

ABC Adult School
2024-2025
Graphic Media Design Advisory Minutes
Friday, December 6, 2024
11:00 AM - 12:30 PM

Committee Members Present:

Jamie Elliott, **J.R. Elliott Inc.**

Gloria Garcia, **Trophies By Leon**

Ross Gile, **DigiCal**

Julian White, **Video Vision**

Chris Whelen, **ABC Unified School District Graphics Department**

Demeven Quirino, **Aim Labels**

Committee Members Absent:

School Members:

Nancy Amara, **Principal**; Jeff Heilig, **Assistant Principal**; Jose Torices, **Dean Of Students**;

Georgia Grissom, **TOSA/Lead Instructor**; Ty Holloway, **Job Developer**; Kevin Muto, **Teacher**;

Brady Poirier, **Teacher**

Transcription By: Jessica Arias, **Secretary II**

Minute Items

Welcome/Review of Advisory Goals

Jeff Heilig, Assistant Principal: Goals

- Meeting requirements of the Council on Occupational Education (COE) for accreditation purposes.
- Connect with professionals to learn, grow, and ensure our Graphic Media Design program meets industry expectations and standards.
- Create community relationships increasing support for our program and students.

Introduction of Advisory Members

- Julian White introduces himself as the owner of Video Vision for 28 years.
- Jamie Elliott introduces herself. She runs her family's printing company. She has worked with Brady Poirier for 20 + years.
- Gloria Garcia introduces herself. She is the owner of a trophy shop in Fullerton.
- Ross Gile introduces himself as the owner of DigiCal. He has been creating websites for 27 years.
- Jose Torices introduces himself as the Dean Of Students for ABC Adult School.
- Jeff Heilig introduces himself as the Assistant Principal for ABC Adult School who oversees the CTE Programs.

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- Georgia Grissom introduces herself as the TOSA for the ABC Adult School.
- Ty Holloway introduces herself as the Job Developer for the ABC Adult School.
- Kevin Muto introduces himself as a teacher for many courses at the ABC Adult School.
- Brady Poirier introduces himself as a teacher for many courses at the ABC Adult School. He has worked for ABC Adult School for 14 years.
- Nancy Amara introduces herself as the principal for the ABC Adult School.
- Chris Whelen introduces himself as the Graphics Supervisor for the ABC Unified School District.

Welcome

Nancy Amara, Principal / ABC Adult School

● The ABC Adult School is accredited by Western Association of Schools and Colleges (WASC) and The Council on Occupational Education (COE). That means they come in and they look at all of our programs. They make sure that we are meeting certain standards, that we have a reason, a vision. We have nine pathways, accounting is one of them. But they are certain standards that we have to meet. One of them is to hold advisories. COE allows us to offer financial aid to our students. All of our nine programs, we offer Pell grants. We do not believe in offering student loans, because we offer entry level job training, and we do not want any of our students to come away from our school in debt. So the Pell Grants, the money does not need to be paid back. Everybody needs a high school diploma. Though, our adult school, we are one of the only comprehensive adult schools in the area, and that means that we offer Career Technical Education, ESL, Academics, Parent Education Program, and then we have our community education program that is health and fitness, some arts and crafts classes. We have an amazing upholstery program. And then, last but not least, we have an Adults with Disabilities Program. We are in three local community facilities. As an adult school, we have a tremendously diverse community, and the quality of instruction is critical to making sure that students are completing programs and then ready to go out to the workforce.

Mission of the ABC Adult School

Jeff Heilig reads:

The Mission of the ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals.

- ❖ Jeff Heilig asked if anyone had any thoughts about the mission statement.
 - There were no comments

Vision Statement:

Jeff Heilig reads:

Students will develop confidence and self-reliance as they aspire to reach their full potential in life-long learning. We will cultivate our students' desire for learning, and encourage them to try new and exciting challenges by giving them a solid foundation to build on.

- ❖ Jeff Heilig asked if anyone had any thoughts about the mission statement.
 - There were no comments

Student Learning Outcomes:

Jeff Heilig reads:

ABC Adult School prepares student to be

Self Directed Learners who:

Acquire knowledge and skills appropriate to their goals in life.
Set and achieve career, educational and/or personal goals.
Seek continuing career education training and/or educational opportunities.

Effective Communicators who:

Demonstrate appropriate language, digital literacy, computation skills and/or technical skills.
Apply communication skills to professional, technical, creative, and other real-life situations.
Enhance and improve their ability to understand and be understood by others.

Critical Thinkers and Problem-Solvers who:

Exercise their power of judgement, perception, and inference.
Assess and fulfill their own needs by finding appropriate resources.
Apply knowledge to professional, technical and other real-life situations.

- ❖ Jeff Heilig asked if anyone had any thoughts about the mission statement.
 - There were no comments

Approval of Minutes from Last Advisory

Last minutes approved, Ross Gile motioned, Julian White second.

Completion, Placement, Licensure Reports

Jeff Heilig reads:

Accreditation

- Council on Occupational Education (COE) accreditation.
 - 60% of students must complete the program
 - 70% placement rate.
 - We are writing our COE Accreditation Report this Year- COE visitation Next Year
 - Western Association of Schools and Colleges (WASC) - accreditation.
 - Report Year for COE and WASC - visitation for COE and WASC will be next year.

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Last Reporting Year

- 23 Students
- 64% Completion Rate
- 78% - Placement Rate
- No Licensure Required (NA)

Panel Input and Discussion Guiding Questions

- Requirement for Admission
- Program Objectives
- Program Length and Class Content
- Instructional Materials and Equipment Used by Instructors and Students
- Instructional Delivery Methods
- Student Evaluation and Competency Exams
- Inter/Intra Personal Skills Wanted and Needed
- Role of A.I.
- Ideas/Thoughts: Building the Program

Requirements for Admission

Jeff Heilig reads:

- We require a high school diploma or equivalent (GED—General Equivalency Diploma—or HISET—High School Equivalency Test) and a minimum age of 18 for the vocational diploma.
- The only requirement for those not wishing to pursue the vocational diploma is 18.
 - ❖ Jeff Heilig asked if there are any suggestions for adjusting or changing the admission requirements?
 - Chris Weiling asked if this looks the same with everybody else.
 - Nancy Amara replies: It's the exact same.
 - Justin White asked about age demographics.
 - Brady Poirier answered, it varies.
 - Justin White asked if we offer the program to our own ABC Unified students
 - Nancy Amara answered, yes.

Program Objectives

Jeff Heilig reads:

The program objective of the Graphic Media Design is to give students an understanding of the printing industry fundamentals, and to train students to create professional publications for advertising and marketing products or services. Students are trained to become a successful

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Design Technician, Graphic Designer, or Desktop Publisher. The training includes creating newsletters, publication, fliers, design logos, brand products and services. This program also trains students to earn an industry certification (ACA) Adobe Certificate Associate.

- ❖ Are the objectives relevant and sufficient for students to be successful in the professional setting?

- ❖ Should any objectives, additions, revisions, or upgrades be adjusted? Should any objectives be removed, revised, or modified?
 - Chris Whelen would like to add a short internship.
 - Gloria Garcia suggesting a grammar course.
 - Brady Poirtier mentioned we have a typing course in place, reading off the list of courses for the program which includes job prep.
 - Nancy Amara added we are looking to revamp our job prep come next year.
 - Jeff Heilig asked if the first part of the paragraph sounds ok: “is to give students an understanding of the printing industry fundamentals”
 - ◆ Brady Poirtier agrees it is important.
 - ◆ Gloria Garcia agrees
 - Demeven Quirino suggests adding another course teaching students other printing online softwares that can expand their design skills.
 - Chris Whelen suggests changing the way the Program Objective wording around moving the fundamentals part so it does not look like the primary. First sentence should read: *“The program objective of the Graphic Media Design which includes creating newsletters, publication, fliers, design logos, brand products and services”...*
 - Jeff Heilig agrees
- ❖ Jeff Heilig asked if anyone had any other thoughts.
 - There were no comments

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Program Length & Class Content

- Keyboarding: 84 hours
- Social Media for Business: 84 hours
- Adobe Photoshop Fundamentals: 84 hours
- Adobe Photoshop Advanced: 84 hours
- Adobe Illustrator (Business Branding): 84 hours
- Adobe Illustrator (Vector Graphics): 84 hours
- Digital Photography: 84 hours
- Adobe InDesign I: 84 hours
- Adobe InDesign II: 84 hours
- Job Prep: 20+ hours
- Total Hours: 776

Jeff Heilig mentions: students have to have a 90+ attendance rate & have a C or better.

- ❖ Is the program amount of time sufficient for a Graphic Arts position?
- ❖ Are the topics/classes appropriate for this program?
- ❖ Do you have any suggestions for improvements or upgrades?
 - Chris Whelen asked Brady Poirier if the digital photography just 1 class
 - Brady Poirier responds that the digital photography class and his teaching style includes: Adobe lightroom, software, photography through composition, video editing, photography into graphics design, design for social media.
 - Gloria Garcia thinks the concept is important.
 - Jeff Heilig compliments Brady Poirier and Kevin Muto for their teaching techniques.
 - Julian White suggests using Adobe Express.
 - Brady responded that Adobe Express may not draw students in because it is not well known. High percentage of the industry uses Adobe.
 - Julian White suggests the first month to include Adobe Express
 - Brady suggests possibly incorporating Adobe Express along with other software products as part of the fundamentals. He will follow up with Rosalba the Social Media teacher to see what programs she uses.

Instructional Materials and Equipment Used by Instructors and Students

Software (vary - per class: Adobe Photoshop, Illustrator, In Design, others as aligned to the class).

- Computers
 - Textbooks (aligned with the specific class)
 - Digital Resources
 - Videos
 - Handouts
 - Canva
-
- ❖ Are the instructional materials and equipment aligned with current industry expectations and needs?
 - ❖ Are there any other materials or equipment recommended or needed to better prepare students for the workforce?
 - Brady Poirier states they have the newer MAC computers. New Canon 24 megapixel cameras, aps-c sensor cameras, Panasonic cameras w/ lighting, all new models.
 - Julian White was stated he was visiting Brady's classroom and said the cameras were fantastic, above entry level. He suggested Ipad Pros with pencils, phenomenal for designing. Julian also suggests utilizing the unused space in Brady Poirier's class into a Podcast room.
 - Ross Gile suggests having a basic understanding of Microsoft products.
 - Demeven Quirino agrees with Ross Gile.
 - Jeff Heilig agrees with having students know the basics in Microsoft, Google Suites and Canva. Jeff asks if they see Graphic Designers most things coming in Microsoft products?
 - Jami Elliott mentioned she received different types of products.
 - Demeven Quirino suggests implementing the use of a tablet with pen.
 - Brady Poirier agreed it would be a good idea adding that back into the class.
 - Chris Whelen added teaching students to communicate with customers to have a better understanding of what they want.
 - Brady Poirier mentioned he teaches those soft skills in his lessons. Teaches them to do their research to give a customer a presentation they want.
 - Julian White suggested bringing in a guest lecturer to help them on a project.

- Brady Poirier suggested another class incorporating a start to finish project of what they learned.

Instructional Delivery Modes

1. Lecture
 2. Teacher demonstration
 3. Videos
 4. Peer teaching
 5. Project-based learning
 6. Student Collaboration
- ❖ Is there an instructional method you would like to see more of to prepare students better?
 - ❖ Do you have any suggestions for revising, adjusting, or modifying how the curriculum is provided to students?
 - Ross Gile asked if students still respond to lecture?
 - Kevin Muto responds: students develop projects based on the lecture in class.
 - Ross Gile asked if it's the same thing to lecture and demonstrate.
 - Brady Poirier states he lectures but not on the daily. He will lecture and show the students examples.

Student Evaluation and Competency Exams:

- Tests
 - Quizzes
 - Projects
 - Assignments
 - Portfolio Builder Projects
- ❖ Are the measurements of evaluation and exams sufficient to show competency and ability?
 - ❖ What type of work, exam completion, etc., should students have available to show potential employers? Is industry certification needed or preferred?
 - ❖ Do you have any suggestions for revisions, modifications, or changes?
 - ❖ Are portfolios still relevant, wanted, or required by hiring professionals?

- Ross Gile like the see portfolios
 - Chris Whelen likes to see how the student was able to complete the project.
 - Brady Poirier mentioned how he has the students explain step by step how the project was completed.
 - Brady Poirier asks if they prefer to see digital portfolios vs a printinted format?
 - ◆ Demeven Quirino said both formats.
 - Kevin Muto informs the room he is teaching his students to do both.
 - Julian White suggests having a social media platform to have a visual of the students projects is helpful.
 - ◆ Ty Holloway addressed it's covered in the Social Media for Business class.

Brady Poirier has to leave the meeting. Has a class starting in a few minutes.
Thanks everyone.

Inter/Intra Personal Skills Wanted and Needed

We are interested in your perspective on the most essential interpersonal and intrapersonal skills for a successful career in Graphic Media Design. Your insights will help us better prepare our students for the workforce.

What are the most important inter/intrapersonal skills, “soft skills” that are needed when you are hiring (e.g., people skills, communication, responsibility, task management and completion, discipline, and organization, among others); please list a few that are priorities for you.

1. Jami Elliott - how to work with people of all ages. How to work with diversity. Be honest if you can't meet their expectations
2. Gloria Garcia - customer service
3. Brady Poirier - following up with customers
4. Chris Whelen - understanding deadlines, understanding priorities
5. Brady Poirier - establishing a black up plan
6. Julian White: Teaching students to speak in full sentences not bullet points, be open to learning, be on time

Role of A.I.

What is the importance of knowing A.I. in the Graphics industry?

What essential A.I. knowledge, skills, or programs should our students learn for a successful career in the Graphics industry?

- ❖ Chris Whelen: learning to embrace it. Learn more about it.
- ❖ Demeven: It's a tool to make you more productive
- ❖ Julian White: It's very important to know it. We need to learn how to work with it like a coworker. It still needs us as a human to input the information it needs to function.
- ❖ Demeven: Google has Gemini.
- ❖ Jeff asked if there's an AI program that's important, Chris Whelen suggested being up to date in Adobe programs.
- ❖ Demeven: when working on a project use AI to help with input.
- ❖ Julian White suggest using Adobe Program Suite making sure we are up to date, which we are.

Ideas/Thoughts - Building the Program

Please share any ideas or thoughts to help us improve and enhance the Graphic Arts Program.

We are particularly interested in suggestions and input to increase enrollment in the program.

- ❖
 - TyHolloway responds yes we have a career fair.
 - Nancy Amara responds we have 2 campuses. Our career fair is our open house in the Spring, we have monthly orientations, craft fairs.
 - Ty Holloway, we invite local businesses and local representatives.
 - Ty Holloway responds we invite Chamber Members to our events.
 - Nancy responds we invite local representatives and council members not only for Cerritos but also for our 5 surrounding main cities.
- ❖ Demeven Quirino asked besides events taking place on our campuses do we go out to other locations?
 - Nancy Amara responds, yes, we are a member of the Artesia Chamber of Commerce & the Cerritos Chamber of Commerce. Sometimes with Artesia Chamber of Commerce events there may be a conflict with scheduling hours due to our meetings. We need to do better at attending those events.
 - Ty, we do have tables at school events, college and career fairs we table, we had bus ads, we are on a radio station now
- ❖ Demeven asked if another chamber wants to participate with us who can they contact

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- Nancy Amara responds they can contact Ty Holloway herself. They can call anyone in the office.
- Jeff Heilig responded we partner with local government agencies mostly SELACO, variety of other group. Jeff, we want to approach appropriate trudgen's within our district. Our drive right now is to recruit from our high schools to appropriate students.
- ❖ Ross Gile requested having high school students take a class.
 - Nancy responded, we are an adult school, our funding is specifically for adults 18 years and older.
- ❖ Chris Whelen suggested sending letters mid year to senior of our certificate programs.
- ❖ Georgia mentions she has seen low interest in Graphic Design. How do we grab their attention?
 - Julian White: when he looked at the program he was not interested in all the classes for the program. Do we need all the skills?
 - Jamie answers, yes she would want a student with all the skills.
 - Julian White says maybe just having 1 type of classes vs so many different classes under one umbrella.
 - Demeven Quirino suggests having excel/Microsoft if the student wants to own their own business.
 - Jamie mentioned maybe the classes are too overwhelming.
 - Jose - perhaps teaching a different class that would benefit the program.

Debrief Adjournment

Nancy Amara - Thanks everyone for their participation and input. Participants express their appreciation for the program and the opportunities it provides. Jeff Heilig emphasizes the importance of feedback and continuous improvement. The meeting concludes with a reminder to leave notes and contact information for future communication.