NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: Simulation and Game Development

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

Contact Person: James Finley
Due in draft: March 15, 2015
Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs
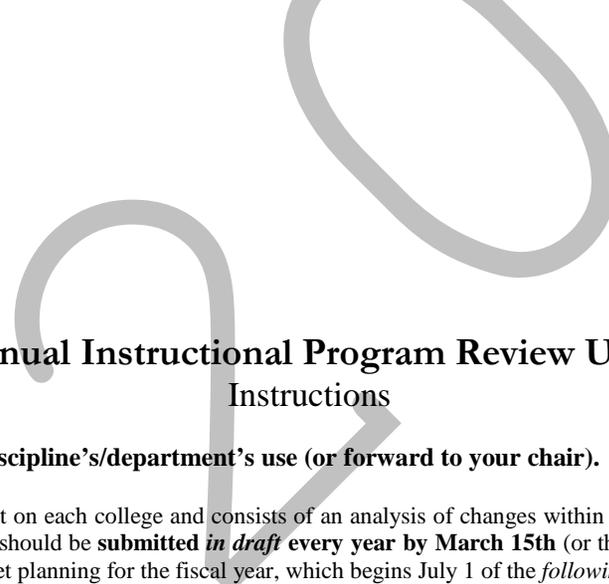Norco: Diane.Dieckmeyer@norcocollege.edu
If you are CTE: Kevin.Fleming@norcocollege.edu

Form Last Revised: December 2014

Norco College

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

Annual Instructional Program Review Update
Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted *in draft* every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

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

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

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. 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**
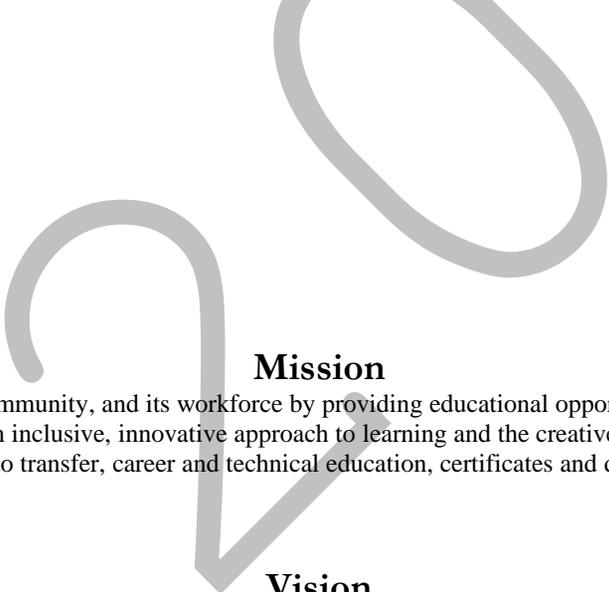
Mission

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.

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

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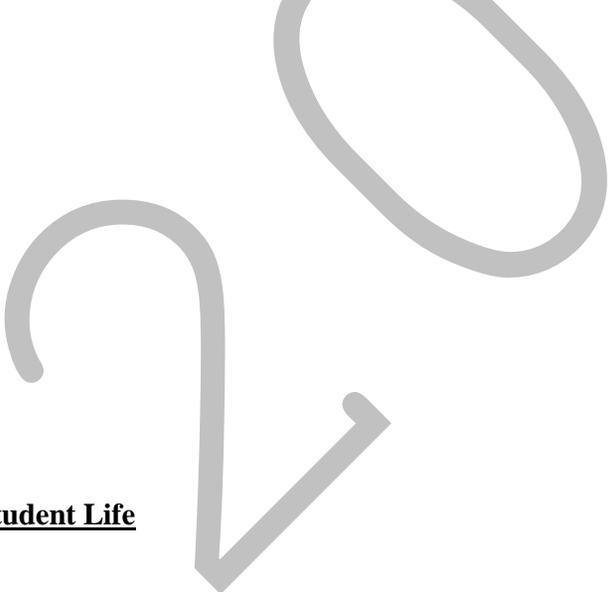
Goal 2: Improve the Quality of Student Life

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

## Goal 3: Increase Student Access

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

Goal 4: Create Effective Community Partnerships

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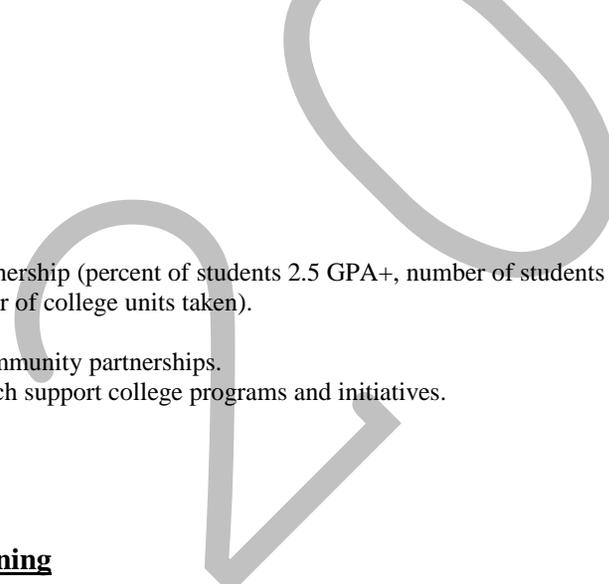
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.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

Goal 5: Strengthen Student Learning

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

Goal 6: Demonstrate Effective Planning Processes

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

Goal 7: Strengthen Our Commitment To Our Employees

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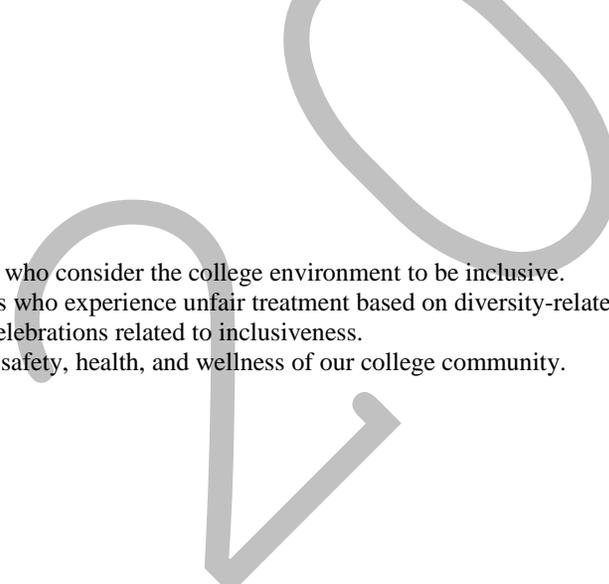
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement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

I. Norco College Annual Instructional Program Review Update

Unit: GAM
Contact Person: JAMES FINLEY
Date: 5-15-2015

Trends and Relevant Data

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

   a. Has your unit shifted departments?
   - NO, GAM remains in the BEIT department

   b. Have any new certificates or complete programs been created by your unit?
   - NO new certificates or programs have been created since the last program review

   c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.
   - Due to the growth of the game development programs and the demand for technology enabled classrooms, we have expanded into the STEM building for several of our upcoming sections.. We continue to have shared classrooms spaces with Art, Engineering, MUC, CIS/CSC. This results in an increased need for close collaboration when scheduling classes.
   - Due to the increase in traditional drawing courses in the GAM programs, the drawing classroom, ATEC 209, is in high demand and can't support both the number of GAM drawing classes and Art drawing classes required for full cohorts of all 3 GAM tracks. We need to find another room to expand traditional drawing classes.
   - Due to the mandate that TBA labs be limited in offering, more classes are being required to have included lab sections, making limited room space even more of a problem.

2. List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

   - For the 2013-2014 academic year, the GAM program saw a 2.65% reduction in success rate and a 1.02% reduction in retention rate.

Both of these rates continue to reside above the average for Norco College. Despite the fact that they have trended downwards compared to the previous years, we believe that this is primarily due to the youth of the program, and that we are most likely seeing a gradual normalization of these ratings.

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	0.00%	70.78%	70.79%	68.14%
Face-to-Face Lecture	0.00%	70.78%	70.79%	68.14%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	0.00%	86.22%	86.10%	85.08%
Face-to-Face Lecture	0.00%	86.22%	86.10%	85.08%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%

- **Distance Education:** In Spring 2014 three GAM courses were approved for Distance Ed: GAM-21: History of Video Games, GAM-35: Intro to the Game Industry, and GAM-70: Computer Skills for Game Art. GAM-50: Intro to Game Programming was approved for distance education this semester (Spring 2015). As the GAM program becomes more established, courses are being individually valued for viability in distance education sections. While data for this program review predates distance education offerings for the program, we look forward to the future analysis of distance education classes now that they are being offered.

3. **What annual goals does your unit have for 2015-2016 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Educational Master Plan?**

List the goals of your unit for 2015-2016	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education

Articulate transfer options for gaming students. Articulation agreements were completed for Centennial High School. The goal is to continue with high school and university articulation agreements.	Work with high schools and universities to establish articulation agreements.	Goal 3: Increase Student Access Goal 4: Create Effective Community Partnerships	Not limited to DE
Consolidate game art programs to streamline the game art offerings and remove unnecessary prerequisite chains to improve student access to courses.	Work with faculty to assess ways to reduce the number of game art programs and reduce the number of prerequisites to maximize the number of successful completers.	Goal 1: Increase Student Achievement and Success Goal 2: Improve the Quality of Student Life Goal 3: Increase Student Access	Not limited to DE

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

Norco College Annual Instructional Program Review Update

Current Human Resource Status

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

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
GAM	1	12	

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
N/A			

5. Staff Needs

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

List Staff Positions Needed for Academic Year 2015 - 2016 **Please justify and explain each faculty request as they pertain to the goals listed in item #3.** Place titles on list in order (rank) or importance.	**Indicate (N) = New or (R) = Replacement**	**Annual TCP***	**Distanced Education**

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

1. Game Art Full Time Faculty Member - Reason: - A full-time tenure track faculty position for Game Art is needed to support and champion the planned consolidation of one or more of the existing game art programs. Consolidating the programs means that students will have more elective options, which provides them with greater flexibility for students but puts a greater planning burden on the faculty responsible for scheduling. A full time game art faculty will provide much needed ongoing stability in a program that is in flux and in jeopardy of losing students to attrition. This academic year also saw a 25% reduction in game art part time faculty, demonstrating a need for leadership in this area. Hiring a full-time Game Art faculty will result in **Improvement of Student Learning** by providing the college with a faculty member who can create and maintain a cohesive curriculum and cohesive educational experience for the game art students. The Game Art area is dynamic. Industry expectations change; tools, skills and techniques change; and the industry is expanding into mobile and indie games along with the established AAA blockbuster game industry. Norco College and the Game Art programs need to maintain a cohesive and clear approach to game art instruction and react to the frequent shifts in the industry. Keeping current and translating the industry trends into curriculum, coordinating with transfer institutions and high school feeder programs, and coordinating and mentoring part-time game art faculty are all areas in which a full-time faculty in Game Art will positively impact improvement of student learning. The **Current Full-Time Staffing** for the Game Art area is zero. All Game Art courses are taught by part-time teachers. Currently there are 4 Game Art Programs and 17 unique Game Art courses taught by 11 part-time faculty. The Game Art programs have a strong prerequisite string leading to a capstone class and portfolio class in the final semester, which means it's imperative that the course SLOs are met and that teachers have similar expectations and standards for grading. Program Level Assessment for Game Art requires a dedicated faculty member with industry experience and deep subject matter expertise to critique and evaluate student portfolios for program level assessment as well as the outcome of course level assessments, to analyze the data, to identify deficiencies and then propose curriculum changes or instructional technique modifications. Updates must be communicated to part-time faculty and translated in to teaching practices and projects. In a rapidly changing industry, this cycle occurs frequently and the ability to adapt is critical to student success in achieving their goals. A full-time tenure track Game Art faculty member will result in **Increased Student Retention** and **Increased Student Success** by creating a cohesive two year experience for students. Student success rates have dropped by the highest margin since the inception of the program. One explanation is that the student outcomes are not consistent and that some students are underprepared for follow-on classes, or that the sheer number of programs has created decision paralysis or confusion in our students. Some courses and teachers have adapted to industry changes while others have not. Also,	N	**$119,257** **Provided by** **Beth Gomez**	N/A

some students are not prepared for the rigor of the program. Cancelled classes have resulted in frustrated students leaving the program, particularly in the Animation area. A full-time Game Art faculty member can address these issues by coordinating closely with teachers, educating prospective students on the rigorous expectations of the program, and creating mentoring opportunities to current students through clubs and other campus activities.			

2. Game Lab Aides - Student Workers Reason: Since the last program review, the game lab has moved to the LRC. While it was predominantly an open lab environment during the academic year that this program review covers, a mandate that labs be scheduled as attached with courses has greatly reduced the number of staffed open lab hours in the LRC. This means that students who utilize the LRC environment in the upcoming academic year will do so with significantly less guidance and assistance from faculty. As such, it is critical that multiple student lab aides be on duty to maintain the learning integrity of the environment and provide assistance in absence of trained faculty members. Lab aides would be tasked with assisting students with hardware and software use as well as in techniques taught in classes which must be mastered through skill building. Since the lab aide budget was removed 3years ago, the Perkins grant has been funding the lab aides. However, this is a temporary solution as we are not guaranteed continued funding and Perkins is designed to be a temporary solution until the institution can provide support. This request is for the institution to restore the support for student lab aides in the Game Lab to directly support student learning which will positively impact both student success, retention and persistence.	R	**$40,800**	N/A
3. Dean, Career & Technical Education Reason: The position of "Dean of Instruction, CTE" continues to be a grant funded position at the time of this program review submission. The presence of a full-time CTE Dean at Norco College has benefited all our CTE programs, through grant funding opportunities, curriculum support, job fairs for students, and employer outreach. As a fully-accredited college, Norco would not be able to effectively support existing CTE programs with administrative oversight at a separate campus (as was the case prior to accreditation). Several of the grants funding this position will be ending soon. It is hoped that the importance of maintaining this administrative position will be recognized and thereby included in long-term strategic planning at a College and District level. Moreover, both our sister colleges are now recruiting for 100% general funded "Dean of Instruction, CTE" positions, recognizing the benefits our Dean has produced at Norco. However, our Dean of Instruction, CTE has many additional grant demands at Norco producing an inequity amongst our three colleges. Norco is a leader among the three colleges relating our CTE programs.	R	TBD	N/A

4. Lab Supervisor Reason: A new position (non faculty) needs be created for non-student lab supervisor for the purpose of providing non-instructional assistance and mentorship in the lab environment. Since the last program review, the game lab has moved to the LRC. While it was predominantly an open lab environment during the academic year that this program review covers, a mandate that labs be scheduled as attached with courses has greatly reduced the number of staffed open lab hours in the LRC. This means that students who utilize the LRC environment in the upcoming academic year will do so with significantly less guidance and assistance from faculty. These lab supervisors would see to the day-to-day operations of the lab environment, task and manage lab aides, and provide assistance to students in the open lab environment.	N	$30,000	N/A
5. Reason:			
6. Reason:			

* 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 must 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.

6. Equipment (including technology) <u>Not</u> Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year 2015 - 2016 **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.	*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	Distance Education
1. Replace computers in IT 208 <u>Reason:</u> Due to the growth in both MUC and GAM, additional classroom space is required to serve students pursuing certificates and degrees in the 6 new game development programs. These are high end computers to be used for industry quality 3D modeling, animation and rendering. The cost is estimated. We are in the process of obtaining quotes.	I	$2,000	30	$60,000	Goal 1: Increase Student Achievement and Success	N/A
2. Live Models for GAM-72: Anatomy for Game Art <u>Reason:</u> The class requires the use of both clothed and nude models. The cost is for one section in fall and one in spring.	I	$1,300	2	$2,600	Goal 1: Increase Student Achievement and Success	N/A
3.Computer and Phone for new Game Art Faculty <u>Reason:</u> A new Full-Time Game Art Faculty will need a computer and phone for the faculty office. The estimate was provided by Beth Gomez.	N	$1,500	1	$1,500	Goal 1: Increase Student Achievement and Success	N/A

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

4. Replace 30 Computers in the LRC Reason: Because the LRC now requires greater flexibility due to the recent changes in lab structure, existing computers that were previously only suited for handling CIS department related tasks will need to be upgraded to accommodate the higher technical demands of the games development classes. The current lab environment is divided into two nearly equal parts between CIS and GAM disciplines. These lab computers are scheduled as attached to courses, but neither side has enough machines individually to handle an entire classroom of students. This is not as much of a problem for CIS students, but since GAM students have steeper hardware and software needs, this is an area of great concern.	I	$2,000	30	$60,000	Goal 1: Increase Student Achievement and Success	N/A

* 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.

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

List Professional Development Needs for Academic Year 2015 - 2016. 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.	Annual TCO*				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. Attend the Game Developer's Conference (GDC) in San Francisco Reason: GDC is the premier conference for all things related to game development. It is imperative that faculty keep current with the industry expectations. This year 3 faculty members from Norco College are attending along with 3 of our top students. This is the one conference that we must attend to keep in touch with our industry advisors and make new contacts, to update our skills, to become aware of new advances and trends in the industry, and to connect with potential employers. This year we are funding faculty through a combination of Perkins funding and Title V funding. We hope to use Title V funding next year but in the future we will ask the institution to support this important aspect of Professional Development.	**$3,000**	**3**	**$9,000**	Goal 1: Increase Student Achievement and Success	**Yes**
2. Reason:					

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

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

Unit Name: GAM

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

List Student Support Services Needs for Academic Year 2015 - 2016 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. Lab Aides needed for the Game Lab. This has been requested from Perkins funding but has not yet been approved. $40,800 <u>Reason:</u> To support student learning in the Game Lab. Student Lab Aides will now exclusively be providing assistance during open lab time in the LRC. This major change merits the need for more lab aides to fulfill the demand of our students.	Goal 1: Increase Student Achievement and Success	**N/A**
2. <u>Reason:</u>		
3. <u>Reason:</u>		
4. <u>Reason:</u>		
5. <u>Reason:</u>		

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

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

** These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

*Unit Name: GAM*_____

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

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. Game Showcase budget Reason: The Title V Portal grant has funded the semi-annual event for the past 5 years. In an effort to become more frugal, the event has been moved to an annual schedule. Using Title V funds, we have purchased equipment to support the event, which can also be utilized for other purposes on campus, including for events outside of game development. To institutionalize the Game Showcase event, we need to fund the recurring costs which include $1200 for plaques and $800 for food and miscellaneous. This cost of $2000 would be incurred only once per year for a total of $2,000, which is $800 less than previous years. These costs estimates were provided by the Title V grants office based on expenses for previous Game Showcase events and estimated to accommodate the expected density of a now annual event.	**$2,000**				

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

2. Reason:					

Rubric for Annual Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

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

6. **Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests**	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
7. **The document is complete**	No; there are incomplete sections			Yes; all sections are completed
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit's accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year *(fall 2013 - spring 2014).* Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven't yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO *Initial Assessments* and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with *Improvements identified* (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in *Loop-Closing* assessment (state SLO and effect)
GAM-71 Perspective Drawing for Game Art	*SLO #1: Construct Environments and backgrounds with correct visual perspective for use in game simulation and animation* *SLO #2 Create accurate illustrations for background painting and film mattes with correct cast shadows and reflection*	*SLO 2: Need to spend more time on cast shadows and reflections as well as practice of freehand rendering skills*	SLO 1: direct assessment indicates that this SLO is being met	
GAM-70 Computer Skills for Game Art	*SLO #1 - Identify the fundamental concepts and terminology for computer operation and use* *SLO #2 - Identify the key features of a variety of software such as Operating Systems, Digital 2D and 3D software programs* *SLO #3 - Demonstrate how to import data from peripheral devices such as external drives, network drives and flatbed scanners* *SLO #4 - Explain the differences and the common use of various graphic file formats* *SLO #5 - Demonstrate proper file naming conventions of major computer platforms*	Direct assessment of 3 modules using a rubric which map to SLOs *The course has evolved and the COR needs to be updated. To improve the course, the SLOs need to be more specific and more rigorous to map to our current expectations. I recommend rewriting the SLOs to include critical analysis of internet resources and effective written communication skills. Another SLO should address intellectual property and creative common licenses. A third SLO should address cloud storage options and collaborative tools such as Google Drive, Drop Box and GitHub. These topics have been added to the course based on GAM faculty discussions and now need to be formally introduced into the COR. I recommend combining SLO #1, SLO #2 and SLO #5 into one SLO and one assessment module. I also recommend combining SLO #3and SLO #4 into one SLO and one assessment module.* Mark Chapman taught and assessed the course and provided the input above. Then James Finley, Judy Perry and Mark met to discuss this is more detail. We determined, based on feedback from our capstone class, GAM-79: Game Studio Production, and from our industry advisors, that all Game Dev students need exposure to project management tools and asset management systems throughout the 2 year game dev education process. Therefore we coordinated via e-mail to restructure the course from a 1 unit course to a 2 unit course and we to modify the program course outlines of record to include the new 2 unit GAM-70 course in all 6 game dev tracks. As of Spring 2015 the new course outline is almost complete and we plan to propose the new 2 unit GAM-70 course and modifications to the 6 game dev programs to include GAM-70 in the 2015 – 2016 academic year. This is an example of a course level SLO discussion which led to a program modification.		

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2. a) How many Program Level Outcome *initial* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	0	0	5
			Game Art Core
			Game Art: Character Modeling
			Game Art: Environments and Vehicles
			Game Art: Animation
			Game Programming

b) How many Program Level Outcome *loop-closing* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

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

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

- *We have used course level assessment of multi-section courses such as GAM-42: Photoshop for Game Art to more closely align projects across multiple faculty members in order to teach the skills in the course content. Faculty agreed to use the same 3 major projects and to include more on digital painting and texture creation. Due to industry feedback and portfolio assessment, including skill assessment as observed in the capstone class (GAM-79), more painting and texturing skills are required in addition to the photo-realistic skills included in the course outline. It was determined that the course outline does not need to be changed, just the emphasis in class to give hand painting equal emphasis with textures derived from reference photos. Additionally, game art faculty are now*

integrating concept art drawings into all 3D modeling classes (no curriculum change required). The assessment of GAM-42 impacts 3 programs – the 4 Game Art certificates.

- o *And, based on industry feedback and feedback from the capstone faculty member, we are integrating game art asset integration in a game engine as a skill set that is needed across the game art curriculum. We just modified the Game Art: Environment and Vehicles program to include a new class GAM-41: Game Art Asset and Engine Integration to further develop this skill set. (Revised program is attached. It was approved in spring 2014 and will launched in Fall 2014.) (Meeting minutes attached, May 2013.)*

- *In July 2013, the game programming and CIS/CSC programming teachers met to discuss SLO course outcome, PLOs and to align expectations in the C++, Java, game programming and mobile apps programming courses. The CIS-5 course has been modified from a 3 unit course to a 4 unit course and some course content has been added (introduction to object oriented programming, pointers and structured data types) to accommodate the Computer Science Transfer Model Curriculum. Specific outcomes are an increased need for critical thinking, structured design (flowcharts and design diagrams), consistent programming style, and labs designed to drill skills and deepen critical thinking. In addition, the faculty member who taught the GAM-79: Game Studio Production course, which is a capstone course, discussed his observation and assessment of varied strengths and weaknesses in the programmers. Lengthy discussions resulted in faculty being more aware of the weaknesses and the need for consistency SLO outcomes across multiple faculty . The PLO assessment of programming skills in the capstone course impacts the Game Programming certificate. (Meeting minutes attached, July 2013)*

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

GAM-70: Computer Skills for Game Art, 1 unit
Mark Chapman taught and assessed the course and provided the input regarding restructuring the course. Then James Finley, Judy Perry and Mark met to discuss this is more detail. We determined, based on feedback from our capstone class, GAM-79 and from our industry advisors, that all Game Dev students need exposure to project management tools and asset management systems throughout the 2 year game dev education process. Therefore we coordinated via e-mail to restructure the course from a 1 unit course to a 2 unit course and we intend to modify program course outlines of record to include the new 2 unit GAM-70 course in all 6 game dev tracks. As of spring 2015 the new course outline is almost complete and we plan to propose the new course along with modifications to the 6 game dev programs in the 2015 – 2016 academic year.

GAM-41: Game Asset Engine Integration
This course was added to replace a course based on feedback from student portfolios from both industry professionals and from transfer institutions. See the attached modified course outline of record and meeting minutes.

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?

   Yes, we have in the past and plan to continue in the future. We use face to face meetings as well as e-mail exchanges. The GAM-70 change will impact all 6 Game Dev programs. We will hold a face to face meeting and follow up with e-mail announcements.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

   No. Title V grants and Perkins grants have provided all the resources we need for now.

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

Game Art: Environments and Vehicles

PROGRAM PREREQUISITE:
None

SHORT DESCRIPTION of PROGRAM
Students completing the Game Art: Environment and Vehicles certificate will be well qualified to create larger scale modeling including environments, props, vehicles, as well as indoor and specialized enclosures in video game worlds. The final course of this program is a capstone project where students work in an interdisciplinary team with students from the other tracks of the game development programs to create a complete, original game ready to publish. Students will complete the program with a polished portfolio and be prepared to enter the workforce or transfer to a four-year institution.

PROGRAM LEARNING OUTCOMES
Upon successful completion of this program, students should be able to:

- Employ the proper use of industry standard terminology to describe geometry and scenes in a 3D environment
- Utilize both polygonal and nurbs modeling to create 3D hard surface and organic objects for use in game, animation and simulation environments
- Create digital vehicles, terrains and environments to scale according to a specific art style direction containing aspects of realism, futuristic and fantasy based design and function.
- Demonstrate mastery of interdisciplinary communication and team skills while working with colleagues in an industry standard production project.
- Create an industry standard portfolio and demo reel containing 3D environments and vehicle models developed in class projects

Required Courses

GAM 70	Computer Skills for Game Art	1.0
ART 17	Beginning Drawing	3.0
GAM 35	Introduction to Game Development	3.0
GAM 71	Perspective for Game Art and Animation	3.0
GAM 42	Photoshop for Game Art and Animation	3.0
GAM 31	Introduction to 3D Modeling	3.0
GAM 43	Game Modeling and Texturing	3.0
~~GAM 45~~	~~Materials and Lighting~~	~~3.0~~
GAM-41	Game Asset and Engine Integration	3.0
GAM 46	Environment and Vehicle Modeling	3.0

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Comment [TVB1]: List the program or certificate perquisites. If there are none, please indicate, "None."

Comment [TVB2]: Please provide a short description of the program or certificate. This description appears in the catalog, and should convey the certificate's or program's goals and also what students may expect as an outcome.

Comment [TVB3]: Using the bullet-tool, please list the certificate's or program's Student Learning Outcomes.

Comment [TVB4]: Please list the required courses that students must take. List the course number, course title from the catalog, and the number of units.

Please refer to the catalog for examples of programs or certificates, and how they are formatted.

GAM 44	Portfolio Production	2.0
GAM 79C	Game Studio Production	4.0

Electives   **Units**

None

Total Units: **31.0**

NORCO COLLEGE

Meeting Minutes, Programming Faculty Coordination and Assessment Meeting

July 22, 2013, 1:00 - 4:00 p.m., IT 202

Present: James Finley, Judy Perry, Dennis Rainey, Jessiah Ruiz, Charles Andersen, Tim Pryor, Marc Soriano

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James Finley called the meeting to order and began by announcing that the Computer Science TMC was approved by the Norco Curriculum Committee. He described the TMC and the advantages to students. Judy Perry showed the courses included in the TMC and the suggested 2 year sequence. Two calculus courses and two calculus based physics courses are included. Additionally, CIS-5 was modified to include more critical analysis, flowcharts and design and changed from a 3 unit class to a 4 unit class. CIS-17A was modified to make CIS-5 a prerequisite rather than an advisory.

Agenda:

- Computer Science TMC (Transfer Model Curriculum)
    - o Discussions regarding the benefit of the TMC took place. Faculty all agree that this will help with transfer students. We need to promote this in all of our programming classes.
- Standardization of Book usage for CIS 5, CIS 17A
    - o The faculty agreed to use the same book for all CIS-5 and CIS-17A courses. The same book can be used for both courses. This is the Tony Gaddis book entitled Starting Out with C++ From Control Structures through Objects.
    - o We agreed to cover pointers, classes and OOP at a high level in CIS-5 and at a more detailed level in CIS-17A.
- Change of CIS 5 from 3 unit course to 4 unit course
    - o Now we have 54 hours of lecture and 54 hours of lab together in class with students. Faculty agree that the extra hands on time will help with success rates and retention for CIS-5 and hopefully for all future courses since getting a solid foundation in the principles of programming logic are essential to success. Discussions about how to use that lab time
    - o Faculty shared ideas for lab and agreed to share lab materials, although each instructor is free to choose materials which best fit their own teaching style and methodology.
- Review of learning outcomes and course outline of record: confirmed that the course content for CIS-5 is to INCLUDE classes and pointers
    - o Faculty reviewed the SLOS for CIS-5 and CIS-17A and discussed methods of assessment. There was general agreement that at least some hands on assessment (programming under a quiz or test condition) is important. Although quizzes involving short answer to ensure understanding of concepts is important also. Faculty rejected the idea of a common final but instead agreed to provide direct assessment of all SLOs and continue the discussions to ensure that all sections are covering the material and achieving similar outcomes.
    - o PLO to SLO matrix was reviewed and explained for Computer Programming and for the Computer Science TMC. This is an area of some confusion, but the concept is clear - to assess the quality and success of the program and to make modifications to improve the program of study. We will revisit this at our next meeting.

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- o Faculty all agreed that this discussion was informative and look forward to further discussions to keep the programming classes cohesive and to ensure consistent outcomes.
- Standardization of programming notations and guidelines.
  - o Consistency is programming style was discussed. Faculty agreed to stress standard programming style particularly in CIS-5 when students are forming habits.
- Syllabus sharing
  - o The faculty members who have taught CIS-5 in the recent past kindly agreed to share their syllabus and weekly structure with others.
  - o Faculty are free to set their own schedules to stress the areas which they feel need more time and effort, although there is general agreement about the highest priority concepts (branching, looping, arrays and functions)

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From: Perry, Judy
Sent: Monday, June 24, 2013 1:24 PM
To: Perry, Judy; Pryor, Timothy; Ruiz, Jessiah; Andersen, Charles; Rainey, Dennis; Soriano, Marc; Finley, James
Cc: Coverdale, John; Tim Pryor; Jessiah Ruiz; Charles Andersen; Dennis Rainey; Marc Soriano
Subject: CIS-5 Book CHANGE

Hi Everyone,

We have changed the book to the version called "Control Structures Through Objects" which introduces objects and classes at the end after functions, arrays and pointers.

http://www.amazon.com/Starting-Out-Control-Structures-through/dp/0132772892/ref=sr_1_1?s=books&ie=UTF8&qid=1372102479&sr=1-1&keywords=tony+gaddis+from+control+structures+7th+edition

I talked to Yvette in the bookstore and changed the book order for ALL CIS-5 classes to this book. I'm also requesting desk copies from the publisher and Pearson Publishing Log-In so that you can download the instructor's materials. You will need to use your school e-mail account for all correspondence with the publisher. Check your e-mail for my message to our Pearson rep and for any follow up correspondence.

And we're closing in on a date for our meeting. Will confirm and send you a meeting notice by the end of the day.

Thanks,

Judy

Judy Perry
Professor, Simulation and Game Development

From: Perry, Judy
Sent: Thursday, June 20, 2013 6:17 PM
To: Pryor, Timothy; Ruiz, Jessiah; Andersen, Charles; Rainey, Dennis; Soriano, Marc; Finley, James
Cc: Coverdale, John; Tim Pryor; Jessiah Ruiz; Charles Andersen; Dennis Rainey; Marc Soriano
Subject: CIS-5 Book and Meeting Date

Greetings Programming Instructors,

Now that the CIS-5 class has moved to a 4 unit class and is included in the Computer Science Transfer Model Curriculum, James and I would like to coordinate with you more closely on the course content to ensure that the SLOs are consistent. We are offering multiple sections of CIS-5 to support the various tracks and to build enrollments in the more advanced courses. I plan to move back into teaching CIS-5 starting in the Spring 2014 semester. I hope we can continue to offer 3 - 5 sections of CIS-5 each Fall and Spring to build enrollments for our multiple programming tracks which include the CS TMC, Game Programming and certificates.

Tim, Jessiah, Charles and Dennis are each scheduled to teach CIS-5 in the Fall 2013 semester. I think it would benefit students and help the lab aides/instructors if the same book is used for all CIS-5 sections. We've used the Gaddis Early Objects book successfully in the past and I'd like to recommend that we adopt it again, but I'm open to suggestions. Please let me know your thoughts.

http://www.amazon.com/Starting-Out-Early-Objects-8th/dp/013336092X/ref=sr_1_4?s=books&ie=UTF8&qid=1371774932&sr=1-4&keywords=c%2B%2B+programming+gaddis

James and I would also like to hold a meeting of the Programming faculty in late July to further coordinate on the CIS-5 course content and student outcomes. The course has expanded to a 4 unit course with 54 hours of lecture and 54 hours of lab all with the instructor in class. We hope that this additional lab time will allow for more hands on problem solving, programming and debugging exercises which will ultimately lead to increased success rates and proficiency. We also want to ensure that regardless of the instructor, the expectations for outcomes are similar in breadth and depth.

I know it's hard to get everyone together in one place, but I'm hoping you can find a day/time that works in late July. This week is ideal since I'm back from vacation and James is still in town in summer school. The Title V grant will pay you for your time with a Special Project. I'm working to get those approvals in place.

Here are some possibilities for meeting days/times:

Monday, July 22, 1:00 - 4:00
Tuesday, July 23, 1:00 - 4:00
Wednesday, July 24, 1:00 - 4:00
Thursday, July 25, 1:00 - 4:00
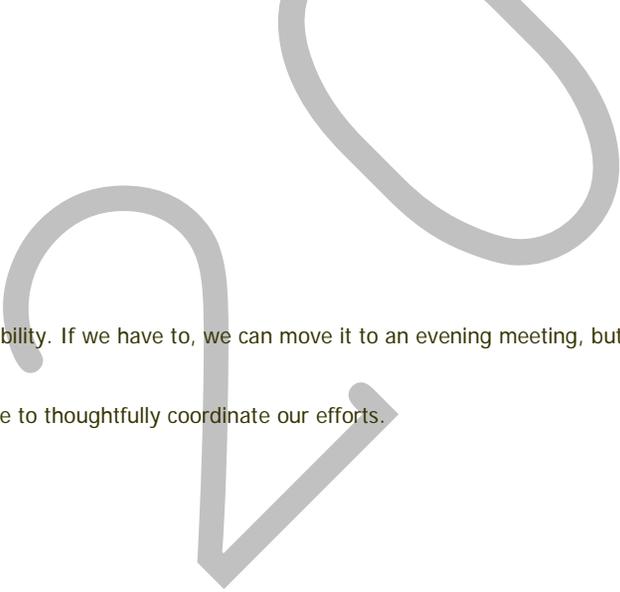
Please reply ASAP and let me know your availability. If we have to, we can move it to an evening meeting, but I think some of you folks teach in the evenings in summer.

I look forward to seeing you all and having time to thoughtfully coordinate our efforts.

Warm regards,

~ Judy

Judy Perry

NORCO COLLEGE

Meeting Minutes, Game Art Faculty Coordination and Assessment Meeting

May 27, 2013, 6:00 - 9:00 pm, IT 202

Present: James Finley, Judy Perry, Gilbert Marquez, Mike Williams, Taber Dunipace, Jay Hathaway, Kevin Fleming

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Agenda: Feedback on Game Art Student Portfolios

Judy Perry opened the meeting by discussing the need to modify the Game Art program in three areas:
- include hand painted texturing rather than all reference textures
- include more concept art, particularly utilizing a range of art styles
- test game art assets in a game engine and refine

This is based on feedback from transfer institutions as well as direct feedback from game studio professionals of portfolio reviews of three Norco College students who attended the Game Developer's Conference in March 2013. The feedback consistently suggests that our students are highly skilled, particularly in 3D modeling of hard surfaces and of texturing and lighting in Maya. However, their art style range is limited and although they are adept at modeling from reference art, they are generally unable to create original concept drawings from which to model. In addition, although student's portfolio work looks polished and students clearly understand poly modeling techniques, it's also obvious (to game studio professionals) that the work is done exclusively in Maya and not in an actual game engine. The ability to import game art assets into a game engine and iterate on the model to ensure it looks good, is to scale with the other art assets, and functions as intended, is a missing skill set. Currently, that skill is integrated into the capstone class, GAM-79: Game Studio Production. This class is taken in the very last semester.

A spirited discussion ensued and the following outcomes were agreed upon:
- **Hand Painted Texturing** will be incorporated into the GAM-42: PhotoShop for Game Art class
  - After looking at the COR, the SLOs and course content, it was determined that no curriculum change was needed
  - Faculty members discussed particular assignments which could be used to teach this skill and one faculty member agreed to share his hand painting assignment with the others. They all agreed to incorporate this assignment, or a similar one, into the course.
- **Concept Art** will be incorporated into all the 3D Modeling courses.
  - It was suggested that students may be 'afraid' of the traditional drawing required for concept art. The need to require this skill set as part of the normal process was discussed. James Finley suggested that also creating art assets in the style of popular video games - with a variety of art styles- is a good way to build a range of art style abilities.
  - No need to change the curriculum
- **Game Engine Integration**

- o There are mixed feelings about using the Unity engine vs Unreal game engine. Both Unity and Unreal are well established as game industry tools. Although Unity is a newer game engine, it is growing in popularity with game studios. Generally, game artists like Unreal but game programmers like Unity. James Finley described the justification for using Unity. Since we are a comprehensive game development college, we need an engine which provides a standard platform for all areas of game development. Unreal has a proprietary tool for game programming called Kismet. Unity uses C# which is a standard programming language. We are open to changing the standard platform used at Norco if it is warranted, but right now Unity is the best choice for Norco game dev students.
- o A Unity training for game art faculty was discussed. We need to ensure that our game art faculty are comfortable with the Unity game engine so they can start integrating game art integration in to their classes. James and Judy agreed to set up such a training.
- o <mark>Curriculum Change</mark> - a new class which stresses the pipeline of game art asset integration may be in order. It could replace the Materials and Lighting course. The industry has evolved and now the lighting is generally done in engine by a level designer rather than in Maya.
    - ▪ <mark>UPDATE: GAM-41: Game Art Asset and Engine Integration was written, approved, and incorporated into the Game Art: Environment and Vehicles program.</mark>
- The meeting ended with faculty continuing to discuss how they teach concepts in PhotoShop and Maya. The faculty were energized by the meeting and agreed to participate in future meetings to assess the PLOs and SLOs.

NORCO COLLEGE

Meeting Minutes, Game Art Faculty Assessment Meeting

August 21, 2013, 9:00 - 12:00 pm, IT 202

Present: James Finley, Judy Perry, Gilbert Marquez, Mike Williams, Taber Dunipace, Jay Hathaway, Alice Andreine, Colin Koestler, Christian Nacorda, Jim Busike, Tim Pryor, Ronald Bourbeau, Jessiah Ruiz, Charles Andersen, Brady Kerr, Jeff Clendenning, John Coverdale, Kevin Fleming, Greg Aycock

Agenda Items:
- Assessment Overview - Greg Aycock
  - Greg provided background on the purpose of SLO and PLO assessment. Faculty asked questions regarding the logistics, requirements, deadlines and processes. Greg clarified that the goal is to have all programs assessed by Spring 2014 but that since the Game Dev programs are so new we need to do what makes sense. We need graduates before we can properly assess the entire program.
  - SLO to PLO matrix was explained.
- Course Assessment and Program Assessment plans - Judy Perry
  - A plan for which courses and programs to assess was made
  - WORKING SESSION - faculty split into pairs and worked on completing the SLO to PLO matrix for each of the 6 game dev programs.
- Title V Grant announcements - Gustavo
  - Special Projects procedures and deadlines
  - New restrictions on supplying food for events
- New GAM/CIS/CSC Lab Policies and Procedures - John Coverdale
  - The Game Lab has moved to LRC and is combined with the CIS lab. John Coverdale explained the new processes and procedures for the lab.
  - TBA LABS - The need to provide instructional materials for use in the lab was stressed as well as the need for students to log in properly at the kiosk.
- Student Showcase - date and procedures
  - Friday, December 13 6:00 - 9:00 in JFK
  - James Finley reviewed the submission guidelines
  - Judy Perry reviewed the student certificates and plaque award for each class
- Miscellaneous
  - Book Orders, Sign TAs, Yolanda for absences, Census Rosters, Attendance Rosters and Grade Submittal

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From: Perry, Judy
Sent: Monday, August 05, 2013 2:37 PM
To: Swanigan, Michael; Andreini, Alice; Pryor, Timothy; Busike, Jim; Coverdale, John; Dunipace, Taber; Finley, James; Hathaway, John; Koestler, Colin; Marquez, Gilbert; Soriano, Marc; Williams, Michel; Ruiz, Jessiah; Clendenning, Jeff; Rainey, Dennis; Andersen, Charles; Bourbeau, Ronald; Christian Nacorda
Cc: jim busike; jhath2000@gmail.com; colinkoestler@gmail.com; Marc Soriano; drackomedia@hotmail.com; Gilbert Marquez; aliceandreini@cox.net; Swanigan, Michael A.; Tim Pryor; Dennis Rainey; Charles Andersen; ronaldbourbeau@yahoo.com
Subject: GAM faculty meeting 8/21/13, 9 - 12, IT 202

Greetings GAM faculty,

I hope that you are all enjoying your summer and are taking time to relax, refresh and revive yourselves.

It's that time again.... time to gear up for a new semester. If possible, please join us for a meeting on Wednesday, August 21 from 9:00 - 12:00 in IT 202. The Title V grants can pay you for your time provided that you sign the appropriate Special Project paperwork and submit a Time and Effort report with documentation. (If this is new to you, not to worry, Gustavo Oceguera, Title V Grant Director, will review the procedures at the meeting.)

For those of you who are teaching for the first semester, this is a good opportunity, before or after our meeting, to make the rounds to obtain your badge and mailbox key and meet with Yolanda for other matters such as obtaining a copy code.

Agenda items include:
- Title V Grant announcements
- New GAM/CIS/CSC Lab Policies and Procedures
- Course Assessment and Program Assessment plans
- Student Showcase - date and procedures
- Miscellaneous

Please RSVP at your earliest convenience so that we can plan accordingly.

I hope to see you soon,

Judy

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From: Perry, Judy
Sent: Tuesday, August 20, 2013 8:40 PM
To: Perry, Judy; Swanigan, Michael; Andreini, Alice; Pryor, Timothy; Busike, Jim; Coverdale, John; Dunipace, Taber; Finley, James; Hathaway, John; Koestler, Colin; Marquez, Gilbert; Soriano, Marc; Williams, Michel; Ruiz, Jessiah; Clendenning, Jeff; Rainey, Dennis; Andersen, Charles; Bourbeau, Ronald; Christian Nacorda; Aycock, Greg

Cc: jim busike; jhath2000@gmail.com; colinkoestler@gmail.com; Marc Soriano; drackomedia@hotmail.com; Gilbert Marquez; aliceandreini@cox.net; Swanigan, Michael A.; Tim Pryor; Dennis Rainey; Charles Andersen; ronaldbourbeau@yahoo.com
Subject: Materials for GAM Faculty Meeting, 8/21/13

Here are a few items for your review and for our discussions at the meeting tomorrow.

- Norco Catalog - 2012 - 2013 (Choose Section V: Curricular Patterns, then scroll down to Simulation and Game Development to find the Game Dev programs with PLOs and list of required and elective courses. The 2013 - 2014 catalog should be posted any time now and will include the new Game Programming certificate and A.S. degree, the revised Game Design Certificate and A.S. degree and Mobile Application Development)
    - http://norcocollege.edu/academics/Pages/College-Catalog.aspx
- SLO to PLO Matrix - see attached spreadsheets
- Course Level Assessment Template - see attached file

See you soon,

Judy

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Sent: Tuesday, August 20, 2013 12:31 PM
To: Aycock, Greg
Subject: RE: GAM faculty meeting 8/21/13, 9 - 12, IT 202

Hi Greg,

Just confirming that you are on the agenda from 10:00 - 10:15 to give an overview of Course SLO assessment and Program Level Assessment. If you can explain the importance of it and the intent, that is very helpful. Then we will continue with discussing specific Course Assessments for Fall 2013 and planning for Program Level Assessment for Spring 2014.

I'm assuming that all programs will need to be assessed in Spring. Is that correct?

We have the capstone class and portfolio class and we plan to use student artifacts from each class to assess PLOs. Is that a valid plan?

~ Judy

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

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

	0	1	2	3
On-going SLO assessment and Loop-closing activity	No evidence provided 0	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing) 1	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing) 2	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing) 3
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No indication of any changes made to any courses and limited clarification regarding discipline standards 1	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear clarification why no improvement is needed 3
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline or department 1	Clear demonstration of dialogue and sharing of assessment within discipline or department 2	Robust and systematic dialogue and communication demonstrated within discipline 3
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14 1		