NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit: _____GAM_____

(If applicable) Program or Certificate _____

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: James Finley
Due: April 20, 2017

Please send an electronic copy in a word document to:
programreview@norcocollege.edu

Annual Instructional Program Review Update
Instructions

*Please retain this information for your discipline's/department's use (or forward to your chair).

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20th in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:
 http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.brown@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests, please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco: **VP Business Services**   **951-372-7157**

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:
1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:
1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:
1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:
1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:
1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:
1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:
1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

# I. Norco College Annual Instructional Program Review Update

Trends and Relevant Data

1. How does your unit support the <u>mission of the College</u>?

2. Have there been any changes in the status of your unit? (if not, please indicate with an "N/A")

    a. Has your unit shifted departments?

        No, GAM remains in the BEIT department

    b. Have any new certificates or complete programs been created by your unit?

        No new certificates or programs have been created since the last program review.

    c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.
        Activities in other units have not impacted our unit.

3. List and discuss your retention and success rates as well as your efficiency. If helpful, please note any differences between instruction delivery format (Online, Hybrid etc.)
What are the changes or significant trends in the data? To what do you attribute these changes?

For the For the 2015-2016 academic year, the GAM program saw a 6.63% increase in success rate and a 1.09% increase in retention rate. Both of these rates continue to reside above the average for Norco College. These numbers are some of the highest they have ever been. Success rate in Face to Face and Hybrid rose tremendously, while Online/DE dropped a only marginally. These are huge wins that are possibly attributed to low employment rates and even low enrollments, the students who do attend are more focused and determined than they have been in the past. Our retention rates continue to be overwhelmingly strong. A major addition to these metrics is the presence of Hybrid which is currently boosting our

averages with a tremendous 100% rating in both success and retention. This format is clearly currently successful and we plan to perform additional analysis to ascertain specifically what aspects of it are causing such excellent results. That being said, our current belief is that The GAM discipline has been thoughtful and intentional about which GAM courses to offer as hybrid (and online for that matter), In addition, the instructors who are teaching online are providing excellent resources for students including custom videos of GAM instructor lectures. These efforts have been put in place specifically to provide students with higher quality resources than they might typically find in an online course, all with the intent of removing the meager efficiency deficit to be indistinguishable from that or our face-to-face offerings.

Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	70.78%	70.79%	68.14%	68.87%	75.50%
Face-to-Face Lecture	70.78%	70.79%	68.14%	69.32%	76.97%
Hybrid	0.00%	0.00%	0.00%	0.00%	100.00%
Online/Distance Education	0.00%	0.00%	0.00%	65.60%	63.03%
Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	86.22%	86.10%	85.08%	84.77%	85.86%
Face-to-Face Lecture	86.22%	86.10%	85.08%	85.10%	86.32%
Hybrid	0.00%	0.00%	0.00%	0.00%	100.00%
Online/Distance Education	0.00%	0.00%	0.00%	82.40%	81.51%

Retention Rates

Success Rates
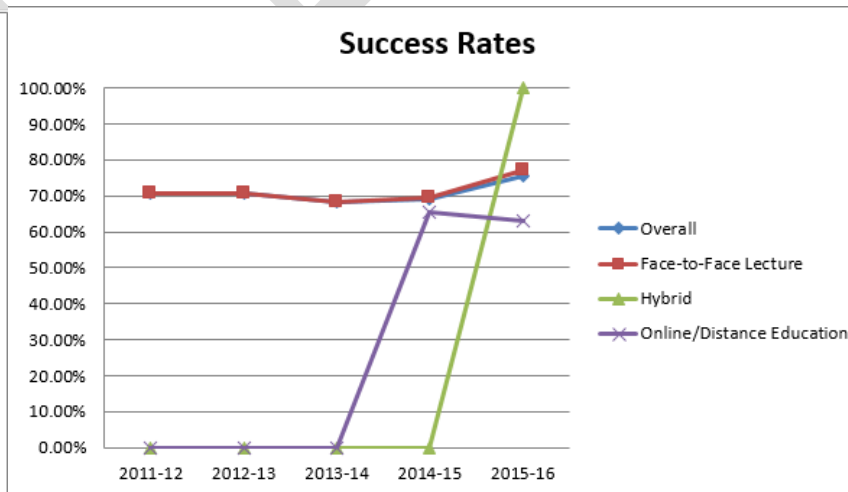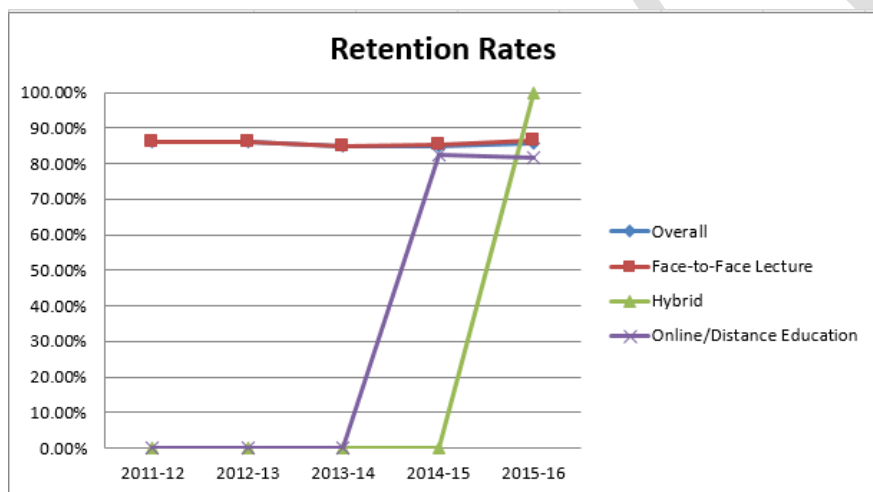
Term	Efficiency
Summer 2011	0.000
Fall 2011	303.985
Winter 2012	655.571
Spring 2012	287.903
Summer 2012	0.000
Fall 2012	267.604
Winter 2013	249.316
Spring 2013	223.428
Summer 2013	439.040
Fall 2013	248.702
Winter 2014	339.413
Spring 2014	250.873
Summer 2014	320.722
Fall 2014	280.055
Winter 2015	323.189
Spring 2015	215.880
Summer 2015	328.287
Fall 2015	388.317
Winter 2016	295.221
Spring 2016	278.710
Total	277.966

Efficiency 2011-2016
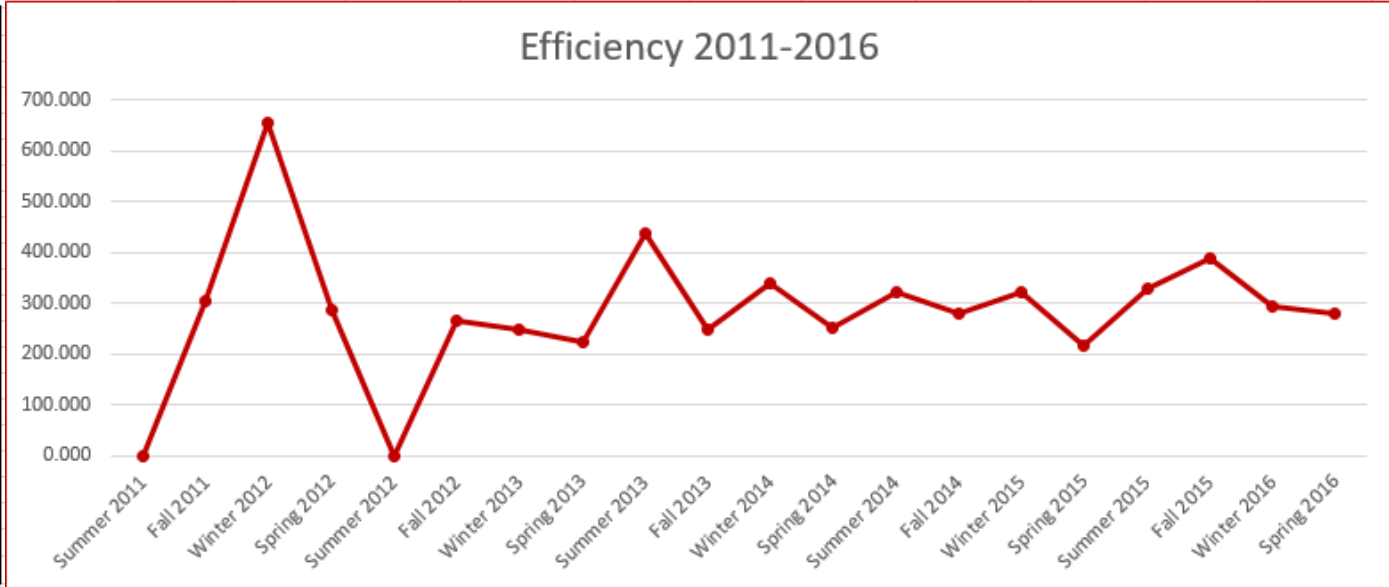
Overall program efficiency sees a marginal dip over the previous year. We attribute the slight drop phasing into some dramatic curriculum changes surrounding our Game Art tracks. Previously, our game art tracks consisted of Animation, Character Modeling, and Environments and Vehicle modeling. After a major restructure, Animation has been woven into the other tracks (along with some other dramatic changes to improve student success). Through low enrollments and poor student success, we realized that a change was needed. One of the major goals of this current academic year is to monitor the effects of our changes.

16SPR	NOR	GAM	GAM-21	32409	History of Video (	95.2	0.2
16SPR	NOR	GAM	GAM-21	32410	History of Video (	102	0.2
16SPR	NOR	GAM	GAM-23	32411	Digital Game Des	70.4	0.35
16SPR	NOR	GAM	GAM-31	32412	Introduction to 3D	118.8	0.25
16SPR	NOR	GAM	GAM-32	32413	Designing Game	101.2	0.25
16SPR	NOR	GAM	GAM-35	32414	Intro Computer Ga	63	0.2
16SPR	NOR	GAM	GAM-35	32416	Intro Computer Ga	91.8	0.2
16SPR	NOR	GAM	GAM-42	32417	Photoshop for Ga	110	0.25
16SPR	NOR	GAM	GAM-44	32418	Portfolio Producti	133.17	0.2167
16SPR	NOR	GAM	GAM-45	32915	Materials and Ligl	132	0.25
16SPR	NOR	GAM	GAM-49	32419	Game Modeling a	79.2	0.25
16SPR	NOR	GAM	GAM-50	32420	Intro to Game Prc	114.4	0.25
16SPR	NOR	GAM	GAM-50	32421	Intro to Game Prc	83.6	0.25
16SPR	NOR	GAM	GAM-51	32422	Game Mechanics	60.2	0.25
16SPR	NOR	GAM	GAM-53	32423	Game Engine Sci	39.6	0.25
16SPR	NOR	GAM	GAM-72	32424	Anatomy for Gam	60.37	0.2833
16SPR	NOR	GAM	GAM-79A	32425	Game Studio: An	13.17	0.35
16SPR	NOR	GAM	GAM-79A	32426	Game Studio:cha	13.17	0.35
16SPR	NOR	GAM	GAM-79A	32427	Game Studio: En	59.27	0.35
16SPR	NOR	GAM	GAM-79A	32428	Game Studio: Au	26.34	0.35
16SPR	NOR	GAM	GAM-79A	32429	Game Studio: Ga	59.27	0.35
16SPR	NOR	GAM	GAM-79A	32430	Game Studio: Ga	46.1	0.35
16WIN	NOR	GAM	GAM-31	30780	Introduction to 3D	65.85	0.25
16WIN	NOR	GAM	GAM-35	30781	Intro Computer Ga	55.98	0.2
16WIN	NOR	GAM	GAM-42	30782	Photoshop for Ga	74.63	0.25
16WIN	NOR	GAM	GAM-50	30783	Intro to Game Prc	84	0.25

4. **List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?**

To our knowledge, no resources have been received as a result of the previous program review.

5. **What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Strategic Plan/Educational Master Plan?**

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
Continue articulate to transfer options for gaming students. Articulation agreements were completed for Centennial High, Riverside Virtual School, and Vista Murrieta, and Eleanor Roosevelt amongst others. The goal is to continue with high school and university articulation agreements.	Work with high schools and universities to establish articulation agreements.	Goal 3: Increase Student Access Goal 4: Create Effective Community Partnerships	Not limited to DE
Review student success patterns as a result of the game art program consolidation of the animation track and significant remodeling of the existing environments and character tracks.	Provide guidance and instruction to students on changes made to curriculum. Measure student success to better understand the overall effectiveness of the changes made.	Goal 1: Increase Student Achievement and Success Goal 2: Improve the Quality of Student Life Goal 3: Increase Student Access	Not limited to DE

Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."

Norco College Annual Instructional Program Review Update

Unit: _____

Contact Person: _____

Date: _____

Current Human Resource Status

6. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
GAM	2	13

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
	0	0

7. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)[1]

List Staff Positions Needed for Academic Year 2017 **Please justify and explain each faculty request as they pertain to the goals listed in item #3.** Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years requested	Annual TCP*
1. Employment Placement Coordinator Justification: Our current Employment Placement Coordinator has been categorically funded by a variety of grants for 4 years. New guidance from the CCCCO will not permit the college to fund this position any longer from Federal Carl D. Perkins funds. All existing funding is going away. The college must provide resources to make progress on our Strategic Goal 4.2 (Increase the number of industry partners who participate in industry advisory council activities) and Strategic Goal 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry). All students can benefit from relevant work experience and connections to their future industry/career.	N	2	$84,547
2. Game Art Full Time Faculty Member Justification: - A full-time tenure track faculty position for Game Art is needed to support and champion the recent consolidation of our existing game art programs. Consolidating the programs has resulted in some disruptive confusion for our students regarding what steps they should take to complete their programs. A full time game art faculty will provide much needed ongoing stability in a program that is in flux and in jeopardy of losing students to attrition. Game art programs continue to see dips in enrollment, demonstrating a need for leadership in this area. Hiring a full-time Game Art faculty will result in Improvement of Student Learning by providing the college with a faculty member who can create and maintain a cohesive curriculum and cohesive educational experience for the game art students. The Game Art area is dynamic.	N	4	**$125,000**

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[1] If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Industry expectations change; tools, skills and techniques change; and the industry is expanding into mobile and indie games along with the established AAA blockbuster game industry. Norco College and the Game Art programs need to maintain a cohesive and clear approach to game art instruction and react to the frequent shifts in the industry. Keeping current and translating the industry trends into curriculum, coordinating with transfer institutions and high school feeder programs, and coordinating and mentoring part-time game art faculty are all areas in which a full-time faculty in Game Art will positively impact improvement of student learning. The Current Full-Time Staffing for the Game Art area is zero. All Game Art courses are taught by part-time teachers. Currently there are 2 Game Art Programs taught by 13 part-time faculty. The Game Art programs have a strong prerequisite string leading to a capstone class and portfolio class in the final semester, which means it's imperative that the course SLOs are met and that teachers have similar expectations and standards for grading. Program Level Assessment for Game Art requires a dedicated faculty member with industry experience and deep subject matter expertise to critique and evaluate student portfolios for program level assessment as well as the outcome of course level assessments, to analyze the data, to identify deficiencies and then propose curriculum changes or instructional technique modifications. Updates must be communicated to part-time faculty and translated in to teaching practices and projects. In a rapidly changing industry, this cycle occurs frequently and the ability to adapt is critical to student success in achieving their goals. A full-time tenure track Game Art faculty member will result in Increased Student Retention and Increased Student. A full-time Game Art faculty member can address the issues mentioned by coordinating closely with teachers, educating prospective students on the rigorous expectations of the program, and creating mentoring opportunities to current students through clubs and other campus activities.			
3. Marketing and Outreach for Game Dev Justification: Targeted Marketing and Outreach for the Game Development programs is needed to continue to publicize the technology programs offered at Norco College and recruit new students, including high school students, to enroll in classes for upcoming terms. Multiple efforts to publicize the Game Development programs have been fragmented and disjointed. A coordinated approach is needed including methods of	N	1	$30,000

tracking the efforts for follow up and to determine which methods are most effective. Request is for a part-time Marketing and Outreach Specialist for Game Dev, including a budget for ads on Pandora, NPR, Facebook and elsewhere. Cost estimate is approximate and includes $25,000 for a part-time Marketing consultant and a $5,000 marketing and ad budget.			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

* TCP = "<mark>Total Cost of Position</mark>" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff <u>must</u> be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Requests for staff and administrators will be sent to the Business and Facilities Planning Council. Requests for faculty will be sent to the Academic Planning Council.

Unit Name: _____

8. Equipment & Technology <u>Not</u> Covered by Current Budget[2]

List Equipment, Technology, Software or Equipment Repair Needed for Academic Year2017 **Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.** Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department's goals, and if it assists in remaining competitive with comparable institutions (if applicable).	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	How many students/Staff/ departments will directly benefit from this equipment/ technology?	**Use this link for Annual TCO***			
			Number of years requested	Cost per item	Number Requested	Total Cost of Request	EMP GOALS 5

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2 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Please state if the request impacts Distance Education.							
1. Wacom Tablets Justification: All of our art centric courses are centered around the use of technology to complete artistic tasks. Wacom tablets undergo a great deal of wear and tear given the fact that they are drawing surfaces that degrade in quality over the years. Wacom tablets are also frequently updated by the manufacturer. As such, it is critical that we upgrade and replace defective ones.	I	250	1	$200	30	$6,000	5
2. Live Models for GAM-72 Justification: The class requires the use of both clothed and nude models. The cost is for one section in fall and one in spring. Please include this cost as a permanent enhancement of funding.	I	30	3	$1,300	2	$2,600	5
3. Printer for IT 125 Justification: The printer in this classroom is broken. The cost to repair it is $250. The cost of a new, networked printer is $800.	I	250	1	$800	1	$800	5
4. Printer for ATEC 118 Justification: The printer is old, loud and breaks frequently. So far it has been repaired, but the classroom is frequently without a printer.	I	250	1	$800	1	$800	5
5. Justification:							

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff). ** Total Cost of Ownership requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: _____

9. Professional or Organizational Development Needs Not Covered by Current Budget*[3]

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[3] If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

List Professional Development Needs for Academic Year 2017 Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	
1. Annual Attendance at Game Developer's Conference (GDC) Justification: Game Development is a dynamic, emerging technology field. It is imperative that GAM faculty create and maintain professional industry connections and stay abreast of new trends and industry expectations as the field matures and changes. The GDC has been the main source of both professional development and networking for the GAM faculty. It is the largest and most well attended game dev conference in the nation. Attendance to this event grows with each year. To ensure that the GAM curriculum is current with industry expectations, attendance at this conference is critical.	**$3,000.00**	**3**	**$9,000.00**	**1, 5**	
2. Justification:					
3. Justification:					
4. Justification:					
5. Justification:					
6. Justification:					

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the Professional Development Committee for review.

10. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include <u>specific</u> titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college[4]

List Student Support Services Needs for Academic Year 2017 Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.	EMP GOALS
1. **Student Ambassadors** <u>Justification: Student ambassadors are one of our greatest resources at reaching out to prospective students. Student ambassadors are able to relate to potential future students by acting as role models, displaying work that they have achieved in their courses, and speak directly to questions regarding student life here in the Norco College game development programs. Paying for student ambassadors is a vital component to attracting students.</u>	**3, 4**
2. <u>Justification:</u>	
3. <u>Justification:</u>	
4. <u>Justification:</u>	
5. <u>Justification:</u>	

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[4] If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

6. Justification:		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation. * These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

Unit Name: _____

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]
** For immediate hazards, contact your supervisor **

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*			
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**
1. Game Student Showcase Miscellaneous Justification: : The Title V Portal grant funded this semi-annual several years ago. In an effort to become more frugal, the event has been moved to an annual schedule and has also experienced a dramatic format change to reduce cost and create a more casual and inviting atmosphere. This event invites students and the public to view and celebrate works created by our students, acting as a marketing tool and an objective for all of our students. Every year this event brings in between 250 to 300 attendees, and we expect it to continue to grow. This request is for miscellaneous expenses to support the event, including 3 student awards (plaque, trophy, engraving services (previously paid out of pocket by faculty members) and light refreshments. Please include this as a permanent enhancement to funds.	$500.00	N/A	$500.00	1, 2, 3, 4, 5

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[5] If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

		N/A	$500	
2. Game Dev Events Miscellaneous Justification: Game Dev Faculty host several events throughout the year. The request is for funds to support these events including light refreshments, printing, <u>and advertising</u>	**$500**			**1,2,3,4,5**
3. Justification:				
4. Justification:				
5. Justification:				
6. Justification:				

These requests are sent to the <u>Business and Facilities Planning Council</u>, but are not ranked. They are further reviewed as funding becomes available.

Rubric for Annual Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. **Retention, success, and efficiency rates have been identified and reflected upon.**	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. **Previous recourse requests stated and impact discussed.**	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
3. **There are annual goals for refining and improving program practices.**	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
4. **Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.**	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
5. **The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.**	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
6. **Resource requests have reasons identified and completed data fields, including estimated dollar amount.**	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
7. **Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.**	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update
USE ASSESSMENT DATA FROM fall 2015-spr 16

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in _**fall 2015 - spring 2016**_. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO **Initial Assessments** Indicate which specific SLOs were assessed in the identified course	Semester assessed	Entered into TracDat fields Yes or No	SLOs with **Changes Made** to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified **Changes** Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in **Loop-Closing** assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
GAM-32	All #1, #2, #3	Fall 2015	Yes	The data collected shows that students are proficient in SLO #1, 2, and 3 which map to all four of the assignments in the class. Each aspect of the student project contains all three SLO's currently in the	Fall 2015 – changes made – based on industry feedback of student portfolios - Incorporate multiple styles of character design and not just focus on Realism.	_Base on industry feedback and transfer institution feedback from fall 2013, student portfolios should include multiple art styles. Multiple styles have introduced into game art. The assessment completed_	Fall 2013 – received industry feedback and transfer institution feedback regarding the need to introduce multiple art styles Fall 2015 – assessment indicates students are

					course outline of record. Since each assignment is project based all aspects of all SLO's are needed to complete the assignment. The goal for each student is to show a basic to intermediate knowledge of each SLO and show proficiency in each project presented throughout the class. I am very satisfied that the course SLO's have been met and in some cases exceeded with perfect scores by the students enrolled.		*in fall 2015 indicates that students are proficient at multiple art styles in character design*	proficient at an introductory level in multiple art styles in GAM-32
GAM-33	All	Spring 2016	YES	Most students have a clear understanding of the application and construction of objects in a three-dimensional space. Some students have excelled in practice of creating objects in a three-dimensional space are capable of complex object creation. Several students have excelled to an advanced level of creating objects in a three-dimensional space and are applying more advanced modeling		No changes identified	Students are proficient in this SLO	

				techniques to their objects. Total number of students in the class: 15 Number of students who met the SLO: 12 Number of students who did not meet SLO: 3			
GAM-35	SLO #6	Winter 2016	YES	The Final Exam included an essay question based on SLO #6 with a corresponding on a matrix for grading. Students should be able to explain how to break into the industry (technical skills and soft skills) and identify at least one entrylevel job. They should explain the type of experince that will enable them to seek higher paying jobs with more responsibility (lead jobs (with more supervisory responsibility), management jobs (with more budgetary and creative responsibility). A complete answer will include an entry level job, plus 3 future jobs of increasing rank. A coherent response will explain the sequence of these jobs, and how each enables the employee to gain experience to ascend to the higher rung on their job	No changes identified	Students demonstrate proficiency in this SLO	

				ladder. 80% of students taking the Final Exam should score 75% or better on this question			
GAM-44	ALL SLO 1 - 4	Fall 2015	YES	Students continued to show proficiency in all SLOs.	No changes identified		
GAM-50	SLO #4	Fall 2015	YES	For this semester, students were tasked with constructing a first person simulation in which the player is capable of moving an avatar in a 3D environment. The 3D environment is patrolled by "guards", artificially intelligent agents that seek to find the player. In addition to guards, there are also "servants", artificially intelligent agents that aim to do menial tasks unless they inadvertently spot the player, at which point in time they then seek out a guard for aid. The final type of entity in this simulation is the "noble", a target that behaves similarly to the servant class, differing only in that it must be somehow eliminated by the player character. Of the 23 students that submitted the final project, 14 of them achieved perfect scores, having successfully	No changes identified		

				implemented what can be described as complex and meaningful contextual relationships described in this SLO. 2 students were able to implement all but 1 of the entity relationships. 8 students implemented 1 or fewer of the above relationships. Of these 8 students, 3 of them simply did not submit the assignment. Based on these results, approximately 70% of the students in the class satisfactorily represented completion of this SLO. If this number is adjusted for non-submissions, that number climbs to 74%. Of the students that fall in the 26% that did no reach satisfactory criteria, those same students seemed to struggle throughout the course. This is not surprising, considering that programmatic tasks such as games development are comprehensive, in which satisfactory completion of later topics is thoroughly			

				dependent on successfully grasping foundational skills. Methods of improving this score might seek to introduce better techniques for assessing student skills earlier on, adopting more hands-on time with students, or possibly providing more resources for students to review in their own time (assuming that students are failing to grasp the concepts in the context of the classroom).			

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2015-16:
Initial assessment for GE PLO Information Competency and Technology Literacy
Closing Loop for GE PLO Self-Development and Global Awareness
A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts
A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

0	0	0	0

b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	0	0	0

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Based on Industry Feedback and Transfer Institution Feedback from 2014 indicating that Game Art students should demonstrate greater proficiency in original concept art which shows the ability to create 2D art and 3D art in multiple art styles, the Game Art programs were revised. Two new 4 unit courses were written, GAM-80 and GAM-81. The GAM-80 course is a digital drawing course and is required in the first semester to provide students with basic drawing skills and exposure to creating original art in multiple styles in the very first semester. GAM-80 is a prerequisite for GAM-81 where students learn 3D modeling and texturing. GAM-81 requires students to create original 2D digital drawings and then create original 3D models from the concept art. In addition, students must use their digital drawing skills to texture the 3D models. The new game art programs requiring GAM-80 and GAM-81 were introduced in the fall 2016 semester.

In addition, other Game Art courses, including GAM-42, GAM-32 and GAM-33 were modified to introduce multiple art styles into existing class projects. These modifications did not require a change to the COR. The Game Art instructors met to discuss the feedback and agreed to use similar projects with similar requirements and require the use of multiple art styles. The emphasis on original concept art and use of multiple art styles is now consistent within Game Art and the results are beginning to show. With the introduction of GAM-80 and GAM-81 we anticipate that the improvement to Game Art portfolios will continue.

Although we have no formal program assessment to report for the 2015-2016 academic year, the industry feedback from 2014 prompted a change in curriculum and teaching methodologies. A formal program assessment was conducted in February 2017 of all Game Dev programs and will be included in the APR next year.

Course	**Changes Made** Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	**Impact of changes on student learning, engagement, and/or teaching**

	Choose an item.	
	Choose an item.	
	Choose an item.	
	Choose an item.	

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification. None indicated this year. In February 2017, at the GAM assessment meeting, the PLOs for all the Game Dev programs were modified. The details will be reported on next year's APR.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

Yes, the GAM discipline meets formally on a regular basis to discuss program assessments. We have formalized this pattern so that GAM faculty will meet once per year, generally in February, to formally discuss assessments. In February 2017 the GAM faculty met for a Portfolio Review, Capstone Debrief, and Assessment Discussion. In this meeting all 4 Game Dev programs were assessed and will be included in next year's APR.

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

Resources State the resources identified to support student learning and/or faculty development	Assessment Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	Reasoning Briefly explain what you learned in the assessment that indicates the resource might be beneficial
No new resources identified, continued use	Most GAM classes make use of	From past experience, GAM faculty observe that

of CATs and student tutors supports student success and retention	student tutors and CATs	student success is improved with the use of student tutors and in class aides (CATs)

7. What additional support, training, etc. do you need in the coming year regarding assessment?
   None indicated

Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: _____ **Average score** _____

	0	**1**	**2**	**3**	Comments
Initial SLO assessments	No evidence provided 0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1	Clear evidence of on-going SLO assessment (1 complete assessment) 2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3	
Loop Closing Assessments	No evidence provided 0	Limited evidence of Loop-closing assessment (Course identified as "loop-closed", but no Change Plan identified, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of "loop closed" for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for "loop closed" for multiple initial assessments) 3	
Assessment input into TracDAT	No assessments in TracDat format or Repository	Assessment completed are in word/pdf in Document Repository 1	Assessments identified have Assessment Plan, but not all have Results 2	All identified assessments have a complete report (Plan and Results) in TracDat data field) 3	
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No attempts to change any courses, teaching approaches, and **no** clarification or reasoning as to why not 1	Evidence of an attempt to implement a change in a course or teaching approach provided, **or** simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses or teaching approaches, **or** clear and supported clarification why no improvement is needed 3	
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline, department, college 1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college 2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college 3	
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '14-spr '15 1			
Total for Each Column					