



Media Arts Advisory Meeting Notes

Date: April 22, 2021
Meeting Place: Zoom Meeting

Called to order: 6:00 -7:00 p.m. Chair(s): N/A Note Taker: Nancy Jo Ward

Committee Members Present: Dominic Camardella, Garret Matsuura, Ken Cope, Tim Webb, Ken Cope, James Jepsen, Shane Anderson, Kam Jacoby, Chris Diaz, Brad Pollard, Glenn Hiramatsu, NJW, Brian Lawler. Mandy Schuldt, Jacob Gustafson, Robert Oliver

FT Faculty Members Present: Chris Hite, Tim Webb, Nancy Jo Ward, Shane Anderson, Ken Cope, Chris Diaz

Ex-officio Member Present:

Agenda No. 1 – Welcome & Introductions

Discussion: • General Introductions

Action:

Deadline: N/A **Responsibility:** N/A

Agenda No. 2 – Overview of Programs

Discussion:

- **Animation & Multimedia:** B. Pollard acknowledged the importance of offering students a range of cross-disciplinary courses. There is a blurring of the lines between media industries, the job responsibilities, and the creative assets needed. 2D, 3D, Animation, Film, Photography, Virtual Reality, Augmented Reality, Web, and Graphic Design skills all feed multimedia careers, and the requirements listed on job postings reflect this trend. K. Cope agreed that the skillset required for faculty was broad. He also acknowledged the difficulty in teaching this subject remotely because of the range of software programs covered and how complicated the software interface can overwhelm new students. New trends in the job market show the need for creating media for simulation and training in the medical, flight, military, and industrial sectors. This trend is significantly impacted by the pandemic affecting physical obstacles to learning opportunities.
- **Web Design:** G. Matsuura stated that Web Design courses seemed like a good fit for remote learning. He shared that the web design industry has evolved a lot over the last five years with the popularity of drag-and-drop web design templates. Students who major in this area need to know the front end of web design – require Photoshop and Illustrator skills, UI and UX, and need to acquire knowledge of complex coding. These skillsets and good communication skills -verbal & written- are critical to success in this industry.
- **Film & Video:** There are many inter-disciplinary opportunities within this field – skills needed in this industry overlap with animation, multimedia, motion graphics, sound design, and photography. It is essential to teach technology in tandem with the art of cinema and the art of narrative. It is vital to stay current with new technologies and equip labs with industry-standard equipment to provide opportunities for students to be trained on the equipment they will use in the field.
- **Graphic Design:** M. Schuldt shared that it is essential to teach students how to good design decisions and to challenge them to be sure that their projects work in production. B. Lawler echoed that sentiment - a strong print foundation to make designs that are ready to print. Designing beautiful communications is good, but if you can make it attractive and work on a press, students have a much more valuable skill set to get jobs. He also shared that Cal Poly has spaces reserved for AHC graduates; if they qualify by completing their GE classes, there are spots held for



them in the Graphic Reproduction & Communication (GRC) department. He is impressed with the students who AHC Graphic Design professors have cultivated and nurtured. The transfer students are standouts immediately because of the training. Cal Poly wants AHC students as transfers. Several of the faculty have taken students on field trips to Cal Poly field trip. The faculty were happy to see the bridge to Cal Poly and felt that it is heartening that our students have a foot in the door as community college students. K. Cope shared that designers for print-based projects often have to re-tool designs for digital publishing with content generated by non-print-based tools (animation, simulation videos.) The communication vehicles are changing as technology changes. J. Jepsen stated that the democratization of tools and processes (e.g., Adobe and Vista print like online businesses) allows for “pseudo-designers” to bring projects to his business that have reproduction issues. Hancock students must explore innovative and creative solutions to design projects to stand out in a competitive field, and understand what happens when that job is handed off to a manufacturer. He recommends teaching good file management, proper preparation of files for print, and opportunities for students to practice fundamental communication skills - written and verbal.

- **Photography:** S. Anderson shared that the program transitioned from primarily analog-based courses to mostly digital and recently added a Commercial Photography Certificate. A new History of Photography course has been designed to facilitate transfer to CSUs. Overall, the program has strong foundations in film and a focus on visual literacy. Photo faculty are looking to provide students with a good balance between commercial and fine arts approaches. The cross-over between Photo and Film is natural, as is the cross-over with Photo and Graphic Design. District support of access to the Adobe CC software allows faculty and students to stretch skills and work more collaboratively and on interdisciplinary projects. K. Jacoby shared that technology will continue to change, and teaching students to be flexible and learn new things is a healthy perspective. The willingness of all of the faculty to collaborate and work together is impressive.
- **Sound Design:** C. Diaz shared that the program is looking to revise the courses to reflect relevant trends and terminology. He emphasized the importance of teaching universal ideas that cross over other areas of academia, especially in Media Arts. Because of the variety of skills that students come into this program with, he sees value in rewarding the quality of work versus completion of work and rewarding growth over competence. Often students come into the program with a narrower idea of what sound is and what jobs are available. He believes that pushing students out of their comfort zone is the space where they learn the most, and job opportunities will increase. C. Hite referenced the interdisciplinary nature of sound design: games, films, animations, motion graphics, and noted the cross-over students. C. Diaz shared that the film students in his courses have an advantage over the music students because of their curiosity and comfort using digital tools. D. Carmardello shared that he sees the value in the Sound Design program’s direction and is excited with the course changes mentioned. He has had to reinvent himself more than ten times to keep up with technology changes. The bottom line is sound engineering skills have changed dramatically – and this art form is critical for many media projects. Music is not going to pay their bills – the artistry, the creativity, and the willingness to learn new things will. C. Diaz asked about trends. D. Carmardello shared the trend toward virtual environmental sound design - virtual environments created to immerse users.) Industry trends include Dolby Atmos technology because of the opportunities for improved sound experiences, and live streaming technology has improved incredibly – for both audio and image. He recommends that the college support this technology in the classroom and the performance spaces – especially in the new Fine Arts building.



General Challenges reported by faculty:

- Challenges obtaining and getting new equipment in place for the start of the semester and faculty having to redesign courses/projects to accommodate the availability of new technology.
- Getting support from classified staff on leave due to the pandemic
- Developing and managing systems for students to check out equipment.
- Challenges engaging students and supporting collaborative work in remote modalities.
- Challenges with interdisciplinary collaborations and innovations that reflect trends in the industry because of working remotely.
- Challenges with showing and responding to student work in critiques and live-stream technology.

General Recommendations:

- Incorporate written and verbal communication aspects to projects
- **Develop portfolios and reels for students to transition to CSUs and employment.**
- Incorporate critical thinking skills into coursework.
- Encourage students to pursue unique, innovative solutions to projects rather than replication or imitation.
- Teach students how to: get work in their area of interest, keep jobs, take feedback, get clarity on the deliverables, and teach students the importance of meeting project milestones.
- Update technology for students to gain experience with the tools and processes they need to get jobs.
- Provide access to labs to learn and practice skills when the CDC guidelines allow.
- Provide access to recordings of demonstrations and links to training videos for students to revisit as necessary to support equity in the classroom.
- Offer practice-based courses in Face-to-Face and hybrid teaching modalities to accommodate collaborative learning and hands-on activities.
- Embrace professional practices and software apps/tools in the classroom that support communication and collaboration.

General Observations

- J. Gustafson stated that he is impressed with the programs and recommends that his students go directly to Hancock instead of jumping to a CSU or UCSB and recently walked his HS Media Arts students through the schedule and recommended courses to take.
- K. Jacoby noted a visible passion for teaching that faculty bring to the classroom and work hard to provide the best learning opportunities possible – despite the pandemic.
- The diversity of interest in the subject matter (majors versus explorers), prior knowledge, and experience often make grading projects difficult. Rubrics and project requirement checklists are recommended.
- J. Jepsen shared that he has witnessed a shift over time to a more multidisciplinary approach within the Media Arts Programs and believes this has expanded the students' experience. Hearing the passion of the newer faculty is exciting and will attract students and community engagement.



Agenda No. 3 – Survey Results

Discussion: • Members did not have time to discuss

Action: The advisory committee survey indicated that: all students should have portfolios; communication skills are vital; internships lead to jobs; some members are interested in offering internships and being guest speakers

Deadline: N/A

Responsibility:

FT faculty to review survey results & discuss/implement within programs

Agenda No. 4 – Program Improvements

Discussion: • See above in General Recommendations

Action:

Deadline: varies

Responsibility:

FT & PT faculty

Agenda No. 5 – Technology Recommendations

Discussion: It is recommended that Media Arts programs have technology, equipment, and software that is current and represents what is used in the industry so that students are adequately trained and ready for employment when they complete coursework, degrees, and certificates.

Action:

Deadline: Annual Updates & Program Review

Responsibility:

FT faculty

Agenda No. 6 - Other

Discussion: •

Action:

Deadline: None

Responsibility:

Agenda No. 7 - Other

Discussion: •

Action:

Deadline: None

Responsibility:

Reports: