

Digital Media Advisory Committee – Spring 2013 Meeting

Meeting held April 19, 2013 at **Access Humboldt Community Media Center** 4:00-5:30pm.

Meeting attendance included: Clyde Johnson, Sean McLaughlin, Mary Cruse, Errin Odell, Jana Cox, Ricardo Febre, Karen Majoribanks, Eileen McGee, Joshua Nelson.

Attending member affiliations include CR, Arcata High, Fortuna High, HSU, media industry professionals and students.

Committee purpose:

To determine community workforce needs.

To review curriculum, course and programs for industry relevance.

Setting standards for student achievement and aligning with local internships and employment opportunities

Providing guidance and support for faculty regarding facilities, equipment, and program development.

Enhance relations between CR, employers, and the community.

The following meeting minutes are summarized from an audio recording which is available on request from Clyde Johnson. Discussion started with introductions which are not included in this document.

Clyde Johnson – Looking at the representation here, we have a strong representation in video. We have a representation in animation. For web design we have Josh and Errin and graphic design, we all kind of agree that graphic design is the core.

Ricardo Febre (HSU faculty) – I teach graphic design. The intermediate program at Humboldt. We don't have an animation department and I want to get motion graphics involved somewhere on the college campus. We just don't have that resource yet.

Clyde Johnson – In the last 2 years there have been a handful of students coming from Humboldt having earned their Bachelors in either video or graphic design/studio art. They are coming back to CR for technical skills, so they say.

Ricardo Febre – We're very strong for the Art department and have a very strong sense of what graphic design is but don't have the breadth of courses required to practice which is one of the reasons I seek to expand to other areas.

Eileen McGee (HS faculty and industry professional with video production) – That's good news, I went to the adult program there and its really great.

Clyde Johnson – This agenda that I have lists unfinished business, I don't think we have any unfinished business from the last advisory committee meeting so we'll move past that. The last meeting was about a year ago. We can count the big advisory meeting held here in November. We had a small break-out group. It started with a group of 200 or 300 people.

Sean McLaughlin (Access Humboldt Director) - CR is part of that, they convene all advisory groups for every industry sector and they have break-outs.

Clyde Johnson – That was funded and sponsored by HROP which is going away, right?

Eileen McGee – We'll know in May.

Clyde Johnson – There are a few people who have agreed to be on this committee who aren't here. One is Jason Sidell who would be our representative in Game Development which is one of the areas of emphasis for the DM degree. Peter Kruger, also on the committee, is the business owner for Precision Intermedia in Fortuna. Phillip Middlemiss (EHS faculty) is also on this committee.

Clyde Johnson - If you look at the agenda, in the middle of the page, there are 7 items coming from templates for advisory committees to define the roles of the committee in this academic setting.

1. Promote and assist in maintaining quality programs;
2. Provide a communication link between local CTE and the business community that adds expertise and resources to the CTE program;
3. Promote communication among education, business, and industry regarding employment needs of the community;
4. Identify new and emerging fields (both local and global) and modify existing programs;
5. Assist in identifying work-based learning experiences and placement opportunities.
6. Short and long-term program planning.
7. Ensure that programs are relevant and up-to-date by assessing the equipment and facilities available and make recommendations as needed;

Sean McLaughlin – We're advisory to you (CR), to your program.

Clyde Johnson – Yes. If you look down the seven items, each of you can probably identify where your part might be. Some of us are included in all of the them. As I look down this list again, I recognize how important all of these are. Number 4 for example, if we don't do that, we will not be doing our job because we have a moving target.

Karen Majoribanks (Professional Animator) – I think it will stay in motion as things change so fast. The main thing you have to teach is changeability.

Clyde Johnson – Number 4 and number 7 have some overlap. Do any of you have comments about those 7 things, what crosses your mind as you read them?

Eileen McGee – I think it is really important to offer update classes. I'd love to go back and take classes in some the software I learned or the new directions. They may not be using the same software today that was used when I studied. Its important for people to remain current in their field.

Mary Cruse (Professional Videographer and past Film Commissioner) – Maybe a different fee structure.

Clyde Johnson – There is a trend right now with the state in putting courses into community education rather than an accredited community college or a 4-yr college because they are hurting for money.

Mary Cruse – Its important for people who want to stay on top of their field.

Karen Majoribanks – Courses for people who are working, could you have the courses here at Access Humboldt?

Sean McLaughlin – Yes, one reason we're here we can access Middlemiss's lab next door with 15 Macs and the ROP labs here. This is collaborative with Eureka City Schools and HROP. If we could have a lab that we could all work out of. I go back to the basic question for me, which is knowing what your program is, what the program plans are so we are advising in alignment with what you (CR Digital Media) are doing. We've made site visits and looked at your website. If our job is to advise you, we're going to add value to that and come up with other ideas and figure out ways to support you. What is your program and what is your plan?

Ricardo Febre – Which group are you trying to serve? Is it trying to work with 2-yr students transferring to 4-yr schools, or for serving the local community. This might not be a specific question for you but more for the college as a whole. One of the things I'm seeing on the academic end is once they get to a 4-yr school they've accumulated so many units that financial aid is no longer available. So it goes back to the question of who is our and your program geared for – the community or the 4-yr students?

Clyde Johnson – To respond to those questions, a general summary of the current Digital Media program has a 2-year degree. The students choose 1 of 4 areas of emphasis: animation, graphic design, game development, or video. The two most popular choices currently with students are graphic design and video. Who were serving is a mixed age range, many of the older students aren't intending to go on to a 4-yr school, they just want skills to get a job or self-employment. There are younger students in the program who are on a pathway for a higher level degree, some not interested in the DM degree, just wanting classes so they can transfer.

Sean McLaughlin – Adult ed or continuing ed would be separate from your program. There could be an adult ed class that CR was part of that was offered here. Would that be through continuing ed?

Clyde Johnson – There is emphasis in CTEA programs to distinguish between adult ed and classes that are accredited.

Ricardo Febre – Its all based on money , what the state has to allocate.

Sean McLaughlin – Everything you do is Eureka main campus based?

Clyde Johnson – Yes, most of the DM program is main campus Eureka and right now about 50% of the DM program is online. With online classes a big dilemma we face is the lower success rate in the online classes. There are many reasons students take online classes and many are not self-motivated to succeed. They crash and burn. The attrition rate is often 40% or more.

Karen Majoribanks - For disciplined people it may be a good thing but there are other aspects of campus life especially for younger people.

Clyde Johnson – Online classes, a movement now for a few years. These classes generate a wider reach for enrollment as well as education trends in today’s world. Some of the most successful schools are offering courses online.

Jana Cox – There’s a real art in teaching an online class. You have to build that community, login at a certain time and make people part of it. I think in a lot of cases people take an online class and aren’t given the instruction they need to succeed.

Josh Nelson (Digital Media student and local graphic designer) – I’ve taken several online classes and have been one of the few who have been successful at them. Part of what I’ve noticed is the huge variation in the teacher’s approach, for example my current online course, Nutrition. This was a cakewalk and the midterm you’d be lucky to get a B on it even if you studied so a sudden huge wave in difficulty so cakewalk – hundred people in class, midterm – down to 40 people with no consistency how online classes are taught. All the online courses I’ve taken, they’re all very inconsistent on how they’re taught. This is much more manageable when a person has to show up to class.

Errin Odell (Fortuna HS Digital Media faculty) - I’m doing mixed, online and face-to-face. I use camtasia for a lot of my tutorials and a lot of tutorials are already there. It’s a huge benefit. I want to move to fully online next year and try a pilot thing with high school kids. So I might want to tap your brain a little bit on good and bad practices.

Clyde Johnson - I’ve been teaching online every semester for almost 7 years and one class that I teach every semester is called Digital Storytelling. There are hundreds of people in this community who have taken this class. Its modeled after the Center for Digital Storytelling out of Berkeley. One of the problems that I recognize, and other online faculty agree especially in the CTE area, students have gotten into a mind-set of for example having a full week or more for an assignment and they think if they just google it a couple hours or an hour before the due time, they’re good. That’s what we get. They google whatever they need and this seems to have generated a decline in quality in project development. Students aren’t putting in the time, having a longer-term process for higher quality end product.

Karen Majoribanks – That’s where being with your peers, being exposed to ideas, being competitive about things can stimulate your working and raise the bar. I don’t see how you can get it by yourself sitting at your computer.

Mary Cruse – I imagine a lot of people take online courses because they can’t get to the face-to-face locations or don’t have time to go to campus.

Karen Majoribanks – Students need the exposure to their peers.

Ricardo Febre – To see what they’re doing.

Karen Majoribanks – I look back at my career, the people I work with, that's the really valuable part, the wonderful part of it. To be in a vacuum, work by yourself, closed down, can't go out, its going that way but its not good for you.

Ricardo Febre – Important to bring classes back into a location. Is it important to have a percentage of classes online.

Clyde Johnson - I think we have to, especially in an area that covers this distance and has remote pockets all around. If we don't, we may not have enough people to sustain the program.

Eileen McGee - So going back to the idea of offering courses for people to update or get current on things, do you think that people with different levels of skills and competencies interacting in a classroom environment might raise the bar overall? After CR I went to HSU for a couple years then have continued learning and some of that stuff, people can tell you about it but if there were a place for first time students and returning students in the learning environment it might be beneficial.

Mary Cruse – People network so well here, I went back and got my Masters in 2004 so it was a real gift, it was year before YouTube was launched. There was still a lot of synergy, there wasn't a age gap and that just seems to be what's missing especially for non-traditional or re-entry students, that inner-connectivity, especially here. I think especially with visual type programs like editing or sound design programs and graphics arts, if you didn't grow up in a digital age most people are visual learners so I think its stimulating to work around other people. Somehow that is difficult to translate into online courses. I was researching this a lot last year because the International Film commission organization is looking to go from face-time courses to online. They ended up going to Moodle for cost reasons, I don't know how it came out.

Karen Marjoribanks – Can you do it as a blog so people can have this exchange, they can see what each other are doing and be inspired and motivated.

Erin Odell – You could use Word Press, it is cheap.

Clyde Johnson – What is Word Press?

Erin Odell - A content management system, I have it on my laptop. Buy the book for Dummies and use templates and make blogs, e-marketing does this. I am working with this right now, if I do an online class I will make a blog.

Ricardo Febre – To encourage participation, everyone logs into a WordPress blog. It takes the mechanics of html and css and provides templates to set up your website. It's a content management system and its really for blogging but more and more traditional websites are CMS powered or WordPress powered.

Joshua Nelson – A blog idea is good but I can tell you that if a person isn't motivated to begin with they aren't going to bother using a blog. For example the current class I'm taking the only reason I use the blog is because it's a significant portion of my grade. If it wasn't, I wouldn't bother with it. Part of it is it is a GE class and part of it is I don't have time.

Karen Marjoribanks – I see it as very motivated but also see other students would be on the blog all the time and not doing other work.

Jana Cox – I know in some of the successful classes you want to feel community online, but I think we all have our different motivations but I could say to myself that I don't need to get to know these other people.

Karen Marjoribanks – Its about the work, its not about "you".

Jana Cox – What I've read about designing online classes is that you need to build community, this is pictures, you know something about the people, sharing work, collaborative work, and I'm guessing you get to do some of those.

Joshua Nelson – Some of those, yes, the Nutrition course I'm taking right now there's about 6 people that I consider a community of people that have been highly motivated like myself to do well in the class. 6 out of 40 remaining students.

Eileen McGee – Has there been group work?

Joshua Nelson - There has been "group work" but it is a joke. It's a lot easier to control in a regular classroom.

Eileen McGee – How much do the online classes cost?

Clyde Johnson – Same as face-to-face, think its up to about \$40 a unit so a 4-unit class is \$160.

Ricardo Febre – You're able to enroll more students. What percentage of your program is online?

Clyde Johnson – Last Friday I got two more classes approved to be online so this Fall we'll offer these and be pretty close to 50% online for required DM classes.

Eileen McGee – Are the classes only online?

Clyde Johnson – Yes and no, some classes alternate year-to-year, online and face-to-face. The interesting thing about the two new classes just approved, they are group work classes in the DM program so this takes it in a little different direction.

Ricardo Febre – So you're setting them up with skills and then later in the program they can work collaboratively.

Clyde Johnson – Community building is going to be more important.

Karen Marjoriebanks – Young people do need to learn to work together. So whatever you can do to make them, it's a good thing.

Sean McClaughlin – I am thinking the satellite locations, Hoopa, if there was a place they could go that wasn't CR, a lab or somewhere where three of us can get together and do it together, even if we're

doing it remotely, you're in Hoopa and we're in Eureka, seems like the middle-ground could be way more constructive to meet the students needs. I get stuck pretty easily and if I'm by myself and I'm out in the middle of nowhere and you're teaching me this program that I have to solve myself on my machine to make it work. You have to troubleshoot and you become a help desk for every student. It sounds like a nightmare.

Jana Cox – Online is alone.

Mary Cruse – There are so many online tutorials out there.

Erin Odell – Linda.com is popular.

Clyde Johnson – There is another obstacle online and that's the software. We've had this discussion before. Can we expect online students to go buy the Adobe Creative Suite? Do students have to do assignments with software they spend hundreds of dollars on?

Eileen McGee – It seems like the software companies would give you some sort of price break.

Erin Odell – There is i-cloud now that Adobe is doing.

Joshua Nelson – I was wondering how the Photoshop class is taught online, do they have to go out and buy the software?

Clyde Johnson - So far, in all our online classes that use software we offer open-source alternatives. This makes the teacher load heavier as we have to support a lot of different software.

Erin Odell – What about the disconnect between what businesses are doing and what you're learning in school?

Joshua Nelson – I can tell you that what I learned in Clyde's classes and Mary's classes were directly applicable to what I'm doing right now in the graphic design field. The learning curve what I'm doing is huge and there's no way they could have crammed everything in that I should have learned. For desktop publishing, you could easily make that class 100% more content, course your dropout rate would be huge. You'd lose students and disconnect students but the students who did survive would come out with so much more knowledge.

Erin Odell – In teaching Wordpress I'm trying to do intership this summer to learn what to teach the kids for business.

Joshua Nelson – In a high school setting if the kid is very talented.

Sean McCloughlin – Most people in media are independent, they launch their own business and need to do the work. Just not that many jobs being filled.

Karen Majoribanks – And not every company is going to stay at the cutting edge technologically. If you can get me some business cards I will drop in whatever I see where businesses might take interships or anything related to this. I would need a calling card otherwise I'm just an old lady nosing around.

Clyde Johnson – Our current Dean Jeff Cummings is one of the best I've seen in 15 years. I highly respect him and he is big on Advisory Committees, I'm surprised he's not here. Jeff pushed us to develop a CTE class where students get credit for doing work at an outside business related to their educational goals. The problem is, where are the opportunities?

Karen Marjoribanks – We'll have to drum up the opportunities. There's a place on main street in Fortuna.

Clyde Johnson – Yes, Precision Intermedia owned by Peter Kruger who is a member of this committee. He said they hire 1 to 2 people per year. He is mostly looking at 4-yr degree graduates for his entry-level positions.

40:20

The remaining half hour to 45 minutes of meeting the group discussion focused mostly on ideas for a collaborative effort to establish a digital media lab and working environment for exemplary students who have completed in-class training. Locations were briefly discussed although ideas were mostly vague and details were not addressed. The reasons for this discussion came from the recognition that our area has many talented young (and older) media people while the job opportunities are not so abundant for entry-level positions. We also recognized the need and value in teamwork for project development. The committee members were very enthusiastic about taking these ideas further so they requested that we meet more frequently than once a year. It is possible the committee may meet during the summer (2013) although our next meeting will most likely be in September or October 2013, after school has started and we are all back to work. Clyde Johnson