cohort of 60 and a total of 180 students. With one lab having a capacity of 24 and

the other at 17, this would support the three recommended Computer based classes DAGD 100, 104 and SENG 100.

- The ideal number of students on the Grand Rapids campus would be a freshman cohort of 45 and a total of 160 students. We have two labs of 22 computers dedicated to the freshman cohort.
- The number presented is based on our scheduling experience from the last 12 years of DAGD. It has balanced well and surplus computer time can be dedicated to lab time or non major classes.

• **If the current number of enrolled students is less than the ideal number, outline program plans to increase student enrollment.**

With the growth of the Big Rapids campus since opening DAGD in 2015, the Grand Rapids campus has seen a 40% decline in enrollment. Additionally, competing forces from Kendall College of Art and Design Digital Media department has impacted enrollment. Kendall’s Digital Media degree has been recrafted to include many of the courses we offer and now claims to offer ‘game design’ as an academic offering. While we have concerns about the KCAD offering game design courses, we have been assured by Kendall’s president it is not the case.

Kendall letter of Assurance	 Kendall letter.pdf
	http://www.kcad.edu/news/news-bites-digital-media-program-teams-with-underbite-games-on-new-mobile-game/
	http://www.kcad.edu/programs/undergraduate/digitalmedia/

Faculty does not see our freshman cohort growing on the Grand Rapids campus as it has decreased over 40% the last 4 years because of Big Rapids growth. Even some Kent County Michigan residents are opting for Ferris Big Rapids for the full campus collegiate experience. We do not see Grand Rapids going beyond the high water mark of 2013/2014 of about 40 members of the freshman cohort.

To adjust to the this new paradigm, DAGD faculty is making the Grand Rapids campus more ‘transfer friendly’ for student from community colleges. We are removing the 60 credit hour minimum the required DAGD classes students need to take and transfer in appropriate community college classes. This will help upper level Grand Rapids classes maintain enrollment. We continue to strengthen our ties with community colleges and have close relationships with many of them.

We also look to recruit internally from Big Rapids the GRDE program who cull their own numbers at the end of their sophomore year at FSU. We have had very successful students move from GRDE to DAGD.



DAGD student Joe Berkey migrated from GRDE to DAGD in 2010. He is now in California teaching at a local college.

\ Kendall students have migrated over as our curricula is often more in line with their academic desires along with budgetary reasons. We accept most Kendall credit into the DAGD degree by way of equivalency or substitution. This process is already in place and can be seen in a strong junior and senior enrollment status. We encourage our relationship with Kendall and have offered a track that supported eight Kendall classes that we maintained for 4 years. Unfortunately administrative changes at Kendall have reduced this opportunity to only 3.

Original Kendall Beta checksheet from 2014. Kendall no longer honors this as it conflicts with their own accreditation body. Current DAGD students can take up to three courses as guest students to KCAD.



DAGD_checksheet_
KCAD Beta.pdf

DAGD is increasing our presence with the Career Tech classes at schools such as Kent Career Technical Center, Career Line Tech Center in Ottawa County, Eaton County RESA and Education for the Arts in Kalamazoo.



Career Line Tech Students at their end of year review.

Internally to FSU, we would like to open up two classes to be available as a Cultural Enrichment General Education credit that students could sign up for without being in the program; DAGD 103 3D Drawing and Sculpture and DAGD 150 Introduction to Game Design and Development. It would allow students to test the waters of our program and get a glimpse of our culture on the Big Rapids campus and open up Dual Enrollment opportunities for the Grand Rapids campus.

If the current number of enrolled students is equal to or greater than the ideal number, answer the following:

Evaluate the determination that the program is at or has exceeded capacity in relation to stated programs goals and strategic plan(s).

Overall DAGD growth total student enrollment has been good with over 50% total growth over three years (2013-2016)

DAGD is currently at capacity if student enrollment is maintained. One program goal is to have a 60 person Big Rapids cohort and a 45 member Grand Rapids cohort. We could grow a bit in both locations , but we have reached a reasonable balance of classroom/faculty/facility resources.

- **EXTRA** – In an unexpected development, on **8-14-2017** we were informed that Big Rapids enrollment exceeded the 60 person cohort by 30 people. To accommodate this influx, we will need to be increasing 50% more freshman and sophomore classes on the Big Rapids campus beginning Fall 2018.

Evaluate the option of increasing student enrollment in relation to stated program goals, program strategic plan(s), and current and projected market conditions.

We are currently at capacity in Big Rapids and slightly under capacity in Grand Rapids. We believe we should not sacrifice quality for growth. In the beginning days of DAGD on the Big Rapids campus students suffered as there were not enough classes and faculty to teach upper level classes. Growing too fast would not be in Ferris' or DAGD's best interest. Quality faculty needs to be recruited and trained. We would prefer to improve overall quality of student portfolios by recruiting higher level student talent and training them better. With a shrinking student population in Michigan, we will look to outside the state to attract high quality students.

What we would be interested in increasing partnerships with other department and colleges to increase the overall demand for our students. For instance, we should work closer with the art department to provide our art based students with better drawing support in the cultural enrichment general educations. We should connect better with our CIS departments to provide coding skills in our elective block.

What resources (faculty, staff, space, equipment, etc.) would be required to increase enrollment?

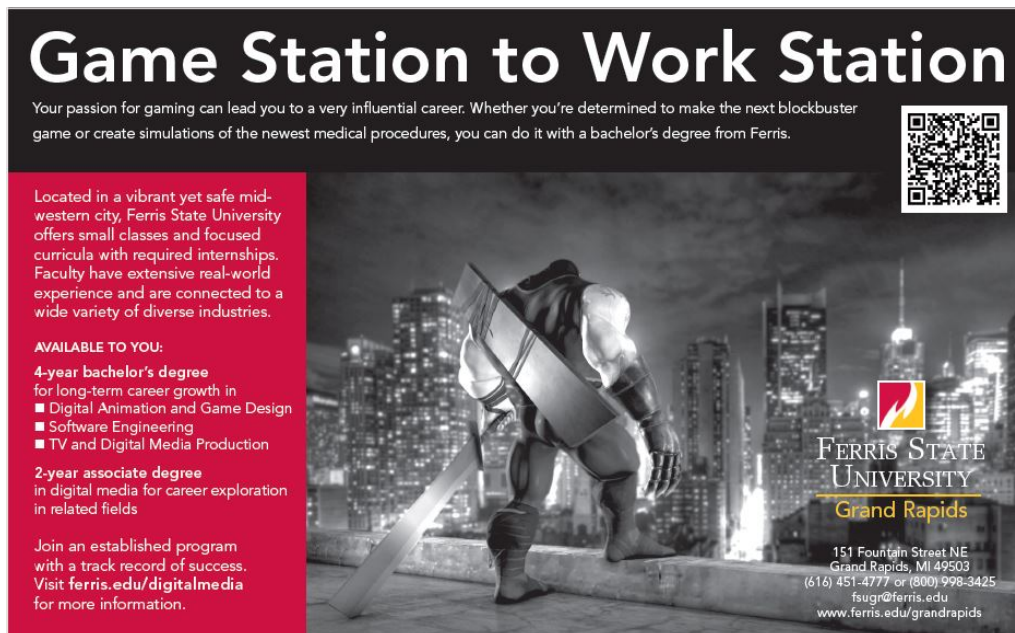
Ferris DAGD is well poised to increase enrollment if possible. Ferris is a great value and the faculty are dedicated to doing world-class work. As media grows, so will the demand for the artists/coders that make the world visible and interactive. What would increase enrollment most would be an active public presence of our work and collaboration. Even in a social media world, word of mouth is one of the most potent forms.

In an unexpected development, on **8-14-2017** we were informed that Big Rapids enrollment exceeded the desired 60 person cohort by 30 people. To accommodate this influx, we will need to be increasing 50% more freshman and sophomore classes on the Big Rapids campus beginning Fall 2018. We will need more lab space and more faculty to accommodate the increase in student enrollment. Currently we have 5 full time and 3 adjuncts in Grand Rapids with 165 enrolled. Now that main campus is equal in students to Big Rapids, we must seriously consider adding another two faculty to staff and more adjunct depth. Enrollment may also increase in Big Rapids as we apply for general education status for DAGD 150, Introduction to Game Design and DAGD 103, 3D Drawing and Sculpture.

Advertising and partnering with others such as the State of Michigan can help enrollment. There is a cost to partnerships, but if strategically placed, we can raise awareness on a national level by advertising, partnerships and trade shows. We were fortunate to be able to partner with the Michigan Film and Digital Media office in 2014 and 2015. They, at great expense bought booth space at the Game Developers conference. They asked us to partner with them and we helped staff their booth. Michigan State was also brought in as a partner. They invested close to \$100,000 in the two years of booth space and asked for a very modest contribution. Ferris was positioned as a top game design program at an international conference. The state lost funding and now is focusing on events such as SXSW. They would be open to partnerships, but also would like us to contribute to help subsidize their efforts.

We lost a great opportunity to show our work off at the Traverse City Film Festival in 2017. Michigan State took full advantage of it.

<http://mynorth.com/2017/07/why-teachers-parents-should-visit-tcffs-hippest-spot-with-gamers/>



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Grand Rapids

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fsugr@ferris.edu
www.ferris.edu/grandrapids

DAGD website

Another driver for increased enrollment would be the DAGD website. Currently it is part of the School of Digital Media Website: an appropriate home.

www.ferris.edu/dagd/

It must conform to graphic design standards. This is reasonable, but we also must compete visually with top design schools.

<http://www.scad.edu/>

<https://www.ringling.edu/>

<https://www.digipen.edu/>

<https://www.kcad.edu/>

Currently our website does not compete. DAGD faculty would like the ability to host, through the college, a site that would have better visual appeal and host games that showcase our skills. The program did have its own website from 2008 to 2012, but it was disallowed.



Adrian Zimpfer and Alyssa Zelewicz_Franc created outstanding designs for a potential DAGD website in Fall, 2016 as an internship project.

From industry data, we see a need to invest in Virtual and Augmented Reality (VR/AR) technologies. Entertainment, training and sales/marketing industries will be growing as these technologies mature. VR/AR can still take the form of video games and entertainment; it's the next generation of these art forms. The core of VR/AR is still storytelling. It's the next generation of storytelling.



High School Students attending Career Quest at Devos Hall in 2017 fascinated by the DAGD Virtual Reality experience. Faculty member Nick Pattison led the initiative this year that had over 5000 regional students attend.

We need to be at the front of this wave and be seen as an industry leader. Students in the animation and game design arena enjoy technology and if we position ourselves to create VR/AR work we will become known for it as the University of Utah, who essentially spawned PIXAR's technologies for computer graphics in the early 1970's.



Ferris will also take the lead as companies look to find academic resources to partner with. As we develop these partnerships, social and governmental networks will promote our work and drive student searches to Ferris. To have this area grow, we will need programming faculty support, graphics faculty support, hardware that can support virtual reality and space in which to create and develop. We want to support the following areas.

- **Faculty.** Virtual reality skills are new and we need to train our quality faculty and develop as the industry does. Faculty must be willing to work in multiple industries and not just in entertainment and game development. Current faculty must upgrade skills to remain current which will require a training budget. Also, faculty must be allowed to focus on projects and research relevant to the industry.
- **Hardware.** VR/AR has a high demand on its hardware. We need to invest in both the computers and display technology so students can create fluidly. We currently are vested in much of the software that VR /AR needs but more will be needed as the industry grows.
- **Space.** The maker space for VR/AR will require mounted data receivers much like found in motion control studios. This will demand a permanent mounting of the rig and empty space, not unlike a small gym to experience in. This could be a multi purpose space that can function as a Motion Control studio, TV studio or even a lecture classroom space with moveable furniture.

Another driver for DAGD enrollment can be the **Ferris Media Festival**. A project of TDMP in the School of Digital Media, this well-funded one day festival can be a great ‘day trip’ for many high school media and technology programs. It’s well known that bringing students to a campus will increase the likelihood of their attending that college. If we can show regional high schools what Ferris has to offer with great speakers, exciting demos and a free lunch, we can position ourselves as a great choice for students to choose Ferris DAGD. This past April 2017 media festival had half the audience as high school students. It added value to the festival and educational experience for the students.




FERRIS MEDIA FESTIVAL
April 21st
9:00am-5:00pm
IRC 109, IRC 115, BU\$ 111 www.ferris.edu/digitalmedia/mediafestival

	9:15am YETi/CGI Game Artist Based in Grand Rapids, MI, Josh Freeny is the Founder and Technology Lead of YETI CGI, Inc. He created YETI while an instructor at Ferris as an effort to provide quality industry experience to his students.
	10:30am TV Director Emmy® winning director Alex Kimbrough has spent the bulk of his 30-plus years in broadcasting producing public affairs programs and directing most of the station's newscasts, particularly Fox 2 News Morning.
	11:45am Independent Film Production Aaron Peterson has spent the past 16 years helping to redefine the image of Michigan's Upper Peninsula through his work in the outdoors and travel industries. Photography clients have included Pure Michigan, Cabela's and REI.
	1:30pm Game Business/DAGD Grad A 2008 Graduate of the DAGD Program, Tony Trudeau currently works as a senior art coordinator at Pocket Gems. He has also worked on games such as Farmville and Mafia Wars. Hear about his experience in the Game Industry.
	2:45pm Google VR/Programming Will Bonner is a software developer at Google currently working on AR and VR products on the Daydream platform. Prior to that he worked at Riot games and contributed to their flagship title League of Legends.
	4:00pm Game Sound Design A 20-year veteran of the video game industry, Jerry Berlongieri has provided music, sound content and direction for a number of top franchises such as 'Call of Duty', 'Skylanders', 'Spider-Man', 'Descent' and 'James Bond'.

 SCHOOL OF ARTS AND SCIENCES

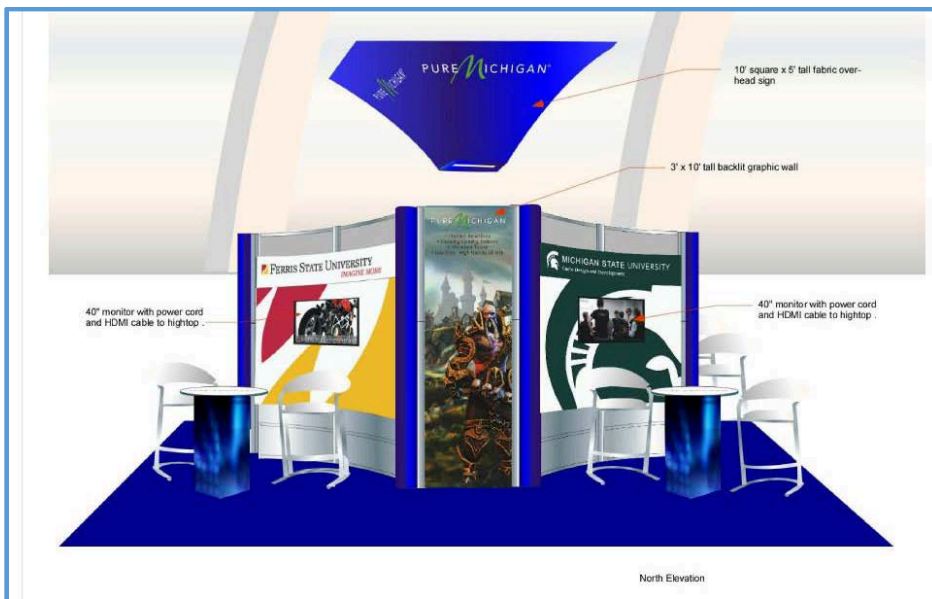
The Ferris Media Festival is co-sponsored by The College of Education and Human Services, Media Communications Association, American Marketing Association, and Television and Digital Media Production. Ferris State University is an equal opportunity institution. For information on the University's policy on non-discrimination, visit ferris.edu/non-discrimination. Any person with a disability who needs special accommodations to attend this event should contact 231-591-2712 or burgo@ferris.edu at least 72 hours in advance.

We need to improve our reputation nationally through continued presence in trade shows such as the Game Developer’s Conference in San Francisco, Siggraph in Los Angeles DAGD has been well supported by Ferris and in partnerships by the Michigan Film Office who sponsored the State of Michigan Booth at the Game Developers conference in 2015 and 2016. We were seen as a player and our students saw how Ferris stood tall with other players in the industry. The Film Office lost funding in 2016 and was not able to sponsor a booth.



We need to actively support the Michigan Film Office and be on the inside track for its development. Currently the film industry gets the lion share of attention, but we and Michigan State have helped shift the paradigm to where the Michigan Film Office now calls itself the Michigan Film and Digital Media office. Digital Media education is part of their strategic plan and we need to be at the table driving policy.

<http://www.michiganbusiness.org/mifilmanddigital/>
<http://www.michiganbusiness.org/mifilmanddigital/creative-chambers/>
<https://www.youtube.com/watch?v=eC7awba41W4>



Michigan Film and Digital Media Office Booth design for GDC 2015 allowed us to share equal space with Michigan State University.

What would the ideal number of enrolled students in the program be assuming the requisite additional resources were made available?

The goals we have set would be an ideal number for this cycle of program review. It would provide a range of talents that could work together. Too few students and there is no critical mass. Too many students and the ‘company’ feel would get lost. Currently, we believe

the stated goals of 60 high quality freshman on main campus and 45 quality freshman with 20 transfer students for the Grand Rapids campus would be reasonable goal for the next 6 years. We want to be known first for quality. We also want all of our students to be employable as well allowing to ethically mentor our student body.

We target an attrition rate to 20% to allow us to graduate 80% of our entering freshman. This would be equal to of Full Sail University (retrieved <http://www.fullsailblog.com/about-graduation-rates> August 2017). This number may seem high as the overall matriculation at Ferris is around 50%. If entering freshman are trained well and feel a sense of community and purpose, retention rates will improve. We can also improve retention by reinstating a filtering or portfolio process before entering a specific track and/or requiring higher GPA's as demand increases. We do not want to be seen as a 'dropout factory' (<http://www.freep.com/story/news/education/2016/08/21/-michigans-universities-drop-out-factories/88989670/>)


Evaluate the overall “enrollment – headcounts” trends within the program.

Term	Enrolled
2009	134
2010	169
2011	173
2012	171
2013	164
2014	186
2015	192
2016	237
2017	332

Overall headcounts from the last two years have been encouraging. With the opening of DAGD on main campus, students feel more options are available to them for a 4 year residency experience. The trend is up which is counter to many programs as the student population is reduced from the 2008 recession. We’ve had growth since the last program review and now it’s time to maintain, re-evaluate where to go, set new and reasonable goals and pursue them.

How does the program address “enrollment – headcounts” trends within the program (general)

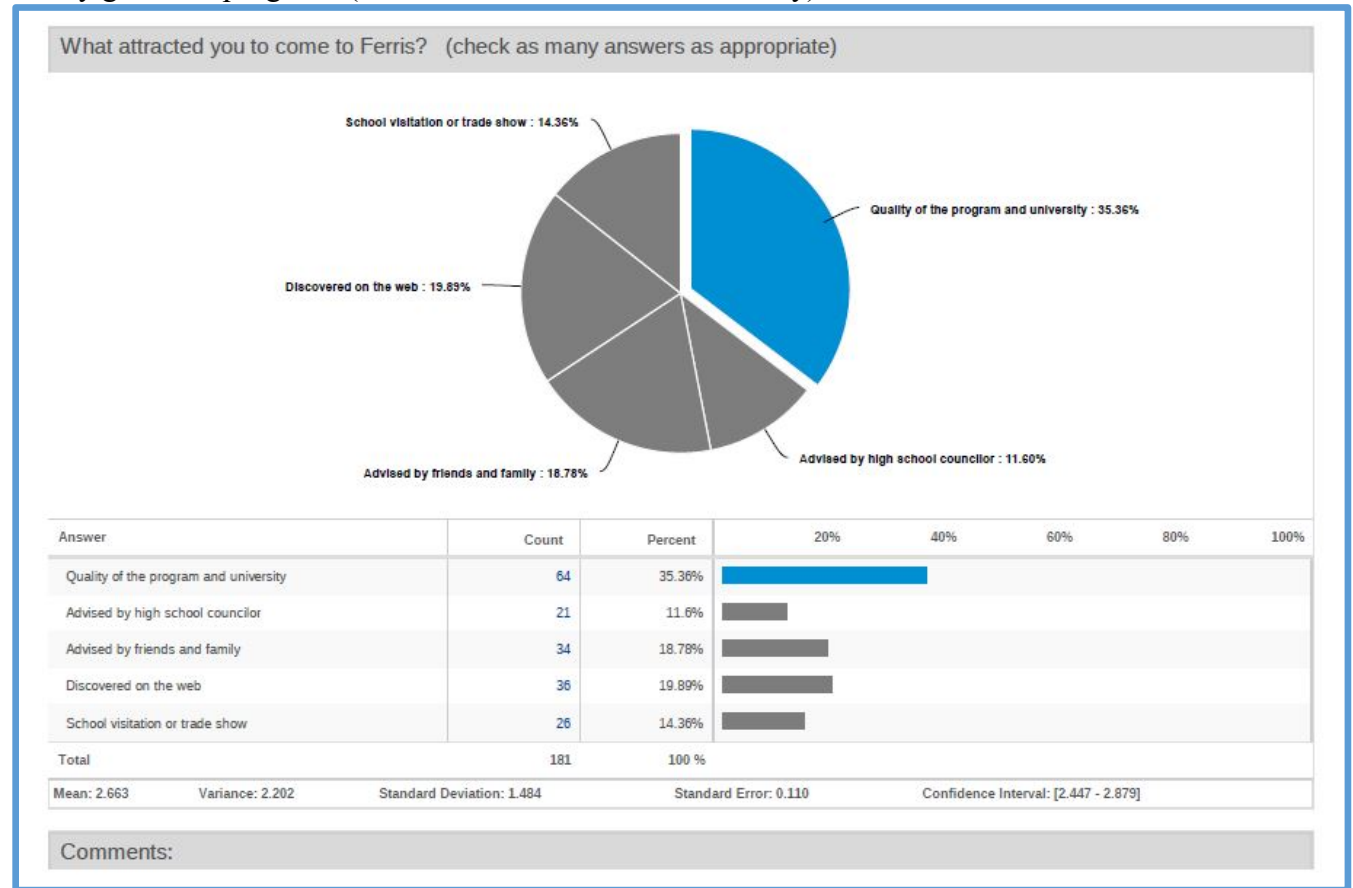
We use current enrollment headcounts as an indicator to what we are doing right. We also project out to see what class schedules should be and how many sections we should stage. We interview our students informally to find out what has driven them to specifically attend Ferris.

DAGD class planning tool.	 <p>DAGD Student Sequence_Ver 1.2_F</p>
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As we have two tracks inside our program, an art track and a programming track, we use headcounts from our introductory classes mixed with the grade data to help steer students to a specific track. This helps us project forward to schedule and support class availability.

How will the program address “enrollment –headcounts” trends reported (specific?)

DAGD has been growing these last three years with the full opening of the Big Rapids campus. We wish to continue this positive trend, but temper it with good job placement. We will continue a multi-resource strategy of web presence, conference presence, collaboration with community colleges and technical CTE programs and traditional marketing to maintain and wisely grow the program. (data from [Current Students](#) survey)



Student Credit Hour Trends

Report the summer, fall, spring, and fall plus spring (F + SP) student credit hours generated over the past five years.

		Summer	Fall	Spring	F+SP
DAGD 2011-12		72	1,158	1,245	2,403
DAGD 2012-13			1,160*	1,254	2,414
DAGD 2013-14		39	1,245	1,133	2,378
DAGD 2014-15		39	1,272	1,086	2,358
DAGD 2015-16		72	1,452	1,365	2,817

*IRT Error in reporting – likely around 1160 credit hours

o Evaluate overall “student credit hour” trends within the program. o How does the program address “student credit hour” trends within the program (general) and how will the program address “generated student credit hours” trends reported (specific).

Overall credit hour production has been on the rise. With the addition of the Big Rapids DAGD, we are beginning to see a surge of credit hour production. We are seeing a mild but healthy growth in the program over the last five years. We look to add adjunct instructors to accommodate in the short run and add one tenure track faculty member for Big Rapids in Fall 2017.

Productivity

o Report the summer, fall, spring, and fall plus spring (F + SP) SCH/FTEF for the last five years. o Report the University average SCH/FTEF. O

Full Time Equated Faculty						SCH / FTEF			
		Summer	Fall	Spring	F+SP	Summer	Fall	Spring	F+SP
DAGD 2011-12									425.31
DAGD 2012-13			25	6	3.13		240	209	420.48
DAGD 2013-14		.08	6.35	5.25	5.80	48.50	196.03	215.81	409.97
DAGD 2014-15		1.00	6.05	5.67	5.86	39	210.25	191.43	402.28
DAGD 2015-16		1.25	7.74	7.51	7.63	57.60	187.54	181.69	396.32
University Average									
2012-13		237.15	718.26	689.39	703.83	147.68	234.53	227.86	462.53

2013-14		241.65	701.92	681.49	691.71	141.26	238.18	230.82	469.11
2014-15		234.76	705.24	703.03	704.13	143.74	236.02	224.22	460.11
201516		246.68	722.50	685.99	704.25	146.13	230.71	225.57	456.41

Evaluate overall “productivity” trends within the program including how the program SCH/FTEF compares with the University average.

Productivity is good. We cap our classes at 20 seats to accommodate our ‘project learning’ style. We do have a high SCH/ FTEF ratios but we generally fill our classes in the 100 - 300 level to capacity. The overall Student Credit Hour to Full Time Faculty compared to the University average runs a little lower than average.

How does the program address “productivity” trends within the program (general)

We have created a cohort flow for our next iteration of DAGD and we will be able to track precisely the number of seats needed for a class within a 1 year time frame.

How will the program address “productivity” trends reported (specific).

We will be monitoring our credit hour production in view of our growth on main campus. Part of the flow of DAGD will be the critical balance between general education classes and DAGD classes. Both can support each other as student develop learning skills. Additionally we are looking to increase productivity by offering two of our classes, DAGD 150 – Introduction to Game Design and DAGD 103 – 3D drawing and sculpture as ‘Cultural Enrichments’ and dual enrollment classes. Students exploring majors and those just interested will be able to take these classes as part of their general education requirements. Students who are in the career exploration pathway may find these topics to be intriguing and develop a career passion because of these class offerings.

It has also been our desire to offer DAGD 100, 150 and 103 in Grand Rapids as dual enrollment classes for high school students. Students will be able to explore our program and get college credit. This should help our Grand Rapids campus in maintaining students and credit hour production.

Enrollment - Residency

	Michigan Resident	Out of State	Average Age	Average GPA	Average ACT
2009-2010	134		22	3.09	23.06
2010-2011	169		22	3.05	22.64
2011-12	173		22	3.11	22.35
2012-13	171		21	3.11	22.35
2013-14	164		22	3.04	22.77
2014-15	unreported				
2015-16					
2016-17					

Enrollment – Gender and Ethnicity

Report the number of enrolled students by gender over the past five years.

o Report the number of enrolled students by ethnicity over the past five years.

o Report the number of full time and part time students over the past five years.

Term	Enrolled	Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multicultural	Foreign	Full Time	Part Time
2009	134	120	14	12	5	3	0	3	111	0	0	0	47	87
2010	169	136	33	10	8	5	1	3	138	0	4	0	70	99
2011	173	141	32	9	5	6	1	2	147	0	3	0	69	104
2012	171	139	32	8	6	6	1	2	139	0	4	0	76	95
2013	164	129	35	5	3	9	2	3	136	0	0	0	52	112
2014	186	154	32	5	9	7	0	4	148	1	11	1	50	136
2015	192	160	32	5	7	9	0	4	154	0	10	3	55	137
2016	237	188	49	7	11	16	0	5	185	1	10	2	102	135

How does the program address “enrollment – gender and ethnicity” trends within the program (general)

We are pleased with the mix and trends of our gender and ethnicity in DAGD. We are open to all genders, ethnicity and transgendered individuals. How we manifest this is in our proactive educational outreach to underserved populations through Jr. Achievement and seminars in the Grand Rapids Center for Latino Studies.

o Evaluate overall “enrollment – gender and ethnicity” trends within the program.

In the early days of the program, there were few women and even fewer students other than white. We are seeing a trend where more women are joining our program. Last year in DAGD summer camp, nearly ½ of the campers were women.

We also see a trend for more minority students, in particular Asian to be enrolling in the DAGD program (please see previous table for data).



o How does the program address “enrollment – gender and ethnicity” trends within the program (general)

We are open to all in DAGD. We recruit in all environments and provide opportunity for everyone. We have openly gay and transgendered students and maintain a spirit of acceptance and tolerance and discourage any remarks, posts and gestures that imply intolerance.

The DAGD program encourages any and all students interested in our field to apply. We are inclusive and discourage no one to apply if they have the passion and academic skill to succeed.



How will the program address “enrollment –gender” trends reported (specific).

DAGD recruitment to improve gender diversity has been constant. In the early days of the program we had few female students, but we have actively pursued a more balanced student body inclusive of woman. We have more than tripled the percentage of women in the program since 2009 when the program itself has doubled in size. We also are encouraging women to be part of our summer camp experience. In 2016, almost half of our introduction to Game Design summer camp were women. We also actively enlist women from the technical high schools such as KCTC, Careerline Tech and EFA in Kalamazoo.

DAGD has a ‘no bullying’ policy and model it as faculty. Our Level Design instructor is transgendered and revealed their disposition in a post on *Facebook*. Faculty immediately responded positively and set the bar for tolerance.

Diversity in DAGD – a Faculty initiated discussion.

Faculty Nick Pattison posted such a question on *Facebook* and here is the string of comments that address these ideas.

Nick Pattison: Hey folks. I'm taking a class on diversity in the classroom and on multicultural education. I'm enjoying the book so far, and it's challenging me to think about the curriculum that I work with.

For my research paper, I think I want to look into how diversity and multiculturalism is/isn't represented in game development.

Do you guys think the DAGD curriculum is monocultural or "complicit in maintaining existing systems of privilege or power"? What opportunities do you think the DAGD program might be missing to represent or "give voice" to different groups of people?

[Nick Pattison](#) Multiculturalism is about more than race, ethnicity, or gender. For example, I wonder how language has impacted DAGD. It's seems like the faculty speak and write 100% English, but some of our students may prefer (or need) to communicate differently. Thoughts?

[Peter Lantz](#) I could see using more visual language helping all around, not only for struggling English speakers but also for people like me who literally forget entire speeches/chapters just because it's verbal/text style of learning.

[Mel Danes](#) Ethnocentrism is part of this issue.

As others have pointed out we are to a large degree a group of white men. Yes we come from different places, are of different ages and have varying opinions on things but we share a cultural heritage that is probably very similar.

Same holidays, same types of stories as children, similar values of right wrong and morality.

Thus we are derivatives of our culture. To break out of this mold requires active research and participation outside of our comfort zones.

I think simply asking this question is a great start.

I find international travel and experiences where you are the minority are extremely enlightening. Nick have you thought about taking to Pirham on main campus? He runs the International Center in IRC. I'm certain his staff have wonderful ways to approach this complex and nuanced subject.

[Arturo Campos](#) I think that this is an interesting topic since our program is not that diverse, i mean I'm one of maybe two latinos in the program? So i think that this question can not be answer with a wide range since the majority of the student body is of one race. With that said i have not felt the teachers make a difference between other students and I.

[Nick Pattison](#) Awesome! I assume this means that you feel the instructors are generally not racist (please correct if I misunderstood). Beyond racism, do you think the "DAGD culture" is multicultural? Do you feel that there are opportunities to improve the content or delivery of content to better cater to a diverse student body?

[Arturo Campos](#) Yes i do agree with that statement

[Jordin Littmann](#) When I was in the program, there were less than 10 girls. I always felt a little frustrated by this. There was the

usual unwanted and not class related attention from peers and then occasionally I was not taken seriously by professors. These professors aren't teaching in the program any longer, but it was a problem. I ended up sticking it to them and getting 100% in the classes while everyone else struggled to get past simple assignments and even mid term towards the end of the class. While in hindsight the self push is a good experience, during said experience it was extremely depressing. So depressing that I had to seek help for it.

Not having a professor take you seriously from the beginning of a class, what is a student to think?

I stopped wearing tighter fitting clothes for example, started wearing more male attire. A girl shouldn't have to feel that's necessary to be taken seriously in a classroom setting.

It may have just been a shit hand dealt at that period in time though since those professors aren't there any longer.

Maybe perhaps being a transfer student was part of this. I had completed a year and a half at CCS before transferring. In any school, those that begin the programs as freshmen always seem to be taken more seriously. I always felt a disconnect in that way.

As far as what Devon mentioned above about locating internships, I'd disagree with that only because I worked my ass off as a female, networking constantly to land my internship in Spain. I had the backup internship with your game project Nick just in case it didn't go through. Which I am immensely grateful for. For internships, I didn't let the professors hand me one. It was taught more back then that you had to get it yourself rather than relying on anyone. I did feel it was another chance to be taken seriously. Back then there was an unspoken air that if the professors had to get you your internship, then you weren't someone to take seriously or spend much time on. Maybe that is a case of my own experience though? Hard to say. Having an anxiety disorder and breaking through it to talk to dozens of potential opportunities in GDC and online was something I had to do myself. I was scared shitless doing all of that, but I had to do it.

For the cultural aspect, I can't speak to this much. I did take anthropology along side the program classes and that helped. I believe some assignments can be themed more cultural in terms of designs. Such as build this low poly building, but the design must be based off a world culture.

In hindsight, the experiences I had have given me a "fuck it and just work hard" attitude about my career. I try not to see my gender and just move forward.

My current job, UI/UX Developer for Graham Media Group, I'm one of 2 females in a group of about 20. I never "feel" it. I'm treated as an equal. This team is awesome. This team is rare though in this day and age. Also how I ended up being a Dev instead of on an art asset team, noooooo idea.

I happen to be good at code, but this was never once noticed seriously in the program. Maybe because I was always more artistic, but I can't help but think part of it was being female.

Jessica Cain I think in some ways, our program has become more accepting of others than other programs, but I do occasionally see a focus toward certain types of ideas that might not be as inclusive. It might not even be conscious. It's hard to pinpoint any particular instance of this, but there have been times where I've felt like I wasn't being taken seriously or was treated a certain way because I was a girl more than anything else. Maybe it's just a few people. Maybe it's because college students are young and haven't experienced the idea of other perspectives in detail yet. I don't know.

Devon Allen Ducharme A lot comes to mind when answering this question, however I will make an attempt to be as succinct as possible.

To a limited extent, the Digital Animation and Game Design program at Ferris State University is monocultural or complicit in maintaining existing systems of privilege or power. Anecdotally speaking, the vast majority of students enrolled in DAGD courses are white heterosexual males ranging between 18 - 25 years old. While this may not be a result of explicit admissions decisions by the program or the university, this can result in the viewpoints, prospective and experiences of this demographic becoming dominant in discussion as well as in unilateral and multilateral decision-making processes.

The Digital Animation and Game Design program is complicit in maintaining this due to the lack of incentives for minority students to enroll in the program. The sole scholarship for the program offered by Ferris State University is open to everyone and while the inclusiveness of this is not inherently an issue, it means that minority students have to look outside of the program for scholarships that encourage them to continue pursuing their studies in the field instead of the institution itself encouraging them. Offering specialized scholarships would be one step in achieving greater diversity in the program.

This program also could encourage diversity by having a diverse faculty. DAGD has done an excellent job since I started the

program in the Fall 2014 semester to bring in a diverse group of instructors and professors who have introduced empathy, accessibility and communication skills to the students. This is a pattern that should be continued as, anecdotally, there have been observable benefits to students' outcomes as a result.

While there will always be a majority demographic, having a more diverse program benefits the students by introducing them to new ideas that can build empathy, multicultural understanding and communication skills. Including scholarships and having a diverse faculty is by no means the only actions the program can take to diversify its student body. Other actions such as locating unique internships or mentorships for persons of minority demographics, requiring group projects have groups of diverse backgrounds and many other initiatives can also bring about a growth in diversity. The program is to a limited extent monocultural or complicit in maintaining existing systems of privilege or power because it is currently not doing enough to facilitate having a diverse student body.

Nick Pattison I'm interested in what you said here: "Other actions such as locating unique internships or mentorships for persons of minority demographics, requiring group projects have groups of diverse backgrounds and many other initiatives can also bring about a growth in diversity."

Can you describe some hypothetical examples of what you mean?

Devon Allen Ducharme Hypothetical Scenario #1: Pairing a homosexual student with a homosexual mentor who has had to overcome similar struggles due to their sexual orientation. The mentor can then provide valuable guidance on how to either overcome those struggles

Darcie Clements It's been awhile since I was there, but when I was there was a minor bias towards American game style and games targeting mature males, but it was very slight and mostly had to do with the stylistic preferences of the majority and available game engines. I never felt like I was treated any differently for being female.

In fact, it was a bit of a shock stepping into the "real world" and being disciplined at my first job for basically being female and doing things the male programmers did. It wasn't presented that way, but one of my male co-workers actually pointed it out when I asked him what was different about how I did it that made it a problem because I was super confused. Mind blown when his answer was "because you're a chick".

Nick Pattison Wow. That sounds so frustrating! Do you think the disciplinarian was even conscious of their obvious sexism?

Darcie Clements **Nick Pattison** I don't think so, but my co-worker sure was. He basically said that 'it is stupid and it sucks, but an older generation is still running the show, so we have to deal with double standards like this. It's not you, but for the sake of advancing in your career you might have to play to the double standards and learn to watch for them.' It was actually pretty good advice, but it's unfortunate that such things are needed at all. If nothing else it helped me understand and predict people's reactions a lot better. And these sorts of double standards aren't limited to gender either.

Nick Pattison I guess you have to be pragmatic sometimes... at least for a while. Some day you will have considerable more power in your industry, and you will be able to shape the culture of the next generation. 😊

Jourdan Seelve I have never personally noticed any sort of rift when it comes to multiculturalism in our program. Nothing that we talk about/discuss/support, ever has to do with the culture. It always seems to do with skill and level of hard work. It's about the portfolio, not the color of the skin or the culture of the background.

Retention

Report the percentage of students who chose to enroll in a second year in the program after having completed their first (AKA – “first year retention”) over the last five years. *Note - this number can be found under the “Year 2” heading labeled as “% Still Enrolled In...”

2015	Year 2
Graduated by	0
% still enrolled	67
% Persisters	67
% non-persisters	0

2014	Year 2	Year 3
Graduated by	0	0
% still enrolled	67	67
% Persisters	67	67
% non-persisters	33	33

2013	Year 2	Year 3	Year 4
Graduated by	0	0	0
% still enrolled	100	75	100
% Persisters	100	75	100
% non-persisters	0	25	0

2012	Year 2	Year 3	Year 4	Year 5
Graduated by	0	0	0	
% still enrolled	80	80	60	60
% Persisters	80	80	60	60
% non-persisters	20	20	40	40

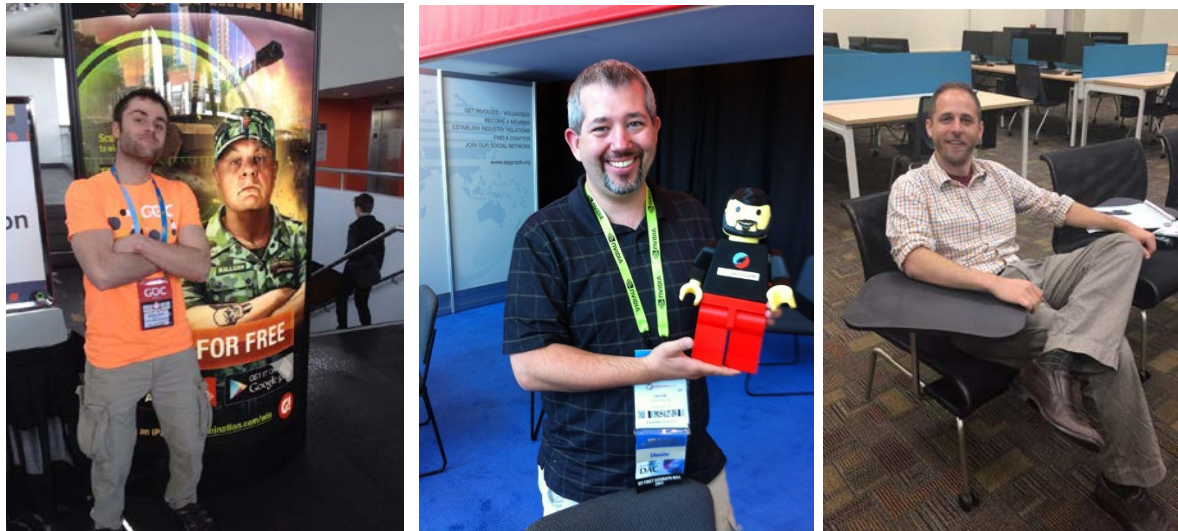
2011	Year 2	Year 3	Year 4	Year 5	Year 6
Graduated by	0	0	0		
% still enrolled	20	20	0	0	
% Persisters	20	20	20	0	
% non-persisters	80	80	80	100	100

2010	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Graduated by	0	0	0			
% still enrolled	67	50	33	25	25	25
% Persisters	67	50	33	42	42	50
% non-persisters	33	50	67	58	58	50

o Evaluate overall “retention” trends within the program. o How does the program address “retention” trends within the program (general) and how will the program address “retention” trends reported (specific).

Retention has improved over the course of DAGD from 2010 to 2015. We can attribute this to improved curricula and a turnover of faculty in Fall 2011. Two DAGD faculty left that fall to start their own business. With the hire of two new faculty and other adjuncts, we refreshed and improved overall spirit of the department.

We have a goal of having 80% of our freshman graduate with a Ferris Degree. This may mean moving some students to other programs such as TDMP or BIS.



Three outstanding DAGD grads that now teach with us. Andrew Smith, Jake Pollak and Nick Pattison all went to work in the industry and then returned to help teach. Not shown is Mel Danes who is faculty at the Big Rapids campus.

Program Graduates

Six Year Graduation Rate

Report the number of program graduates from the Big Rapids campus over the last five years.

We have not graduated anyone from the Big Rapid campus yet as we started DAGD Big Rapids in Fall 2015.

o Report the number of program graduates from off campus over the last five years.

o Report the number of fully online program graduates over the last five years.

Academic Year	On-campus	Off-campus	Online	Total
2015-2016	0	18	0	18

2014-2015	0	21	0	21
2013-2014	0	21	0	21
2012-2013	0	6	0	6
2011-2012	0	24	0	24
2010-2011	0	19	19	19
2009-2010	0	19	0	19
2008-2012	0	21	0	21

o Evaluate overall “program graduates” trends within the program.

Students graduating from DAGD is currently stable. However, actual graduation rates could be improved. We look forward to seeing how our Big Rapids graduate numbers compare to our Off campus number as time progresses.

How does the program address “program graduates” trends within the program (general)

Over the last four years, we have worked at creating better flow through the program. Pairing of classes, creating a better scaffolding approach and improving academic advising are all efforts we are making to improve graduation rates. We are also beginning to offer more summer classes to improve ‘time to degree’ statistics.

DAGD Cohort Sequence chart.	 DAGD Student Sequence_Ver 1.2_Fi
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How will the program address “program graduates” trends reported (specific).

We have formalized the DAGD 499 capstone process to be sure our students have solid project goals and schedules for their final projects. This has backed down through the curricula where we discuss Capstone efforts in DAGD 101, a class scheduled for DAGD students in their Sophomore Fall schedule.

We have refined our current DAGD checksheet and have it submitted to the UCC for approval that will streamline our curricula even more. Part of our feedback has pointed toward more focus in the curricula earlier that should help students persist. We also have improved our internship and placement system that should provide more incentive for students to persist.

Research has shown us that if we can create better community, we can improve retention. We are working to help create a social bond with each class with a cohort system and activities such as ‘Frag Fest’ and ‘Global Game Jam’. Celebrating success with our end of year ‘Doggie Awards’ has become an event students look forward to. Some even post pictures of their award on Facebook.



While growth is helpful and good, we look to improve the quality of all our graduates work. Having Ferris DAGD alumni in high demand because of good skills will give students incentive to work hard and be successful.

Six Year Graduation Rate o

Report the percentage of students initially enrolled in the program who either graduates from the program itself or from another FSU program over the past five years. *Note – this number can be found under the “Year 7” heading labeled as “% Persisters.”

2011	Year 2	Year 3	Year 4	Year 5	Year 6
Graduated by	0	0	0		
% still enrolled	20	20	0	0	
% Persisters	20	20	20	0	
% non-persisters	80	80	80	100	100

2010	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Graduated by	0	0	0			
% still enrolled	67	50	33	25	25	25
% Persisters	67	50	33	42	42	50
% non-persisters	33	50	67	58	58	50

o Evaluate overall “six year graduation rate” trends within the program.

DAGD has a rather high rate of students that take more than four years to degree. We can attribute that to the non-traditional path these students have taken being an ‘off campus’ program. Along with working part time, and in some cases full time, students are advised to take only 12 credit hours of community college and FSU classes. Students are advised to catch up with two community college classes in the summer. It is not uncommon for students to be employed in the industry while getting their degree.

o How does the program address “six year graduation rate” trends within the program (general)

We have been working to get students to degree within a 4 year time. We understand the need to move students into the field as soon as possible to reduce student debt. Since nearly ½ of student debt can be attributed to living expenses, getting them into the field and making good money is important.

How will the program address “six year graduation rate” trends reported (specific).

We anticipate a ‘cohort’ model will significantly improve both the 4 year graduation rate and persistence to degree. Other initiatives:

- Retooling our curricula to support the cohort model.
- Improved advising skill for all DAGD advisors reducing loss of credit.
- Creation of transfer guides for most community colleges so student can accurately work locally and then transfer to DAGD and significantly reducing cost of attending college.

Graduate Average GPA

o Report the average FSU GPA of program graduates over the past five years.

Year	Average GPA	Min GPA	Max GPA		
2008-2009	3.50	2.86	3.99		
2009-2010	3.43	2.79	3.79		
2010-2011	3.23	2.55	3.95		
2011-2012	3.23	2.38	3.92		
2012-2013	2.83	2.38	3.1		
2013-2014	3.36	2.51	3.10		
2014-2015	3.13	2.07	3.81		
2015-2016	3.13	2.51	3.80		

o Evaluate overall “graduate average GPA” trends within the program.

The average GPA for DAGD is stable. We sense that our efforts in creating consistent curricula and improving instruction has paid off with consistent grades that are an honest reflection of the whole student body.

o How does the program address “graduate average GPA” trends within the program (general)

The average grade is a ‘B’. With a program with the name ‘Game Design’ embedded in it, the general public may think we are an easy program. Nothing can be further from the truth.

Our students work hard for their grades and portfolio excellence. The GPA trend over the last 8 years has gone down. The quality of the work we do has gone up. This is a reflection of quality assessment and using grades as a motivational tool to improve work in contrast to a tool to improve retention.

How will the program address “graduate average GPA” trends reported (specific).

We will continue to work with supporting students to improve the outcomes of their classes. Portfolios are the real drivers of employment in our industry and GPA’s offer evidence of other academic aspects. While the chart implies that the average GPA of DAGD students is going down, our portfolio of work shows upper level student work improving which is the real indication of graduate success. One possible reason for lower grades is from removing the portfolio requirement which allows more access to the program. As more students enter DAGD without much background in the field but are expected to perform at a level they are not accustomed to, there will be some impact on the overall grade.

Graduate Average ACT

Ferris State University APR Graduated 2008-09 Through 2012-13 Average ACT			
CP Digital Animation/Game Design BAS			
<u>ACT</u>			
<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2008-2009	21.92	17	31
2009-2010	24.06	16	29
2010-2011	23.69	19	29
2011-2012	22.24	17	30
2012-2013	20.75	18	24

(Note; More recent data was not available from IRT)

Evaluate overall “graduate average ACT” trends within the program including a comparison between average ACT at enrollment and average ACT of students graduating from the program.

The Average ACT from 2008 – 2012 varies significantly in these years. We do not collect ACT data from students graduating our program as most do not pursue advanced degrees. Average ACT scores for students entering DAGD were about average as college entering freshman nationwide. We currently accept a composite score of 900 on the SAT.

How does the program address “graduate average ACT” trends within the program (general)

DAGD has a minimum combined ACT of 19 or SAT of 900 to enter the program. This is to ensure students are academically ready for the rigor of our domain. However, we also believe that ACT and SAT are just one indication of a student’s intelligence and are open to review of student transcripts/ACT/SAT/Portfolio and other significant achievement as indicators of success.

How will the program address “graduate average ACT” trends reported (specific).

We will continue to pursue a high quality of student for DAGD. As mentioned above, while a strong ACT or SAT is one indicator of success, we are open for others on a student by student basis. We determine this by personal interviews with DAGD faculty, Portfolio reviews and recommendations of others.

State and National Examinations

The DAGD domain does not require examinations for employment or certification.

Program Value beyond Productivity and Enrollment Numbers

o Highlight the positive impacts the program has on the department, college, and university that extend beyond enrollment, student credit hour, and other ‘hard’ measures of program success.

Digital Animation and Game Design is a high visibility program that is on the cutting edge of technology. We are growing as a program in a field that is growing. Our student are successfully employed and also starting their own media and game companies. We are in demand as local, regional and national speakers as experts on the subject. We are involved with our community creating projects and engaging students. Examples are:

Northern Bend – 2011 – 2013 – This multi-screen interactive game was created for the Grand Rapids Public Museum as an adjunct to the Titanic Exhibit in 2012. It involved much of the department where we all created assets and programming for the project. It ran at the museum for 8 months and then moved to the Great Lakes Shipwreck Museum. You can see a video of Northern Bend at <https://www.youtube.com/watch?v=4TEa8at7yko>.



Mark Kistler Summer Camps: DAGD Grand Rapids has sponsored the Mark Kistler summer camps for years. At the camps, hundreds of young artists every summer would venture to the Grand Rapids campus and learn how to draw. We did not host in 2016 and 2107 as Mark is holding all camps in his home state of Texas. A traveling show is hard!

<https://www.youtube.com/watch?v=9Ga3XVeQVQw>



In 2008, we created 25 ½ hour shows for PBS in our Grand Rapids Studios

Ferris Media Festival. As part of the School of Digital Media, DAGD is involved with creating a one day experience that reaches out the Ferris Student body and this year, close to 100 high school students who attended the event. Our goal was to bring a little of the ‘Game Developer’s Conference’ in San Francisco to Big Rapids Michigan.

<http://ferrisstate.tv/Trudeau.html>



o Highlight the positive impacts the program has on the community and other external stakeholders.

DAGD is a high profile program. Animation resurged in the early 1990's and still is a prime form of entertainment today. Game Design has grown significantly in the same timeframe. Combining the two overlapping disciplines has created a program that is timely, has appeal and encourages gamers to continue with their education. We have grown significantly because of strong faculty and supportive administration.

DAGD: A unique beginning.

Being one of the first new programs in the College of Professional and Technological Studies, it was given freedom to create its own path. Classes were first offered in Fall of 2004 and once the word was out, students quickly signed up for what was a program in Beta State. With over 250 active students, our efforts have been rewarded with alumni that have successfully been hired to top companies along with start their own media and game development businesses.

DAGD in the Community

With this growth, we have attracted the attention of a number of audiences. We have partnerships with three high school technology centers, Kent Career and Technical Center in Kent county, Careerline Tech Center in Ottawa county and Education for the Arts in Kalamazoo county. Students are able to earn college credit for high school efforts. We have partnerships with many community colleges and transfer plans for most. We have significant outreach into the community through Jr. Achievement, ArtPrize, CareerQuest and WMCAT. Our summer camp program introduces student as early as Middle School to Ferris and the DAGD domain.

DAGD is involved with the Grand Rapids Public Museum as it develops its Charter School and VR capabilities. In summer 2017 we have 6 interns working to convert the GRPM collection, 90% of which is not on display, to digital archive that all can enjoy.

DAGD has sponsored the SKILLS USA state championships at their campus in Grand Rapids. Every April, students from all over the state in both high school and college programs gather in two person teams to compete in friendly competition in our studios. This gives us an opportunity to show off our campus and computer facilities to prospective students and the lovely city of Grand Rapids. Winners of both high school and collegiate competitions go to nationals and often place high in rankings.



Governor Snyder stopped by the FSU - DAGD studios in Grand Rapids during Skills USA, Spring 2015. He was at skills to promote STEM education.



Future DAGD Students Keith Takens and Tyler Allen took 2nd in the National Skills USA animation contest in Spring 2017. Instructor and alumni Marc Petz proudly holds their medal.

We work closely with Protégé Game Studios that is both a game studio and a unique academic classroom that works closely with the iCademy Global, a virtual high school. DAGD students routinely do internships at Protégé teaching the next generation of game designer.

Internship opportunity!

PROTÉGÉ GAME STUDIOS, llc
"play to learn, create for knowledge"

Protégé Game Studios is looking for students that would like to fulfill their internship requirements at our video game development studio.

Only 20-25 minutes from downtown Grand Rapids, this is a unique opportunity for students looking to build work experience and portfolio in the game industry.

Protégé works with latest technology like the virtual reality Oculus Rift and a cutting edge mobile app project using augmented reality.

- * Fun, engaging Studio atmosphere
- * Cool and cutting edge projects
- * Hands-on like Game Night!
- * Flexible hours
- * Build portfolio and skills for career!
- * April 7th deadline to apply
- * Runs between May - August

Apply now! April 7th deadline!

How to Apply

1. Complete form found at www.protegestudios.com or scan QR code.
2. Upload Resume, Cover Letter and then Submit.
3. Protégé will review and respond to all applications.

Protégé Game Studios, llc
 216 W Main St. Unit 1
 Lowell, MI 49331
 (616) 389-0299

find us on...
 Web: www.protegestudios.com
 Email: info@protegestudios.com

Protégé is an approved Apple iOS developer.



DAGD and Ferris is a sponsor of Career Quest. This one day event at DeVos hall in Grand Rapids is aimed at 8 – 10 graders who are researching potential careers. About 5000

students attend the event sponsored by Michigan Works. DAGD and TDMP have a significant presence in the hall and show off the work of our students who staff the kiosks. We are proud of the work of our students and their willingness to participate in this ‘trade fair.’



Michigan Creative Expo. In May, in coordination with our Doggies Award Show, we host the Michigan Creative Expo in the GRCC ATC banquet hall. 60 vendors and over 400 people show up for this event showcasing creative talents from across Michigan. Interleaved with professionals, our Senior Capstone students also have tables set up showing off their work. Students have been recruited from this expo and we look forward to staging it every year.



Alumni John Jurries talks about his Monster – A - Day he has been working on for three years. The Michigan Creative Expo brings many

Michigan Creative Expo brings seasoned professionals together with our students. Photographer Dan Terpstra finds his East coast doppelganger among the crowd.



The Doggies celebrate the best in DAGD excellence every May. DAGD program coordinator David Baker presents to the crowd.

DAGD and the local economy. A number of alumni have started companies and employ our alumni. YETI CGI began in 2011 as a test site for student intern and has blossomed to a 30 member company doing international work. (www.yeticgi.com) They are staffed with many DAGD alumni. Think Chromatic is a premier company doing visualization and media with over a dozen DAGD alumni who have been hired on. (www.thinkchromatic.com). Local visualization company Dartfrog was an outgrowth of our relationship with Custer Office Furniture and is a leader in architectural and visualization (www.dartfrogcreative.com). Steelcase has hired a number of our alumni for visualization of their product.

S2 Game / Reboot – DAGD has alumni working at Reboot studios in Kalamazoo and was instrumental in bring ‘Strife’, an S2 Game to life in 2015.

DAGD at Ferris State University

After a successful 7 year start up, DAGD helped become a founding member of the **School of Digital Media (SDM)** that was created in 2012. The SDM is composed of three related programs that can share resources and curricula: Television and Digital Media Production (TDMP), DAGD and Digital Media Software Engineering (DMSE). These programs work closely together to help develop students bound for digital media careers. This new School has over 400 students in it making it a significant presence in the University.



The School of Digital Media has created and associates degree, the **Pre-Digital Media Associates**. It is designed to service TIP students or allow a student who is unsure what domain of digital media to pursue: Television, Software Engineering or Digital Animation and Game Design. In 2016-2017, we had 60 students pursuing this associates degree with 30 likely moving into the DAGD degree after their sophomore year.

We are working with the **School of Criminal Justice** to develop new Virtual Reality training simulators. Current simulators are video based and do not provide real time feedback the way VR does as video is a ‘canned’ presentation. We are looking to be on the cutting edge of training technology with this relationship.

We have formed partnerships with the School of Engineering to develop 3D printing technologies. The **GRDE** program is also a feeder program for DAGD. After sophomore year, students in GRDE are assessed to see if they are a good fit for the upper level GRDE classes. If they are not allowed to move forward, they are often advised to apply to DAGD as many of the skills sets are transferable. We are happy to report that these students often are some of our top students from their GRDE preparation, desire to succeed and desire to attain a FSU degree.

We have a unique partnership with **Kendall** School of Art and Design formulated in 2012. In this informal agreement, we allow many Kendall Credits to be applied to the DAGD degree. We also allow our students to take Kendall classes, usually in the Digital Media department as long as it fits into our learning objectives. This allows us to serve students beyond the 3D and Programming concentrations that we have. We support our Kendall colleagues and work desire to work closely with them.

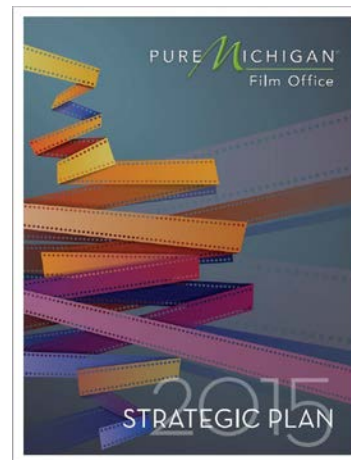
In 2017, Kendall has reduced the number of classes it allows our students to take from 8 to 3 classes inside their Digital Media program. We would encourage KCAD to reconsider this relationship and allow more collaboration.

DAGD / KCAD Beta Checksheet	 DAGD_checksheet_ KCAD Beta.pdf
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We are also developing a **master degree** on intelligent gaming. The goal of this education degree is to train next generation teachers on game theory so they can use game design

principles in their classrooms. It is still in development, but we anticipate to be able to run classes in Fall 2018.

DAGD has influence government. The Michigan Film and Digital Media Office was once only a ‘film office’. With our (and Michigan State’s) lobbying, we were able to help the office see that the future of media was more than the movies, but included digital media including games as well. Much of their focus has shifted from finding locations for producers, but a 21st century strategy that sees Digital Media, including games as a core skill that we have. They have just recently launched the Creative Chamber pilot program that will act as a way to connect with local creatives including the Grand Rapids and Traverse City areas. (www.michiganbusiness.org/mifilmanddigital/)



We were able to influence the Michigan Film and Digital Media Office to have a significant presence at the Game Developers Conference in San Francisco in 2015 and 2016. They invited us to be part of the both, along with Michigan State to show off our efforts along side companies like Google and Microsoft to the audience of 25,000.



- **It is important for (ultimate) program success to be flexible and accessible to the largest number of potential students. This section provides programs an opportunity to describe how program offerings are available to the largest segment of potential students.**

Flexibility and Access

Report the number of offsite locations.

DAGD is currently offered in Big Rapids and Grand Rapids

Report the online availability of program offerings.

We have no fully online offerings.

Report options for evening or weekend classes.

We offer some evening classes that are typically in the 300-400 range. Schedules vary.

Report options for accelerated program completion.

We do not offer an accelerated track.

Report options for summer program offerings.

With DAGD on the Big Rapids campus, we now offer some summer classes. In 2017, we offered DAGD 103, 204, 345 and 491.

Describe any multi entry points available for students entering the program.

Students can enter at any 100 level class in DAGD. Students are scaffolded through the program and pre-requisites prevent students from entering 200 level or above classes. We have transfer plans to many community colleges which articulates many 100 and 200 level classes.

Evaluate program trends related to “flexibility and access.”

While we are highly programmed and structured, we are also willing to accept equal courses from other colleges. We try to accommodate, within reason, the needs of students from other programs to achieve a Ferris DAGD degree.

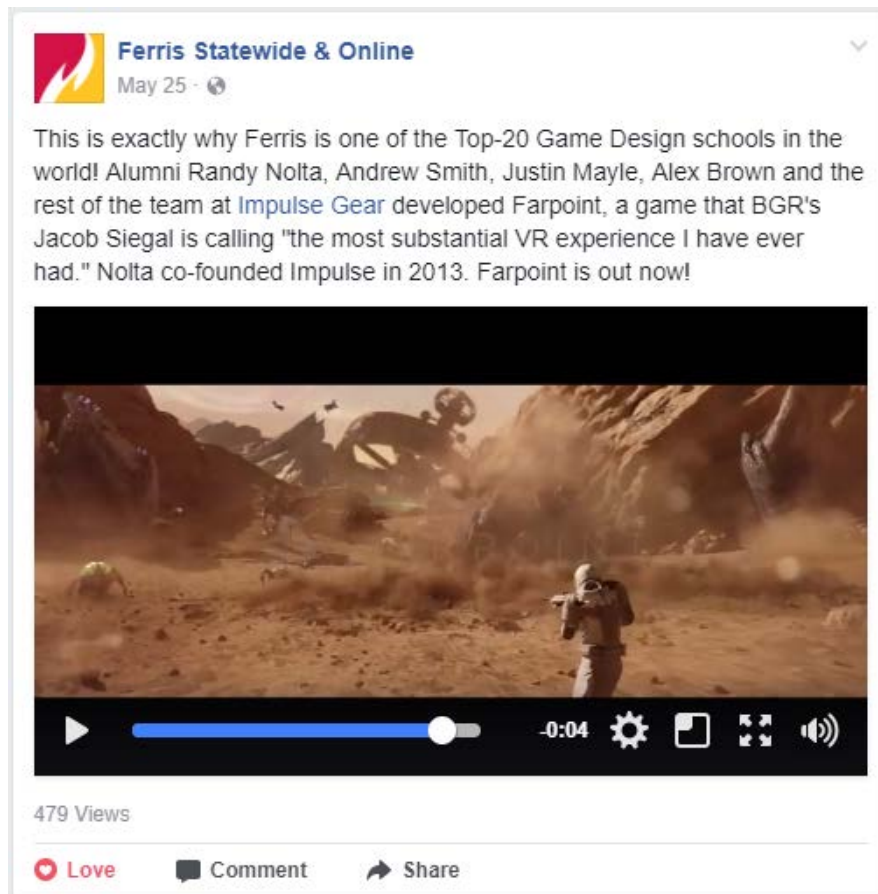
How does the program address “flexibility and access” within the program?

In the early years of DAGD, we saw the need to create disciplines within the program. Not everyone had the desire and skills to be artists and not everyone had the desire and skills to be programmers. We found common classes that all animators and game developers need and relegated that to the ‘core’ DAGD classes. 18 credit hours of work are found in the disciplines. We are considering trimming the core down more so more concentrated work can be done. Some students are directed to add Kendall classes to their curricula for advance 2d drawing. The Software Engineering (SENG) and Television and Digital Media Production degree has been helpful in accepting students from our program and supplying appropriate classes. Some students, after tackling our 300 level class and struggling with them are directed to the Bachelors of Integrative Studies (BIS) as a possible way to complete a FSU degree.

Visibility and Distinctiveness

o **Highlight unique program features and benefits that provide a competitive advantage over competing programs.**

Ferris Digital Animation and Game Design (DAGD) is a high profile program that is creative, distinctive and rigorous. We are focused on developing the next generation of animator and game designer.



<https://www.facebook.com/ferrisstatewide/videos/1748830181798684/>

We are more than learning programming or building game art. DAGD is designed as a multidisciplinary degree. Disciplines covered include 3D animation, programming, design, business and liberal studies. Students study for careers in animation, design, simulation, and programming. The digital animation concentration builds on the existing B.A.S. format. This format includes a required concentration for depth, an elective section that offers greater breadth in the discipline area, and general education requirements targeted toward courses serving employees in digital technology.

We have unique features that provide a competitive advantage to other programs.

Financial Benefit

DAGD is a great value. Having it commutable for many students make it an exceptional value. A DAGD degree should not cost a student more than \$100,000 over a 4 year period (<http://www.ferris.edu/admissions/financialaid/costofattendance.htm>) Compared to other school such as Digipen Institute of technology (\$180,000) University of Southern California (\$290,000) or even Michigan State (\$120,000), Ferris is a good investment in education. Student residents from Kent County Michigan who can live at home with parents at no cost can do even better. By

attending GRCC and completing about 54 credit hours (\$6000) and 72 credit hours at Ferris GR (\$32,400) can have a similar degree for a total of less than \$40,000. This is a significant financial advantage. With the emphasis on student debt, we can see how DAGD students have options other students will never have.

Again, with the majority of community colleges in Michigan having transfer degrees into Ferris, most students can choose to start at a community college and finish at Ferris. (<https://ferris.edu/HTMLS/colleges/university/transfer/collegetransfer/guides/index.htm>)

Our articulations with Career tech centers can add up to another 9 earned college credits.

(<https://ferris.edu/HTMLS/news/archive/2014/january/concurrent.htm>)

Professional Experience

All DAGD faculty, both full time and adjunct have worked professional before teaching. Having real world experience was critical in the design of the program. This carries through to student perceptions as to how relevant we are in regards to industry. All of use continue to keep contacts and work freelance when time allows to keep our real world skills up. This also pays off in job contacts for students later. We have walked the walk.

The DAGD scholarship

Profits from summer camp roll into the DAGD scholarship. This endowed resource provides \$500 to \$1500 scholarships twice a year to students. We distribute about \$7000 a year.

A Project approach

The majority of our work is project based. This mirrors the industry working model. We create games, digital models and simulations and short films in most of our classes. This provides a plethora of material for demo reels and visual examples of our work. We can show people what we do and not just talk about it.



DAGD faculty research a game concept at the Gilmore Car Museum in Fall 2015



Levi Schneidewind shows an industry professional his game project. He is now a coder at YETI-CGI

Mandatory Internships

All DAGD students are required to do an internship. This helps focus our work and make see ourselves as part of a ‘pipeline’ in a student’s career. Many other programs do not require this. All parents and students appreciate this approach as they see it as stepping stone to the outside world. It also helps us focus employment efforts as well.

o Evaluate program policies and procedures designed to market and promote unique program features and benefits.

DAGD summer camp

The Digital Animation and Game Design Summer Camp is a one week day camp that introduces high school students to a career in animation and game design. Students are brought into the classroom and tutored in software tool



During the summer camp week, students have the opportunity to learn from instructors and students in the fields of Digital Animation and Game Design and Software Engineering. Learners are exposed to the latest software tools used by industry professionals. They are challenged to push their minds and technical skills to heights greater than they may have thought possible! Students end the week with either a interactive 3D level they have created or an 3D animation. Those who find the introductory week to their liking, are encouraged to take the second ‘advanced’ course to take things to the next level. All profits from DAGD summer camp are added to a special scholarship fund that helps DAGD students in need.

In 2016, we even began the ‘Minecraft for Middle School’ which was very successful in its first year bringing in 20 middle school students studying game design.



‘Miranda’ did a video report on the DAGD camps in 2013.

https://www.youtube.com/watch?v=meEUHat_C4E

Community Outreach. – Jr. Achievement

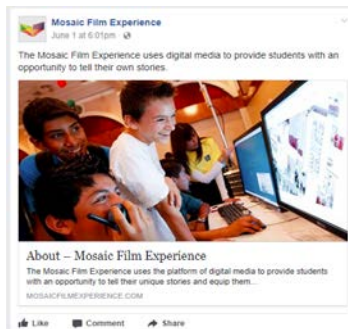
We are on the ‘Jr. Achievement’ circuit in Kent County that places us in classrooms on often a weekly basis. In just one day, our program is exposed to over 100 students with a 45 minute ‘game design and animation careers’ program. 15% of our students heard about us through school programs such as this.

WOTV – Miranda

Lori Moore, AKA Miranda does community interest and empowerment stories over West Michigan. Ferris GR helps to fund this outreach and we are often asked to be on her show highlighting STEM careers.

Mosaic Film Festival

DAGD sponsors seminars such as the Mosaic Film Experience that served over 2000 underserved students in 2015 and 2016.



Program coordinator David Baker works with the students creating an interactive stop motion film at Mosaic Film Experience workshop.

<https://www.facebook.com/MosaicFilmExperience/>

Community College relationships

As mentioned before, we have close relationships with community colleges. GRCC, Muskegon CC, KVCC, Lansing CC, Delta CC and Macomb CC are academic partners. We often visit their career days setting up tables to promote DAGD. We are generous with credit transfer as well.

□ *Competitive Programs*

o Identify and describe competing programs.

Competition in Michigan

- College for Creative Studies
- Kendall College of Art and Design
- Michigan State
- University of Michigan
- Northern Michigan University
- Davenport University
- Grand Valley State University
- Central Michigan University
- Eastern Michigan University
- Kalamazoo Valley Community College,
- Lansing Community College
- Muskegon Community College
- Macomb Community College

Outside Michigan

- Savannah College of Art and Design
- Digipen
- Full Sail
- Ringling School of Art and Design
- Rochester Institute of Technology
- Bowling Green State University
- DePaul
- Purdue
- Indiana University
- Carnegie Mellon

o Evaluate competing program's features, benefits, or other modes of operation that represent a competitive advantage over FSU's program.

In Michigan

College for Creative Studies

- Reputation built from years of continuity and experience attracting top talent
- Dedicated faculty that live and breathe animation
- Articulations and transfer programs with community colleges
- Outstanding website makes research into their program easy and appealing
- Fine Arts live side by side with career/technical arts

The College for Creative Studies has a balanced approach to animation. They train students in the fundamentals of drawing before they advance into computer animation. There is also an emphasis on storytelling and the animation history. There has been a recent emphasis on ‘nuts and bolts’ skill building as competition for entry level jobs demand more. There is little game design at CCS which provides DAGD a competitive advantage. CCS does have developed relationships with a number of Community Colleges and is generous with the amount of articulation they allow.

Kendall College of Art and Design of Ferris State University

Kendall College of Art and Design is a direct competitor with DAGD. Kendall students tend to come from an art background or have the ‘art’ gene as ours tend to be more diverse. Because of this, higher-level design students often gravitate towards them and benefits Kendall greatly. However, the Digital Media department of Kendall struggle with some of the qualities with which we excel. They have recognized some of these shortcomings and have improved those areas notably by hiring, as adjuncts, two of our graduates. Adding DAGD alumni have strengthened those areas.

Kendall’s emphasis on design and the history of art is a strength that we struggle with. The foundation classes of drawing, color and design prepare the Kendall student with attributes we could only hope our students already have.

Another strength Kendall has is its facility. While the Ferris GR facility is first rate in many regards, we appear more of a ‘corporate’ than ‘creative’ environment. One walk down Kendall’s halls exudes creativity. Student work is always on display and celebrated. You feel you have entered an art gallery. This anticipation is palpable. Additionally, Kendall often brings in national level speakers and recruiters from Nickelodeon, Disney and other big name studios raising the professional bar. Compounding this problem, people often confuse Ferris’ DAGD program in Grand Rapids with Kendall’s Digital Media program thinking that applying to Kendall is the same as applying to our program.

Michigan State

The Michigan State University Game Design ‘program’ is essentially a cluster of classes that are game and programming related. It has not fully gestated into a full national level game design program. It does played host to a Midwest game conference called on ‘Intellegent Gaming’ (AKA serious games) . Hundreds of students, educators, game designers and company representatives gathered on MSU’s campus. MSU has placed well on the Princeton review because of a strong Computer Information System department they partner with along with offering a Masters Degrees in Computer Science and a Doctorate in Communications. Their students are smart and motivated and create good product. Their department head, Brian Winn speaks at nation conferences about ‘serious games’.

University of Michigan

The University of Michigan has been attempting to develop an animation program for close to twenty five years. While they have a strong graphics program, and many students work inside of media applications inside it, they do not have a cohesive program. Weak leadership has not allowed the program to flourish. Faculty hired have had academic credentials, but little professional experience. Art has been the main driver of the program.

Northern Michigan University

Remarkably, NMU in Marquette has one of the stronger animation programs in the state. The reason is found in leadership. It is staffed by award winning animators turned instructors. Short films coming from this small but energetic program are delightful and well staged. Students are given a well rounded education in design, animation history. Students are given good tools and are taught strong skills. The lesson to be learned from NMU is that process, skill and art can coexist successfully if it is led well. Being 'up north' they don't have the ties to industry we have so students are on their own when it comes to professional development.

Davenport University

Davenport University, a private business college has seen the opportunity to cash in the desire for students to learn game design. They have assembled a number of computer 'IT' courses, added a couple with 'game design' in its title and called it a gaming program. In reality, students learn strong computer IT and programming skills and can compete well with other programming students. Davenport also has a strong foundation that offers scholarships to exceptional incoming freshman. The lure of free tuition brings the students in.

Grand Valley State University

While not a direct competitor, GVSU has a thriving film production department with Animation being one of the arts promoted actively. Animation students from GVSU are working professionals in the media field because of their broad base of education with a whole world perspective the college promotes. They recently hired a new faculty member to teach MAYA (a 3d system).

Central Michigan University

CMU has been wanting to get into the Animation and Game Design arena for a while now. They host a bi-yearly game design weekend that we have attended and wish to create a Michigan Wide consortium that studies and implements games for education. They recently hired a colleague, Steve Leeper who will add significant value to their new animation program and will certainly be a draw for students who are considering CMU as their academic solution.

Eastern Michigan University

The Simulation Animation and Game Design program at EMU has matured as a game design and visualization degree over the last 7 years. They looked at our program and created many classes similar to ours. They draw from community colleges on the east side of the state. They are a significant competitor, but our portfolio is markedly better. Many of their faculty are adjuncts. Remarkably we recently hired a EMU graduate, Bryce Gore to staff our Grand Rapids campus. We are in contact with their faculty through the SKILLS USA finals at FSU-GR. They have good connections with the automobile industry.

Community Colleges such as Kalamazoo Valley Community College, Lansing Community College and Muskegon Community College

The Community College system is well developed and a significant competitor to our lower level classes. Many are quality programs driven by quality instructors delivered to students who are highly motivated to succeed. Associate programs are designed to provide the basics of design. CC's have the advantage of being funded by local property taxes. Students typically have 25 percent of the tuition cost and are able to get over half of their credits to a four year degree at CC rates. Four year institutions are encouraged to take all credits in for articulation which can seriously erode the foundation courses offered at FSU. Additionally, the poor economic climate in Michigan has encouraged some community college faculty to send students out of state to fulfill their education. There is an unspoken implication that anything in Michigan is a distant second to schools such as Savannah College of Art and Design, Ringling or Digipen.

The Community Colleges have also waved the Game Design flag to bolster enrollments. They have started Gaming and Animation programs to encourage students to enroll at home. After granting them an associate degree in animation or Game design, these students find that very few opportunities are available to them as it takes many more years of study and experience to gain the needed well-rounded skills to succeed in the business.

It is in our best interest to partner with community colleges and acknowledge their programs but try to advise students as soon as possible as to good transfer plans. As students look toward the future after their community college experience, we need to show them the significant advantage of an education with Ferris State University.

Outside Michigan

Savannah College of Art and Design

Savannah College of Art and Design in Georgia is considered one of the top animation and game design schools in the country. Over 10,000 students attend SCAD. They have a master's degree along with industry partners that visit the school.

Digipen

Digipen is one of the first 'Game Design Schools' in the world. They began as a technical academy and have done the good work of becoming a full college that offers a BA degree in Game Design. A rigorous course of work that requires over 145 hours of credit to complete, they are considered one of the top Game Design schools. They are located in Seattle and have close ties to Microsoft and Nintendo.

Full Sail

Full Sail in Orlando Florida also started as a private technical academy in response to the lack of quality media programs in the United States. They have done the good work to become a College offering Bachelors and Master level educations. While not initially considered a quality solution, their aim and dedication to quality education has made them one of the higher sought after solutions in the industry.

Ringling School of Art and Design

Ringling School of Art and Design is considered one of the top animation schools in the world. They have consistently improved their curricula and brought attention to themselves by creating short films that are award winners at festivals such as Ottawa Animation Festival and SIGGRAPH. Companies such as PIXAR, Disney and Dreamworks recruit top new talent from this respected school. Ringling School of Design is exemplary in the animation education world. Top students are recruited directly into major studios. Films from Ringling are used as inspiration and often win top honors in festivals. In studying their curricula and discussions with faculty, we discover that their success comes from

Talented students. With over 600 applicants to the program and only 60 being accepted, faculty can choose the best artists and sharpest minds to work with them.

- Focus on artistic basics first before technical skills.
- Emphasis on final capstone project
- Capstone project started in Junior year
- Supportive faculty who are mentor/advisors
- Skill building supported by experienced technical artists in faculty

Rochester Institute of Technology

Similar to other schools, RIT blends the art of animation with technical aspects of the industry. Founded by Kodak and one of the better schools that emphasis storytelling, this history is evident in their productions. The original founder of the program, Marla Schwep tirelessly worked animation festivals worldwide establishing itself as one of the best schools to do animation. Furthermore, RIT is one of the few schools in the United States that has a master degree in animation allowing upper level students to create short films as their thesis films.

Bowling Green State University (Ohio)

Bowling Green is similar to Ferris State University. Its animation department is very career oriented like DAGD yet appreciative of art like Kendall. It has a dynamic leader in Bonnie Mitchell, the animation professor, who is active worldwide in promoting her students in the program. Animation Career Review ranked Bowling Green as #6 in the Midwest in 2013.

A link to over 400 game design programs can be found at the following website

<http://www.theesa.com/about-esa/courses-certificates-degree-programs/>

o What features, benefits, or other areas of competitive advantage can be emulated from competing programs that would improve the program at FSU?

From our review, we believe maintaining a cohort system would be the best thing we could do improve our program at FSU. Most of the top program bring students through a rigorous path that improves retention, cohesion and resulting in strong capstone portfolios.

We are also rewriting curricula to streamline our program and removing less effective classes and bringing successful learning objectives into other classes. We will continue to forge strong ties with community colleges.

We will continue to maintain and develop ties to industry to have our student retain jobs when they graduate.

o Evaluate program policies and procedures at FSU designed to benchmark competitor programs.

DAGD faculty maintain a presence at industry events where competing programs showcase their students work. We examine competing program curricula to see how we can make our own more effective and suggest course changes as a result. For instance, it has become obvious that the industry is moving more toward the 3D application MAYA. We are adjusting our curricula to introduce MAYA earlier in our curricula so students learn it as a course of instruction and not just and elective.

We are also putting more emphasis on using the game engine Unreal 4 as a real time solution for rendering. This is a direct result of our yearly examination of competing programs and industry trends.

o Outline specific plans for program improvement based on analysis of competing programs.

- Yearly – beginning in February
 - o Examine competing programs as ranked by the Princeton Review and analyze how to improve DAGD
 - o Visit the Game Developers Conference and interview competing schools
 - o Attend SIGGRAPH yearly and attend the Educators Conference.
 - o Complete the Princeton Review survey - November
 - o Make recommendations for yearly curricula meeting January

□ Preeminent Program

o Identify and describe the preeminent program in the country similar to the program at FSU.

The top program, as listed in the Princeton Review is the University of Southern California. We believe a program more aligned with DAGD is **Digipen** (number 4) in Redmond WA.

DigiPen Institute of Technology isn't your typical college. Located in Redmond, Washington, a global hub for video game development with over 350 interactive media companies nearby, DigiPen prepares students to enter the industry as skilled software developers, artists, designers, and computer engineers ready to face the challenges of creating professional software and entertainment media.

“DigiPen offers a unique approach to education. Rather than selecting their major after they begin their studies, our students apply directly to one of DigiPen's eight undergraduate and two graduate degree programs and start learning the fundamentals of their field from their first day of class. DigiPen's curriculum combines rigorous academic courses in foundational subjects like math, physics, and computer science (for BS in Computer Science in Real Time Interactive Simulation students) or color, tone, and composition (for BFA in Digital Art and Animation students) with practical, team-based projects where students create their own games, animations, and even computer hardware under real-world conditions. Throughout their education, students benefit from small class sizes and personal attention from faculty who are deeply invested in their success.”

(retrieved from <https://www.digipen.edu/prospective-students/> - June 2017)

o Evaluate how the preeminent program in the country may have risen to that level.

Digipen was started in 1988 as a computer simulation company and in 1990, it began offering classes in 3D computer animation. Demand and growth allowed the company to start a 4 year program in 1996. With over 350 interactive companies in the region, Digipen alumni found work quickly. They have significant support from both Microsoft and Nintendo as they are local companies. Digipen also is a 5 year degree and believe a strong foundation in programming is needed for both artists and developers.

DAGD was well aware of Digipen as it organized its curricula in 2004-2005. We believe part of our success was in modeling our degree after theirs.

<https://www.digipen.edu/academics/digipen-s-approach-to-education/>

We follow the pedagogy of cumulative knowledge solid foundation, project coursework, faculty expertise, industry involvement is what made them successful.

o What is the preeminent program in the country doing that the program at FSU could emulate to make program improvements?

We could add another year to the DAGD program as Digipen is a 5 year degree. As we want to maintain a 4 year program, we should focus on having general education serve the tracks that students choose. Artists should take fine art courses and programmers should take all programming electives along with art/history/music in the cultural enrichment domains. We could also trim our core requirements to focus as early as possible and offer deeper tracks. DAGD has had three major revisions to its checksheet. With the first 2004 checksheet, everyone was programmed to take a single track. Iteration 2 (2008 – 2017) allowed a more focused ‘tracked’ approach. In the most recent 2017 version removed obsolete classes and used that bandwidth to add to the tracks. We will monitor the success of this and using recommendations from industry and other stakeholders we will refine again.

In all practicality, we only have two tracks: Game Development and 3D Animation. As emerging technologies such as Virtual Reality become more defined, we look to add other ‘legs’ to the program and trim core requirements further.

o **What would the program at FSU have to do in order to become the preeminent program in the country within ten years?**

We are close to our spoken goal of being a ‘top ten’ program from last program review. We have been ranked as high as 16 in the country and are still considered a top 20 school for game design.

We also need to **improve our website**. This can be done internally even with the confines of Graphic Standards. Nearly 20 percent of all students found us on the web. We need to capitalize on this. We also need to connect better with high school councilors.

We need to **improve our animation** abilities by bringing in faculty with direct animation experience from working with a top company such as Pixar, Disney or Dreamworks. As our program expands on main campus, we should recruit a talent in this area. An alternative is to work with academies such as ‘Animation Mentor’ as another leg to the degree.

We must improve the **quality of teamwork** for both students and faculty so we can create quality games that are completed. Classes should dovetail so assets from earlier classes are used in later classes.

Improve our traditional 2D artwork.





We need more art classes directed directly to our degree for art students. We can achieve this by elective classes and even creating classes that can be vetted as a ‘Cultural Enrichment’ to focus art students’ work. Stronger partnership with Kendall would also be helpful in Grand Rapids along with an expansion of art offerings on main campus.

Improve our programming.

Our students need to learn programming languages within the context of game design.

Improve placement on internships and career opportunities.

We have made great strides in this area, but we need to draw more employers into the DAGD pipeline so students are starting on good careers as soon as they graduate. Our part of this relationship is to make all our graduates employable with good skills appropriate for industry.

Internship Survey	 Internship - Dashboard.pdf
Employer Survey	 Employer Evaluation Dashboa
Industry Survey	 Industry Dashboard.pdf
Advisory Board	 Advisoty Board - Dashboard.pdf

Attract the best students.

We need to attract the best quality students to FSU DAGD with better outreach into high schools so DAGD is not seen as an alternative degree, but a premier degree. Too many students come in underprepared for the rigor of DAGD and pull down the quality of class work and frustrate peers and faculty. Bringing the portfolio requirement back may help along with possibly utilizing our Pre-Digital Media degree with a 2 year portfolio review, similar to the GRDE program to add energy into the student’s work at an earlier time.

We need **support** from FSU administration to attend and display at high profile events such as the Game Developers Conference and Traverse City Film Festival.

<http://mynorth.com/2017/07/why-teachers-parents-should-visit-tcffs-hippest-spot-with-gamers/>

We also need to get our Masters degree under review online so we can stand shoulder to shoulder with programs like MSU, USC and Digipen.

Demand (link [Current Students](#) survey)

o Why do students enrolled in the program choose FSU?

Students who attend DAGD-FSU were either attracted by a school visitation or trade show (14%), Quality of the program and university (35%), Website (20%) Advised by friends or family (19%) or advised by high school councilor (11%)

o Would students enrolled in the program choose the program at FSU if they had to do it over again?

This question was not posed directly in student/alumni surveys, but 50 % of recent graduates were very satisfied with our curricula, 25% somewhat satisfied and 25% Somewhat dissatisfied. (5 responses)

For alumni, 29% were very satisfied, 42% somewhat satisfies, 14% somewhat dissatisfied and 14% very dissatisfied. (14 responses).

From our data, it appears that the majority of graduates are reasonably happy with their decision to attend Ferris' DAGD program.



o Would students enrolled in the program recommend the program at FSU to others?

This question was not posed directly to students, but based on current alumni surveys, a majority of students would recommend DAGD to others.

(link [Recently Graduated](#) survey) (link [Alumni](#) survey)

o Evaluate the projected market outlook for demand for program graduates.

The outlook for our graduates in video game and other creative fields are good.

- Between 2009 and 2012 there was real annual growth of 16.14% for Michigan in Video Game design
- The State of Michigan anticipates a 20% growth for software developers by 2024.
[Michigan Hot 50 careers](#)
- The annual US video game content has grown from 17.5 billion dollars to 30.4 billion dollars from 2010 to 2017. The US computer and video game industry
- <http://essentialfacts.theesa.com/mobile/the>
- <http://www.theesa.com/article/video-game-industry-annual-sales/>
- A survey of the different careers available in game design is here.
- <https://www.bls.gov/careeroutlook/2011/fall/art01.pdf>

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[Link to GDC Industry survey](#)

o Would alumni choose the program at FSU if they had to do it over again?

This question was not posed directly to students, but based on alumni surveys, a majority of alumni would recommend DAGD to others.

(link [Recently Graduated](#) survey) (link [Alumni](#) survey)

o Would alumni recommend the program at FSU to others?

This direct question was not surveyed, but based on alumni surveys on program satisfaction, a majority of alumni would recommend DAGD to others.

(link [Recently Graduated](#) survey) (link [Alumni](#) survey)

o What do alumni say about the continued demand for program graduates?

This question was not surveyed. Based on data conducted by the Bureau of Labor Statistics, they would likely say yes. [Alumni](#) Survey

<https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm>

<https://www.bls.gov/ooh/arts-and-design/art-directors.htm>

<https://www.bls.gov/oes/current/oes151132.htm>

<https://www.bls.gov/ooh/computer-and-information-technology/computer-programmers.htm>

<https://www.elearners.com/online-degrees/fine-arts-design/video-game/job-outlook-for-video-game-design-careers/>

o What do faculty teaching within the program say about the continued demand for program graduates?

Overall we feel we've done a good job connecting students with the industry. We also believe that our students are job ready. Reports from the field tell us that DAGD students, on the whole are more prepared and require less supervision than those from other colleges such as MSU and Full Sail. We believe that as our reputation grows, we can help bring together industry and students. We can and will go further.

o What do potential employers say about the continued demand for program graduates?

17 employers viewed our survey. 1 started and 1 completed it, however no data was recorded. (link [Employer Evaluations](#) survey)

o What do advisory board members say about the continued demand for program graduates?

This question was not surveyed. However, 100% of the respondents did rate the overall DAGD program as being 'Very Good.'

26 advisory board members opened our survey. Six started the survey with three completing the survey. (link [Advisory Board](#) survey)

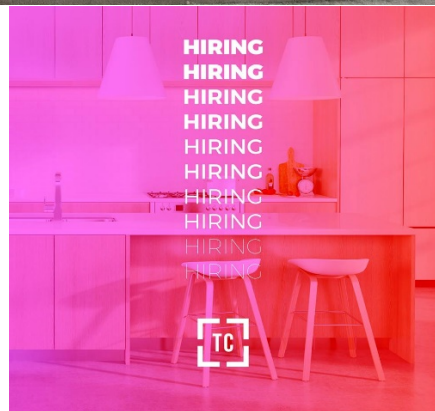
o Evaluate overall “demand” trends within the program.

Demand for DAGD graduates are improving. The last round of DAGD in 2009-2010, the curricula was still undergoing development and many of the students who started at the program were struggling near the end of the program. Many did finally find their place in the creative industry, but it took a while.

The students who *did* focus in the first era of DAGD are doing well. Locally our alumni have either started or were core members of companies that have thrived and grown. Three companies in particular, YETI CGI, DartFrog, Underbite Games and Think Chromatic are doing very well. Other companies like Externa CGI, Steelcase and Amway, Reboot Studios and S2 Games have hired our graduates and take in our interns: a true sign of success.



YETI CGI,
Underbite
Games and
Think
Chromatic all
have deep
DAGD roots



Casting a wider net, we have students in who have been on the ground floor working with companies like Google, Matterport, Super Mega Evil Corp and Impulse Gear, all in California creating outstanding next generation products.



Impulse Gear is an independent game studio exploring the digital frontier of virtual reality. DAGD alumni Randy Nolta, Justin Mayle, Alex Brown and Andrew Smith helped launch their first title 'Farpoint' from their San Francisco Studios.

Our goal is to have at least 90% of our students employed in a related field by the next program review.

o How will the program address “demand” trends reported (specific).

We have a high degree of emphasis on job readiness. From a student’s first days in 100 level classes to their final 499 capstone, we emphasis having skills and design thinking. We believe this emphasis has driven demand for qualified Ferris students. We also observe that recent alumni are getting work quicker with some employed before graduation.

DAGD faculty is increasing our knowledge and understanding of two important technologies: Virtual Reality and Augmented reality. Industry forecasts see the entertainment part of Virtual and Augmented Reality being a 30 billion dollar business by 2020 and augmented reality over \$150 billion dollars when all forms and markets are factored in. (retrieved from fortune.com/2015/04/25/augmented-reality-virtual-reality June 20, 2017)

Besides the ‘traditional’ new media tools and techniques we train on, we are moving toward this new technology as we believe we can help fill demand with qualified workers if we are at the market first. Additionally, all the skills learned from VR will translate to a new media career no matter what the delivery format.

Reports from our advising and professional partners stress the need for team work. DAGD has from the beginning worked on team projects. We want our graduates to be able to immediately integrate themselves into their work community and training in teamwork is key to continued employment. We are pleased when we hear that in the workplace, DAGD are ‘job ready’ and are able to add value to their workplace teams.

During their junior year, there is a push for raising business skills with project management classes (DAGD 315) Portfolio development class (DAGD 305), Business Law class (BLAW 321) and Internship as early as their junior summer. We highly encourage our students to attend the Game Developer’s Conference in San Francisco in the spring to see how the business and individuals promote themselves. This helps drive demand for our students as it provides perspective and begins the transition to the business world.

We look to create demand with partnerships with non-profit organizations like the Michigan Film Office, ArtPrize. Michigan Works ‘Career Quest’ and the Grand Rapids Public Museum. This raises both community awareness and student awareness on our program driving public awareness of our program.

All faculty are connecting students with worksites. We all network and promote DAGD a source for excellent visualizers and programmers who can adapt to a variety of projects.

Student Achievement:

o Report the percentage of students who are members of a Registered Student Organization by year, for the past five years.

We have two registered student organizations in DAGD. MEGA or ‘Makers of Engaging Games and Animation meets on the Grand Rapids Campus weekly. MEGA is an outgrowth of the IGDA student chapter. About 20 students in Grand Rapids are involved or about 15% of students. The DAGD Animators group is currently only in Grand Rapids and attracts about 5 students a week who are working on improving animation skills.

Friday, Sept 4		
FRAG FEST KICKOFF	5 - 6PM	ATC 168
BOARD GAMING NIGHT	6 - 10PM	ATC 124
Tuesday, Sept 8		
INDUSTRY PANEL	5 - 6:30PM	ATC 168
GAME JAM WORKSHOP	6:30 - 10PM	ATC 174
Wednesday, Sept 9		
SMASH BROS TOURNEY	5 - 10PM	ATC 168
Thursday, Sept 10		
DINNER (bring \$\$\$)	5:30PM	BW3s
Friday, Sept 11		
GAME & ART JAMS	1PM - 12AM	ATC 174
Saturday, Sept 12		
GAME & ART JAMS	12AM - 1PM	ATC 174
PRESENTATIONS	1PM	ATC 168

The Big Rapids campus is a more fertile ground for student groups as they are residents and coming to a club activity is easy and convenient. Grand Rapids students often need to drive to MEGA and many of our off-campus students need to work. We have had Big Rapids students come to the Grand Rapids fall event and Grand Rapids students attending Big Rapids for the ‘Global Game Jam’ in winter.

o Report the percentage of students who are members of Student Government by year, for the past five years.

We have no students in Student Government.

o Report the percentage of students who are members of the Honors Program by year, for the past five years.

We have 20 students in the Honors Program. This being ‘year two’ in Big Rapids, we are very pleased that so many high achieving students are enrolling in our program.

o Report the average number of hours a typical student in the program is engaged in paid employment.

On the Grand Rapids campus, the majority of our students work putting in about 20-25 hours a week.

o Highlight student achievement in research over the past five years.

Students partner with faculty researching and developing a number of projects.

- 2012, Created ‘Northern Bend’ multi-screen interactive display for the Grand Rapids Public Museum.
- 2014 Worked with the Gilmore Car Museum in a driving game called ‘Crazy Cruisers.’
- 2015 - Worked with the Grand Rapids Public Museum with a planetarium project developing a music visualizer.
- 2016 – Worked with RV manufacturer developing VR marketing tools.
- 2016 – Developed interactive training tools for Parker Hannipin
- 2016 – Created mobile games in collaboration with Reboot Game Studios
- 2017 – Developed animated learning videos for Tim Wheeler productions
- 2017 - Working with the Criminal Justice program in the creation of a First Person Shooter simulator. Working with the Grand Rapids Public museum in a ‘white water rafting’ simulator.

o Highlight student honors and awards received over the past five years.

We have begun to enter our students into competitions to raise awareness. In 2016, two DAGD students Brett Deacon and Evan Hollingsworth took first place in Animation and Cinematic trailer categories in the regional Eclipse Awards. In 2017, Eric Sebert and David Huizingh won First Place in the Animation and Cinematic categories in the Eclipse awards.



[\(https://theeclipseaward.com/\)](https://theeclipseaward.com/)

Every year since 2008 we stage ‘The Doggies’. An award show that highlights all the different classes of work, categories include Best Game, Best Level Design, Best Capstone

closely with freshman. It is a Big Brother/ Big Sister relationship where freshman have a student ‘go to’ person when the going gets rough or if they need a second opinion. We have had 20 mentors sign up over the last two years. Many mentors sign up yearly as they enjoy the experience.



We support each other and volunteer time in our labs. Many of our advanced students ‘hang out’ in our labs and take the instructor station that can project their work. The work on their own modeling and animation homework in front of an audience. Students often come to lab just to watch students like Austin Shute and Kenton Reynolds work live.

<https://www.artstation.com/artist/austinschut>

<https://www.artstation.com/artwork/LvGvv>

It takes a brave artist to put it up on the screen and work live in front of your peers.

o Evaluate program trends related to “student achievement.”

We are pleased with how our students work together and support each other. We often have students enroll in DAGD because they have seen how we act more like a company of people who work and support each other. We believe that academic persistence will grow as we grow as a learning community. With our opening of the Big Rapids campus in particular, we can see how groups like MEGA are serving the DAGD community.

We also are stepping out and entering more competitions and challenges like the Global Game Jam, the 24 hour Animation challenge, the SIGGRAPH collegiate showcase. Online challenges like Polycount, Artstations and Gameloft.



http://education.siggraph.org/conferences/annual-conference/siggraph-2015/fssw_accepted

http://education.siggraph.org/conferences/annual-conference/siggraph-2016/fssw_accepted

o How does the program address “student achievement” trends within the program (general)

Feedback from our yearly Princeton Review surveys reveal a need for us to enter and win/place in these challenges. We encourage all our students to enter competitions. We post many of these events on our DAGD Ferris State University facebook pages.

<https://www.facebook.com/groups/31875193841/>

How will the program address “student achievement” trends reported (specific).

This past year we made entering a competition part of our DAGD 375 Character class. The final project synchronized with the deadline for the ArtStation challenge.

<https://www.artstation.com/>

In our independent study class DAGD 397 Animation Principles, the final turn in is to work with the monthly '11 Second club challenge.'

<http://www.11secondclub.com/>

We also have been accepted to 'ArtPrize' for 2017 with partnering with capstone students Shianne Schrum and Brandon Young in their project 'Belle's Village'. This VR experience will certainly attract attention to Ferris and the DAGD program. It will be on display at the GRCC Spectrum Theater lobby this fall.

<http://www.artprize.org/66361>

2009/2010	19	19	2	11%	2	100%	NA
2010/11	18	18	2	11%	2	100%	NA
2011/12	24	24	3	13%	3	100%	21,280
2012/13	12	12	3	25%	2	67%	34,000
2013/14	1	1	0	0	0		NA
2014/15	20	20	2	10%	1	50	NA

o **Report the number and percentage of program graduates employed part time in their field of study overall.**

Data from surveys inconclusive (Alumni survey) (Recently Graduated survey)

o **Report the number and percentage of program graduates employed outside their field of study one year post-graduation.**

Data from surveys inconclusive (Alumni survey) (Recently Graduated survey)

o **Report the number and percentage of program graduates employed outside their field of study overall.**

See Table A – Employed DAGD Graduates

o **Report the number and percentage of program graduates accepted to graduate school one-year post graduation.**

One alumni, Shayna Moon was accepted into the University of Texas Video Game and Leadership program. She is now a project manager at Sony Santa Monica Studios.

o **Report the number and percentage of program graduates accepted to graduate school overall.**

Two DAGD alumni, Mark Fortier and Shayna Moon were accepted and finished graduate school.

o **Report the average yearly salary for program graduates who have graduated from the program within the last three years. o Evaluate program trends related to “employment post-graduation.”**

Unknown.

o **How does the program address “employment post-graduation” trends within the program (general)**

As stakeholders and faculty in DAGD, all of us are vested in the success of our graduates. We want them to thrive and work on making connections to industry. Responses from the IRT surveys do not accurately report the success of our graduates. We hear reports of very successful graduates and can even point to their websites as indicators to their success outside of surveys.

<http://www.ferris.edu/HTMLS/colleges/educatio/DigitalMedia/dagd/gallery/work.htm>

We update this gallery bi-yearly to keep links fresh and poll alumni through Facebook to provide new links. We believe that the quality of our alumni's work and the successes they are having is the best way to tell the story of DAGD.

We are dedicated to connecting our graduates with employment. We begin this early speaking about career opportunities and direction even in their freshman year. Our DAGD 305 portfolio class is a business behavior class that helps students create professional assets such as resume's, websites, job reels, business cards and memorable 'swag' in a self-marketing class. The final of this class is a interview with a panel of industry experts. We have had students gain employment and internships from this class.

How will the program address “employment post-graduation” trends reported (specific).

DAGD graduates continue to succeed. We are dedicated to their careers as much as our own. To help with this effort, we have connected with recruiters TEK systems in Grand Rapids to help recruit for our students. All students are made aware of this opportunity and request that they contact them as they approach graduation.

<https://www.teksystems.com>

Every week we post on our Facebook group page current job postings from Creative Heads.

<http://www.creativeheads.net/>

This site has hundreds of posting for jobs every week in our domain.

An example of a post from May 2017 can be found here.

<http://www.creativeheads.net/HeadsUpView.aspx?blastid=4834>

We are also connected with Michigan Jobs with the SEMAFX *jobinator*

<https://www.facebook.com/groups/jobinator/>

Another site we encourage students bookmark is geared towards animation.

http://jobs.awn.com/c/search_results.cfm

Gamasutra, the developer of the Game Developer's Conference maintains a job board here.

<http://jobs.gamasutra.com/>

Our alumni are part of our recruitment pipeline. They remember the early days of DAGD when jobs were emerging and skills were developing. They have stepped up and are in contact with us often looking for talent and providing internships.

Students who continually struggle and seem unlikely to find work are counselled in other potential degree and career opportunities. We often steer them to the Bachelors of Integrative Studies as a way to bind their classes into a Ferris Degree.

□ *Stakeholder Perceptions of the Employability of Graduates*

o **Report alumni perceptions of the program's ability to prepare graduates for a career in their field of study.**

We have broken the Alumni survey into two parts: Recent DAGD grads and Alumni who have been out of the program for two years or more. In our request for survey, we triaged these two groups to take the appropriate survey.

Recent Graduates 2014 – 2017 **Recently Graduated** survey

Recent Graduates are reasonably happy with our program. With 5 respondents, 50% are very satisfied and 50% are somewhat satisfied. No one was dissatisfied. Three classes that reflect this directly, DAGD 305, DAGD 491 and DAG 499 show a positive impact on the respondent's careers.

Alumni Survey – 2007 – 2014 **Alumni** survey

Our older alumni had a different experience. Out of 14 respondents, 29% were very satisfied, 43% somewhat satisfied, 14% somewhat dissatisfied and 14 % very dissatisfied. The early days of DAGD, the curricula did not have great focus and faculty were not assigned to their 'sweet spot' so outcomes were mixed. 50% of this group were very satisfied with faculty, 21% somewhat and the remainder not particularly happy. Nearly 66% thought General Education classes were Somewhat unimportant or less.

o **Report advisory board perceptions of the program's ability to prepare graduates for a career in their field of study.**

Advisory Board Perceptions - **Advisory Board** survey

We 6 advisory board members attempt to take the survey with three completing. Overall, 100% think the DAGD program is 'Very Good'. All have brought DAGD students in as interns and 100% were very satisfied with this experience. Half of them hired a DAGD student and all were very satisfied with the alumni they hired.

Remarkably, they see things a bit different than many of our alumni on what they felt was important. 100% agreed that 'Gen Eds' are somewhat unimportant. Just as interesting, in another metric, liberal arts ranked as the highest in skills.

o **Report employer perceptions of the program's ability to prepare graduates for a career in their field of study.**

Employer Evaluations survey

One employer completed the survey, however the results were not recorded.

o **Report program faculty perceptions of the program's ability to prepare graduates for a career in their field of study.**

Faculty is very positive about our ability to prepare and connect students to job opportunities. On our skill building survey metric, Professional development is high on our skills building ability. Overall, faculty is satisfied with the Portfolio class. Two thirds are very or somewhat satisfied with our internship efforts with 1/3 not reporting. For our internship

experience, 29% are very satisfied and 43% are somewhat satisfied with 29% voicing no opinion. 57% are very satisfied and 29% somewhat satisfied with our capstone class with 14% voicing no opinion.

Faculty blind survey (this survey was anonymous)

Faculty Perceptions of Program (authored, and much more informative.)

o **Evaluate career assistance opportunities available to students.**

DAGD faculty want our students to succeed. We feel a high moral obligation to be training students so they can be employed. Our career assistance is grounded in this philosophy. We apply this approach in every class we teach. The skills we train in are helpful and current.

First, **we prepare** our students for a job hunt. We directly address career readiness with our DAGD 305 Portfolio class. In it, we create all the tools needed to hunt for a job with resumes, job reels, websites, business cards. After we create and polish these assets, the final of this class is to go in front of a panel of industry people who let our students ‘pitch’ themselves and then provide feedback. Students have been offered internships and jobs from this class.

Students are highly encouraged to attend the Game Developer’s conference in San Francisco and other professional events to observe the industry in action and show portfolios to anyone that is willing to see one. Students unable to attend this conference are pointed to local business meeting such as the Ad Club and WMFVA meetings.

How we support our students is to make connections with a number of events. At the end of every semester, we have our Capstone students display their portfolios in a mini trade show called the Michigan Creative Expo. We invite industry in to examine our students work. In May, we pair this with our Doggie award show. We typically have 300 people attend this show with the intent of making connections.



We have an internship program that helps connect our students with industry. It works by partnering with students, refining their portfolios and sending them out on internship interviews with prospective sites. Students are encouraged to find internships as well using the skills we have taught them. A number of organizations such as The GeekGroup, WKTV, Grand Rapids Public Museum and the Community Media Center have established internship programs that our students are encouraged to apply to. Our coordinator is Marty Lier who maintains dozens of relationships. Many sites have hired in DAGD interns full time.

We also have an established relationship with TEK systems of Grand Rapids. We encourage all our students to interview with this technical recruiting firm.

Of course, as mentioned, we keep job opportunities posted weekly from a number of websites such as creativeheads.com. In these postings, if we see possible connections, we contact students directly and suggest they apply.

o Evaluate trends related to “Stakeholder Perceptions of the Employability of Graduates.”

Trends for DAGD stakeholders is good and improving. We have been gaining recognition with regional and national audiences as a source for quality graduates who have skills, work hard and know how to be a team member. While our surveys did not provoke responses from employers, and data from IRT is basically inconclusive, we know many of our alumni are gainfully employed in a related field of study.

Our career efforts are noticed by our student. They see the effort we put into career events and many are willing to participate to make them successful. Students are aware that to be employed you need three things: skills, a good portfolios and connections. We work on making that happen.

o How does the program address “Stakeholder Perceptions of the Employability of Graduates” trends within the program (general)

Faculty and administration work together to improve the perception of viable employment. We believe a cornerstone of retention is ‘hope’. We have a core principle of honesty to our students and their parents. We want all stakeholders to trust that we are doing the best we can to graduate students who have a good future.

How will the program address “Stakeholder Perceptions of the Employability of Graduates” trends reported (specific)

Besides proactively working to ‘hook’ upper level and graduates with employers, we make data available that points to overall trends in the industry to steer students in employable areas. While many come in wanting to learn about games, we open our students eyes to other forms of employment such as advertising agencies and corporate training. We point to statistics from the Entertainment Software Association (<http://www.theesa.com/>) that outlines the size of this industry that generates 34 billion dollars a year in activity.

The United States Bureau of Labor statistics maintains data on animation, multimedia and software developers as well that we point to in our classes.

<https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm>

<https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm>

<https://www.bls.gov/opub/btn/volume-2/careers-in-growing-field-of-information-technology-services.htm>

Sharing these resources is helpful in creating a conversation with our stakeholders about the viability of a career in Animation and Game Design.

Faculty Composition and Engagement

Academic, work, and other accomplishments of faculty have a direct positive impact on overall program quality. A fully engaged faculty in all dimensions of teaching, research, and service is vital for student success. This section gives programs an opportunity to highlight current faculty accomplishments.

□ Organization

o Report the number of tenure-line or tenured faculty teaching within the program.

Marty Lier, Jacob Pollak, Varun Venkat and David Baker

o Report the number of tenure-line or tenured faculty teaching the majority of their load on the Big Rapids campus.

Marty Lier and Varun Venkat

o Report the number of tenure-line or tenured faculty teaching the majority of their load in off-campus locations.

David Baker and Jacob Pollak.

They are called to teach on the Big Rapids campus when needed.

o Report the number of tenure-line or tenured faculty teaching the majority of their load fully online.

We have no faculty teaching the majority of their work online.

o Report the number of full-time temporary faculty teaching within the program.

We have five full-time temporary faculty teaching within the program: Nick Pattison, Mel Danes, Andrew Smith and Bryce Gore

o Report the number of full-time temporary faculty teaching the majority of their load on the Big Rapids campus.

We have one full time temporary Faculty teaching in Big Rapids: Mel Danes

o Report the number of full-time temporary faculty teaching the majority of their load in off-campus locations.

We have three full-time temporary faculty teaching the majority of their load in off campus locations: Nick Pattison, Bryce Gore and Andrew Smith.

o Report the number of full-time temporary faculty teaching the majority of their load fully online.

We have no (0) temporary faculty teaching the majority of the load fully on line.

o Report the number of adjunct faculty teaching within the program.

We have six adjuncts teaching within DAGD: Cari Mayle, Kyle Bourcher, Noah Smit, Jessica Plowman, Andrew Peterson and Gary Maxson.

o Report the number of adjunct faculty teaching the majority of their load on the Big Rapids campus.

We have two (2) adjunct faculty teaching the majority of their load on the Big Rapids campus: Andrew Peterson and Gary Maxson.

o Report the number of adjunct faculty teaching the majority of their load in offcampus locations.

We have four adjuncts teaching the majority of their load in off-campus locations. Cari Mayle, Kyle Bourcher, Noah Smit, Jessica Plowman.

o Report the number of adjunct faculty teaching the majority of their load fully online.

We have no adjunct faculty teaching fully online.

o Evaluate the efficiency and effectiveness of the current structure.

The current structure is effective and efficient, but in flux. With the addition of DAGD – BR in 2015, we have had to support the effort by sharing Grand Rapids faculty with the Big Rapids campus. We are now seeing a trend where more students are starting their degree on the main campus and less students starting in Grand Rapids. Sharing faculty is effective and efficient. It does cause some logistical issues as travel adds to GR faculty time and adds expense to Ferris. Generally it works and we can adjust where needed.

o Evaluate positive aspects of the current structure.

Currently we have a flexible faculty that has many skills that allow us to adopt, within limits other classes within the curricula. With Big Rapids only an hour from Grand Rapids, it is within reason to share full time faculty on either campus.

It's been advantageous to offer DAGD on both campuses. Local Kent County students can commute in and take advantage of the 'live at home' scholarship along with lower tuition rates at GRCC. Many students want the full campus experience and we are proud of the Big Rapids campus with great amenities. It's the best of both worlds.

o Evaluate opportunities for improving the current structure.

With two campuses come two administrations. Both work together sharing expenses in regards to faculty is awkward but manageable. Scheduling is a bit of an issue as in Big Rapids, classes meet twice a week and in Grand Rapids, once a week. Generally it works reasonably well and all have been flexible as we schedule times.

Sharing faculty resources can be a challenge. A fair solution is to have Grand Rapids faculty be able to deliver just once a week on the main campus, or give a faculty member two classes that can be delivered on a twice a week format preferred by main campus. We have proven that 'once a week' classes is effective and efficient and hope we utilize this scheduling scheme in Big Rapids along with Grand Rapids.

We are reinforcing a cohort model where students move through the system in a pre-planned sequence. We believe this will help with scheduling along with improving student retention.

□ Faculty Resumes

o Report the name, highest degree earned, and average semester load for all tenure-line and tenured faculty.

David Baker – Masters of Science in Career and Technical Education -12 cr load

Marty Lier - Masters of Science in Career and Technical Education-12 cr load

Jacob Pollak – Master of Fine Arts-12 cr load

Varun Venkat – MFA 12 cr load

o Report the name, highest degree earned, and average semester load for all full-time temporary faculty.

Bryce Gore – MS – 12 cr load

Nick Pattison – BAS (MSCTE pending Dec 2017) 12 cr load

Andrew Smith – BAS -12 cr load

o Report the name, highest degree earned, and average semester load for all adjunct faculty.

Cari Mayle – BAS – 3 cr load

Kyle Bourcher – BAS – 3 cr load

Jessica Plowman – BAS (MSCTE pending Dec 2017) – 3 cr load

Noah Smit – BA – 3 cr load

*Note – present faculty vitae as an appendix to this document or as a hyperlink only. Do not include copies of vitae directly within this section.

o Link to copies of vitae for all tenure-line or tenured faculty.

o Link to copies of vitae for all full-time temporary faculty.

o Link to copies of vitae for all adjunct faculty.

Faculty Resumes

□ **Service**

○ **Highlight achievements in program, department, college, and university service for all tenure-line and tenured faculty over the last three years.**

David Baker	
Program	<ul style="list-style-type: none"> • Program coordinator for DAGD 2008 to present. • DAGD summer camp coordinator 2007 to present • Head DAGD advisor 2008 to present. • Program Review Author 2010 , 2017 • Advisory Board – KCTC – 2007 to present • Advisory Board – Careerline Tech 1998 to present • Advisory Board – Lansing CC Graphics Dept. 1995 - present • Advisory Board – Eaton County RESA 2014 to present • DAGD scholarship committee 2011 to present • DAGD faculty search committee 2015, 2016, 2017 • DAGD senior advisor • DAGD Doggie Awards Master 2011 to present • DAGD Festival of the Arts presenter 2016 • Mosaic Film Experience education presenter 2015, 2016 • Career Quest lead 2016, volunteer 2015,2017 • Hosted DAGD faculty retreat 2017 • Animation Club Advisor 2016 to present
Department	<ul style="list-style-type: none"> • Helped to develop School of Digital Media with Glen Okonoski and Fred Baker • Ferris Big Rapids DAGD development 2012 to present. • West Michigan Film and Video Alliance board 2015 – 2017 • West Michigan Film Office board 2014 – 2016 • Media Arts Coalition board 2008 - 2015 • Junior Achievement Speaker series 2008 – 2017 – 20 visitations as year to local high schools – typically 4 one-hour seminars a day. • Advisor to the Michigan Film Office 2011 – 2017
College	<ul style="list-style-type: none"> • APR Advisory board for ITM program 2016 • APR Advisor board for SENG 2012 • COEHS Dean Search committee 2015 – 2016
University	<ul style="list-style-type: none"> • Academic Senate 2011 – 2015 – CPTS - Two terms

Marty Lier	
Program	<ul style="list-style-type: none"> • Developed the DAGD program 2002-2003 • Program Coordinator for DAGD 2003-2005 • Program Internship Coordinator 2007-Present • Career Quest 2016 & 2017 Volunteer • DAGD Advisor 2003-Present • DAGD scholarship committee • DAGD International promotion by visiting Netherlands, Turkey, and India. 2014-Present • Multiple school visits 2015- Present • Attended the DAGD summer retreat 2015-Present
Department	<ul style="list-style-type: none"> • Helped to develop School of Digital Media with Glen Okonoski and Fred Baker • Ferris Big Rapids DAGD development 2012 to present. • Moved to teaching full time in Big Rapids to support the DAGD growth 2016-Present • Received Tenure Track position 2017 • COEHS Kickoff support 2016 • Supported Creative Congress efforts 2016-Present • Masters in Intelligent Game committee 2016-Present
College	<ul style="list-style-type: none"> • DAGD APR committee • DMSE Faculty Search Committee 2017 • DAGD Faculty Search Committee 2016 & 2017 • MCA Student club faculty advisor 2016- Present • Involved with MEGA Big Rapids student club 2016-Present
University	<ul style="list-style-type: none"> • International Education Committee 2016-Present • Recruitment and Retention Committee 2017-Present • Enrollment Committee 2017-Present • Beyond Advisory Council 2017-Present • IWG Committee Member 2017-Present • DOG Days Volunteer 2016-Present

Jake Pollak	
Program	<p>Participated in multiple hiring committees Michigan Creative Expo Director 2013, 2014, 2015, 2016, 2017 Multiple school visits 2013 - Present Organized DAGD Faculty retreat 2014, 2015, 2016 Fostered relationships between DAGD students/DAGD program and employers</p>

	<p>Coordinated student tours of industry (e.g., Pixar, EA, WarGaming.net, Infinity Ward)</p> <p>Massive Collaborative Animation Project Steering Committee member. 2016 - Present. Facilitated DAGD students into leadership roles within the project.</p> <p>Member of the International Game Developers Association (IGDA) Curriculum Framework redesign team 2015 - Present</p> <p>Member of the IGDA Learning, Education, and Games Committee 2013 - Present</p> <p>Represented the DAGD program at the Higher Education Video Gaming Alliance meeting at GDC 2017</p> <p>Participated in multiple cross-discipline collaborations with West Michigan Center for Arts and Technology, an after school program for Grand Rapids Public Schools' High School students.</p> <p>Participated in the DAGD Curriculum Committee 2015 - Present</p>
Department	<p>Ferris Big Rapids DAGD development 2012 - Present</p> <p>SIGGRAPH Education Committee Member 2003 - Present</p> <p>West Michigan Film Video Alliance Board Member 2013</p> <p>SDM Scholarship Committee 2016, 2017</p> <p>Career Quest Lead 2015. Volunteer 2016, 2017.</p> <p>COEHS Kickoff support 2016</p> <p>Masters in Intelligent Game committee 2016-Present</p> <p>Detroit Professional Chapter of ACM SIGGRAPH Board Member 2003 - Present. Current role is West Michigan Communication Coordinator.</p>
College	<p>COEHS Graduate Committee</p> <p>Participated in multiple cross-discipline collaborations with School of Education</p> <p>Participate in multiple student's Master's committees 2014 - Present</p> <p>Participating in a collaboration between the School of Digital Media and the School of Criminal Justice</p>
University	<p>Arts and Lectures Committee - 2016 academic year</p> <p>Learning Technology Advisory Board member 2016 - Present</p> <p>Game Based Learning Institute Advisory Board member 2014- Present</p> <p>Dawg Days Volunteer 2016-Present</p> <p>Participated in a cross-discipline collaboration with Product Design and Plastics</p>

o **Highlight achievements in program, department, college, and university service for all full-time temporary faculty over the last three years.**

Nick Pattison	
Program	<ul style="list-style-type: none"> • I am chair of our program’s curriculum committee. • I am very active in curriculum development, and I lead development on program curriculum proposals. • I am faculty liaison for DAGD student clubs. • I have developed the DAGD demo reel multiple times. • I have helped manage, design, or lead projects with the Grand Rapids Public Museum, local design agencies, the Reeths-Puffer School District, a local martial arts dojo, and other companies. • I have helped bring in multiple internships for our students. • I attend the DAGD faculty retreat every year.
Department	<ul style="list-style-type: none"> • I was liaison for our department for MI CareerQuest in 2017. • I have represented our department at MI CareerQuest in 2017, 2016, and 2015. • I have represented our department at KCTC, MCC, WMCAT, and other schools. • I helped develop 3 arcade cabinets that our department uses to showcase student work. • I have been on 5 faculty search committees (DAGD and DMSE). • I have attended various seminars and events at Ferris, including curriculum proposal training, LGBTQIA diversity training, Media Festival, and statewide advisor meetups.
College	<ul style="list-style-type: none"> • Every semester, I plan and help lead our weeklong Frag Fest, which includes a game jam and other community-building events. • In 2016 and 2017, I have been site coordinator for and have helped Ferris participate in the Global Game Jam.
University	<ul style="list-style-type: none"> • I represented the University, Department, and Program by speaking at Big Rapids Festival of the Arts. • I represented the University, Department, and Program by leading a workshop at Big Rapids Festival of the Arts. • I represented the University, Department, and Program by leading a workshop at WMCAT. • I represent our program, department, and college at Dog Days in Big Rapids.

Andrew Smith	
Program	<ul style="list-style-type: none"> • Created the annual DAGD Demo Reel for our program during 2013, 2014, and 2015 school years. This reel is used to market our program and showcase our students' best work. • Associate DAGD summer camp director 2017
Department	
College	
University	

Mel Danes	
Program	Co-hosted the Global Game Jam 2017, a 2-day event where our students rapid prototype a game. I advise the DAGD Big Rapids student group MEGA.
Department	Volunteered for several Dawg Days, and Accepted Student events, to help secure students for our school.
College	
University	

Bryce Gore	
Program	<ul style="list-style-type: none"> • Created the 2017 DAGD Demo Reel. • Fostered connection between DAGD students and 3D employers on the East Side of the State.
Department	
College	
University	

o Highlight achievements in program, department, college, and university service for all adjunct faculty over the last three years.

Cari Mayle	
Program	<ul style="list-style-type: none"> • Program instructor for DAGD 2015 to present. • Advisory Board – KCTC – 2016 to present
Department	
College	
University	

Kyle Bourcher	
Program	<ul style="list-style-type: none"> • Program instructor for DAGD 2015 to present. SEMAFX Creative Expo administration / coordinator
Department	
College	
University	

□ **Research**

o Highlight achievements in research for all tenure-line and tenured faculty over the last three years.

David Baker	
Research	Researched VR equipment and technique for future class applications. Developed VR applications with Jr. Project students in Fall 2016.
	Retained a \$5000 Merit Grant for Northern Bend 2012 http://www.ferris.edu/HTMLS/news/archive/2012/june/merit.htm
	Researched the ‘Rocksmith’ music learning tool – 1000 hours of completion. https://rocksmith.ubisoft.com/rocksmith/en-us/home/

Marty Lier	Researched the process to do research for industry to create monies for Ferris and my students.
Research	Researched how to utilize game engines as a source of renders.
	Researched connections with industry for graduate employment as well as internships.

Jake Pollak	
Research	Researched industry needs as part of the International Game Developers Association (IGDA) Curriculum Framework redesign team

o Highlight achievements in research for all full-time temporary faculty over the last three years.

Nick Pattison	
Research	<ul style="list-style-type: none"> • I have researched VR technology and consequently developed (or lead development) on multiple VR prototypes. • In Spring 2017, I have researched and prototyped with motion capture technology for use in DAGD projects. • I have (in 2015 and 2017) researched and prototyped 360 video for use in DAGD projects. • I continue to research emerging web technologies.

Andrew Smith	
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Research	I spent one year developing Farpoint for PSVR as a character artist with a group of highly experienced developers
	Tutorials featured on <u>Algorithmic's</u> website, <u>80 level</u> , and cubebrush.

Mel Danes	
Research	I am researching motion capture technology to develop a series of assignments to integrate this tech into our degree program. Currently we have no solution in our degree for this method of animation.
	Working with the University Maker Space to develop lessons that incorporate 3d printing technologies.

Bryce Gore	
Research	<ul style="list-style-type: none"> • Continue to work with Jackson Dawson with their 3D Visualization team with projects involving Ford, Lexus, and Honda. • Continue to work on personal projects and participate in CGI Events and forums to keep up with evolving trends in pipeline workflows and techniques. • Explored the possibilities of utilizing current GPU render technologies in a production environment for 2016 Research Capstone Seminar

o **Highlight achievements in research for all adjunct faculty over the last three years.**

Cari Mayle	
	Continue to work in the industry with high level clients such as Disney interactive and Mattel
	Continue to work on personal projects and participate in CGI Events and forums to keep up with evolving trends in pipeline, practices, technology, workflows, and techniques.

Kyle Bourcher	
	<ul style="list-style-type: none"> • I continue to work in industry as a rendering artist with high level clients such as Steelcase and Wilsonart. • Currently learning Marvelous Designer and Substance Painter. <p>Learned (and continuing to learn) Octane and Corona Rendering.</p>

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□ Continuing Education

o Highlight achievements in training, development and other continuing education by all tenure-line and tenured faculty over the last three years.

David Baker	<ul style="list-style-type: none"> • GDC educators conference 2016, 2014, • Siggraph educators conference 2016, 2014 • FSU technical Writing seminar – Summer 2017 • FSU EIO Advisor’s workshop – 2014 – 2017 • FSU Diversity seminar by David Pilgrim – 2016 • FSU LGBT diversity seminar – 2017 • FSU suicide prevention seminar - 2017 • GRCC Campus emergency seminar – 2014 • CMU Learning Games Seminar - 2015
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Marty Lier	<ul style="list-style-type: none"> • GDC Educators Conference 2015 & 2017 • MSU Meaningful Play Conference 2016 • Higher Education Video Game Alliance Conference 2015
	<ul style="list-style-type: none"> • Siggraph Educators Conference 2016 • Digital Tutors for advanced training • Attended online Autodesk Training • Took Social work and Management classes • Attended training at MSU for game design

Jake Pollak	<p>Lily Conference for Teaching and Learning 2014, 2016 Equity Within the Classroom Conference 2014, 2015 Game Developers Conference 2015, 2017 ACM SIGGRAPH Conference 2013, 2014, 2017 GRCC Campus emergency seminar – 2014 CMU Learning Games Seminar - 2015 Institute of Play's Game Based Learning "Teach the Trainer" training</p>
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	Multiple FCTL trainings (e.g., New Faculty Fellows, Course Design Institute, and Open Educational Resources) Multiple courses on Lynda.com and Udemy.com

Continuing Education

o Highlight achievements in training, development, and other continuing education by all full-time temporary faculty over the last three years.

Nick Pattison	
	<ul style="list-style-type: none"> • I am nearly finished with a Master’s of Education. • I completed the Course Design Institute by the FCTL at Ferris. • I attended GDC conference in 2016, 2014, and 2013. • I attended SXSW conference in 2015. <p>I continue to take online course through Code Academy, Code School, and other websites.</p>

Andrew Smith	
	I have continued to work on my masters degree in career and technical education at Ferris State University.

Mel Danes	
	Beginning a Master’s Degree in Instructional Education Fall 2017. Learning new emergent, industry standard software and techniques.

Bryce Gore	
	Received Master's Degree in Technology Management from Eastern Michigan University

o Highlight achievements in training, development, and other continuing education by all adjunct faculty over the last three years.

Cari Mayle	
	Provide on the job training for interns at production studio

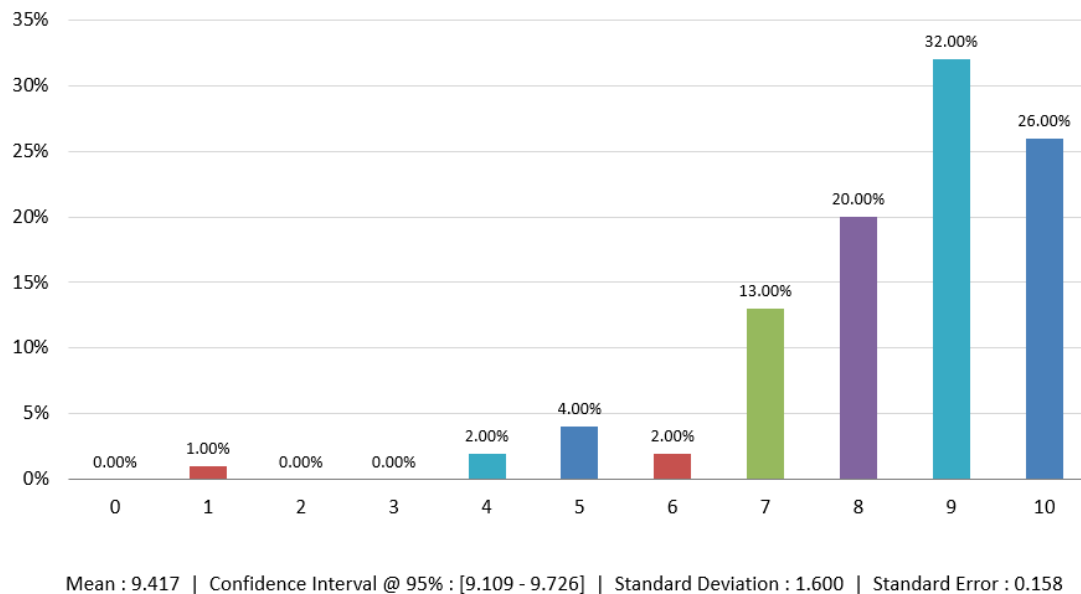
Kyle Bourcher	
	Provide training for new interns.

□ *Stakeholder Perceptions of the Quality and Composition of Faculty*

o Evaluate current students' perception of the composition and quality of program faculty.

Over 100 students participated in DAGD current student survey. Overall, students are very positive about DAGD faculty. With a mean of 9.4 on a 1-10 scale, we resonate well with our students. Link to [Current Students survey](#)

Faculty Assessment On a scale from 1 (weak) to 10 (excellent), rate the overall quality of the instructors from the Ferris DAGD program.



o Evaluate overall student evaluation trends within the program.

Students are generally pleased with faculty. We work at being mentors and getting to know our students individually. We are connected. This is a considerable shift from the 2010 when the mean was 3.16 on a 1 – 5 scale (6.3 on a 1 – 10 scale) . The trend is very good.

With 260 students in the program, and survey returns of about 40%, we are pleased students took the time to evaluate our program.

o How does the program address student evaluation trends within the program (general)

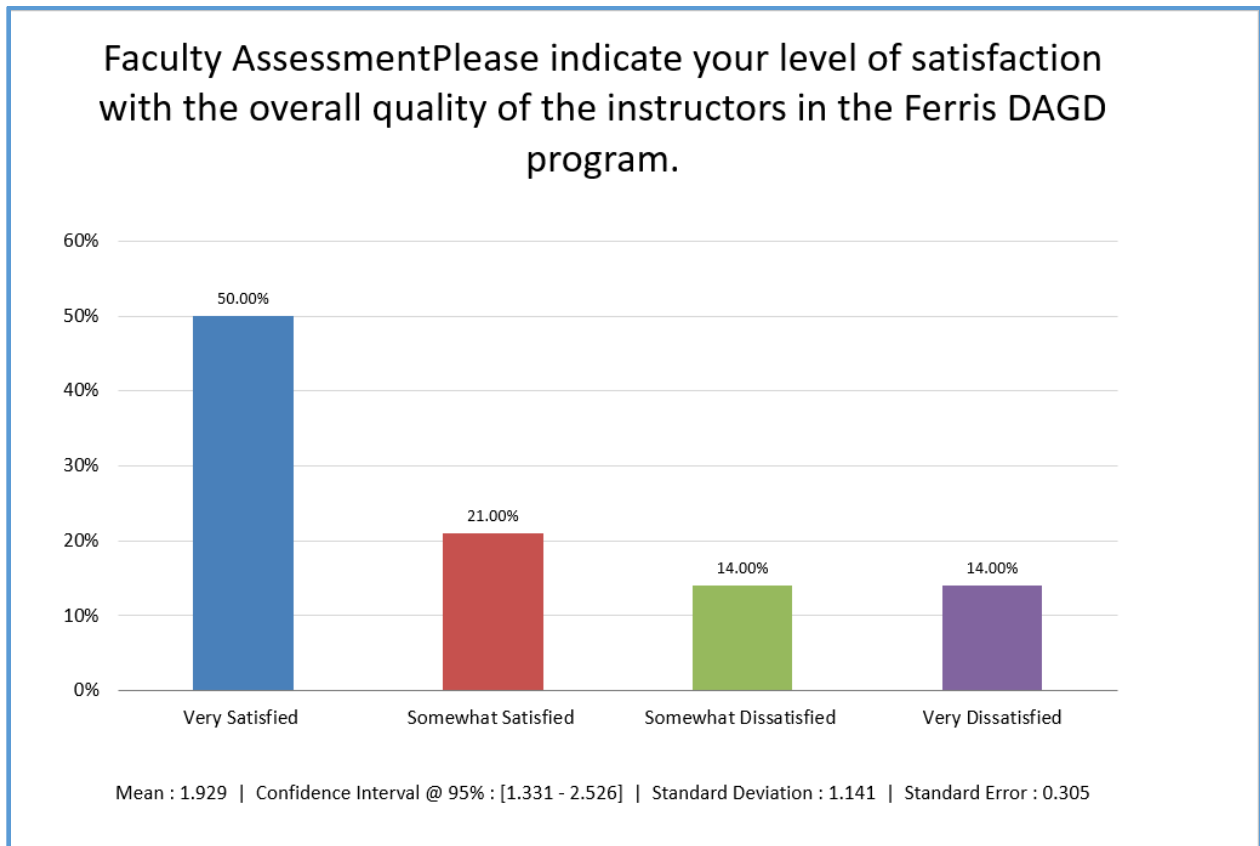
As we have significantly improved as faculty since 2010 from a student perspective, we can learn from this. We have worked hard to include all students in our workflow. Some students are superstars and some not, but we are kind to all and try to find a place for everyone in DAGD. We spend time in advising properly and making time with students. We learn their names, their issues and their desires. We give them hope and include them in the process. Students recognize this partnership and respond positively.

o How will the program address student evaluation trends reported (specific).

We will continue to improve our connection with our students. We know that persistence comes from a desire to be part of a community so we work on developing this attribute. We

have structured much our program like a medieval ‘Guild’ system (DAGD APR 2010) in that our upper level students are our apprentices.

o Evaluate alumnus perceptions of the composition and quality of program faculty.



Alumni are generally very satisfied with their experience with the faculty. This table represents part of the population that reported us at a 6.3 out 10 in 2010. With time, we believe alumni have seen more value in what we have been delivering and why. The recent graduate survey reflects similar results with 50% very satisfied, 25% somewhat satisfied and 25% somewhat satisfied.

[Alumni survey](#) –

[Recently Graduated survey](#)

o Evaluate overall alumnus evaluation trends within the program.

We can see with the refreshing of faculty in 2011, a very positive trend in faculty satisfaction has occurred. (link [Alumni survey](#)) (link [Recently Graduated survey](#)). This is resulting in a continuum of experience where alumni partner with us in mentoring new students. Because of this connection we are improving alumni evaluations.

[Alumni survey](#) –

[Recently Graduated survey](#)

o How does the program address alumnus evaluation trends within the program (general)

We stay in close contact with our alumni if they want to be close to us. Because of this, many alumni have become our partners in the DAGD career pipeline. Encouraging alumni from the time they graduate to stay in touch, we have a strong DAGD community nationally as seen in our DAGD facebook group of over 430 members. With this continuum, we are developing a program that will have deep roots in the industry.

<https://www.facebook.com/groups/31875193841/>

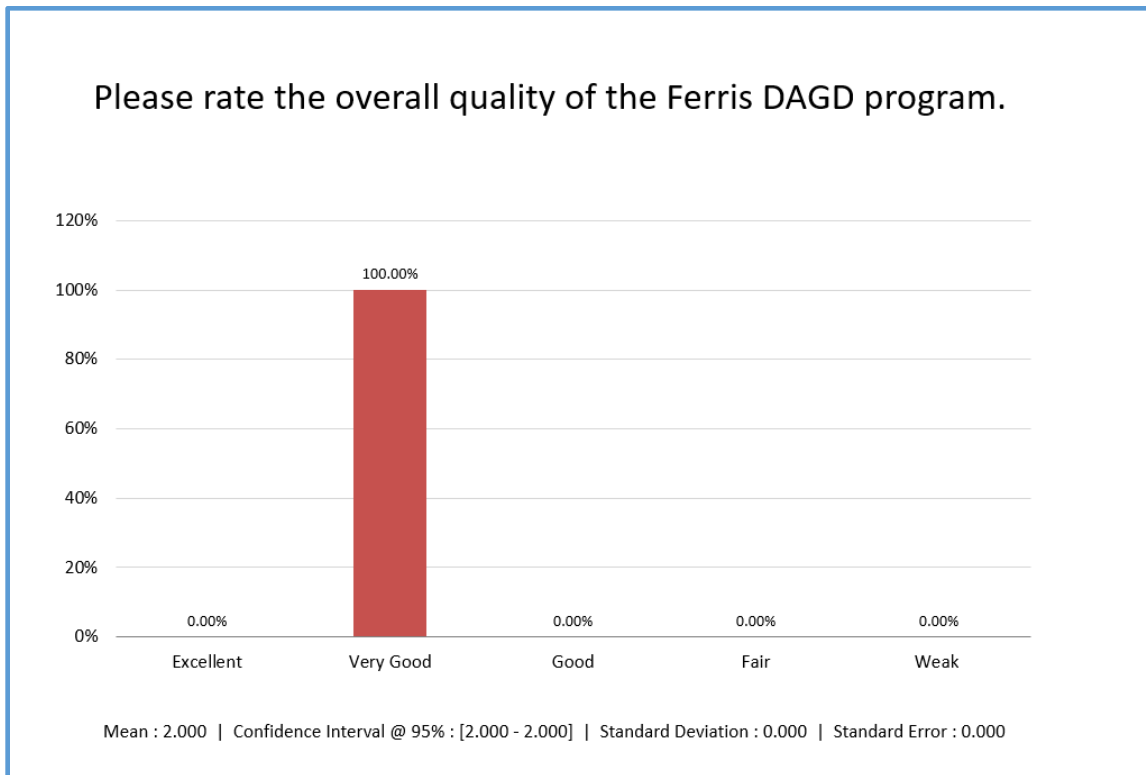
o How will the program address alumnus evaluation trends reported (specific).

We will continue to keep close to our alumni through social media and other means. We will include them in advisory boards and enlist their help as speakers both live and on skype.

o Evaluate advisory board members' perceptions of the composition and quality of program faculty.

We have no data on that exact question. However, they are overall pleased with the quality of the DAGD program. [Advisory Board](#) survey.

o Evaluate overall advisory board evaluation trends within the program.



We are pleased with the results from our advisory board. We have room for improvement, but have a strong base to work from. We do need to improve response as this report is based on three respondents from an email request of the 13 member advisory group.

o How does the program address advisory board evaluation trends within the program (general)

We need to stay in closer contact with our advisory board. They can provide insights into the industry that is quick to change.

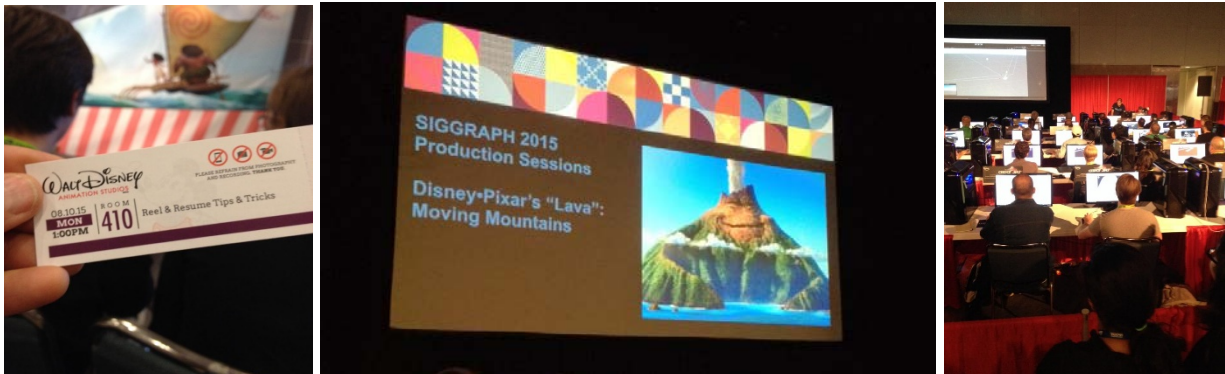
o How will the program address advisory board evaluation trends reported (specific).

We will continue to keep the advisory board informed of changes and improvements in the DAGD program such as our new checksheet that will be available in Fall 2017.

□ Program Policies and Procedures

o How does the program provide opportunity and encouragement for program faculty to fully engage in teaching improvement activities, research, and service?

DAGD and FSU provides ample opportunity in teaching improvement activities, research, and service. Administration encourages and funds our faculty to attend conferences and training sessions to improve our teaching and research. Two top conferences, the Game Developer's Conference (GDC) and Siggraph are designed to offer high level classes in development and research opportunities. We bring this back into our classroom delivering current tools and techniques to our students. These conferences also allow us to speak directly to our peers in other colleges with educational SIGs or special interest groups. We openly compare notes and learn what industry wants from us.



DAGD faculty is encouraged to attend training opportunities with the FCTL and others. Seminars we have participated in include

- Blackboard training
- BusinessWriting Seminars
- Trac Dat Seminars
- Game Design seminar at CMU

o How does the program provide opportunity and encouragement for program faculty to fully engage in student advising?

Advising is more than picking classes. It's an opportunity to mentor and assist student growth. We consider advising to be a critical function for faculty. It allows us to customize a student's learning track and guide them through difficulties they may find in academia. Every summer the DAGD coordinator attends the 'Statewide' advising seminar hosted by FSU-GR and run by Dawn Schavey. This one-day seminar provides updates on advising issues such as the migration from the MACRAO to the MTA and Ferris' own spin on it.

The coordinator brings back these thoughts to faculty and reviews them at our meetings. He also works closely with faculty and guides them in one-on-one sessions with students.

Our goal is to get students to degree as soon as possible, but without compromising the quality of work the students do. We balance general education classes with DAGD to maximize the student's learning style. Our goal is to have no wasted credit and balance class load and the student's life goals.

We believe the general improvement in how our students see our faculty is a direct result of this one-on-one approach. We insist on advising appointments for class sign up so we can 'check-up' and see how they are doing. We often uncover student issues and learning disabilities that we can see in class as we review transcripts and progress through the degree. o Evaluate the minimum qualifications for a tenure-line faculty within the program.

As part of this continuous improvement advising process, all students have virtual checksheets where we record past grades, classes in progress and anticipated classes. We also record substitutions and transfer classes from community college. We refer mydegree often and cross check our online checksheets. Students appreciate having an updated and printed checksheet after each advising session. As we iterate these virtual checksheets, we have a running record of what was planned versus what actually happened in case discrepancies occur.

o Evaluate the minimum qualifications for a full time temporary faculty within the program.

Minimum qualifications for full time temporary faculty in DAGD is a B.A. in a related field and three years of experience in the field of visual communications, programming or game design. This is appropriate and allows for valuable industry experience to be brought to the classroom, but keeps opportunity open for younger faculty.

o Evaluate the minimum qualifications for an adjunct faculty within the program.

Minimum qualifications for full time temporary faculty in DAGD is a B.A. in a related field and three years of experience in the field of visual communications, programming or game design. This is appropriate and allows for valuable industry experience to be brought to the classroom, but keeps opportunity open for younger faculty.

□ Hiring and Retention

o Evaluate the program's ability to hire and retain quality faculty at all levels.

With the growth of DAGD, new faculty has been required. We recently had a search for programming faculty and 3D faculty. Our first search from summer of 2016 for programming faculty failed. The candidate pool was very shallow. Our fall search for 3D faculty succeeded, but of the five qualified people who applied from a national search, three were DAGD graduates. Our second search for programming faculty in Spring of 2017 succeeded. The overall pool of from a national search only yielded three qualified candidates.

Our first candidate, a recent graduate from RIT in his early 20's declined our modest offer. The second candidate accepted, but his international status has made hiring expensive and a challenge. With intense competition from other schools, attracting qualified faculty is a difficult task.

This poses a question: why do people want to work as faculty and in particular, Ferris? Our search last summer for programming faculty showed us how thin the pool of faculty really is. None were qualified to teach with us. Good advertising was done, posting made and announcements through qualified channels were made but little result.

We should survey the current landscape. Four of our full time faculty members are also DAGD grads. These instructors are outstanding and have been the reason for our continued success. But they are with us not because of the pay. They are here because of our academic mission, the DAGD family and West Michigan quality of life. All DAGD faculty members could go out into the private sector and make considerably more money they are making at Ferris. This is part of the reason attracting qualified faculty is difficult. With salaries no better than high school teachers, and a small town lifestyle in Big Rapids or a two-hour commute, there is little incentive to make a move to Ferris.

Ferris DAGD at Risk: A 2011 case study.

This puts the DAGD program at risk. For instance, in 2011, two faculty members resigned three weeks before fall semester to start a company. With a third faculty member joining them and splitting his attention from Ferris, we were decimated and instruction could had been severely compromised. Fifty percent of the faculty resigned because of better opportunities, a chance for focused research and the potential of more pay.

Fortunately, our strong connection with alumni was the saving grace. Three outstanding alumni, Andrew Smith, Nick Pattison and Jake Pollak stepped up with little hesitation to fill the spots vacated. The point being, if Ferris wants to retain quality faculty, they need to provide better pay and opportunities for paid research not currently offered.

DAGD Tenure at Ferris

DAGD faculty are here because of their academic mission and the DAGD community they have created.

There are now four faculty on a tenure track. Two of the faculty members on tenure track are after more than 10 years of service as temporary faculty. This is a move in the right direction. However, with this move, tenure track salaries offered for two senior members of DAGD were *lowered* with the promise that being on tenure would eventually pay off. They have been offered extra classes and summer load to cover the gap left by moving to tenure.

An example of salary range for a regional 3D animation professor posted at Washtenaw Community College (June, 2017) offers a salary at \$57,491 – \$75,010) Minimum requirement is an Associates degree and two years of teaching experience. The founding two members of DAGD now on tenure track, having attained Masters Degrees and provided over 10 years of service teaching at Ferris were offered *the middle* of the WCC range. Both senior faculty have over 40 years of combined ‘real world’ experience as well.

We are recognized as a top 20 college for game design and animation. University of Southern California professors, the a top program in the country, has an average professor salary of \$178,806 (retrieved from <http://faculty-salaries.startclass.com/1/1467/University-of-Southern-California-USC> June 23, 2017)

Average salaries at Michigan State University for an Assistant professor is \$91,057. (retrieved from <https://www.glassdoor.com/Salary/Michigan-State-University-Salaries-E7795.htm> June 23, 2017) MSU is considered # 16 in the country for Game Design. Ferris is # 20.

Our faculty appreciates opportunities provided by Ferris and their continued employment and benefit packages. However if Ferris wants to attract and more importantly *retain* faculty, they need to be equitable.

Tenure Track and Full Time Faculty Resume and Vita. [Faculty Resumes link](#)

Big Rapids

Marty Lier

Mel Danes

Varun Ready

Grand Rapids

David Baker (also teaches in Big Rapids)

Jake Pollak (also teaches in Big Rapids)

Nick Pattison (also teaches in Big Rapids)

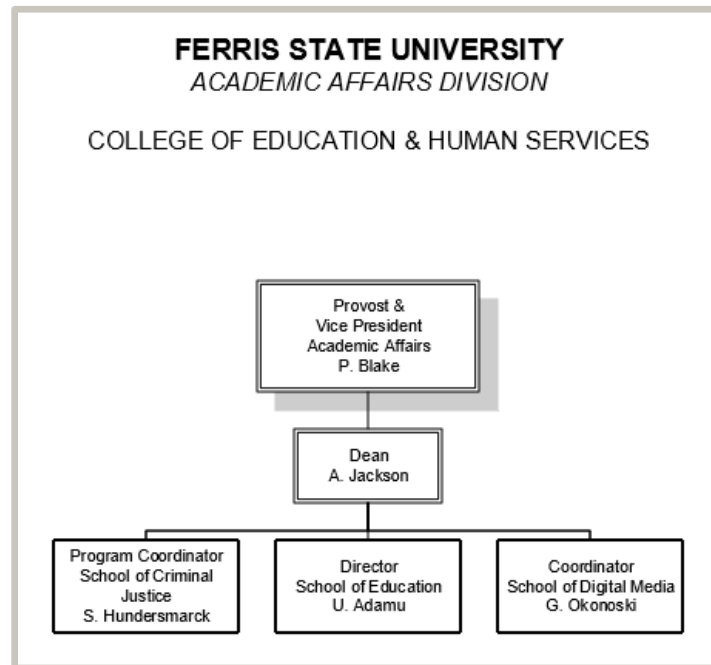
Andrew Smith (also teaches in Big Rapids)

Bryce Gore

Program Administration and Support

Administration

- o Include a copy of the organizational chart by college including the program's place within the overall unit structure.



- o Identify administrative positions by title that have program oversight up to and including the Dean of the college.

David Baker – Program Coordinator

Glen Okonoski – Director – School of Digital Media

Tracy Powers – Assistant Dean EIO

Steve Reifert – Dean – EIO

Arrick Jackson – Dean of COEHS

- o Report the name, highest degree earned, and administrative experience for all administrative positions with program oversight.

Paul Blake – Provost and Vice President of Academic Affairs

Arrick Jackson – Dean of the College of Education and Human Services. - PHD

Glen Okonoski – Coordinator – School of Digital Media – MSCTE

Steve Reifert – Dean – Extended and International Operations - PHD

Tracy Hilty – Assistant Dean – Director, Grand Rapids. MSCTE

o Evaluate the efficiency and effectiveness of the current structure.

DAGD is a unique program as it had its founding in the College of Professional and Technological Studies. We moved over into the COEHS in 2012 inside the newly formed School of Digital Media. Financial responsibility is divided between the COEHS and EIO.

The current structure works well. Duties are well assigned and the School of Digital Media Coordinator and Assistant Dean of EIO work together to share responsibilities and exchange resources as needed.

o Evaluate the positive aspects of the current structure.

Being inside the School of Digital Media gives us the opportunity to work closely with allied programs Television and Digital Media Production (TDMP) and Digital Media Software Engineering (SENG). Both TDMP and SENG classes are seen inside the DAGD checksheet allowing for crossover with both programs improving diversity. We also work together on recruiting events and promotional collaborations like Career Quest in Grand Rapids and the Ferris Media Festival in Big Rapids.

Grand Rapids has thrived well under the supervision of Tracy Hilty. Her attention to detail and continued support for DAGD is a significant reason for its success.

Glen Okonoski has mentored the program in Big Rapids through his position of School of Digital Media (SDM) coordinator and director. Through his significant efforts, DAGD in Big Rapids has an equal amount of students as Grand Rapids. He has been respectful of the faculty and works diligently to balance forces within the SDM and DAGD.

Having a Grand Rapids presence is important as it serves two important recruiting functions. First, it offers an efficient educational solution to CTE centers such as Kent County Technical Center in Kent County, Careerline Tech Center in Ottawa County, Eaton County RESA in the Lansing area and Education for the Arts in Kalamazoo. Regional students in get a significant financial benefit if they partner their FSU education with GRCC, KVCC or LCC. The Grand Rapids campus also serves as a 'transfer school' for Michigan community colleges. With 15 transfer plans created for them and the Grand Rapids campus curricula tuned for transferring, it is an asset to Ferris.

The DAGD program coordinator in Grand Rapids, David Baker helps keep the program moving along advising, teaching and promoting the program to regional schools. During his time as Program Coordinator since 2008, DAGD has almost tripled in size, improved the curricula and enhanced student/alumni satisfaction significantly.

o Evaluate opportunities for improving the current structure.

We look forward to working closer with TDMP faculty on main campus as DAGD grows. Our presence inside the IRC building has a high profile. We'd like to open up more classroom space in the IRC if possible and have faculty offices closer to the classroom to improve lab oversight and access to students.

o How does the program provide opportunities for program faculty and staff to discuss the program's place within the current structure with administrators who have program oversight?

DAGD has monthly meetings with School of Digital Media (SDM) Coordinator Glen Okonoski who keeps us well informed of SDM issues and events. He also spends a day a week in our 'Grand Rapids Faculty Room' as a guest which allows informal communication with all. Tracy Hilty has daily contact with Grand Rapids coordinator David Baker.

We are very open and proactive when it comes to communications with each other. We work together to make the program on both campuses strong and responsive to student needs.

An observation: We believe one of the strengths of DAGD has been how faculty work together and learn from each other. This, in the writers humble opinion is a direct result of the Grand Rapids faculty being in one room where we can help each other advise and plan informally. I would recommend that Big Rapids follow this example.

Staff

o Report the number of support staff (by title) assigned to the program.

Big Rapids

Nina Darnell – Academic Advisor – Big Rapids

Rolonda Burgo – Department Secretary – Big Rapids.

Grand Rapids

Laura Porritt – Assistant to Tracy Hilty

Jocelyn Goheen – Student Services

o Evaluate the efficiency and effectiveness of the current structure.

The administrative system appears to be efficient and effective.

o Evaluate the positive aspects of the current structure.

The current structure works well. Staff, faculty and administration work closely to assure student needs are met and deadlines for department needs are satisfied.

o Evaluate opportunities for improving the current structure.

We are open to explore opportunities to improve the current structure.

Support Services

Successful programs rely on support services provided by the University in order to deliver the highest quality product for students. This section gives programs an opportunity to speak to both the positive attributes of university support services and opportunities for improvement.

Support Services For the following support services and offices available to programs and students across campus, evaluate how the services have been utilized by the program, how the services are made available to program students, how the services serve overall program needs

and established goals, positive dimensions of the services available, and opportunities for improving service offerings and operations.

o FLITE

As DAGD has only been available on the main campus for two years, we have not made great use of FLITE. We have been very happy with our Librarian in FLITE, Gary Maxner who has graciously co-taught our DAGD 150 Introduction to Game Design with Andrew Peterson. We look forward to new opportunities working with FLITE under Gary's direction.



o Faculty Center for Teaching and Learning

DAGD faculty have made good use of FCTL. Andrew Peterson has been instrumental in raising the consciousness of DAGD on main campus and is employing gamification strategies both in FCTL curricula and our classes. Jackie Hughes has been very helpful in implementing Blackboard in our classrooms and supporting us with teaching and technical assistance as we build our classes. Jody Gardaí has provided training in Grand Rapids with a three-day writing seminar in Grand Rapids and a seminar in suicide awareness. As new tenure line faculty, I had the pleasure of attending a three-day seminar sponsored by FCTL on being faculty at Ferris.

o Tutoring Center

We have not taken advantage of opportunities in the tutoring center.

o Technology Assistance Center (TAC)

The Technology Assistance Center has been a significant resource for our program. Being dependent on computers, we have relied on them to 'fix' our problems for years. On both campuses, they are skilled and responsive. Technicians respond quickly and are proactive searching for solutions to our issues.

Phone assistance is outstanding. Consultants are polite and patient and always find a solution either on the phone or by writing a 'ticket' that is followed up promptly.

A 'shout out' to Beth Haneline on the Grand Rapids campus for all her hard work and effort keeping our labs organized and humming.

o Birkam Health Center

We have not had any interaction with the Birkam Health Center. We have asked for counseling support for students in the Grand Rapids campus, but Grand Rapids students are pointed to generic Kent County resources.

o Media Productions

We have not had much interaction with Media Productions at Ferris. We have had the staff photographer visit on occasion and found it to be a positive experience. We would like to work with them creating posters and banners for our program and students.

o Institutional Research Board (IRB)

We have not had any interaction with the Institutional Research board.

o Career Center

We have not had any interaction with the Career Center. We would appreciate being part of the event and having potential employers attend the Big Rapids recruiting event.

o Institutional Research and Testing

IRT has been very helpful with program review this year. In 2010 we didn't seem to have much support in this area. They are responsive and easy to work with opening, closing and reiterating surveys we felt were weak.

o University Advancement and Marketing



University Advancement and Marketing has been very proactive and a partner of DAGD. The Grand Rapids office houses part of this unit and they are always looking for ways to improve our presence in the Michigan community. Jennifer Amlotte (pictured with Jocelyn Goheen) leads marketing for Ferris Statewide. Their graphic designer Alissa Ferris is outstanding and willing, if budget permits, to serve with design and printing services. Eric Hazen has supplied good writing resources for both print and social media along with quality video and photo projects. Through UAM we have had support for social media and connect to **Miranda of WOTV** who often calls on DAGD to be part of her show.



<http://wotv4women.com/2016/09/27/super-science-with-s-t-e-a-m/>

o **Diversity and Inclusion Office**

Ferris faculty have taken workshop from the Diversity and Inclusion office including seminars given by David Pilgrim. We would like to potentially work with the Jim Crow museum on main campus on interactive applications.

o **Educational Counseling and Disabilities Services**

Student Services director, Jocelyn Goheen from the Grand Rapid office has been very helpful in setting up a funded mentor/mentee program that matches up freshmen students and upper classmen to help improve college transition.

https://www.ferris.edu/HTMLS/administration/president/DiversityOffice/oncampus/2015_2016grantpdf/DAGDMentorProgramMiniGrantApplication.pdf

o **Grounds and Maintenance**

DAGD has a positive relationship with these departments on both the Big Rapids and Grand Rapids campuses.

Facilities and Equipment Return

The quality and availability of facilities and equipment is an important component of a quality program. Not only does the proper physical environment allow for cutting edge pedagogy, but serves as a marketing and promotion tool for potential students and other stakeholders. This section provides programs an opportunity to describe the current resources available for program operations, an analysis of the quality of program resources and their impact on program quality, and program plans and actions for acquiring the appropriate and necessary program resources that enables delivery of the highest quality program.

□ **Space**

o **Provide a detailed accounting of all teaching space used by the program.**

Big Rapids Facilities

Room 121 – IRC – Classroom – 20 computer stations – 30 chairs – Projector. 1 Instructor station

Room 223 – BIS – Classroom - 17 computer stations – Projector – 1 Instructor station

Room 327 – BIS – Classroom – Lecture Hall – 30 seats – Projector – 1 Instruction station

Grand Rapids facility

Room 172 – ATC – Classroom – 23 computer workstations – Projector – 1 Instructor Station

Room 174 – ATC – Classroom – 23 computer workstations – Projector – 1 Instructor Station

Room 178 – ATC – Classroom – 20 computer workstations – Projector – 1 Instructor Station

Room 160 – ATC – Classroom – Lecture hall. – 30 seats

Various classrooms on the GRCC campus for non-computer dependent courses.

o Provide a detailed accounting of all laboratory space used by the program.

On both campuses computer classrooms serve as lab space when not used as a classroom. About 40 hours a week are found for lab time on each campus. This is adequate as many students prefer to do homework in their own space. We would like to be able coordinate lab time to be convenient to student schedules. In Grand Rapids, we often have to accommodate evening classes from other programs and close our labs down.

o Provide a detailed accounting of all office and meeting space used by the program.

Office space:

Big Rapids – Marty Lier and Mel Danes have their own offices on the third floor of BIS. For meeting space, we often utilize Room 121 and the TDMP lounge in Bishop Hall.

Grand Rapids – Five faculty share space in room 177. For meeting space, we have the outside the main FSU office (about 8 seats) and outside the FSU- DAGD classroom (about 5 seats). We do have good access to high quality meeting space from GRCC including the ATC Conference room (20 seats) Banquet halls (occupancy 200+) and Auditorium (100 seats).

o Provide a detailed accounting of all storage space used by the program.

There is no unique storage space available on either campus for DAGD.

o Provide a detailed accounting of all other space used by the program.

Big Rapids:

Occasional use of the TDMP television studio for motion capture.

Grand Rapids

Partnered classroom space with the Grand Rapids Community Media Center for TDMP 243. Occasional use of the GRCC ATC atrium for Capstone presentation, Motion Capture and Summer Camp lunches.

o Evaluate the adequacy of the space available for use by the program.

Big Rapids;

Big Rapids and Grand Rapids space is reasonable. As we grow in Big Rapids, we will need to consider more partnered space with TDMP and SENG programs. Grand Rapids space is tight, but manageable. It would be helpful to have some storage space available in Grand Rapids as our faculty offices are filled with crates and props reducing the appeal for prospecting students and parents.

o How does the program plan to address potential negative program impact as a result of the current state of space available for use by the program?

We work on projecting forward and finding space needed for growth and be creative in our options. Partnering with other programs on campus, such as the 3D printing labs help expand our resources without expanding our required space.

o What changes to the space available for use by the program would have a positive impact on program quality?

On main campus and Grand Rapids, a multi-purpose space would be helpful to keep the Virtual Reality and motion capture labs running when needed. Currently, we need to dismount and remove all the Infra-Red (IR) sensors for both systems whenever we want to work in this virtual space. Having a more permanent set-up would be very helpful in expediting projects.

High on our 'wish list' is to make the classroom spaces on both campuses to have a **higher visual appeal**. Currently, walls are blank. At other schools such as Ringling College of Art and Design the walls and hallways are covered with movie posters alumni have worked on. We should have a similar feel in our classroom and approaches to our classrooms. Lighting would improve the overall appeal of the classroom. These are interior design issues that can be easily solved with a modest printing budget.

We need to replace chairs in the Grand Rapids classrooms with quality seating. They are falling apart. Also higher quality projectors in Room 174 ATC is important. Current light output is low.

□ ***Computers***

o Provide a detailed accounting of the computers available for use in the classroom(s).

Big Rapids – Room 121 IRC = 20 Dual Screen Workstation level CPU + Instructor Station

Room 211 BIS = 17 Dual Screen Workstation level CPU + Instructor Station

Grand Rapids Room 172 = 24 Dual Screen Workstation level CPU + Instructor Station

Room 174= 23 Dual Screen Workstation level CPU + Instructor Station

Room 178 = 20 Dual Screen Workstation level CPU + Instructor Station

o Provide a detailed accounting of the computers available for use in the laboratory(s).

Big Rapids – Room 121 IRC = 20 Workstation level CPU + Instructor Station (24 hour access when class is not in session)

Grand Rapids – Room 172 = 24 Workstation level CPU + Instructor Station
 Room 174= 24 Workstation level CPU + Instructor Station

Grand Rapids - Room 178 = 20 Workstation level CPU + Instructor Station (lab space)

About 40 hours of lab time is available a week in Grand Rapids between all three classrooms. When not being used as a class, we open them up for labs.

o Provide a detailed accounting of the computers available for use in faculty offices.

All 8 faculty are provided laptops with 32 gb I-core 7 pentiums and Nvidia graphics cards.

The Grand Rapids office has one older desktop unit in Room 177 for general internet access.

o Provide a detailed accounting of computer labs available for student use.

Big Rapids – Room 121 IRC = 20 Workstation level CPU + Instructor Station (24 hour access when class is not in session)

Grand Rapids – Room 172 = 24 Workstation level CPU + Instructor Station
 Room 174= 24 Workstation level CPU + Instructor Station

Grand Rapids - Room 178 = 20 Workstation level CPU + Instructor Station (lab space)

Available Software on DAGD computers

1/23/2017	3D Coat	4.5
2/23/2017	7-Zip (with context-menu extention)	
2/22/2017	Adobe Audition (CS/CC)	CC 2014 Release
2/22/2017	Adobe CC	CC 2017 Release
7/9/2015	Alchemy	BETA 008
1/23/2017	Autodesk Suite	2017
7/9/2015	Blender	2.75a
2/23/2017	Brackets	1.8 or newer

	Element 3D	1.6.2
	Filezilla	3.9.0.6
	<i>Git</i>	
2/23/2017	GitKraken	2 or newer
7/9/2015	Handplane 3D	1.5
2/22/2017	MS Office	2016
2/23/2017	node.js	6.10.0 or newer
2/23/2017	Processing	3.3 or newer
	Reason	7
3/2/2016	Reason	7
7/9/2015	Roadkill	1.1
2/25/2017	Substance Painter	2.5.0
1/23/2017	UE4	4.13 or newer
2/22/2017	Unity	5.4 or newer
2/27/2017	V-Ray	2016 3dsMax - V-Ray - 2.50.01 Upgrade to 3.5 (Possible Phoenix FD Bundle)
	Visual Studio	Any with C#
1/23/2017	VLC	2.1.5 Rincwind
7/9/2015	WinFF	1.5.4
10/13/2016	Z-WAMP	
2/22/2017	Zbrush	4r7

o Evaluate the adequacy of the computers (including software) used by the program.

DAGD is a computer intensive program. We require ‘workstation’ quality units that equal what would be found in industry. We are fortunate that administration on both campuses recognize this and support us with quality resources. Every two years in Grand Rapids a lab is refreshed with new computers and we review how we can simply upgrade older ones with newer technology such as solid state drives and more onboard memory. Older computers are relegated to our labs to get maximum use of these computers. Our IT department in Grand Rapids does an amazing job keeping the computers running and updating software images every semester. Big Rapids TAC services are also quick and responsive to our needs. All DAGD computers have the same software ‘image’ making maintenance manageable.

Software is always changing and improving. We have had good support from administration as new applications are made available. Every semester requests are made from faculty on required software. One faculty member leads the resource management and takes charge of evaluation and relevance of the software needed. We balance software cost with use as best as we can.

Once the software is evaluated and purchases approved and made, a new image is created yearly and updated in January. IT clears all software and reimages to keep software fresh.

Students are not permitted to load any software on our computers.

o How does the program plan to address potential negative program impact as a result of the current state of computers available for use by the program?

We stay on top of how our computers are running. As they are built to be similar to each other if not direct copies, we can see when issues pop up. We track issues and report them immediately to our IT department and proactively adjust.

With the emergence of Virtual Reality, we will need to refresh computers to run VR applications and make display possible. Currently, workstation level graphics cards are outrageously expensive for Virtual Reality. Consumer 'gaming' graphics cards are actually more powerful and cheaper than workstation cards but may not be robust over an 8 year timespan for our computers.

We have raised this issue, but IT is hesitant to go the 'consumer' route as if they fail, a whole classroom could fail bringing instruction to a halt for weeks. A very reasonable concern.

A compromise we suggest is to **have every classroom have at least one VR ready computer** to test VR projects with Headset and controller peripherals such as hand wands. As the technology becomes more robust we can work them into the classroom labs.

o What changes to the computers available for use by the program would have a positive impact on program quality?

As stated above, having at least one computer available that has the capability to **display VR** so students can test their work in a real world display. We should also maintain our current schedule of updating computers bi-yearly and upgrading older computers with more memory and solid state drives.

Currently, to exchange files, we rely on cloud services such as Google Drive, Blackboard or 'sneakernet (flash drives)' to make this happen. It would be faster, more secure and efficient if we could have our own local server to exchange and store files. The Grand Rapids facility did have this helpful capability, but it was disallowed and removed 4 years ago to the dismay and complaint of all the faculty.

Equipment

o Provide a detailed accounting of the equipment available for use in the classroom(s).

All DAGD classrooms has Ferris approved AV cabinets that can switch sources for classroom projectors from computer to HDMI to a Elmo style realtime desk camera.

Grand Rapids students who need video cameras are encouraged to use education partners at the Community Media Center of Grand Rapids. Memberships are \$36 a year. With this membership, students can check out all the equipment needed to make quality video productions and much more.

<https://grcmc.org/membership/membership>

o Provide a detailed accounting of the equipment available for use in the laboratory(s).

All DAGD classrooms double as computer labs.

o Provide a detailed accounting of equipment available for student use.

In addition to computers DAGD students in Big Rapids have little auxiliary equipment available.

In Big Rapids Perception Neuron Motion Capture hardware and software

In Grand Rapids, 10 USB desk microphones
 10 MIDI keyboards for audio production class.
 1 VR HTC VIVE Headset
 1 Microsoft Hololens Headset (shared with SENG)
 1 Canon HD tape based camera
 1 Manfretto Tripod for HD camera
 Google Glass (obsolete)

o Evaluate the adequacy of the equipment used by the program.

The Video equipment is marginal but serviceable.

MIDI keyboards and Microphones are in good shape.

HTC VIVE and Hololens are in good shape.

The HTC Vive and Hololens are still current

Google glass is obsolete

o How does the program plan to address potential negative program impact as a result of the current state of equipment available for use by the program?

For Grand Rapids, we rely on the Community Media Center for (grcmc.org) most of our video support. They have recently upgraded their equipment to HD and SD cards for file transport.

We no program plan for upgrading existing equipment as we are not given a budget.

o What changes to the equipment available for use by the program would have a positive impact on program quality?

Quality projection systems in all classrooms is critical.

As previously mentioned, as Augmented Reality and Virtual Reality become more mainstream, it will be important to give students direct access to this tool. Upgrading our VR/AR equipment/facility and having more units available for checkout will help spur research and growth.

Perceptions of Overall Quality


The process of program review is one element in a program’s plan for continuous quality improvement. This section provides the program, program administration, and interested individuals from outside the program an opportunity to grade their impression of overall program quality.

The overall rating should be assigned in consideration of the program as it relates to the following: relationship of the program’s mission to its department, college, and the university; program visibility and distinctiveness; enrollment; the characteristics, quality, and employability of students; the quality of the curriculum and assessment; the composition and quality of faculty; the composition and quality of program administration; and the overall value of the program to stakeholders, including Ferris State University.

Note – this section should be (at a minimum) completed by the Program Coordinator, department Head / Chair, Dean, PRP member with Special Interest in the Program, and the PRP Faculty Member from Outside the College.

Perceptions of Overall Quality

- o On a scale of 1 – 100 (with 100 representing the highest program quality achievable) rate the overall quality of the program.
- o Summarize the reason(s) for the rating assigned.
- o Outline recommended next steps to improve program quality.

Dean Arrick Jackson APR recommendations	 Dr. Jackson Recommendations f
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Glen Okonoski; Coordinator, School of Digital Media -

1. On a scale of 1-100, rate the overall quality of the program.

- a. Quality—91% The DAGD program is a premier, innovative program at Ferris, in Michigan, and across the nation. The hands-on approach to instruction is effective in developing both the artistic and technical skills that graduates need in order to be successful in their careers.

2. Summarize the reason(s) for the rating assigned.

The DAGD program has adapted and responded to industry needs, including through a recent curriculum update. It has maintained its strong rating by the Princeton Review, which is a reflection of the outstanding curriculum, faculty and student success within the program. With the Fall 2016 expansion of the program to the main campus, the program has grown and is now serving more students than ever. The program has conducted a successful faculty search recently, and also moved two long-standing full-time temporary faculty to tenure track positions. The program is well positioned for continued success.

3. Outline recommended next steps to improve program quality.

- a. Build on strategies for
 - i. Maintaining and improving review rating by Princeton Review
 - ii. Growing enrollment on the Grand Rapids campus
 - iii. Serving well the large cohorts over the last two years in Big Rapids
- b. Increase funding to
 - i. Replace computer labs on a cyclical basis
 - ii. Cover costs of software licensing fees
- c. Increase partnerships through student projects
 - i. Collaborate with School of Criminal Justice on shooter simulation
 - ii. Collaborate with Grand Rapids area businesses and non-profits
 - iii. Participate in Art Prize
 - iv. Participate in the Traverse City Film Festival

Overall, the health of the DAGD program is strong. It is a growing program in terms of enrollment, and goals of an additional Master's Degree program around learning through gaming should be pursued.

Rick Baker – Software Engineering Program Coordinator

1. Overall quality of the program (93/100)
2. There needs to be a more formalized path of completion in the contained disciplines: Animation, 3D modeling, Programming, User interaction design.
3. Formalized paths that are documented for students to follow based on their career goals and passions.

Ken Clark – Program Coordinator–ITM - PRP Faculty Member from Outside the College

I had been an adjunct faculty for 10 years and now have been a program coordinator for 3 years. I am not an expert in DAGD but have been able to formulate some opinions based on the last 3 years.

My office is near where the DAGD students and faculty reside in Grand Rapids. I am currently sharing an office with a DAGD Program Instructor/Advisor. I see and hear things.

I would rate the DAGD Program at 100 of 100. Based on the talk and attitudes of the instructors and students, the enthusiasm from each is infectious!

Students and faculty come early and stay late and always seem to be talking DAGD lingo!

I would continue to do what it is you are doing! Deliver 'work-ready' employees! You all have every reason to be proud of your many accomplishments.

Tracy Hilty – Assistant Dean, EIO in Grand Rapids - PRP member with Special Interest in the Program

I have seen this program from its inception and it has grown considerably in quality. This is due to hiring highly qualified faculty and continuously evaluating and re-working the curriculum to meet the needs of this ever-changing industry. It is difficult to keep up with the technology needs of this program as they are ever changing and the resource needs continue to grow.

David Baker – Program Coordinator DAGD

○ **On a scale of 1 – 100 (with 100 representing the highest program quality achievable) rate the overall quality of the program.**

Overall Quality **89%**

○ **Summarize the reason(s) for the rating assigned.**

We have done well, but we have so much more to do. We have driven, committed faculty, an active and connected student body, a supportive administration and first-class facilities. We should never be 100% satisfied until Ferris DAGD employs all of its graduates in related fields, uniformly produces high quality outcomes and recognized as a leader in animation and game education.

○ **Outline recommended next steps to improve program quality.**

- Attract outstanding students to Ferris through web presence and academic pipelines.
- Add animation and animation film-making concentration
- Explore development of emerging technologies such as VR/AR
- Produce full game productions utilizing the power of process and teamwork.
- Continuously improve content, delivery and flow of curricula.
- Provide quality online delivery utilized in both class and virtual experiences.
- Continue connecting coursework to provide unified material culminating in the capstone experience.
- Provide a Masters Degree in Game Education and Development
- Improve career connections with industry.

Signature Page


Signature Page DAGD APR




Signature page.pdf

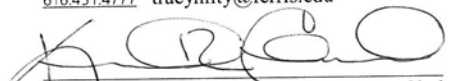
Digital Animation and Game Design – BAS
151 Fountain NE
Grand Rapids, MI 49503 – 616-643-5722


My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

 8.21.17
Signature and Date David Baker
PRP Chair and DAGD Program Coordinator
616.643.5722 Baker111@ferris.edu

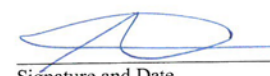
 8-21-17
Signature and Date Glen Okonoski
School of Digital Media Coordinator / Professor Television and Digital Media Productions
231.591.2709 glenokonoski@ferris.edu

 8.21.17
Signature and Date Tracy Hilty
Individual with Special Interest in the Program
616.451.4777 tracyhilty@ferris.edu


Signature and Date Ken Clark
Faculty from Outside the College
616.451.4777 kennethclark@ferris.edu

 8-21-17
Signature and Date Marty Lier
Program Faculty
231.591.2712 martinlier@ferris.edu

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

 8/21/17
Signature and Date Arrick Jackson
Dean of the College of Education and Human Services
231.591.2702 arrickjackson@ferris.edu



Appendix and Data

Faculty Resumes

Resume	Demo or website	
David Baker	https://www.youtube.com/watch?v=KH3HqHxmL_0	 CV_David_Baker.pdf
Marty Lier	https://www.youtube.com/user/martylier/videos	 Lier Resume.doc
Bryce Gore	http://rbgorepd.weebly.com/	 Richard Bryce Gore Curriculum Vitae_20
Jacob Pollak	http://www.jacobpollak.com/	 Jacob_Pollak_CV_8-22-16.pdf
Nick Pattison	https://www.linkedin.com/in/nickpattison	 Pattison CV 2017.pdf
Andrew Smith	http://artbysmitty.com/	 Resume - Andrew F. Smith - Ferris State U
Mel Danes	http://mel-danes.deviantart.com/gallery/	 Mel Danes Resume 2017.doc
Venkat Varun Reddy Singireddy	https://www.behance.net/gallery/24042347/SCAD-Application-Interface-Design	 Venkat Varun Reddy Singireddy.p













Cari Mayle	http://www.carimayle.com/	 CariMayle_Resume_2016.pdf
Kyle Boucher	http://www.dartfrogcreative.com/	 Bourcier Resume.pdf
Jessica Plowman	https://www.facebook.com/justin.plowman.129	 Plowman Jessica Resume 2017.pdf
Noah Desmit	https://www.youtube.com/user/noahdesmit/videos	 Noah DeSmit Curriculum Vitae.pdf













DAGD Checksheets






Current DAGD Checksheet	 DAGD Checksheet 2014 Iteration VI.doc
DAGD curricula proposal Jan 2017	 DAGD curricula proposal Jan2017.pdf

DAGD Syllabus

	DAGD Syllabus	
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DAGD 100	3D Modeling & Animation I - Introduction to Computer Animation	 DAGD 100 AGA Danes Syllabus F16.1
DAGD 101	2D Visualization – Storyboards & Style Guides	 DAGD 101 Baker Syllabus F15.docx
DAGD 102	Story Development for Film & Gaming	 DAGD 102 Story Development for An
DAGD 103	3D Visualization – 3D Drawing & Sculpture	 DAGD 103 Baker Syllabus F15.docx
DAGD 104	Digital Imaging	 DAGD 104 Danes Syllabus F16.pdf
DAGD 150	Introduction to Game Design & Development	 DAGD 150 Pattison Syllabus SP15.pdf
TDMP 136	Audio Production	 TDMP 136 DeSmit Syllabus F16.pdf
DAGD 204	Digital Imaging for 3D (DAGD 104*) –	 DAGD 204 Danes Syllabus F15.pdf
DAGD 230	3D Modeling & Animation II - Modeling & Animation (DAGD 100*)	 DAGD 230 Lier Syllabus SP16.doc
DAGD 255	Game Programming I (SENG 100*)	 DAGD 255 Pattison Syllabus SP16.pdf
DAGD 260	Multimedia Authoring I (SENG 100*)	 DAGD 260 AGB Pollak Syllabus SP17
TDMP 243	Field Production –	 TDMP 243 Baker Syllabus SP17.pdf

DAGD 300	Level Design (DAGD 150*, DAGD 230*)	 DAGD 300 Plowman Syllabus SP16.pdf
DAGD 310	Interaction Design (DAGD 104*, DAGD 260*)	 Syllabus Pollak DAGD 310-AGA F16
DAGD 315	Digital Media Productions (DAGD 150*, DAGD 260*) –	 DAGD 315 Pollak Syllabus v1 SP17 v1.1
DAGD 305	Portfolio (DAGD 230*, DAGD 204*)	 DAGD 305 AGA AGB Lier Syllabus SP15.doc
DAGD 320	Multiplayer Game Programming (DAGD 255*)	 DAGD 320 Pattison Syllabus SP17.pdf
DAGD 335	3D Modeling & Animation III - Rendering, Lighting, & Materials (DAGD 230*, DAGD 204*)	 DAGD 335 Smith Syllabus SP16.doc
DAGD 340	Junior Project (DAGD 335* or DAGD 355*) –	 DAGD 340 Pattison Syllabus SP17.pdf
DAGD 345	Contemporary Tools and Techniques	 DAGD 345 Lier Syllabus SP16.docx
DAGD 355	Game Programming II (DAGD 255*)	 DAGD 355 Pattison Syllabus F15.pdf
DAGD 375	Advanced Modeling & Animation - Character (DAGD 335*)	 DAGD 375 Smith Syllabus SP16.doc
DAGD 380	Digital Sculpting (DAGD 100*, DAGD 104*)	 DAGD 380 Mayle Syllabus SP17.pdf
DAGD 385	Advanced Modeling & Animation – Vehicle and Structure (DAGD 335*)	 DAGD 385 Smith Syllabus F15.doc

DAGD 420	Digital Visualization & Simulation (DAGD 355*, MATH 120*) or	 DAGD 420 Pattison Syllabus SP16.pdf
DAGD 430	Digital FX (DAGD 335*)	 DAGD 430 Petz Syllabus SP16.pdf
DAGD 460	Multi Media II	 DAGD 460 Pattison Syllabus F15.pdf
DAGD 491	Applied Internship (DAGD 340*)	 Summer 2017 DAGD 491 AGA.docx
DAGD 499	Capstone Course - Senior Project (Advisor Approval)	 Syllabus Pollak DAGD 499 AGA S16

DAGD Surveys

DAGD Surveys 2017	
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Advisory Board	 Advisoty Board - Dashboard.pdf
Alumni	 Alumni Dashboard.pdf
Current Students	 Current Studnet Dashboard.pdf
Employer Evaluations	 Employer Evaluation Dashboa
Faculty	 Faculty Dashboard.pdf
Industry	 Industry Dashboard.pdf
Internship	 Internship - Dashboard.pdf
Recently Graduated (less than 3 years)	 Gracuated Students Dashboard.pdf
State of the Game Industry 2017– GDC survey	 State of the Game Industry 2017.pdf
Faculty Perceptions of Program	 Faculty Perceptions of DAGD Program 20

<p>Princeton Review Survey 2016-2017</p>	 <p>Princeton Review Survey 2017.pdf</p>
<p>Top 25 Design Schools</p>	<p>The "Top 25" schools on The Princeton Review list, "Top 50 Undergraduate Schools to Study Game Design for 2017," are:</p> <ol style="list-style-type: none"> 1. University of Southern California (Los Angeles, CA) 2. Rochester Institute of Technology (Rochester, NY) 3. University of Utah (Salt Lake City, UT) 4. DigiPen Institute of Technology (Redmond, WA) 5. Becker College (Worcester, MA) 6. Hampshire College (Amherst, MA) 7. New York University (Brooklyn, NY) 8. The Art Institute of Vancouver (Vancouver, British Columbia) 9. Drexel University (Philadelphia, PA) 10. Michigan State University (East Lansing, MI) 11. Vancouver Film School (Vancouver, British Columbia) 12. Bradley University (Peoria, IL) 13. Northeastern University (Boston, MA) 14. Champlain College (Burlington, VT) 15. University of Wisconsin-Stout (Menomonie, WI) 16. Worcester Polytechnic Institute (Worcester, MA) 17. The University of Texas at Dallas (Richardson, TX) 18. DePaul University (Chicago, IL) 19. Abertay University (Dundee, Scotland) 20. Ferris State University (Big Rapids, MI) 21. University of California-Santa Cruz (Santa Cruz, CA) 22. Shawnee State University (Portsmouth, OH) 23. Cogswell College (San Jose, CA) 24. Savannah College of Art and Design (Savannah, GA) 25. Miami University (Oxford, OH)

Industry_Data

IGDA Curricula Guide 2008	 lgda2008cf.pdf
Economic impact of video games	 ESA_EconomicImpactReport_Design_V3
Video Game Revenue for 2016	 ESA Game Market Press Releases 2016.
State of Michigan Economic Impact of Film Incentives	 FY 16 Film Incentive and Credit Report S
Households who play video games	 ESA Game participants Press R
Michigan Hot 50 careers	 Michigan_Hot_50_Brochure_2024.pdf

DAGD Common Policies

Last updated Fall 2014

Why have DAGD Common Policies?

- We want our students to be the best professionals they can be. As such, we believe in treating students as professionals from day one. Since professional practices aren't innate, some guidelines are needed.
- Unified expectations across the DAGD curriculum lead to less student confusion.
- These policies make the faculty's job easier, as there is less wiggle room for students' excuses.

Classroom Use Policy

- You are NOT entitled to use a classroom while another class is using it.
- If you are in a classroom and a class is about to begin, log off of the computer, pack up your things, and leave the computer.
- After an instructor takes attendance, you may politely ask if you may remain in the room during the course.

- If the instructor says no for any reason, you must leave the classroom.
- You may only remain in the classroom as long as you are quiet and polite.

Food / Drink Policy

- To protect our computers, you may NOT have food in the labs.
- It is rude to eat in front of your peers in the classroom, but you may eat food in the hallways.
- You may have a drink in the classroom ONLY if it has a resealable lid AND you close it immediately after each sip.

Attendance Policy

- Attendance is important. You will struggle to learn if you are not present.
- Instructors will track attendance at the beginning of class.
- If you are not present when your name is called, you will be irreversibly marked as absent.
- You may miss class 2 times without penalty.
- Additional absences will reduce your final grade in the class by an entire letter grade (eg. A- to a B-).
- A doctor's note may excuse an absence in some cases.

Tardiness Policy

- Instructors will take attendance at the beginning of class.
- Any tardy students will be marked as absent.

Late Work Policy

- Late work will be worth 50%.
- The work will be marked as late whether it is submitted 10 weeks late or 10 seconds late.

Headphones Policy

- You may have headphones, but you may not wear them during lectures.
- If you choose to wear headphones during lectures, you will be dismissed (see "*Classroom Dismissal*").

Cell Phone Policy

- Silence your cell phones.
- A buzzing or ringing cell phone during a lecture is rude.
- NEVER answer a cell phone in a classroom during class or open lab.
- If you must answer a call, quietly do so in the hallway.
- If your cell phone disrupts class, you may be dismissed (see "*Classroom Dismissal*") for disruptive behavior.

Electronics Policy

- Silence your electronics.

- You may not play games during class (PC, handheld, mobile) unless instructed to do so.
- If you choose to play a game during class time you will be dismissed (see “*Classroom Dismissal*”).

Computer Policy

- Our computers are for educational purposes.
- If you choose to surf the internet, watch videos, or play games during class time, you may be dismissed (see “*Classroom Dismissal*”).

Render Policy

- You may put up a sign to indicate to others that a computer is rendering.
- However, if you are not present, you may only use 1 computer.
- If an instructor or other employee needs to use that computer, they can and will stop it from rendering.
- So it is recommended that you always render out image sequences.
- Note, that you are taking some considerable risk leaving a computer signed in with your login credentials.

Copyright

- Do not use images, words, music or code that you do not have permission to use. If they are used with instructor project guidelines they must be cited in credits. Students are expected to identify and appropriately accredit all sources of assets.

Copyright (cont'd)

- ‘Googling’ imagery for research and inspiration is acceptable. Any final work must be original or sourced from instructor approved resources. Please see the university policy on copyright use rules. <http://www.ferris.edu/library/copyright/homepage.html>

Disruptive Behavior

- Repeated disruptive behavior will result in dismissal (see “*Classroom Dismissal*”).
- Excessive disruptive behavior may result in an immediate F for the course.
- “*Disruptive behavior*” includes but is not limited to: interrupting, arguing, talking, fighting, playing games, making phone calls, surfing, watching videos, or listening to music during class.
- It is entirely the instructor's discretion to determine when a student is exhibiting disruptive behavior.

Disrespectful Behavior

- Disrespectful behavior may result in dismissal (see “*Classroom Dismissal*”).
- “*Disrespectful behavior*” includes but is not limited to: arguing with, insulting, swearing at, or expressing bitterness towards anyone (especially faculty) during class.
- “*Disrespectful behavior*” also includes racism, sexism, and making other offensive remarks.
- It is entirely the instructor's discretion to determine when a student is exhibiting disrespectful behavior.

Resolving Unhealthy Conflict

- Perpetuating unhealthy conflict in the classroom may result in dismissal (see "*Classroom Dismissal*").
- "*Unhealthy Conflict*" includes but is not limited to: debates involving course procedures, policies, grading, assignments, or an instructor's/staff member's/other student's decisions or actions.
- The classroom is NOT a place to resolve unhealthy conflict.
- You may visit an instructor/advisor during advising hours to resolve or discuss conflict.
- Should you be displeased with the results, you may then contact the coordinator of the School of Digital Media: Glen Okonoski.

Classroom Dismissal

- If you are asked to leave, you must quietly and politely pack up your things and leave the classroom.
- This will count as an absence.
- If you choose not to leave quietly and politely, more drastic measures may be taken, including grade reduction or possible expulsion from the program.