NORCO COLLEGE

Program Review - Overall Report

Instructional: Game Development

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in the GAM programs have a success rate has remained largely the same, dropping slightly from 2017-2018's 78.6% to 2019-2020's 78.2%. There was a slight dip in 2018-2019 72.2%.

Interestingly, the 2019-2020 increae over the previous year goes against the trend we would have expected from the impact of COVID 19. This perhaps can be attributed to marked improvements in transitioning the GAM programs to Online. This level of preparedness resulted in a major improvement in online success (77%) in the 2019-2020 year (in excess of a 10% average improvement over the previous 2 years).

Retention over the past 3 years has overall flatlined at the high 80's low 90's for the past 3 years. This exceeds expectations in the 2019-2020 academic year where we would have predicted a greater drop in retention due to COVID.

Something worth noting is the year equal performance in retention and success when comparing males and females. The games industry in general sees females as a minority (less than 10%) when compared to males. Our population tends to see females around 20% with success and retention rates that are equal to that of males. When evaluating subgroups, male hispanic and white students were outlying underperformers in the 2017-2018 academic year. It is worth noting that these two populations vastly outnumber the others of male gender (of 677 total male students, only 56 of them were not hispanic or white). With many of the other represented populations consisting of a small sample size (1 in several cases), these outliers are probably insignificant as their success rates are either in-line with college goals or in excess of them. It is also worth noting that these two outlying groups are no longer flagged as such in subsequent years, unless we focus on non-online. These two groups do continue to be outliers for an additional year when non-online courses are looked at exclusively.

As far as program of study is concerned, there has been an upward trend over the past 5 years overall (323 in 2015-2016, 398 in 2019-2020). Of this group, Hispanic / Latino stand out as the largest population. We are unsure as to why this is, but it appears to be consistently true. Perhaps these students are also involved with other activities or organizations that stress the value of declaring a program of study. Game Design is the most popular program in the GAM discipline. Game Audio appears to be the second most popular, which we find to be a revelation as this program is not actively supported under GAM (there are no longer GAM courses pertaining to audio).

In the last 3 years 54 degrees were awarded to GAM students. In that same period of time, 71 certificates were awarded to GAM students. These trends are largely flatlined for degrees and on a decline for certificates. We believe that this is largely due to the complex nature of the GAM programs and their deep and contrived prerequisite structure. We have since done away with that and expect for the updated GAM offerings to dramatically improve program awards and overall student success.

Data Review

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

When evaluating subgroups, male hispanic and white students were outlying underperformers in terms of success in the 2017-2018 academic year. It is worth noting that these two populations vastly outnumber the others of male gender (of 677 total male students, only 56 of them were not hispanic or white). With many of the other represented populations consisting of a small sample size (1 in several cases), these outliers are probably insignificant as their success rates are either in-line with college goals or in excess of them. It is also worth noting that these two outlying groups are no longer flagged as such in subsequent years, unless we focus on non-online. These two groups do continue to be outliers for an additional year when non-online courses are looked at exclusively.

In evaluating retention over time, nearly all disaggregated student subgroups are either trending up or nearly flatlining (with exception of the "unknown" category). White students are seeing a slight dop, as well as "two or more".

As far as program of study is concerned, there has been an upward trend over the past 5 years overall (323 in 2015-2016, 398 in 2019-2020). Of this group, Hispanic / Latino stand out as the largest population. We are unsure as to why this is, but it appears to be consistently true. Perhaps these students are also involved with other activities or organizations that stress the value of declaring a program of study. Game Design is the most popular program in the GAM discipline. Game Audio appears to be the second most popular, which we find to be a revelation as this program is not actively supported under GAM (there are no longer GAM courses pertaining to audio).

In GAM we believe that the greatest threats to equity gaps are in accessibility, flexibility, and cost of learning. We continue to make more of our offerings online, have dramatically reduced the friction to achieving certificates and degrees, and continue to reduce the number of paid textbooks and software materials in our classes.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

In GAM we believe that the greatest threats to equity gaps are in accessibility, flexibility, and cost of learning. We continue to make more of our offerings online, have dramatically reduced the friction to achieving certificates and degrees, and continue to reduce the number of paid textbooks and software materials in our classes.

In terms of taking our offerings online, we have recently enabled all of our courses for online learning and are committed to offering at least one online section for every face to face section. In this way, students always have flexibility in how they take courses in GAM. Time constraints or social anxieties need not stand in the way of student success.

We have also redone the entirety of the GAM discipline (quite literally every course has been changed) to not only support hybrid online, but also removing unnecessary prerequisites which we strongly believe will dramatically reduce barriers to student completion.

Lastly, we are addressing the "invisible" cost of taking classes in the GAM discipline. Not all students that need financial aid receive it, and we endeavor to offer free alternative resources to textbooks. Although we have computer labs that are equipped with software, students with time restrictions or anxieties about voluntarily attending crowded lab environments will find themselves left behind. By moving from paid software (Zbrush,

Data Review

Maya, Photoshop) to free equivalents (Blender, Krita) we work to remove these additional costs of taking courses and in doing so reduce the equity gap further.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

Data Review

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?
GAM (all new courses, no data)

What percent of SLOs in the disciplines you identified above have been assessed?
0%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).
0

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?
Yes

If all SLOs are not mapped to at least one PLOs, please explain why.
N/A

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)
Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.
N/A

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?
Game Development, Game Design, Game Programming, 3D Modeling and Animation, Concept Art

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.
N/A

To what to you attribute this success?
N/A

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.
N/A

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?
N/A

Assessment Review

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.
N/A

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).
Removal of non-essential prerequisites and support for entirely online cohorts.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).
subject matter expertise, hands on experience, collaboration

Review current PLOs. Do the outcomes listed above align with the current program outcomes?
N/A

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Over the years, the GAM discipline has not been able to produce the types of success rate numbers it wants to see. Data identified that a major stumbling block for students has been the program's incredibly long and arduous prerequisite chains. These prerequisites would, in some cases, require students to spend greater than 2 years to complete their degree or certificate. Furthermore, data also reflects that courses with many prerequisites suffer from lower enrollment, which is an issue that grows increasingly problematic for courses that appear later in the chain. To combat these challenges, the discipline has rewritten and created new programs that dramatically reduce the friction that previously existed in navigating the curricular pathways. Where previously incoming students were limited in the number of courses they could take as new (and existing students), nearly the entirely of the GAM catalog is open and available to students as the reduction in prerequisite requirements has flattened the overall curricular structure and largely prevents students from getting "stuck". Additionally, the GAM discipline has recently utilized funds from the Improving Online CTE Pathways grant to make all of its offerings possible to take online. These efforts have recently concluded and we are now working to ensure that every course in a face-to-face format also has at least one online section, allowing for the programs to be taken entirely online. We expect this to both expand access and increase headcount tremendously.
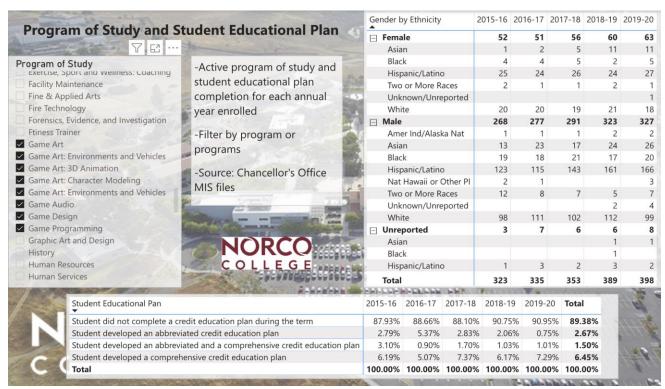
What are your plans/goals (3-year) regarding this goal?

At this stage it is the discipline's plan to support and sustain the massive changes described above. Students who were in the middle of a GAM program of study with us will have a number of questions and concerns about how these changes impact them, whilst new students will need to be engaged and encouraged to focus on new and current materials and ignore any deprecate information (stray flyers, misinformation on websites, and fellow students). Websites are being updated, new materials are being generated, and support is being provided by students via the discipline and counselors. These efforts are ongoing, but we look forward to seeing the data that proves the success of this initiative in the years to come.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

The assessment data for "Program of Study and Student Educational Plan" demonstrates an upward trend of students selecting GAM- related programs of study at Norco College over the past 5 years. This is in service to objectives 1.1 (increase FTEs from 7,366 to 8,759 by 2025) and 1.2 (increase total headcount from 14,624 to 16,581 by 2025).

Program of Study and Student Educational Plan

Program of Study
- Exercise, Sport and Wellness: Coaching
- Facility Maintenance
- Fine & Applied Arts
- Fire Technology
- Forensics, Evidence, and Investigation
- Ftiness Trainer
- ☑ Game Art
- ☑ Game Art: Environments and Vehicles
- ☑ Game Art: 3D Animation
- ☑ Game Art: Character Modeling
- ☑ Game Art: Environments and Vehicles
- ☑ Game Audio
- ☑ Game Design
- ☑ Game Programming
- Graphic Art and Design
- History
- Human Resources
- Human Services

-Active program of study and student educational plan completion for each annual year enrolled

-Filter by program or programs

-Source: Chancellor's Office MIS files

Gender by Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
Female	**52**	**51**	**56**	**60**	**63**
Asian	1	2	5	11	11
Black	4	4	5	2	5
Hispanic/Latino	25	24	26	24	27
Two or More Races	2	1	1	2	1
Unknown/Unreported					1
White	20	20	19	21	18
Male	**268**	**277**	**291**	**323**	**327**
Amer Ind/Alaska Nat	1	1	1	2	2
Asian	13	23	17	24	26
Black	19	18	21	17	20
Hispanic/Latino	123	115	143	161	166
Nat Hawaii or Other PI	2	1			3
Two or More Races	12	8	7	5	7
Unknown/Unreported				2	4
White	98	111	102	112	99
Unreported	**3**	**7**	**6**	**6**	**8**
Asian				1	1
Black				1	
Hispanic/Latino	1	3	2	3	2
Total	**323**	**335**	**353**	**389**	**398**

Student Educational Pan	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Student did not complete a credit education plan during the term	87.93%	88.66%	88.10%	90.75%	90.95%	**89.38%**
Student developed an abbreviated credit education plan	2.79%	5.37%	2.83%	2.06%	0.75%	**2.67%**
Student developed an abbreviated and a comprehensive credit education plan	3.10%	0.90%	1.70%	1.03%	1.01%	**1.50%**
Student developed a comprehensive credit education plan	6.19%	5.07%	7.37%	6.17%	7.29%	**6.45%**
Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

GAM is also an active contributor in Dual Enrollment (no data available though catalog offerings show proof of this) which serves objective 1.4 (Increase capture rates from feeder high schools by 4% annually by 2025).

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Over the years, the GAM discipline has not been able to produce the types of success rate numbers it wants to see. Data identified that a major stumbling block for students has been the program's incredibly long and arduous prerequisite chains. These prerequisites would, in some cases, require students to spend greater than 2 years to complete their degree or certificate. Furthermore, data also reflects that courses with many prerequisites suffer from lower enrollment, which is an issue that grows increasingly problematic for courses that appear later in the chain. To combat these challenges, the discipline has rewritten and created new programs that dramatically reduce the friction that previously existed in navigating the curricular pathways. Where previously incoming students were limited in the number of courses they could take as new (and existing students), nearly the entirely of the GAM catalog is open and available to students as the reduction in prerequisite requirements has flattened the overall curricular structure and largely prevents students from getting "stuck". We now have have all programs capable of being completed in under 2 years (and even as quickly as 1 year). Additionally, the GAM discipline has recently utilized funds from the Improving Online CTE Pathways grant to make all of its offerings possible to take online. These efforts have recently concluded and we are now

working to ensure that every course in a face-to-face format also has at least one online section, allowing for the programs to be taken entirely online. We expect this to dramatically increase the number of degrees, certificates, transfers, and enrollments.

What are your plans/goals (3-year) regarding this goal?
At this stage it is the discipline's plan to support and sustain the massive changes described above. Students who were in the middle of a GAM program of study with us will have a number of questions and concerns about how these changes impact them, whilst new students will need to be engaged and encouraged to focus on new and current materials and ignore any deprecate information (stray flyers, misinformation on websites, and fellow students). Websites are being updated, new materials are being generated, and support is being provided by students via the discipline and counselors. These efforts are ongoing, but we look forward to seeing the data that proves the success of this initiative in the years to come.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
Degree earnings essentially remaining neutral and certificate awards dropping somewhat steadily (though small (a total delta of 27 peak to 21 current)) do not serve goals 2.1 or 2.2 (increase the number of degrees / certificates completed by 15% annually). Our primary initiative to combat this (as described above) is to support and sustain the major changes set forth to improve these trends.

NORCO COLLEGE

Program Awards

- Program awards by Gender and Ethnicity
- Filter by program or programs
- Source: Chancellor's Office MIS files

ProgramTitle
- ☐ Computer Programming
- ☐ Computer Science
- ☐ Construction Technology
- ☐ CSU General Education
- ☐ Desktop Publishing
- ☐ Digital Electronics
- ☐ Drafting Technology
- ☐ Early Childhood Education
- ☐ Early Childhood Interve...
- ☐ Electrician
- ☐ Electronics Technology
- ☐ Engineering Technician
- ☐ Engineering Technology
- ☐ English
- ☐ Fine & Applied Arts
- ☑ Game Art: 3D Animation
- ☑ Game Art: Character Mo...
- ☑ Game Art: Environments...
- ☑ Game Audio
- ☑ Game Design
- ☑ Game Programming
- ☐ History
- ☐ Humanities, Philosophy ...
- ☐ IGETC
- ☐ Logistics Management

Degrees

Gender x Etnicity	15-16	16-17	17-18	18-19	19-20	Total
☐ **Female**		4	3	5	1	**13**
Asian					1	**1**
Black			1			**1**
Hispanic/Latino		2		1		**3**
Two or More Races		1				**1**
White		1	2	4		**7**
☐ **Male**	14	14	19	16	19	**82**
Asian	1				2	**3**
Hispanic/Latino	6	5	13	8	6	**38**
Two or More Races	3			1	1	**5**
White	4	9	6	7	10	**36**
☐ **Unreported**	1	1				**2**
Asian	1					**1**
Hispanic/Latino		1				**1**
Total	**15**	**19**	**22**	**21**	**20**	**97**

Certificates

Gender x Ethnicity	15-16	16-17	17-18	18-19	19-20	Total
☐ **Female**		4	3	6	1	**14**
Asian					1	**1**
Black			1			**1**
Hispanic/Latino		2		1		**3**
Two or More Races		1				**1**
White		1	2	5		**8**
☐ **Male**	18	20	24	17	20	**99**
Asian	1	1			1	**3**
Black	1				1	**2**
Hispanic/Latino	7	8	15	8	7	**45**
Nat Hawaii or Other PI		1				**1**
Two or More Races	2	1		1	1	**5**
White	7	9	9	8	10	**43**
☐ **Unreported**	1	2				**3**
Asian	1					**1**
Hispanic/Latino		2				**2**
Total	**19**	**26**	**27**	**23**	**21**	**116**

The work that has been done to the GAM offerings is new. Next year will be our first real glimpse into its impact (although it is difficult to say how much of that will be skewed due to COVID). Still, we eagerly look forward to seeing how these major changes have positively impacted our students.

The following link shows our updated curriculum that has been completely redone, and shows remapping of the old curriculum where applicable:

https://www.norcocollege.edu/News/Documents/2019-2020/GameDevCore_Document_2020-NC.pdf

Transfer data was not available and therefore we cannot speak to objective 2.4 (increase number of transfers by 15% annually) and we were unable to find data concerning objective 2.5 (increase the number of first-time, fulll time enrolled students).

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
Offering students flexibility in how they take courses at Norco College. Embracing hybrid and online modes of teaching improves a student's ability to manage their time and juggle any number of other responsibilities they might have. The online format especially has a way of anonymizing students, potentially reducing anxieties and senses of isolation. Online formats also improve an instructor's ability to be more objective about their teaching. The discipline has also worked to reduce / remove the amount of textbooks, software, and other paid materials utilized in its courses. While all of these resources are available for free to our students in our labs, the reality is that some students find it difficult to come to these labs. We feel that these initiatives all work in favor of reducing the equity gap across all of our at-risk groups, including African American, Latin, Men of Color, LGBTQ+, and Foster Youth.

What are your plans/goals (3-year) regarding this goal?
Now that all of our classes are online-enabled, we are working to ensure that for every face-to-face class offered every semester that an online section is offered as well. We are also continuing to reduce textbooks in our classrooms wherever possible, and moving to industry-standard yet free software applications to close all student equity gaps.

In addition to address the overall concern surrounding equity gaps, we propose the following action plan:

- **Additional Tutorial, Supplemental Instruction, and LRC support** -- In our experience, those who are disproportionally impacted or underprepared for Game Development courses benefit the most from tutorial support. Embedding tutors in the courses creates a relationship between the class and tutors which we believe makes students more likely to reach out and utilize the services, sometimes for a quick question on Discord, sometimes for a scheduled Zoom session. We recently reached out to the LRC regarding increasing support for CTE courses and had a positive response.

- **Equity Minded Syllabus Training** - all full-time faculty will participate in this training, participate in group discussions related to this training and then modify our syllabi. We will encourage our part-time faculty to complete this training and modify their syllabi as well.

- **CORA trainings on Black Minds Matter, Racial Microaggressions and Teaching Men of Color in Community Colleges -**- all full-time faculty will complete these trainings and participate in group discussions related to concrete ways to utilize the training to close the gaps. We will encourage our part-time faculty to complete equity trainings.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
Pleasea find below evidence of the curricular overhaul made to the entirety of the GAM program, which is now entirely available online. Any prior references to specific software and materials are removed, and in their place our instructors are encouraged to use free / low-cost alternatives.
https://www.norcocollege.edu/News/Documents/2019-2020/GameDevCore_Document_2020-NC.pdf

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
The GAM discipline isn't perfect, but one of the areas in which it shines is in professional development around Guided Pathways. Our faculty are consistently in attendance at industry-leading conferences, meeting new industry advisors, and training in modern development techniques. Many of our faculty are current members of the games industry and bring their up-to-date knowledge to the classroom to maxmize the potential for our students. As of this writing, we are currentlhy in the process of hiring a new full-time tenure-track Game Art faculty member. The criteria for this hiring have been specifically skewed to favor industry relevance and experience over teaching experience to further cement our position on the importance of professional development as targeted at Guided Pathways.

What are your plans/goals (3-year) regarding this goal?
Continue to attend industry-leading conferenes and events, grow our roster of industry advisors, continue to host faculty workshops for knowledge-sharing, and properly integrate our new Game Art faculty into the discipline.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
N/A

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

EMP GOAL 5. Reduce working poverty and the skills gap.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The video game industry continues to grow. Consumers spend over $70 billion annually. Wages for the video game industry are, on average, around $70k a year. Because of this upward trend in the industry and because of the high yield in compensation, the GAM program's best initiative is to maximize success rates. Over the years, the GAM discipline has not been able to produce the types of success rate numbers it wants to see. Data identified that a major stumbling block for students has been the program's incredibly long and arduous prerequisite chains. These prerequisites would, in some cases, require students to spend greater than 2 years to complete their degree or certificate. Furthermore, data also reflects that courses with many prerequisites suffer from lower enrollment, which is an issue that grows increasingly problematic for courses that appear later in the chain. To combat these challenges, the discipline has rewritten and created new programs that dramatically reduce the friction that previously existed in navigating the curricular pathways. Where previously incoming students were limited in the number of courses they could take as new (and existing students), nearly the entirely of the GAM catalog is open and available to students as the reduction in prerequisite requirements has flattened the overall curricular structure and largely prevents students from getting "stuck". Additionally, the GAM discipline has recently utilized funds from the Improving Online CTE Pathways grant to make all of its offerings possible to take online. These efforts have recently concluded and we are now working to ensure that every course in a face-to-face format also has at least one online section, allowing for the programs to be taken entirely online. We expect this to improve overall success rates and propel students on their pathway to gainful employment.

What are your plans/goals (3-year) regarding this goal?

At this stage it is the discipline's plan to support and sustain the massive changes described above. Students who were in the middle of a GAM program of study with us will have a number of questions and concerns about how these changes impact them, whilst new students will need to be engaged and encouraged to focus on new and current materials and ignore any deprecate information (stray flyers, misinformation on websites, and fellow students). Websites are being updated, new materials are being generated, and support is being provided by students via the discipline and counselors. These efforts are ongoing, but we look forward to seeing the data that proves the success of this initiative in the years to come.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

https://www.gameindustrycareerguide.com continues to be a valuable resource for current industry figures. As far as speaking to objectives 5.1 (increase the median annual earnings of all students), 5.2 (increase percent of CTE students employed in their field of study by 3% annually) and 5.3 (increase percent of all students who attain a livable wage by 5% annually) this evidence does not exist (to our knowledge). While we do track metrics like completion, we do not seem to have insight as to the median annual earnings of students (not to mention that this is not a fixed number and generally grows with inflation anyway). The count of CTE students employed in their field of study makes many very specific assumptions about our ability to track students. Because specific wage data of our employed graduates is also not known, it is difficult to provide meaningful evidence as to

whether or not our contributions are increasing the percentage of students who are able to attain a livable wage (though we must admit it would be amazing to know this).

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
COVID has put a bit of a damper on these efforts. It is simply not as easy to pursue, developer and sustian collaborative partnerships. In the past we have leveraged industry events like GDC (Game Developer's Conference) in order to provide context and a place by which to establish and develop new connections. We plan on resuming this with next year's round of conferences (assuming it is healthy to do so). In the meantime, we have stayed in contact with our industry advisors as best we can. We are also staying connected with folks at the High School and University as best we can. As of the time of this writing, Norco College is preparing a Game Jam with Arlington High School for a collaborative cross-campus virtual event.

What are your plans/goals (3-year) regarding this goal?
To put it plainly, the word "rebuild" comes to mind. The pandemic has had everyone hunker down and stay apart. Going digital has worked well in so many aspects, but I cannot stay the same for our collaborative partnerships in game. The truth is that the video games industry is focused in key places of the world and Norco is a bit out of the way. Conferences are our single best vector for connecting and staying connected. We look forward to re-establishing lost connections and building new ones post-pandemic.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
N/A

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review: Part 1

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

<u>**GOALS AND ACTIVITIES**</u>

What are you doing now in support of this goal?
Norco College truthfully has little competition in this area. We are one of the very few community colleges in the Inland Empire that offer any courses in game development at all, much less a complete suite that spans numerous disciplines. We integrate well with our partnerships through the Laguna College of Art and Design and CSUSB for which we act as a feeder. We continue to strengthen our position as the regional college of choice for video game development by improving and updating our curricular offerings (evidenced by our recent revamp) and initiative to make all of our programs available online to maximize flexibility in both time and proximity to the college.

What are your plans/goals (3-year) regarding this goal?
Following our major overhaul of our curriculum, our plan is to support and sustain the work that has been done. After evaluating its effectiveness, we will assemble a new strategy to further those advancements.

<u>**EVIDENCE**</u>

Do you have assessment data or other evidence that relates to this goal?
Search for competing schools yields results for 4-year Universities, graduate programs, and trade schools outside of our region.

<u>**RESOURCES**</u>

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?
Yes

What percentage of your courses are out of date?
0%

If you have courses that are not current, are they in the curriculum process?
No

For out of date courses that are not already in progress of updating, what is your plan?
N/A

Do you have proposals in progress for all the DE courses you intend to file?
No

Do you require help to get your courses up to date?
No

Program Review Reflections

What would make program review meaningful and relevant for your unit?
Program review is awesome! The tools to view and break down data over the past several years is fantastic! Honestly the biggest stumbling point was technical issues in Nuventive. There were numerous cases in which we struggled to get reports to populate, couldn't sign in, or were not able to view data entry windows. We ended up having to use Word for alot of our text entry because Nuventive didn't seem reliable enough. We were heartbroken at numerous thoughtful responses being deleted or truncated because of a session timing out or an interface bug.
As far as the quality and breadth of the data provided, I would have liked to have seen more direct details for callouts (things highlighted in red) to better allow for a comprehensive dialogue. We also felt that some of the EMP goals were asking for more than the data gave insight into. For example, we want to improve the equity gap for our LGBTQ+ students, but the data we have just isn't deep enough. As a result, I felt our response and planning isn't as targeted as it could be. That said, I do recognize that data of this sort is particularly difficult to procure.

What questions do we need to ask to understand your program plans, goals, needs?
"What is your program's mission?"
I feel this is an important question because it has changed over the years. The program has the same overall mission as the college, but as to how it applies specifically to GAM and our place in the overally journey to getting students hired into the games industry, our mission is to "fuel the passion of our students". At the inception of the GAM program, our goal was focused almost purely on employment, which is a noble goal for a CTE discipline. The problem was that our students weren't doing that. Instead they were transfering (also a success) and cases of students directly entering industry were incredibly rare and anecdotal. Because of this original intent, the initial

Program Review Part 2

structure of our programs were centered around skills but little else. We were trying to do what trade schools did over the course of 4 years, but in a 2 year span of time and at the Community College level. We were burning students out. Students would come to us ignited, and instead of fueling that passion we offered them curriculum that was rigorous, regimented, and grinding. In the end, we did little in service of student success, and the lessons learned have reshaped our mission and the entirety of the program.

"Why should we look at online differently for GAM?"

Because there is a great deal of evidence that supports that GAM offerings for students yield high success. Fortunately through grant funding we have been able to refactor the entire GAM curriculum and are working hard to guarantee an online cohort to maximize student success and close equity gaps across the board.

"Why are conferences so important?"

Attendance to GDC is a mainstay on every Program Review for GAM. The reality is that Norco College is a great distance from where the majority of the industry operates. Industry representatives, therefore, are not commonplace within a 30 mile radius of the college. GDC continues to be the larges and most prominent industry event, and proves to be our single best avenue for maintaining and adding industry relationships.

What types of data do you need to support your program plans, goals, needs?

Nothing comes to mind, but granularity of data is always key. The more information we are able to gleen about our students in these reports, the better off we are in properly reviewing our programs and setting forth plans for change and improvement. For example, I do not know how many of our students go into the games industry. This is the number 1 success outcome of our program. I know that it happens, but only anecdotally. At the same time, I recognize that this is a serious problem with no obvious solutions. Still, it is worth mentioning as what we truly need to further support the GAM programs is greater granularity of data to improve the intelligence and accuracy of our insights.

If there are any supporting documents you would like to attach, please attach them here.

Resource Requests

2021 - 2024

What resources do we already have?
N/A

What resources do you need?
GDC Conference

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 4,EMP Goal 6

$ Amount Requested
7,000

Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)
Lottery Instructional Supplies,Department Regular Funding,CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP)

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
1

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review
Yes