Ohlone College Advisory Board Agenda and Meeting Minutes

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| **Meeting Information** | | | | | | | |
| Objective: | | Ohlone college’s Multimedia and Graphic Arts department offers courses that provide students with transferable credits to a 4 year college/university and prepare you for careers within the multimedia and graphic design industry. Our curriculum emphasizes creative thinking, collaboration, social responsibility and sustainability. You are encouraged to explore ideas, develop creative skills, master software tools and refine graphic design techniques for commercial and artistic application. The objective of the advisory board meeting is to ensure the viability and effectiveness of our curriculum to ensure student success. | | | | | |
| Date: | | Wednesday, September 18th | | Location: | Zoom,Join URL: <https://cccconfer.zoom.us/j/926095104> | | | |
| Time: | | 7-8pm | | Facilitator: | Isabel Reichert | | | |
| Attendees | | Ben Schrom, Google, Derek Lindner, Autodesk, Mary Clark-Miller, BCC, Jeff Finkelstein, Marketing & Business Development Consultant. Al Jauco, Ohlone College Instructor in Game Design | |  |  | | | |
| **Agenda Items** | | | **Notes** | | | **Action Items** |
| 1 | Introductions (5 minutes) | | Participants introduced themselves and explained their function on the Ohlone College Advisory Board | | | none |
| 2 | Approval of advisory board minutes | | No objections, approved | | |  |
| 3 | New Programs and Certificates and solicitation of your input (15 minutes)   * Multimedia: Game Design and Animation Associate in Arts  New Program * Associate in Arts: Multimedia  (revisions - pathways) * Multimedia Certificate of Achievement (simply separated AA from CoA) * Multimedia: 3D Modeling and Animation Certificate of Achievement (from 12-21 units) * Multimedia: Front End Development/User Experience (13 - 20.5 units) * Multimedia: Video Game Development (16-19 units) * Multimedia: Video, Animation, and Motion Graphics Certificate of Achievement (New Program, 15-17 units) | | Isabel Reichert explained the changes of each program and the reasons for those changes. Certificates of accomplishments were converted into certificates of achievement to provide students with a state-approved certificate and to provide a more well-rounded education. The board welcomed those changes.  Alejandro Jauco described the changes to the game design curriculum and reported on the collaboration between Multimedia and Computer Science. He shared with the board that Multimedia and Computer Science students are interested in game design programming and that the department is in the early stages of developing a curriculum. Ben Schrom pointed out that Unity is also used for non-gaming applications such as simulations, AR and interactive display ads for social media. Alejandro Jauco welcomed Ben Schrom's recommendation to integrate an interactive display ad assignment into the curriculum. | | | Changes can move forward through the curriculum committee process |
| 4 | New class proposals and solicitation of your input (5 min)   * Social Media (Introduction and marketing, in progress) * History of Video Game Design * History of Graphic Design (possibly online) | | Isabel Reichert explained the new courses in detail and informed the board of the rationale for creating the courses. The rationale included job market research and transferability of courses to a 4-year college or university. The board welcomed the new courses and complemented the “History of Games and Play” course. Several board members mentioned that they would like to take such a course themselves. | | |  |
| 5 | Non-credit certificate (nibble classes, 5 min)   * Video basic skills * Essential web skills * Design Basics * Game Design basics * Social Media basic skills | | Isabel Reichert talked about the need for career and academic pathways for non-traditional and economically disadvantaged students. She provided the board with an explanation of "non-credit" and the potential it might have for students that cannot afford an education. Mary Clark-Miller shared her experience with non-credit courses at Berkeley City College. BCC's approach is to "mirror" classes. Mirroring credit with non-credit courses allows already existing curriculum to be offered to credit and non-credit students who take the same course together. Berkeley City College's experience with mirrored courses is successful and Mary Clark Miller highly recommended Ohlone create the same non-credit framework for their students.  Isabel explained her collaboration with the Fremont Adult School to create pathways for non-traditional students to transfer to Ohlone College.  Isabel Reichert talked about declining enrollment in her department. Jeff Finkelstein recommended creating a student survey to get a better understanding of the causes for the declining enrollment. He also recommended researching the job market and partnering with institutions to create direct pathways for students.  Derek Lindner asked about the criteria for how programs are built and whether some courses could be offered online. Isabel explained that in some cases, students need to use certain software and hardware and that offering courses online would create hardship for students that don't have access to those resources. Derek recommended reviewing the naming and framing of skills. He felt that the term "multimedia" was outdated and that it doesn't adequately describe the industry. Isabel agreed that naming and labeling courses and skills needs to be addressed. | | | Work with curriculum committee and non-credit committee on mirrored course offerings  Create student survey to create a more student centric curriculum  Review nomenclature of courses and programs and simplify or update language |
| 6 | MM&GA Festival and Maker Faire update *(10min)* | | Isabel Reichert and Alejandro Jauco provided the board with a short update on the multimedia and graphic arts festival and the 2019 Maker Faire. The board was extremely impressed with the work. | | |  |
| 7 8 | Inmate education Program  Emerging trends *(your input, 10 min)* | | Isabel Reichard described the early stages of creating an inmate education program and the social justice implications.  Ben Schrom concurred with the need for a curriculum that includes design thinking and interface design. He also recommended looking into the field of UX design research, a systematic investigation of users and their requirements. | | |  |

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| **Other Notes & Information** | | | | |
| The meeting was adjourned at 8:20pm | | | | |