



Career Education (CE) Committee

Tuesday, March 19, 2024

Business 111 and Zoom

1:00-2:40pm

Zoom: A.J. Adelman, Simone Bartesaghi, Tracy Beidleman, Ashanti Blaize-Hopkins, Tom Chen, Sheila Cordova, Drew Davis, Andria Denmon, Mario Franco, Amanda Garcia, Jeff Gordon, Jazmin Guzman, David Hall, Corinne Haynes, Gary Huff, Ferris Kwar, Jenny Landa, Hannah Nelson, Sharyn Obsatz, Salvador Santana

In Person:

Leigh Allen, Ruth Casillas, Nancy Grass, Maria Leon Vazquez, Debbie Perret, Steven Sedky, Redelia Shaw

Call to Order: 1:10pm

Public Comments and Announcements:

Reports:

Chair: Debbie Perret

None

Vice Chair: Steven Sedky

None

Information Items:

Perkins/SWP Application Presentations for reference [Perkins Applications 24-25](#)

Sharyn Obsatz, Journalism

The audience engagement has been a recurring theme during our program's advisory board meetings. Ensuring that our students have the skills to understand audience analytics and translate that data into comprehensive content plans has become a major focus of our program. In addition, our program advisory board also recommends ensuring our journalism students learn how to produce a multitude of content across various platforms from social media, platform specific content and video/audio content to photojournalism photo stories/audio slide shows and written content with supporting infographics rooted in data journalism. In order to ensure we are preparing our students for what's next in the journalism industry, especially in the audience engagement vertical and digital content creation area, we need to give our students access to the most cutting edge and industry standard equipment and provide ways for our journalism students to collaborate with our media production



students. In addition, sending students to journalism conferences provides necessary exposure to both professional journalists and fellow student journalists. At these conferences, our students can share content strategy and find out what new equipment is emerging to help them produce quality and award-winning content. Our goal is to always prepare our students for where the industry will be in ten years from now, rather than just teaching them how the industry currently functions. The department is requesting funds for a total \$50,415.

Sheila Cordova, Architecture

Our advisory board have concerns with job placement, employers fulfilling their DEI (Diversity, Equity, and Inclusivity) responsibilities and finding designers who can act as community engagement design consultants. We aim to send selected students to the annual National Organization of Minority Architects conference and student design competition. This opportunity allows students to complete a design project, emphasizing Diversity, Equity, Inclusivity, and Justice Principles. Across the board, the program has lost connections within the industry and we need to dedicate our efforts in reconnecting and growing our contacts within the industry. The annual student show will invite a wide range of industry professionals to view student work on display from all the academic programs on the Center Media Design campus. The event not only showcases the diverse work of students but also creates a conducive environment for networking and connection-building between students and industry professionals. To ensure the success of the student show, we will implement a marketing strategy, including the creation and distribution of printed media, to promote both the overall event and the individual programs. Lastly, we will purchase moveable presentation walls to maximize the amount of student work to be shown at the event and each program will have a dedicated Program Coordinator to oversee the curation of the student show. The department is requesting funds for a total \$56,510.

Ferris Kowar, Aquaculture

The advisory board recommended that we hire adjunct faculty who specialize in different areas to teach the relevant courses and that those faculty, who are all working in the industry and are most familiar with the hiring needs and practices of the industry, provide mentoring services to students to help prepare for and find jobs. They also stressed the need to provide as many hands-on experiences as possible and to make strong efforts to outreach since the field of aquaculture is so new, we need to educate the public about what aquaculture is, at the same time as promoting the existence of the programs and job opportunities. Faculty will be stipend to spend the extra time mentoring students, attending expos and high school career days, and helping students in the program to find internships and jobs. In addition, faculty will do



professional development, which is important to allow them to keep up to date with the latest innovations and developments in the field and adjust their courses accordingly. Additionally, participation in professional development activities allows faculty to network, and use that to promote our programs for recruitment purposes. Other funding requests will allow faculty to bring a unique “algae experience” into the classroom, and funding will be used to create promotional material and purchase Google ads to promote the courses as well as educate potential students about what aquaculture is and how it can be a climate solution. The department is requesting funds for a total \$101,931.

Drew Davis, Film

Our IAB states the use of LED technology in lighting continues to be an important trend. These lights have many advantages over traditional incandescent sourced illumination. They do not get hot, minimizing personal risk of burns. This makes them ideal for introductory to cinematography instruction. They can have variable color temperature controls, reducing the number of lights and lighting implements needed to accomplish a goal. LED lights work very well in Virtual Studio environments and virtual production is itself a trend. Our chief improvement issue is how to encourage students to enroll in all the classes in the program and complete the full course of study in film production, earning their degree, being as prepared as possible for either transfer to a university or to seek employment in the professional filmmaking industry. To this end, finding the right balance between an engaging, inspiring classroom experience, and the necessary development of good work ethic, through the right degree of challenge, is a focus of our faculty. More emphasis will be given to camera, lighting, and particularly grip and electric work since these are prime areas of employment in the industry. Students always respond to hands-on educational experiences and we are emphasizing that character more in the introductory class. Toward this end, we have also added an advanced cinematography class, to give more opportunity for practical train in the popular production area of camera and lighting. Finally, we are changing our advanced film production class to put more emphasis on students demonstrating the skill sets taught in the beginning and intermediate classes. The goal of these changes are to make classes desirable to students, both in terms of learning and developing as artists. All these developments will be aided by the LED lights. Additionally, we are looking to bolster our grip and electric gear with additional silks and other implements. For camera, we are requesting funding for a full-frame zoom lens and professional filter kit. For cinematography classes we are requesting a hazing machine - a traditional but effective lighting tool, still used frequently on professional sets. We will also be hiring student workers to assist with film production budgeting and equipment inventory and logging. The department is requesting funds for a total \$141,920.



AJ Adelman, Promo Pathways

Major issues and trends brought up at the last advisory committee meetings were maintaining a focus on exposing students to and training them on industry standard equipment and software applications. Also, strengthening current industry connections that lead to work based learning opportunities and job placement after program completion. There is also a need to continue building new industry relationships to expand the aforementioned opportunities. Focusing on adopting an apprenticeship model approved by both the state and federal government should be a priority to ensure students are earning a living wage while getting their education. Being able to fund release time for full-time faculty member to dedicate additional time to the Promo Pathway program will allow the program to develop stronger existing industry relationships and new industry connections that will give students work based learning and/or apprenticeship opportunities in their discipline. That full-time faculty member will also be integral to student recruitment/outreach, especially non-traditional college student outreach, and the program's application and acceptance process. The plan is to grow the program and pilot an apprenticeship model. The full-time faculty release time is critical to having a full-time faculty member assist with creating a plan of action and executing the plan to meet those program goals. The department is requesting funds for a total \$25,314.

Leigh Allen, Technical Theatre

The need for continual improvements was brought up. Along with the need to provide students with updated and hands on equipment for classes. Given that many of our students come from low-income families, additional support is necessary to ensure their retention and success. There are several requests in the area of Technical Theatre that will enhance the student experience as well as provide equipment safety for the students. We are requesting items for Stage Costuming, Stage Sound, Stagecraft, Scenic Design, and Scenic Painting, Stage Management, and Stage Make-Up. These items will help greatly improve our program as students will have greater access to safe and available equipment while obtaining hands on experience especially in this highly technical program. The department is requesting funds for a total \$105,250.

Salvador Santana, Respiratory Care

The Commission on Accreditation for Respiratory Care (CoARC), mandates that respiratory care programs provide students with skill-laboratory learning facilities, which allows them to attain the skills necessary to become competent and skilled healthcare providers. Our respected and professional industry partners, who like the CoARC, recognizes the critical importance of



providing students with hands-on training experiences in a simulated clinical environment, unanimously voted to support the mandate. Our students deserve a skills lab that will provide them an immersive experience, full of hands-on training experiences, where they can hone essential clinical skills, critical thinking abilities, and decision-making capabilities, crucial for effective respiratory care delivery. To that end, funding from the Perkins V project will support converting a classroom into a respiratory care skills lab, a project to be executed in multiple phases. The first phase of this project includes determining the feasibility of mounting air compressors on the roof and running piping to the lab, facilitating the installation of wall-mounted equipment essential for respiratory care delivery. The department is requesting funds for a total \$72,545.

Corrine Haynes, DSPS

Our advisory committee has indicated a need to spread necessary tools and equipment used by students with sensory disabilities. Particularly in a post-pandemic era, access to online content has become more of a pressing issue for several of our CTE students. Further, there is a general movement toward offering access to web-based assistive technology applications versus installing standalone software on individual devices. Our Learning Disabilities program advisors continue to present our students with innovative tools to increase their success in attaining Career Education goals. The department is requesting funds for a total \$22,231.

Adjournment: 2:45pm

Next scheduled meeting: March 22, 2024. Location Bus 111 and Zoom. www.smc.edu/senate