



DIGITAL MEDIA ARTS ADVISORY COMMITTEE - MEETING MINUTES

Thursday, June 9, 2022 * 5:30-7:00pm

Zoom Online (Audio/Video)

Members Present: Erin Lynch (Co-Chair), SHOP; Jackie Wilushewski, MARQUAM; Eric Armstrong, Nocturnal Motion Design; Seth Bloombaum, Videographer

Members Absent: Brian Ferdinand (Co-Chair), SHOP

Guest(s): Lauren Puyleart (student), Broedy Chase (student), Jameson Morr (student)

Clark College: Kristl Plinz, Digital Media Arts Department Head; Tom Olsen, DMA Professor; Bruce Elgort, Web Development; Felle Gaylord, CTEC Professor, John McKee, Interim Dean of WPTE and STEM; Tasaday Turner, Associate Director of Advising; Renee Schiffhauer, Advising; SueAnn McWatters, Program Specialist - Advisory Committees

NEXT MEETING DATE

December 8th, 2022 5:30PM

DMA AA4 FACILITIES REMODEL UPDATE

AA4-206 New DMA lab layout w/ Zoom

Moving program to the old CADD lab and will be utilizing this in conjunction with a lab class next door. Beginning July 2022 with items such as replacing carpeting. Hoping to move the Zoom room capability into this space. If it can't be moved, the program will utilize its own funds to ensure this happens.

AA4-204 Video Equipment lab & storage (Requested new Macs for DMA lab)

Utilize AA4-204 open classroom space to teach camera, lighting and movement work. Continuing to use the adjacent AA4 204 "closet" storage space to securely house and organize all the video equipment we have acquired over the past two years.

AA4-208 Future team/client/studio space

Continuing to use this, though it does have some leaking issues. This will be used as a studio space to meet clients and be a teamwork or collaborative work area for DMA students. Additionally, shared resources such as books, magazines or archival materials will be stored here.

DMA CAPSTONE COURSES AND GRADUATES

Tom Olsen's review of 2nd year DMA students: DMA 214 Professional Practices & Portfolio II and DMA 215 Professional Studio Experience

Reviewed Snapshot of Second Year students in DMA 214 and 215. These courses touch on soft skills, resume building, how to approach freelance work, and developing their portfolio of work. These courses also bring in guest speakers. Projects include both individual and group opportunities. Some of the freelance client projects students have completed include designing logos and producing a series of videos.

Three graduating students were invited to the committee to share their portfolio of projects and DMA degree experience. Lauren spoke of her time in the DMA program, noting that she appreciated the online aspect as she lives far from campus. She also appreciated that the program could be customized to her photography interests, and lead directly to work or transfer to WSU Vancouver to continue towards a bachelor's degree. Broedy discussed his experience, noting overall it was very positive. He mentioned some concerns about the way a course was taught and availability of certain materials. Broedy wished there were more video projects, that he felt that many of the projects focused on logo creation. Jameson found Clark and DMA courses to be very valuable. He noted that he would have appreciated more advanced work focused on Illustrator and Photoshop. Kristl noted that DMA did develop ART 208 with the ART department, which is intended to be the advanced digital painting and illustration course.

INDUSTRY INSIGHTS AND OPPORTUNITIES

Design POV: Industry Research, AIGA

Design Futures Trends, AIGA

Core Values Matter, AIGA

State of Digital Workforce, Adobe

Equity-Centered Community Design (ECCD)

Discussion centered around the five (5) documents noted above. The documents provide insight into core values, overview of how digital work has shifted in light of COVID-19, equity centered designing, and more.

The program reviewed its historical existence, starting as a graphic communications printing program and has continued to evolve along side the industry. As industry changed, the degree has been able to strategically pivot because we anticipate how "communication" trends were shifting, rather than focusing on the design and production of printed products. We shifted from printing presses to Computer Graphics Technology, combining web/graphic design and multimedia courses into this program. The latest degree iteration of Digital Media Arts has expanded to teach more video classes, more motion graphics, and professional practices courses.

As the committee looks to the future, questions arise such as do we want more foundational coursework and if so in what areas or does the program want to add other emerging technologies such as VR, AR or AI. Other thoughts included adding more soft skills such as project management, networking, relationship building – focusing on connecting and collaborating with other people. There has already been teaching of entrepreneurship, design thinking, and strategic planning that could be taught as a separate course or incorporated throughout the curriculum in every course. The committee discussed how user experience and interface design is a continuing employer-desired skillset.

The committee noted that it is important to remember that often students want to complete the two-year degree and begin working, while others want to transfer and continue their education for a bachelor's degree. Our DMA degree needs to evolve by anticipating future industry needs and society trends. The industry wants students to know all aspects of digital media so our challenge is to provide that breadth and depth in a two-year timeframe. Discussion around the need for a variety of skills at the cost of a higher level of skill in a specialized area was discussed. Another barrier to the program is the lag in job codes to reflect current industry trends and the potential impacts to the data being reported.

Soft skills were discussed, specifically the top five (5) future competencies (communication, adaptability, complex problem-solving, collaboration and relationship management) and major competency gaps. Communication skills and the need to focus on adaptability was discussed and how it related to equity and inclusion as well as a focus on business relationships.

The need to focus on networking and relationship building is important to assist them in their job entry and career advancement. In the past, the department established an intern scholarship fund through a generous donation from a local print association (10 students were matched with companies for internship experiences and awarded \$500 work scholarships and credit for a Coop/Intern course.

The committee then talked about the three tenants of skillset, mindset and impact. There was discussion about the "digital workforce" and how our post-Covid world provides our students with remote working and non-location specific employment opportunities. Today's presentation and industry research takeaways set the stage for future discussions to determine DMA's next steps for curriculum, facilities and course changes.

WRAP UP

The video for Creative & Communication Arts pathway is live. DMA's program, DMA student alumni and Vancouver's SHOP design studio were highlighted. <https://www.youtube.com/watch?v=0QRcei01a9c>