NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW

Discipline/Unit/Department: _Game_Dev_____

Program(s) or Certificate(s) Associated: Game Art: Character Modeling, Game Art: Environments and Vehicles, Game Design, Game Programming and Mobile Applications Development

Contact Person: Judy Perry
Due: April 20, 2016

Please send an electronic copy as a Word document (avoid PDF)
programreview@norcocollege.edu

Norco College

Web Resources: http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx

Comprehensive Instructional Program/Unit Review Update
Instructions

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

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.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. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@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.

Educational Master Plan and 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 Comprehensive Instructional Program Review Update

<div align="right">

Unit: GAM, Game Dev
Contact Person: Judy Perry
Date: 3/25/16

</div>

Trends and Relevant Data

1. **Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?**

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	Game has been part of the Business, Engineering and Information Technology (BEIT) department during this time.	Game Dev will continue to be a part of BEIT.
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT? If not, discuss if you are in process or have future plans to do so.	Five new programs were developed and offered for the first time in the fall 2012 semester. The five programs are: ● Game Design ● Game Art: Environments and Vehicles (Modeling) ● Game Art: Character (Design) Modeling ● Game Art: 3D Animation ● Game Audio Two new programs were developed and offered for the first time in the fall 2013 semester. The two programs are: ● Game Programming ● Mobile Applications Development	Game Dev does not anticipate developing any new programs in the next four years, however, the discipline is continuously evolving and we are open to new and/or modified programs as needs are identified.

Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	Game Design was revised and launched in Fall 2013. This academic year (2015-16), we discontinued Game Art: Core and Game Art: 3D Animation and modified Game Art: Character Modeling and Game Art: Environments and Vehicles. The content of the discontinued programs was largely incorporated into the two programs that were modified to increase the program graduates' employability.	The discipline will be engaging industry in a review of its Mobile Applications Development program to ascertain if program modifications are required to provide relevant, state-of-the-art content.
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.	Activities in a number of other units has affected the availability of space for Game offerings, however, the discipline has worked with its Dean to secure additional space for Game offerings.	As enrollment grows college-wide, it is anticipated that classroom and lab space for course offerings will be impacted more and more.

2. **List your retention and success rates as well as your efficiency for the previous four years. Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.**

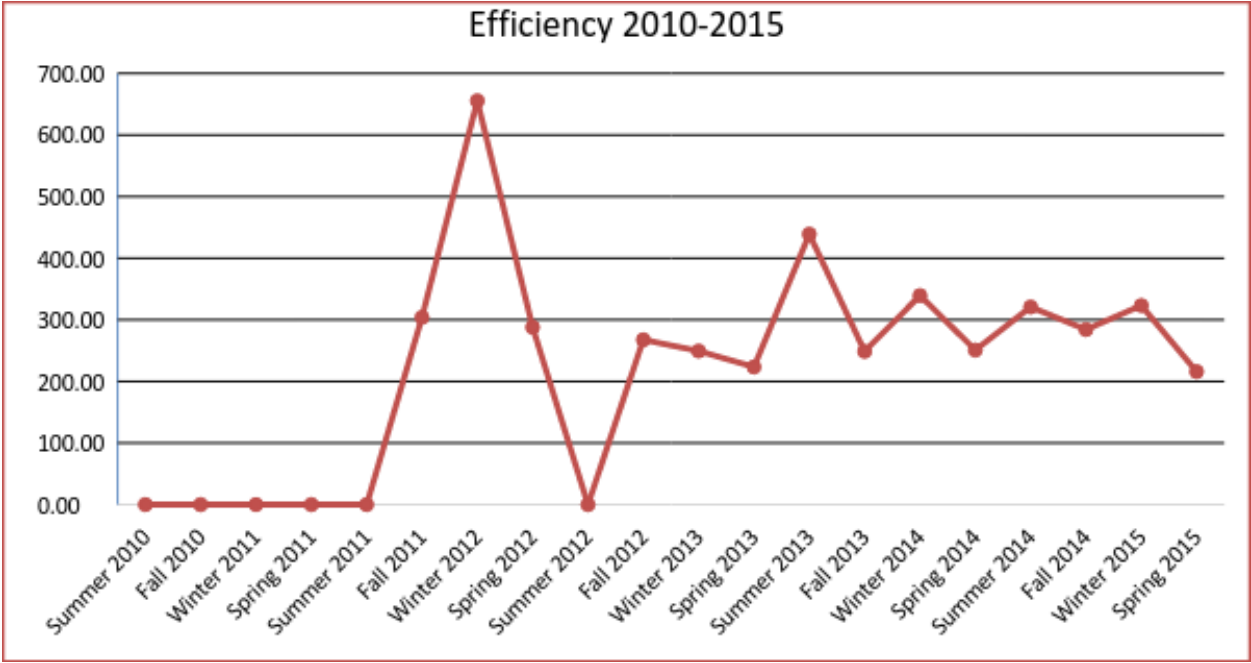|	OVERALL	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	70.8%	86.2%	70.8%	86.1%	68.1%	85.1%	68.9%	84.8%
ETHNICITY	**American Indian or Alaska Native**	88.9%	88.9%	66.7%	100.0%	100.0%	100.0%	100.0%	100.0%

	Asian	85.0%	90.0%	53.3%	80.0%	76.1%	86.6%	68.7%	77.6%
	Black or African American	71.4%	90.5%	62.5%	83.9%	60.0%	86.2%	65.0%	86.7%
	Hispanic/Latino	65.2%	82.9%	69.0%	86.4%	63.0%	80.4%	64.3%	81.3%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	90.0%	90.0%
	Two or More Races	65.5%	86.2%	77.6%	85.7%	66.0%	86.8%	85.2%	90.7%
	White	72.4%	87.4%	75.4%	87.1%	73.8%	89.5%	72.5%	89.1%
	Non-Respondent	100.0%	100.0%	66.7%	81.0%	100.0%	100.0%	57.1%	85.7%
AGE	19 or less	66.9%	87.6%	71.9%	90.9%	64.3%	85.3%	66.5%	86.8%
	20 to 24	74.9%	84.5%	67.8%	82.5%	70.5%	84.6%	69.4%	83.7%
	25 to 29	70.5%	90.9%	81.3%	88.8%	65.5%	82.8%	72.4%	81.9%
	30 to 34	75.0%	75.0%	72.4%	89.7%	78.6%	92.9%	73.9%	82.6%
	35 to 39	33.3%	66.7%	40.0%	60.0%	75.0%	100.0%	68.4%	78.9%
	40 to 49	0.0%	0.0%	71.4%	78.6%	63.6%	81.8%	81.0%	95.2%
	50+	100.0%	100.0%	75.0%	100.0%	100.0%	100.0%	60.0%	80.0%
GENDER	Female	63.3%	79.6%	64.5%	79.3%	73.5%	81.9%	69.8%	83.0%
	Male	71.6%	87.0%	72.1%	87.3%	67.0%	85.6%	68.3%	85.0%

	Non-Respondent	100.0%	100.0%	40.0%	80.0%	88.9%	88.9%	100.0%	100.0%

	HYBRID	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AGE	19 or less	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	20 to 24	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

	25 to 29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GENDER	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

	ONLINE	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	65.6%	82.4%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	57.1%	71.4%

	Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	70.0%
	Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	62.0%	82.0%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	83.3%
	White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	70.6%	86.3%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
AGE	19 or less	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	67.6%	86.5%
	20 to 24	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	63.0%	80.4%
	25 to 29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	77.8%
	30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	71.4%	85.7%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	80.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	88.9%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%
GENDER	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	62.2%	78.4%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	67.0%	84.1%

	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Efficiency 2010-2015

Success and retention rates for face-to-face sections have remained very stable over the past four years. In that time, the highest variability in the success rate has been 2.7 percentage points and in the retention rate, 1.4 percentage points. No data exists for hybrid courses since no GAM courses are offered in the hybrid mode, but for online offerings, the first years for which we have data, 2014-15, shows that the success rate is 3.3 percentage points below the success rate for face-to-face offerings in that same year. It also shows a retention rate 2.4 percentage points below the face-to-face offerings for that same year. Since student performance typically declines with participation in online courses, this data is not surprising however, the difference is very small. The GAM discipline has been thoughtful and

intentional about which GAM courses to offer online, only a few that are most suited to an online mode of delivery. 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.

3. **Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.**

The GAM programs are continuing to grow in enrollments and graduates. Over 500 students are participating in a Game Art program of study, however not all of those students have not declared this area as an official program of study. Due to the interdisciplinary nature of game development, many students are educating themselves across the GAM disciplines while determining which emphasis to complete or with the intention of completing more than one GAM program of study. Game Design continues to be a popular emphasis with the largest number of graduates. The Game Programming program is the youngest track with healthy enrollments and students who are hired while still completing their certificate or degree. The capstone class, GAM-79: Game Studio, is currently enrolled to capacity with over 30 students. This is evidence of the pipeline of game dev students and will results in over 30 graduates this Spring.

NORCO COLLEGE AWARDS		2012-13	2013-14	2014-15
		1,034	1,148	1,090
Associate of Science (A.S.) degree Total		248	220	243
	Electronic Game Design-	3	2	

	061420			
	Multimedia-061410	6		5
Certificate requiring 30 to < 60 semester units Total		105	117	116
	Electronic Game Design-061420	1	1	2
	Multimedia-061410	4	3	1
Certificate requiring 18 to < 30 semester units Total		39	54	26
	Electronic Game Design-061420	1	4	1
Certificate requiring 6 to < 18 semester units Total		167	161	129
	Electronic Game Design-061420	2	1	

The data found in the table above doesn't possess too many outliers, and spans such a short period of time that it is difficult to identify any trends. We believe that the data above, if anything, shows a good deal of stability regarding completers in our programs. Major drops or raises in values are for such small data sets as to be inconclusive. Perhaps the most interesting shift in numbers pertains to the certificate requiring 6 to 18 semester units total, which numerically displays the evolution of our programs into more academically rigorous skillbuilding sequences that simply cannot be achieved with a smaller subset of contact hours.

4. **In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.**

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
Not applicable – this is the first comprehensive program review for Game			

5. **Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A**

The Game discipline has not received any resources in the last four academic years as a result of program review. The Title V grant covered items such as hardware, software, professional development, instructional supplies, outreach events, game tournaments, Game Dev Student Showcase and more. In the future, these costs need to be institutionalized for the GAM discipline to thrive.

6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the [Educational Master Plan/Strategic Plan]? *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."*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Increase internship and placement services to students	Continue outreach efforts with local game studios. Continue to stress the need to transform this into more of an institutionalized effort.	Ongoing	Goal 1: Increase Student Achievement and Success
Increase enrollment in all Game programs through outreach, marketing and advertising.	Hiring a social media expert to champion campaigns.	Over the course of the next semester (Fall 2016)	Goal 1: Increase Student Achievement and Success
Acquire and maintain technology needed for state-of-the-art instruction that is operationally funded.	Upgrading lab equipment in the LRC.	New hardware is being installed over the course of Summer 2016	Norco's mission statement includes the need to "encourage an inclusive, innovative approach to learning and the creative application of emerging technologies." Current, industry-standard equipment is essential to

			provide our students with work ready skills
Hire a full-time, tenure-track Game Art faculty to provide leadership to the discipline in the areas of program development/modification, assessment, institutional service and program review.	Continue to stress the need for this position through providing evidence and advocating for it with APC	Ongoing	Goal 5: Strengthen Student Learning Over 500 students are enrolled in Game Art classes, all of which are taught by part-time faculty. Full-time leadership is needed to evolve curriculum, coordinate with game art faculty, and ensure a cohesive
Prepare full time faculty to maintain pedagogical excellence.	Hosting faculty workshops and events specifically designed to expand and standardize faculty skills.	Next faculty workshop being held during the month of May 2016.	Goal 1: Increase Student Achievement and Success Goal 5: Strengthen Student Learning Game Dev is a dynamic field. To ensure that our students are equipped for transfer or entry level positions in the workforce, providing professional development opportunities for faculty is essential

Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the Norco College Catalog and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
GAM-200	6/17/2014	Toni Van Buhler	Current	New Course
GAM-21	1/22/2013	Judy Perry	Current	Course Major Modification
22	1/22/2013	Judy Perry	Current	Course Major Modification
23	1/22/2013	Judy Perry	Current	Course Major Modification
24	1/22/2013	Judy Perry	Current	New Course
31	1/19/2016	Catherine Brotherton	Current	Course Deletion
GAM-32	1/19/2016	Catherine Brotherton	Current	Course Major Modification
GAM-33	1/24/2012	Gilbert Marquez	Current	New Course
34	1/19/2016	Catherine Brotherton	Current	Course Deletion

35	1/22/2013	Judy Perry	Current	Course Major Modification
37	1/22/2013	Judy Perry	Current	Course Major Modification
38A	4/19/2011	Judy Perry	Current	New Course/ Deleted
38B	4/19/2011	Judy Perry	Current	New Course/ Deleted
38C	1/19/2016	Catherine Brotherton	Current	Course Deletion
39	4/19/2011	Judy Perry	Current	New Course/ Deleted
41	1/19/2016	Catherine Brotherton	Current	Course Major Modification
42	1/19/2016	Catherine Brotherton	Current	Course Deletion
43	1/19/2016	Catherine Brotherton	Current	Course Deletion
44	1/20/2015	Judy Perry	Current	Course Major Modification
45	4/5/2016	Judy Perry	Current	Course Deletion
46	1/19/2016	James Finley	Current	Course Major Modification
47	1/19/2016	James Finley	Current	Course Deletion
48	1/19/2016	James Finley	Current	Course Deletion
49	1/19/2016	James Finley	Current	Course Deletion
GAM-50	1/22/2013	Judy Perry	Current	New Course
GAM-51	1/22/2013	Judy Perry	Current	Course Major Modification

52	1/22/2013	Judy Perry	Current	Course Major Modification
53	6/19/2012	James Finley	Current	New Course
70	1/19/2016	Judy Perry	Current	Course Major Modification
71	1/19/2016	John Coverdale	Current	Course Major Modification
72	1/19/2016	John Coverdale	Current	Course Major Modification
73	1/19/2016	John Coverdale	Current	Course Major Modification
79A	1/19/2016	John Coverdale	Current	Course Deletion
79B	1/19/2016	John Coverdale	Current	Course Major Modification
79C	4/15/2014	Judy Perry	Current	New Course
79D	4/15/2014	Judy Perry	Current	New Course
79E	4/15/2014	Judy Perry	Current	New Course
79F	4/15/2014	Judy Perry	Current	New Course
80	1/19/2016	James Finley	Current	New Course
81	1/19/2016	James Finley	Current	New Course
GAM-82	1/19/2016	James Finley	Current	New Course

Norco College Comprehensive Instructional Program Review Update

Unit: BEIT/GAM, Game Dev
Contact Person: Judy Perry
Date: 3/25/16

Current Human Resource Status

7. **Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. 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 (give number)	Part-time faculty (give number)
GAM	2	15

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

Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

8. Staff Needs

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

List Staff Positions Needed **Please justify and explain each faculty request as they pertain to the goals listed in item #6.** 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 request has been made	Annual TCP*	EMP Goals	Short Term Goal (S) Long Term Goal (L)
1.1. 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. Without fiscal support, the college will have no one dedicated to these strategic goals after July 1, 2016. [1.]	R	1	$84,547	1,4,5	S

---

[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.

* TCP = "Total Cost of Position" 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.

9. Equipment (including technology) Not Covered by Current Budget[2]

List Equipment or Equipment Repair Needed. 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. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	EMP Goals
1.Equipment: Purchase 35 computers for IT 202. Justification: Our GAM classrooms require up-to-date equipment and programs to provide students with industry standard hardware and software. Simulation and Game Development is a dynamic industry with ever changing skills and abilities. Continual software changes to meet the industry-standards are fundamental to providing our students with employable skills.	I	$3,000	35	$105,000	1, Increase Student Learning and Success 5, Strengthen Student Learning
2. LRC lab computer replacement Justification The GAM classrooms and labs require up-to-date equipment and programs to provide students with industry standard hardware and	I	$3,000	33	$99,000	**Goal 1, Increase Student**

					Learning and Success
software. Game Development is a dynamic industry with ever changing skills and abilities. Continual software changes to meet the industry-standards are fundamental to providing our students with employable skills. Built into many GAM courses is a lab component. This requirement is essential for the life-long learners we are preparing and for the important skill development in their field of study. We continue to employ industry-standards as fundamental to providing our students with employable skills.					
3. Justification					
4. 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).

** These requests are sent to the Business and Facilities Planning Council.

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

List Professional Development Needs. 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 <u>Justification</u> 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. Last year over 25,000 attended. To ensure that the GAM curriculum is current with industry expectations, attendance at this conference is critical.	$3,000	3	$9,000	1, 5
2. <u>Justification</u>				
3. <u>Justification</u>				

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

---

[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.

** These requests are sent to the [Professional Development Committee](#) for review.

11. 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 specific 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 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.	EMP GOALS	Distance Education
1 CAT Tutors for lecture classrooms In spring 2016 individual tutoring was replaced with "express tutoring" which allows students to drop in without an appointment and received help with homework and course material for CIS and CSC courses. This is a wonderful idea that will make it easy for students to get one-on-one help quickly. Although many students expressed a desire to have individualized scheduled tutoring. Feedback from students that individual tutoring sessions in the past have been very valuable and have contributed to their success. We feel that money for students who work with the faculty and students in their classroom and scheduled tutoring appointments is critical to improve student success in our discipline. Individualized Tutoring - students have provided feedback that individual tutoring sessions in the past have been very valuable and have contributed to success. [CB2]	**1, 5**	
2. 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.

---

[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.

12. 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. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. IT 208 – replace or move electrical outlets placed next to student feet, kicked out which causes loss of data but also students climb under to plug in again which causes a safety hazard. Justification Classrooms with computers continue to be a safety hazard due to cables that protrude next to computers where there is a space that looks like a walkway.	**Unclear**			**1,5**
3. IT 125 - replace or move metal plate for electrical on floor in middle of aisle, causing tripping hazard. Justification Classrooms with computers continue to be a safety hazard due to cables that protrude next to computers where there is a space that looks like a walkway.	**Unclear**			**1,5**
3. Justification				

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

---

[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.

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive 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. **Trends and status change, prior and next four years identified**	Trends and status change section is blank	Only prior **or** next four years completed, not both		Prior and next four years section completed with clear information in both, or identified as N/A
2. **Retention, success, and efficiency rates have been identified and reflected upon**	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. **(If Applicable) Specific program/certificate data are included and discussed**	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. **Goals from prior comprehensive**	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks	Clear statement made regarding goal(s), activities,	Well-defined statement made regarding goal(s), and

identified, activities linked to the goal, progress stated		clarity or details and/or activities, and/or progress stated	and progress	activities, includes details & reasoning, progress stated in depth
5. **Long term goals identified, activities and timeline stated**	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. **Long term goals aligned to mission and EMP**	No link between the long term 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
7. **Course Outline of Record section is completed**	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
8. **Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)**	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	Substantial connection made between resource requests and EMP/SPG
Column scores **(If no programs of study are applicable, do not average in points from item #3)**				

Additional comments:

II. Comprehensive Program Review Assessment Update

Purpose –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. 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.

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
GAM-35	C	Embedded tests, Rubrics, Projects	All methods used to address all SLOs in the course. This course is an introductory survey course. Student outcomes include knowledge of industry terms and processes which are tested with a midterm and final exam. Students also work in teams on projects which are assessed with rubrics including teamwork soft skills. This course is offered as multiple sections in fall and spring and often as a single section in winter and summer and is taught by multiple faculty members. It is also one of the few

			courses in the program that is offered online.
GAM-31	C	Rubrics, Projects	This course teaches the fundamentals of 3D modeling and design and is a project based course. SLOs map to specific projects and rubrics are utilized to assess student performance. This course is taught by multiple faculty members and multiple sections are offered in primary terms, therefore a collaborative approach was utilized to ensure consistency among all sections offered.
GAM-32	I	Projects	This course teaches the intermediate 3D modeling skills utilized to design and create organic characters and is a project based course. SLOs map to specific projects and rubrics are utilized to assess student performance. This course is offered one section per year and is taught by one faculty member with expertise in character design and is therefore assessed by an individual.
GAM-22	I	Combination of embedded tests, rubrics and projects	Multiple methods used to address all SLOs in the course. This course is an introductory game design course. Student outcomes include knowledge of game design terminology, concepts and processes which are tested with a midterm exam and quizzes. Students also work in teams on projects which are assessed with rubrics including teamwork soft skills. This course is offered in the fall semester and is taught by a single faculty member.
GAM-23	I	Projects, Rubrics	This course teaches intermediate game design utilizing digital platforms and is a project based course. SLOs map to specific projects and rubrics are utilized to assess student performance. This course is offered one section per year.
GAM-44	I	Rubrics, Projects	This is the Portfolio Production class where students from all Game Dev tracks create an individual digital portfolio and prepare for transfer to a university or entry into the workforce. The SLOs map to project based milestones and assignments which is why a project and rubric assessment method is utilized. This course is offered one section per year.

GAM-79	I	Rubrics, Projects	This is the capstone class for all Game Dev tracks. The Game Studio Production class requires a multidisciplinary team to work together to create an original game in one semester. The SLOs map directly to the specific program of student and are embedded in the milestones and semester project, therefore a project and rubric assessment is utilized in this class. This course is offered one section per year.
GAM-21	I	Embedded Tests, Rubrics, Projects	All methods used to address all SLOs in the course. This course is a History of Video Games course. Student outcomes include knowledge of important people, dates, and events which are assessed using a midterm and final exam. Students also work in teams on projects which are assessed with rubrics including teamwork soft skills. This course is offered as multiple sections in fall and spring and often as a single section in winter and summer and is taught by a single faculty member.
GAM-24	I	Rubrics, Projects	This course teaches advanced game prototyping utilizing digital platforms and is a project based course. SLOs map to specific projects and rubrics are utilized. This course is offered as a single section once per year.
GAM-42	C	Projects, Rubrics	This is the entry level PhotoShop for Game Art class required of all game art students. It is taught by multiple part-time faculty members who collaborated to choose similar projects which map to SLOs and met face to face to review student work.
GAM-50	I	Projects, Rubrics	This course acts as an introduction to video game programming. Students are required to learn the fundamentals of programming languages and apply those skills to develop game prototypes in the form of projects. Rubrics are used to determine whether or not the course SLOs are satisfied on a per project, per aspect basis. This course is one of the few courses in the program that is also offered online.

b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on

student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment Yes or No
Game Design Program	Based on industry feedback as well as course assessment of the GAM-79 Game Studio capstone class,the Game Design Curriculum was modified to make GAM-50: Intro to Game Programming and GAM-31: Intro to 3D modeling requirements rather than electives. It was determined that some students who were in the capstone class had no experience in programming or 3D modeling. As a game designer, some knowledge of all aspects of game development is important for success.	Positive Impact: Game Design students entering the capstone class, GAM-79, can contribute to design discussions with the programmers and artists and in some cases can assist with programming or art asset creation. The additional skill sets make the game designers more productive throughout the entire game development life cycle in the capstone class which also translates to higher productivity in an entry level position in a game studio.	YES - permanent modifications made to Game Design Program. The program now has more required courses and less electives making it more prescriptive, while allowing some flexibility for student's interests.
Game Programming	After teaching the GAM-79 capstone course for the first time, the instructor noticed a wide discrepancy in the abilities of the programming students. At the time, the Game Programming program was not yet in place. Students were required to have advanced CIS programming skills to enter the GAM-79 capstone class. This provided a unique opportunity to view and compare the skill sets of	Positive Impact: Programming students now have a more consistent experience regardless of which teacher is instructing the class. This allows the intermediate and advanced programming teachers to begin instruction with less review which leads to students receiving more challenging instruction. The Game Programming track is producing students with a very strong skill set. Anecdotally, at least 8 game programming students have obtained employment as an entry level game programmer at higher than average	YES - course content was not changed, so no curriculum updates were required. However, teachers now have a more unified approach to expectations in the C++ and Java programming courses including programming style, critical thinking assessments including tests with hands on coding required, and the need

	students in both the C++ program and the Java program. A meeting of all full-time and part-time programming teachers was held, (CIS, CSC and GAM) to discuss student expectations, teaching methods, course content in sequenced courses and other topics related to student abilities to work as a multi-disciplinary team member in the capstone course. The discussions were vibrant and honest and open. Faculty agreed to teach using a consistent program coding style, include rigorous hands on coding assessments and build communication and teamwork skills in all programming classes.	salaries, and several have been hired without yet graduating from Norco College. They are working in the game dev industry while continuing their education. This combination not only strengthens their educational experience, but their steady employment allows them to consider transfer to universities which were previously not within their reach financially.	to develop communication skills and teamwork skills in the beginning and intermediate classes.
Game Art Programs	Two rounds of program assessment the Game Art programs led to two sets of changes. The first change occurred as a result of Portfolio Review by Industry Professionals and by Transfer Institutions. It was determined that student portfolios were very strong in a few particular art styles but that concept art was missing as well as a range of art styles. The Game Art faculty (all part-time) met with the full-time GAM faculty to review the industry and university feedback on the student portfolios. After a robust	Positive Impact: First Round of Assessment: Game Art students in the GAM-79 capstone class have stronger digital painting and texturing skills. Concept art skills have improved but need to improve further.	YES - No curriculum COR changes, however Game Art teachers agreed to standard assignments which means students have a consistent learning experience in GAM-42 which is the prerequisite for other Game Art classes. Therefore intermediate and advanced Game Art instructors are experiencing a more consistent skill level upon students entering their courses, which allows less review and more challenging

discussion, it was agreed that no curriculum COR change was needed, but the GAM-42 PhotoShop for Game Art class needed to be standardized more, while still allowing for academic freedom. The Game Art teachers agreed to use 3 standard assignments each focusing on specific skill sets and to add more focus on digital painting and texturing. In addition, Game Art teachers agreed to expose students to diverse art styles and infuse a broader range of art styles across all Game Art classes.		instruction to take place.
Second Assessment: Based on assessment from GAM-79 as well as industry feedback of entry level employment of recent graduates, it was determined that Game Art students need more concept art skills, more digital painting and a broader range of skills rather than deeper skill of one particular area. For example, all 3D modelers should know how to rig a model for animation, even if they don't intend to be an animator. Knowing the production pipeline and what animators require of riggers, and what riggers require in a 3D model make the production pipeline flow more smoothly and ultimately	Too Soon To Know: The Game Art program curriculum changes were made in Fall 2015 and will launch in Fall 2016	YES: Robust curriculum revision of the 3 Game Art programs into 2 Game Art programs

	makes a student more employable. The 3 Game Art programs were revised to create 2 Game Art programs with traditional/digital drawing and painting required before the 3D modeling class. In addition, the 3D modeling class now incorporates digital texturing which directly addresses a comment/concern from university portfolio reviews about the 3D models appearing without textures. The 2 revised Game Art tracks infuse rigging and animation into the curriculum to ensure the students are aware of the entire production pipeline.		
GAM-22	To address weak writing skills and lack of analysis in written game analysis assignments, and after attending a workshop taught by an English faculty member specifically designed to help GAM faculty with writing assignments, updated written assignments to include better instructions and expectations. Also used small group discussion after game play sessions to discuss potential content for the game analysis.	Positive: A noticeable improvement in quality of analysis as well as grammar attributed to better instructions and the small group discussion prior to writing the analysis.	YES - written assignments instructions are improved.
GAM-23	Adding frequent discussions of game design and class critiques of student	Positive Impact: Student written game analysis	Permanent Change: more critical analysis discussions of

	team projects before student write their own critiques. The GAM-22 class is a prerequisite game design class which provides a solid foundational in game design principles and students are arriving better equipped to analyze game design.	assignments are improved.	game design in class
GAM-70	Updated written assignments to make more relevant and meaningful	Positive Impact; Written assignments improved in content and grammar.	Permanent
GAM-71	The most obvious lack of knowledge was in the ability to plot cast shadow and reflections. The most obvious solution is to carve out more class time to this subject. I also suggest spending more time on the practice of basic freehand rendering skills. The students are getting the idea of how to construct environments and objects in correct perspective but the drawings tend to be stiffly rendered.	Positive Impact: Improvement in ability to plot shadows	More time spent practicing freehand drawing and shading will help the students to make good decisions while rendering value.
GAM-42	Faculty collaborated and determined that every instructor will use the same three projects which map to specific SLOs.	Positive Impact: Consistent skill set of successful students who complete GAM-42	Permanent: Students exit skills are more consistent which allow the classes which follow in the prerequisite string to begin with less review and remediation
GAM-31	Faculty collaborated and determined specific methods of teaching skill sets	Positive Impact: More consistent skill set of successful	

which are consistent with industry	students completing the course.	

c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
All Game Dev programs - Loss of Open Game Lab - decrease in student success for those most in need of additional support and	Loss of the Game Lab in the LRC has negatively impacted all Game Dev programs. Access to GAM faculty outside of class and availability of the LRC for group projects outside of the classroom created a vibrant learning environment in the LRC. The Game Lab was filled with peer to peer mentoring, individual one on one tutoring, individual access to instructor expertise and small group sessions led by the instructor. Due to progressively stricter interpretation of lab policies, lack of communication and abrupt policy changes, the Game Lab is now virtually empty and the collaborative learning environment has evaporated. Some classes now have scheduled labs with the instructor of record which helps mitigate the loss to a degree but the multidisciplinary nature of game development and the need for access to specialized hardware and software for students who are most in need of technical support and access to technology is no longer available.
All Game Dev programs - Loss of Access to One on One Tutorial Services	The use of tutors is now done with Express tutoring and not scheduled. The changes were not discussed with faculty and for the first half of the spring 2016 semester faculty were not aware that students could schedule longer time than the short one-on-one express tutoring. Those students who are most at risk and require additional one on one support outside of the classroom are negatively impacted. Loss of Tutoring appointments combined with the loss of the Open Game Lab student negatively impacts success and retention.

d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student's ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

Incorporating partner work and teamwork into foundational classes, including CIS programming classes, is one change that has had a positive impact both in student engagement in individual courses as well as in student success in the GAM-79 capstone course. Infusing more project based work with peer critiques and frequent instructor feedback provides more opportunities for students to iterate on their design, which is common practice in game development and has the added benefit of improving student success.

Through assessment of the capstone class, GAM-79 Game Studio Production, it was clear that Game Art students in particular need more practice with teamwork and collaborative work before entering the final capstone course. Game Art instructors are modifying teaching methodologies to include collaborative work. In addition, students from all game dev disciplines need experience with asset management and project management tools. This content has been added to the GAM-70 class which Game Art students take in their first semester. It's too soon to be sure, but we expect this change to have a positive impact on student success in GAM-79.

e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.

Lynda.com is a resource that is valuable to both students and faculty. Students use it for training and skill development as well as learning advanced topics of interest. Faculty use it for professional development.

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

- Program Assessment Overview - see Section 1B for details on Game Design, Game Programming and Game Art

Courses - courses highlighted in green are deleted or in the process of being deleted.	SLOs	Assessment Methods	Results	Changes Made	Follow-Up
CIS/GAM-35 - Intro Simulation Game Dev	6	2	2	0	0
CIS/GAM-36 - Intro Computer Game Design	5	0	0	0	0
CIS/GAM-37 - Beginning Game Level Design	8	0	0	0	0
CIS/GAM-38A - Sim Gaming/3D Modeling	4	0	0	0	0
CIS/GAM-38B - Sim Gaming/3D Animation	5	0	0	0	0
CIS/GAM-38C - Sim Gaming/Dynamics/Rendering	5	0	0	0	0
CIS/GAM-39 - Current Techniques in Game Art	5	0	0	0	0
CIS/GAM-43 - Survey of Media Art for Game Design/Anim	6	0	0	0	0
GAM-21 - History of Video Games	6	1	1	0	0
GAM-22 - Game Design Principles	5	3	4	0	0
GAM-23 - Digital Game Design	7	1	1	0	0

GAM-32 - Designing Game Characters	3	3	4	3	0
GAM-33 - Advanced Digital Sculpting	3	3	3	0	0
GAM-34 - Character Rigging	3	0	0	0	0
GAM-35 - Introduction to Simulation and Game Development	6	1	1	0	0
GAM-41 - Game Asset and Engine Integration	4	4	8	0	0
GAM-45 - Materials and Lighting	4	4	4	0	0
GAM-46 - Environment and Vehicle Modeling	5	1	1	0	0
GAM-48 - 3D Character Animation	5	0	0	0	0
GAM-51 - Game Mechanics and Simulation	3	0	0	0	0
GAM-70 - Computer Skills for Game Art	5	5	5	0	0
GAM-71 - Perspective for Game and Animation	3	2	2	0	0
GAM-72 - Anatomy for Game Art	4	4	0	0	0
GAM-73 - Storyboarding for Games	3	0	0	0	0
GAM-79 - Game Studio Production	3	0	0	0	0
GAM-79A - Game Studio: Animation	3	3	0	0	0
GAM-79B - Game Studio: Character Modeling	3	3	0	0	0

Course					
GAM-79C - Game Studio: Environments and Vehicles	3	3	0	0	0
GAM-79D - Game Studio Production: Audio	3	3	0	0	0
GAM-79E - Game Studio: Game Design Capstone	3	3	0	0	0
GAM-79F - Game Studio Production: Game Programming	3	3	0	0	0
GAM/CIS-24 - Video Game Prototyping	5	0	0	0	0
GAM/CIS-44 - Portfolio Production	4	4	8	0	0
GAM/CIS-50 - Introduction to Game Programming	4	4	1	0	0
GAM/CSC-52 - Game Engine Scripting I	5	5	1	0	0
GAM/CSC-53 - Game Engine Scripting II	5	0	0	0	0

Section 3:   Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

The district has a plan for course assessments. We will follow that pla

Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

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

	0	1	2	3	Comments
Section 1 ● **Modes of assessment & reasoning____** ● **Changes Made to courses ____** ● **Success indicators ____** ● **Teaching approaches ____** ● **Resources ____**	No attempt made to provide responses to any of the questions (1-4) 0	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase ***understanding*** of student success and learning in the classroom 1	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase ***understanding*** of student success and learning in the classroom 2	Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase ***understanding*** of student success and learning in the classroom, and teacher development 3	
Section 2 ● **# of initial, changes made, loop-closing activities for course and program**	Chart is blank 0	Does not include all courses or programs 1		All courses and programs in the discipline are listed on the chart, each box has a number (or a zero to indicate "nothing" or no assessment conducted) 3	
Section 3 **Plan for assessment in the coming 4 years** ● **Programs** ● **Courses** ● **SLOs**	No Plan provided 0	Does not include all Programs ____ Courses ____ SLOs ____ 1		All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan 3	
Column Totals					