

Advisory Committee Meeting
Rio Hondo College Graphic Design Department
December 2nd, 2016

Attendees:

Paul Abrelat: Director of Digital Solutions, *Sagepath*

Sarah Alley: UX Strategist Adobe - *Adobe Systems Inc.*

Joe Bautista: Assistant Professor of Art: Graphic Design *Cal State Northridge*

Carin Castelnuovo-Tedesco: Principal, Creative Director *TED Design Studio*

Alex Gardos: Graphic Design Instructor *Rio Hondo College*

Ed Gomez: Assistant Professor of Art *Cal State San Bernadino*

Daniel Gross: Principal, Lead Editor/Creative Director *Grossmyth Studios*

Jules Konig: Art Director, Design Lead *Stimulant Studios*

Meeting called to order by acting chair; Carin Castelnuovo-Tedesco at 4:30 pm and asked for a motion that the meeting be brought to order. Daniel Gross motioned, Alex Gardos seconded the motion and the meeting was brought to order.

Introduction of Members:

Each committee member introduced themselves and spoke briefly about their position and the work they are currently involved in. Ed Gomez was welcomed as the newest member to the advisory board.

Minutes:

The minutes of the last Advisory Committee were reviewed. Carin Castelnuovo-Tedesco moved to approve the minutes as written. Daniel Gross seconded the motion; minutes approved unanimously.

Update of the Graphic Design Program:

Alex Gardos began by reviewing the changes that have been made since the last advisory meeting.

- **Technology**

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- The Graphic Design room was equipped with 2009 PowerMacs running Lion (10.7) and running Adobe CS6 Creative Suite software. There were no printers. The projector in class was a 8 year old Hitachi marginally unsuitable for demos due to resolution and brightness issues.
- We worked tirelessly to secure a graphic quality color HP Laserprinter for the class which was in use by the end of Spring '15.
- In Fall '15, we were able to use district funds to upgrade 20 of 24 computers and obtain machine licenses for Adobe CC.
- The computers were delivered and installed at the end of Spring '16.
- Through Perkins funding we were able to replace 2 more computers and our projector with an HD Epson.

- **Curriculum**

Our program was originally titled Commercial Art. In Feb. 2015, there were no degrees with that classification at area Universities or job titles making student success for either CTE goals or Academic goals difficult to achieve. Since then, this is what has been done to update and grow the program and also what is currently 'in process':

- Updated all course descriptions and exiting skills to match current practices.
- Changed all course prefixes from ART to GDSN. This was to take advantage of the transferability and marketability of design as being an applied aspect of art.
- Changed the program title from Commercial Art to Graphic Design.
- Wrote new courses to fill-out the freshman sophomore course work required at most CSU and US campuses with Graphic Design and 'like' programs and added curriculum common to both the design industry and four-year academic institutions.
- We have involved the program in student/campus activities through the establishment of the Rio GDSN Club. This student run club participates in campus activities, fundraising, outreach and events. The club has produced identity elements for clients and has also participated during the summer in the campus Bridge Program welcoming in-coming High School students.

- **Funding**

- Applied for Perkins funding. In the Fall of 2015 the CTE area reached out and asked if we wanted to apply for a Perkins grant. The paperwork was submitted it in the Spring of '16. We were awarded funding which made several upgrade and improvements possible in the program. In the Fall of '16 we were able to:
 - 1) Upgrade 2 more iMac workstations.
 - 2) Replace our projector with an Epson HD unit.
 - 3) Provide memberships for faculty in the AIGA.
 - 4) Obtain a Pantone color-bridge set of swatch books.
 - 5) Obtain a heat-press machine for use in student projects.
 - 6) Obtain an Epson ink-jet pigment printer for the heat press machine.
- Applied for Strong Workforce funding. The state has created a fund, similar to Perkins funding, to supply educational intuitions with qualifying CTE programs with resources for improving student enrollment and success. Success is measured by how many students 'Finish' or obtain a 'goal'. As mentioned earlier, goals are: Certificates of Achievement (recognized skills acquisition), industry certification, internship, apprenticeship, job placement. Now, with the expansion of CTE areas, degrees and transfer are also accepted. We have just currently finished and submitted our application as of 11/16/16. These funds will be directed primarily to marketing the program through Social Media for the first year. For the second year we are requesting the purchase of twenty iMacs to place in an existing lab on campus as we currently have no dedicated Mac labs with Adobe CC software available for students to work on outside of scheduled class hours.

- **Articulation**

Articulation from area High Schools. Articulation agreements will allow area High School students enrolled in Digital Media and/or Graphic Design courses at their High School to receive college credit from Rio Hondo. This articulation would be for courses which share content and student learning outcomes (SLOs) with our courses. The High School student will receive college credit and their transcript will show they completed one of our courses (at this point the introductory GDSN 164 or

GDSN 178 course). This encourages them to continue their education at Rio Hondo after they graduate High School and to continue taking courses in our Graphic Design program. On 11/16/16 we met with thirteen area high school faculty interested in this agreement and received thirteen applications for articulation.

- **Degrees & Certificates**

- Rewrote and updated the AS Degree from Commercial Art to Graphic Design. Since this degree was local and meant as an achievement to enter the industry and not for transfer, the legacy degree contained more studio art classes. The update submitted in Spring '16 added courses more appropriate to internships and those which would be approved by Fall '16. We expect the change to be approved and the new degree available in Fall '17.
- Developing Certificates of Achievement. For a CTE area these skills-based certificates are measures of success recognized by the Chancellors office and a program 'goal'. For the Graphic Design program, they indicate skills in areas students can use to apply for internships and lower-level industry-related entry positions. The certificates can encourage and increase student retention and contribute to them staying in a program and/or college. If there are multiple certificates sharing common course requirements, they are referred to as 'stacked' certificates. The achievement of multiple certificates in the 'stack' can lead to the obtainment of the AS Degree in Graphic Design area. Data shows this strategy of creating a series of smaller achievable benchmarks reduces the intimidation factor of larger goals of a 30-60 unit degree or transcript. The certificates can attract students to the program offering alternatives for students who may not be Graphic Design majors but who may want a Certificate of Achievement in our area. Each certificate shares course requirements with other certificates encouraging the student to keep going and stick with it. This is especially advantageous for our program as enrollment and retention are crucial to our growth.

Voting Items

It was proposed that the following items be voted on as a group. All of the items were included on a distributed agenda and there were 2 weeks allowed for advisory board members to review the following items. Carin Castelnuovo-Tedesco asked for a motion that the items be voted on and approved as a group, Sarah Alley motioned and Ed Gomez seconded the motion. Motion was passed unanimously. **All items below were approved by the advisory board with no objection or abstentions.**

I. Curriculum Items

- 1) Offering of Typography and Typography Design as courses.
- 2) Rewriting and updating current courses to conform to changes in software, academic requirements and industry.
- 3) Offering a series of 'stacked' certificates as described .
- 4) Re-write of the Commercial Art Degree to the Graphic Design Degree and all the courses it requires
- 5) Course changes needed curriculum-wide to conform to the AST (Associate Degree in Transfer) in Graphic Design currently in review at the Chancellors office. This degree will enable students to transfer 60 units of coursework and includes both General Education (GE) courses and elective or major courses. This degree is created by a consortium of educators and administrators who submit it to the Universities for

approval. The course descriptions may differ from ours. General adoption practice is to re-write courses written locally to conform to these consortium-created degrees.

- 6) Elimination of ART 175 Computer Graphics from the Graphic Design program curriculum. It was agreed to move this introduction to 3D software (Strata) out of Graphic Design and into Animation as it differs from our core curriculum and the software currently used is not standard to either industry or academia.
- 7) Establishing course articulation agreements with high schools and universities.

II. Hardware/Software

- 1) iMac & Adobe CC upgrades. Some changes were made with the knowledge of the earlier members. We want to make sure all current members are in accord and approve.
- 2) Projector upgrade. Some changes were made with the knowledge of the earlier members. We want to make sure all current members are in accord and approve.
- 3) Purchase of additional iMacs and Adobe CC software to equip a lab or lab area for students to use and access outside of scheduled class hours
- 4) Purchase of heat press and printer to re-produce graphic designs on apparel.
- 5) Upgrade the in-class network switches to increase the internet speed for students.
- 6) Purchase of screen recording software to facilitate the recording of class demonstration for students.

III. Facilities

- 1) Replacement of 12year old task chair seating.
- 2) Move of instructor station to front of room to accommodate all student workstations. Currently, some student workstations are on the side of the room. This makes it difficult for those students to see the screen during demos. We want to move all student stations where they can have a clear unobstructed view during the lectures and demonstrations in class. This also provides space for additional Graphic Design activities such as the operation of additional equipment and providing a space to sketch.
- 3) Purchase and installation of display boards to feature student work and promote the program
- 4) Hiring of a Mac lab assistant to monitor and run iMac computer lab with Adobe CC software

IV. Public Outreach & Marketing

- 1) Purchase of advertising on Social Media sites to increase student enrollment and retention.
- 2) Hiring a Social Media manager or firm to manage the marketing and public outreach for the program.

V. Professional Development

- 1) Funding the membership of faculty in the AIGA, the professional organization for Graphic Design
- 2) Funding the attendance of conferences, workshops, seminars and other professional development events related to curricular maintenance and improvement.

The advisory board meeting was adjourned at 5:14pm.