Cecil College Academic Program Review

CECIL COLLEGE
REAL STUDENTS. REAL SUCCESS.

Simulation Design and Gaming

January 2015

CECIL COLLEGE

VISUAL COMMUNICATIONS: SIMULATION DESIGN AND GAMING
FALL 2015

AAS Degrees
Simulation Design & Gaming (AAS)

Certificates
Simulation Design & Gaming

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Executive Summary

The Simulation Design and Gaming degree has become a nice addition to the Visual Communications Program at Cecil. Students are taught both the practical technically aspects of interactive design as well as the core design principles necessary to develop higher end aesthetically pleasing work. The inclusion of sensible technology makes students relevant in today's industry but the theoretical art elements will guide them throughout their careers. The Simulation Design and Gaming program is a suitable stepping stone to employment, advancement, or articulation.

Students are taught with the latest technologies available in a practical hands-on setting. Utilizing the facilities already established, industry-standard software, such as Autodesk Maya and Unity 3D, has been incorporated in the labs. Some new equipment, such as the 3D printers have also been added. Although the course offerings in the Simulation Design and Gaming program are strong the addition of more degree specific classes will need to be added in order for the students to remain competitive.

If the Simulation Design and Gaming program is to expand so too must the facilities. The labs already appear a bit cramped. In the future it may behoove the college to invest in a motion capture system, render farm, or 3D scanning/printing space. In an industry full of innovation it is imperative for the college to remain on the forefront of the technology.

1.0 Program Description

Simulation Design and Gaming

The Gaming and Simulation program provides high quality, hands-on, career education in the areas of 3D Design. The program helps students prepare for initial employment, career advancement, and transfer to four-year colleges and universities. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

1.1 Program History

The idea for a career oriented visual communications program began in 1970 at the end of the first Cecil College photography course when the instructor asked students for feedback. One young man said, "We need more photography courses so I can get a job in photography." The instructor answered, "No, we can't do that. Professional photography is a very competitive field. We can only offer fine art courses for personal enrichment." The student replied, "That is fine for you to say, you have a job you love, but I work in the Bata Shoe factory, and I want to be a photographer." Thus the instructor lost the argument. Several years later the Dean suggested developing a degree in photography. The instructor agreed with the understanding that it be career oriented and that advanced courses be taught by working professionals to ensure that students learn competitive career skills.

In later years it became apparent that photography students also needed to learn some video production so a video course was added to the program. This course was then the basis for creating a certificate, then a degree, in video production.

As time progressed and web presence became an important part of visual communications a web design course was added to the options for the photography and video programs. The industry continued to grow and many of our students were returning to say they needed more web skills. At that time it was decided to build not one but two degree paths one in web design and one in web development.

The Simulation & Gaming degree is relatively new to Cecil College. Cecil has built a strong Visual Communications Program during its tenure and prides itself in its response to trends in the academic and professional spheres. The desire for interactive media such as games and simulation has exploded, as has the demand for skilled craftsperson's. In response to this VCP has developed an intensive track that engages students in both the technical and creative aspects that employers find attractive.

Relationship to the College's Mission Statement and Strategic Plan

Cecil College Mission Statement

"Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence."

CC Strategic Plan 2010-15

Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

The Visual Communication's Simulation Design and Gaming program is in line with the College's mission as well as the current Strategic Plan. VCP accepts all learners and mentors them towards their educational and professional goals. The VCP facilities incorporate a variety of advanced hardware and software. Students are given exposure to this equipment in a way that makes them suitable for employment or college transfer.

1.2 Faculty Profile
Provide a brief listing of credentials, courses taught, committee participation, [past and present] other College activities and other professional endeavors. Also include the credentials of adjunct faculty members who are the only instructor teaching a specific discipline. [See sample Table at Appendix E]

Appendix E – Faculty Profile

Faculty Member	Credentials	Courses Taught	Other College Activities	Other Professional Endeavors
Brandon Boas	B.S. in Simulation and Digital Entertainment, 2013 The University of Baltimore	VCP 212, ART 180		Currently pursuing M.S. in Applied Technology in Education, 2013–present Wilmington University, Wilmington, Delaware
Barry Gorrell	B.A. Fine Art Dickinson College	Lab Manager/Faculty		Photography & Consulting Business, Real Estate Renovation & Rentals
Adam Jacono	M.F.A. East Carolina University B.F.A Photography Kutztown University of Pennsylvania	Faculty/VCP 101,114,115,233,270,279, 189, 289		Artist, Curator, Online Magazine Editor, Production and Artist Assistant,
Dr. Edward E. Boas,Jr.,	Professor, Computer Science	CSC 202		President/CEO InternaLonal Computer Associates, Inc
Jane Clark	Associates Degree, visual communications/ professional photography, cecil college			President/CEO Teakaticca Designs
David Oldewurtle	Multimedia Specialist at Jacob's Technology	VCP 210/116		
Greg Newswanger	B.S Game Design & Art (Art Institute of Pittsburgh)	DAP 119, VCP 151 VCP 218		
Jennie Campbell	AA Photography (Cecil College)	VCP111, 116,140		Jennie Campbell Photography Business
Jonathan Cone	Masters: Film & Animation	VCP 116/117, VCP 144, VCP 218		Freelance Animator
Richard Meagher	Masters Information Technology and Software Development - RIT	VCP 244		Webmaster Boeing industries
Kelly Diggins		VCP 116/117 224/234		Business Owner
Daniel Krukosky	M.S in Internet and networking Wilmington University	VCP 116/117/210	Director of VCP & Chair of Fine and Performing Arts	

1.3 Program Curriculum
Visual Communications—Simulation Design and Gaming
Associate of Applied Science

General Program Information: 410 287-1000 or information@cecil.edu

The Gaming and Simulation program provides high quality, hands-on, career education in the areas of 3D Design. The program helps students prepare for initial employment, career advancement, and transfer to four-year colleges and universities. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

	General Education Requirements	General Education Code	Credits
ARTS/HUM	Arts and Humanities Elective	H	3
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
GEN ED	General Education Elective		3
MAT	Math Elective	M	3
SCI	Lab Science Elective	S/SL	4
PSY/SOC	Social Science Elective	SS	3
	Program Requirements		
EGL 112	Scriptwriting I		3
EGL 211	Technical Writing		3
VCP 218	Modeling and Animation I		4
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 136	Multimedia Production I		4
VCP 151	Introduction to Game Design		4
VCP 210	Video Production I		4
VCP 279 or VCP 289	Professional Portfolio Production or Internship I		4
	Program Electives		Select 8 Credits
ART 183	Digital Illustration		3
VCP 144	Web Design I – Design Fundamentals		3
CSC 182	Scripting Languages		3
CSC 109	Introduction to Programming		3
CSC 111	Introduction to CADD		3
VCP 111	Studio Photography I		4
VCP 118	Digital Imaging III		4
VCP 119	Digital Imaging IV		4
VCP 212	Video Production II		4
VCP 215	Guerilla Filmmaking		4
VCP 218	3D Modeling and Animation 1		4
VCP 230	Graphic Design Studio		4

Total Credits Required in Program: 60

General Program Information: 410 287-1000 or information@cecil.edu

This certificate provides high quality, hands-on, career education in designing computer and video games for learning, simulations, and gaming. The certificate helps students prepare for transfer to four-year colleges and universities in an open access, optimal learning environment for students' educational development.

	Certificate Requirements	*Credits*
VCP 218	Modeling and Animation I	4
EGL 101	Freshman Composition	3
EGL 211	Technical Writing	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 136	Multimedia Production I	4

Total Credits Required in Certificate: *18*

2.0 Statistical Data [Program Level]

2.1 Provide enrollment rates for the degree for each of the past five years;

Program Review - Simulation Design and Gaming - SOGZ
Degree Enrollment

	Total Enrollment
FY 2009/2010	3
FY 2010/2011	3
FY 2011/2012	7
FY 2012/2013	5
FY 2013/2014	1

2.2 The number of degrees awarded for each of the past five years;

Cecil College
Program Review – Simulation Design and Gaming – SOGZ Degree
Number of Degrees Awarded

	Total Degrees
FY 2009/2010	0
FY 2010/2011	0
FY 2011/2012	3
FY2012/2013	1
FY2013/2014	2
Total	6

Cecil College
Program Review – Simulation Design And Gaming – SOCG
Certificate
Number of Degrees Awarded

	Total Degrees
FY 2009/2010	0
FY 2010/2011	0
FY 2011/2012	1
FY2012/2013	0
FY2013/2014	1
Total	2

2.3 The number degrees awarded to Pell recipients for each of the past five years;

Cecil College
Program Review – Simulation Design and Gaming – SOGZ Degree
Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2009/2010	0	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	3	1	33%
FY 2012/2013	1	1	100%
FY2013/2014	2	0	0%
Total	6	2	33%

Cecil College
Program Review – Simulation and Gaming – SOGC
Certificate
Number of Degrees Awarded to Pell Grant Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2009/2010	0	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	1	0	0%
FY2012/2013	0	0	0%
FY2013/2014	1	0	0%
Total	2	0	0%

2.4 The number of declared majors that transferred with a minimum 15 credits;

Cecil College
Program Review – Simulation and Gaming – SOGZ
Students starting in FY 2009-2010 and completed 15-29 credits that transferred out (headcount)

Type of Higher Institutions

In-State Transfer		Out-of-State Transfer	
2-year institution	4-year institution	2-year institution	4-year institution
0	0	0	0
In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	0	0

Cecil College
Program Review – Simulation Design and Gaming – SOGC
Students starting in FY 2009-2010 and completed 15-29 credits that transferred out (headcount)

Type of Higher Institutions

In-State Transfer		Out-of-State Transfer	
2-year institution	4-year institution	2-year institution	4-year institution
0	0	0	0
In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	0	0

2.5 The number of declared majors that transferred with a minimum 30 credits;

Cecil College
Program Review – Simulation Design and Gaming – SOGZ
Students starting in FY 2009-2010 and completed 30+ credits that transferred out (headcount)

Type of Higher Institutions

In-State Transfer		Out-of-State Transfer	
2-year institution	4-year institution	2-year institution	4-year institution
0	0	0	1
In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	0	1

Cecil College
Program Review – Simulation Design and Gaming – SOGC
Students starting in FY 2010-2011 and completed 30+ credits that transferred out (headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	1
In-State Transfer	
Public	Private
1	0

Out-of-State Transfer	
2-year institution	4-year institution
0	0
Out-of-State Transfer	
Public	Private
0	0

Students starting in FY 2011-2012 and completed 30+ credits that transferred out (headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	0
In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
2-year institution	4-year institution
0	1
Out-of-State Transfer	
Public	Private
1	0

2.6 Percent of students who were enrolled in the first fall term and were enrolled in the next full academic term – five year history

Cecil College
Program Review – Simulation Design and Gaming – SOGZ
Degree
First-time students in the fall semester who enrolled in the next fall semester.

	Number of first time students enrolled in fall	Number of students enrolled in the next semester	% of Total
FY 2009/2010	3	3	100%
FY 2010/2011	2	1	50%
FY 2011/2012	1	1	100%
FY2012/2013	4	3	75%
FY2013/2014	6	4	67%

Cecil College
Program Review – Simulation Design and Gaming – SOGC
Certificate
First-time students in the fall semester who enrolled in the next fall semester.

	Number of first time students enrolled in fall	Number of students enrolled in the next semester	% of Total
FY 2009/2010	1	1	100%
FY 2010/2011	1	1	100%
FY 2011/2012	1	0	0%
FY2012/2013	1	0	0%
FY2013/2014	0	0	0%

2.7 Number of students earning their first 30 semester credit hours ofollege level course work – five year

2.8 Full-time/part-time

Cecil College
Program Review – Simulation Design and Gaming – SOGZ
Degree
Full-time/part-time students

	Semester	Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
FY 2009/2010	Summer 2009	1	0	0%	1	100%
	Fall 2009	7	5	71%	2	29%
	Spring 2010	7	4	57%	3	436%
FY 2010/2011	Summer 2010	2	0	0%	2	100%
	Fall 2010	9	7	78%	2	22%
	Spring 2011	12	7	58%	5	42%
FY 2011/2012	Summer 2011	4	0	0%	4	100%
	Fall 2011	10	3	30%	7	70%
	Spring 2012	10	5	50%	5	50%
FY 2012/2013	Summer 2012	2	0	0%	2	100%
	Fall 2012	12	5	42%	7	58%
	Spring 2013	13	5	38%	8	62%
FY 2013/2014	Summer 2013	1	0	0%	1	100%
	Fall 2013	16	9	56%	7	44%
	Spring 2014	18	7	39%	11	61%

Cecil College
Program Review – Simulation Design and Gaming – SOGC
Certificate
Full-time/part-time students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
FY 2009/2010	Summer 2009	1	0	0%	1	100%
	Fall 2009	2	1	50%	1	50%
	Spring 2010	2	1	50%	1	50%
FY 2010/2011	Summer 2010	2	0	0%	2	100%
	Fall 2010	3	1	33%	2	67%
	Spring 2011	3	2	67%	1	33%
FY 2011/2012	Summer 2011	3	0	0%	3	100%
	Fall 2011	6	2	33%	4	67%
	Spring 2012	4	2	50%	2	50%
FY 2012/2013	Summer 2012	1	0	0%	1	100%
	Fall 2012	5	3	60%	2	40%
	Spring 2013	2	0	0%	2	100%
FY 2013/2014	Summer 2013	0	0	0%	0	0%
	Fall 2013	1	1	100%	0	0%
	Spring 2014	0	0	0%	0	0%

2.9 Age, Gender, Race

Cecil College
Program Review – Simulation Design and Gaming – SOGZ
Degree
Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2009/2010	7	0	0%	7	100%
FY 2010/2011	12	0	0%	12	100%
FY 2011/2012	11	0	0%	11	100%
FY2012/2013	15	3	20%	12	80%
FY2013/2014	20	3	15%	17	85%

Cecil College
Program Review – Simulation Design and Gaming – SOGZ
Degree
Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2009/2010	7	0	0%	0	0%	0	0%	0	0%	7	100%	0	0%	0	0%
FY 2010/2011	12	1	8%	0	0%	0	0%	0	0%	10	83%	1	8%	0	0%
FY 2011/2012	11	1	9%	1	9%	0	0%	0	0%	8	73%	1	9%	0	0%
FY2012/2013	15	4	27%	1	7%	0	0%	0	0%	8	53%	2	13%	0	0%
FY2013/2014	20	3	15%	1	5%	0	0%	0	0%	15	75%	1	5%	0	0%

Cecil College
Program Review – Simulation Design and Gaming – SOGZ
Degree
Students by Age

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2009/2010	7	6	86%	0	0%	0	0%	1	14%	0	0%
FY 2010/2011	12	10	83%	1	8%	0	0%	1	8%	0	0%
FY 2011/2012	11	9	82%	1	9%	0	0%	1	9%	0	0%
FY2012/2013	15	10	67%	2	13%	2	13%	1	7%	0	0%
FY2013/2014	20	17	85%	2	10%	0	0%	1	5%	0	0%

Cecil College
Program Review – Simulation Design and Gaming – SOGC
Certificate
Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2009/2010	3	0	0%	3	100%
FY 2010/2011	3	0	0%	3	100%
FY 2011/2012	7	0	0%	7	100%
FY2012/2013	5	0	0%	5	100%
FY2013/2014	1	0	0%	1	100%

Cecil College
Program Review – Simulation Design and Gaming – SOGC
Certificate
Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2009/2010	3	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%
FY 2010/2011	3	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%
FY 2011/2012	7	0	0%	0	0%	0	0%	0	0%	6	86%	1	14%	0	0%
FY2012/2013	5	0	0%	0	0%	0	0%	0	0%	5	100%	0	0%	0	0%
FY2013/2014	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%

Cecil College
Program Review – Simulation Design and Gaming – SOGC
Certificate
Students by Age

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2009/2010	3	2	67%	0	0%	0	0%	1	33%	0	0%
FY 2010/2011	3	2	67%	0	0%	0	0%	1	33%	0	0%
FY 2011/2012	7	6	86%	0	0%	0	0%	1	14%	0	0%
FY2012/2013	5	4	80%	0	0%	0	0%	1	20%	0	0%
FY2013/2014	1	0	0%	0	0%	0	0%	1	100%	0	0%

3.0 General Education Objectives
- Indicate the degree to which the program under review demonstrates achievement of the following General Education Objectives:
  - Written communication
  - Oral communication
  - Scientific reasoning
  - Technological competence
  - Critical analysis and reasoning
  - Information literacy
  - Enhanced awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment.

Written communication
Before students begin producing any final production work they complete written descriptions about their goals for the project based on research, design, and inspiration.

Oral communication
Each assignment is presented in front of the class for critique. Students engage each other as well as the professor in discussion relating to the aesthetic and technical aspects of their work.

Scientific reasoning
Students are exposed to scientific reasoning in their general education courses but it is also reinforced during degree specific courses. Solving logic based problems relating to coding is demonstrated. Referencing real world subjects, deciphering their structure, and then applying them in innovative ways is discussed.

Technological competence
Students use a variety of professional high-end computer software and hardware throughout the program.

Critical analysis and reasoning
Projects require students to make decisions that problem-solve pathways to the final product they have visualized during preproduction.

Information literacy
During the creation process students must gather and analyze information regarding their subject matter in order to create more believable atmospheres.

Enhanced awareness of ethics, cultural diversity, artistic expression, health and wellness issues, and the physical and social environment.
Developing material that is ethically aware is discussed during project creation.

3.1 Program Strengths

The review of program strengths must not be limited to statistical data, but should include information from other sources, such as student learning outcomes, assessment data, (course level assessments) evaluations, recommendations from accreditation reports, and data from student surveys.

• Utilize industry standard software in their latest iterations.

• Our program provides students with considerable hands-on learning opportunities.

• Small class sizes. With an average of 14 students each per class, students receive first hand experience with equipment and one-on-one time with instructors.

• Professional working full-time faculty.

3.2 Program Weaknesses

The review of program weaknesses must not be limited to statistical data, but should include information from other sources, such as student learning outcomes assessment data, (course level assessments) evaluations and recommendations from accreditation reports, and data from student surveys

• Facilities

Facilities space is now a major issue affecting the Visual Communications Program. Several years ago the college master plan identified a need to move our program to the technology building for increased visibility and additional space. That move continues to be delayed further and further into the future. If we are to remain in our current location for a few more years, some renovations are needed.

• Budget

A change in the way we purchase and repair computers has significantly impacted the ability of our lab manager to efficiently maintain the computers in our lab. It may potentially erode our overall budget by losing funds from our academic programs budget to the IT budget.

• Courses

Although the current courses offered are a great overview of real-time interactive media design more Simulation specific courses are necessary in order for graduating students to compete in the industry or baccalaureate college.

3.3 Program Opportunities

Provide information as to how the program might be expanded to address the needs of students.

- ☐ Incorporate additional technologies such as a motion capture solution, VR glasses, or 3d scanning.
- ☐ Create a common area where students can network as well as display and demo work.
- ☐ Offer more program specific courses.

3.4 Program Threats

Provide information regarding any threats to student enrollment such as historically low enrollments; lack of qualified adjuncts, budget, etc.

There are a number of threats to this program

•Due to a change in purchasing and repair the lab manager has much more difficult time maintaining necessary lab equipment.

• Lack of skilled lab staff specific to Simulation Design and Gaming.

4.0 Other Program Information

Advisory Council/Board

Has an Advisory Board been established for the program?
If yes, describe the membership, frequency of meetings and meeting objectives.
Also, include a copy of the most recent meeting minutes.
If no, explain why not.

4.1 Advisory Board

The visual communications program does maintain an advisory board that consists of a group of working professionals and instructors from other visual communications programs in the region. This advisory board meets once a year as a group and then as needed with individual members. The group consists of:

Member	Occupation	Contact Information
Barry Gorrell	Lab manager/faculty Cecil college visual communications program	410-642-6682 bgorrell@cecil.edu 1447 Clayton St. Perryville, MD 21903
Adam Jacono	M.F.A. East Carolina University B.F.A. Photography, Kutztown University of Pennsylvania	370 Walnut Lane North East MD 21901 jaco2921@cecil.edu 410-287-1000 x.314 adamjacono.com
Richard Meagher	Masters Information Technology and Software Development - RIT	richard.meagher@verizon.net
Jerry Arnold	Free lance Graphic Designer	443-528-7895 3110 Tucker Road, Street, Maryland 21154
Kevin Seldomridge	BA UMUC Computer Science Senior software engineer Lockheed Martin	410-398-1399 700 Heritage Lane / Apt. D Bel Air, MD 21014
Greg Newswanger	B.S Game Design & Art (Art Institute of Pittsburgh)	410-642-2761 168 Chestnut Pt. Rd. Perryville MD 21903
David Oldelwertal		
Jane Clark	Owner Teacaticka Design	
Colleen Estes		

4.2 Adequacy of Available Technology
Provide an assessment of the technology assets available to support this program.

The lab currently has the base software and hardware necessary to support the Simulation Design and Gaming program. More powerful machines and professional software should be added. The computers resources are somewhat limited causing loss of work or inability to produce hi resolution work. Some other industry standard software should be incorporated to prepare students.

4.3 Adequacy of Facilities
Provide an assessment of the facilities available to support this program.

The facilities appeared dated in comparison to the contemporary work the students produce. With the inclusion of the Simulation and Game Design program, and thus more students, the labs have become more cramped. In order to expand the program to include more equipment and students a larger space is necessary. Gaming is a subject many incoming students find interesting regardless of their major. It would be beneficial for the college to have the program more visible but not being tucked away from view.

4.4 Articulation Agreements

Are there articulation agreements related to this program? If not; why not? Provide a listing of the articulation agreements in place using the table provided below.
Assume that an articulation agreement that is older than five years must be renewed. Provide the status of efforts to renew the agreement if it is expired.

Cecil College Degree	Partner College/University	Effective date of the Articulation Agreement	Current status of the Articulation Agreement
Visual Communications / Simulation Design and Gaming	Wilmington University	2004	Continued

5.0 Program Goals and Objectives
Provide a summary of the status of goals and objectives provided in the previous Program
Review.

- This is the first five year review.
N/A

Provide program goals and objectives for the next five years using the chart provided below.

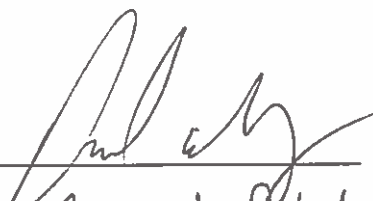| Goal(s)	Timetable	Required Resources	Obstacles to Completion (if any)
Update (Review courses and programs to make sure they are reflecting industry standards) Enhance (Deepen the curriculum overall to include more program specific courses to create more competitive students) Resources (Offer more options for student learning and assistance)	1-4 Years (2016-2019)	Time to complete	Budget to include technologies

6.0 Recommendations

Provide your recommendations for the program. Should it be expanded, eliminated, retain as is, etc.

What can be done to make the program more meaningful to the students or to meet the needs of business/industry and the local economy?

- Allow the VCP lab manager to retain control of the computer repair and replacement.
- Establish a new home or renovate the current VCP facilities to support and provide more visibility.
- Further develop the Simulation Design and Gaming program curriculum in accordance to the industry and articulation.
- Increase visibility to increase enrollment and establish professional relationships within the community.

Approvals

Signature of Division Chair _____ Date 2-10-15

Signature of the Chair of the _Anand Patel_ Date 2-16-15
Academic Affairs Committee

Signature of the Dean of _____ Date 2-20-15
Academic Programs

Signature of the Chief _____ Date 2-20-15
Academic Officer