
Docket Item:

Community College Approval: Portland Community College, Associate of Applied Science in Video Production and Emerging Media within 50.0602 Cinematography and Film/Video Production.

Summary:

Portland Community College proposes a new Associate of Applied Science in Video Production and Emerging Media. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the degree as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:
RESOLVED, that the Higher Education Coordinating Commission approve the following degree: AAS in Video Production and Emerging Media.



Portland Community College seeks the Oregon Higher Education Coordinating Commission's approval to offer an instructional program leading to an Associate of Applied Science in Video Production and Emerging Media.

Program Summary

The AAS in Video Production & Emerging Media prepares students to craft compelling stories using established and emerging video technologies. In a hands-on, project-based environment, participants learn skills for employment and leadership. Video Production & Emerging Media seeks to advance equity and inclusion by broadening access to media technologies and, in collaboration with students and communities, developing more inclusive methods of storytelling. Through an intersectional and multidisciplinary lens, teachers and students prototype the media, culture, and economy of the future.

1. *Describe the need for this program by providing clear evidence.*

Oregon has approximately 3,000 job openings annually in its media economies. Graduates of the AAS in Video Production & Emerging Media are prepared for 200 - 600 of those. The AAS graduates 20 - 40 students annually, a number well below statewide demand.

Oregon's media economies impact every sector that uses media: manufacturers and retailers using video advertising, construction companies using drones to manage job sites, organizations and individuals hiring videographers to document events. Additionally, media workers support Oregon's numerous nationally and internationally renowned production companies, including Laika, Picture This Production Services, Inc., Blue Chalk Media, Bent Design Lab, and Hinge among them.

The State of Oregon Employment Department, for example, estimates 230 annual job openings statewide in the category of Audio & Video Equipment Technician, 2019 - 2029. "The typical entry level education for this occupation is a postsecondary training (non-degree)."

And in the category of Film and Video Editors, the State of Oregon Employment Department estimates 94 job openings statewide, 2019 - 2029. "The typical entry level education for this occupation is an associate's degree."

The proposed AAS in Video Production & Emerging Media provides contemporary media education unlike anything elsewhere provided in the region and will provide Oregon one of the most contemporary media education and training programs in the nation.

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2. ***Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?***

Key constituents are media professionals and students. They contribute to program design through continuous formal and informal feedback.

Video Production & Emerging Media draws regularly on the expertise of a large team of media professionals, including, but not limited to:

Davis Priestley, Revery Productions
Donna Dresh, Two Penguins
Christina Henry, Henry Productions
Ian McCluskey, NW Documentary
Kate McMahon, OPB
Juliana Lukasik, At Large Films
Aaron Corpus - Director - Funnelbox/ Nike/ Freelance
Shawn Sundby, Cinematographer
Robert D'Esposito, BENT
Kelly Sue DeConnick, Image, Marvel and DC
& Matt Fraction, Image, Marvel and DC
Lisa Cicala, Oregon Media Production Association
J Bills
Briana Bard
Tyler Warren
Nate Wilson
Beth Harrington
Joanna Sokolowski
Kelvin 'Kan' Jones
Reuben Tietz, Jim Henson Company
Will Walle
Skot Coatsworth
Perry Loveridge, Picture This Production Services
Julia Oliver, Laika

Craig Phillips
Tom Hayden, 360 Labs
Jerry Bell
Seth Chaffee
Jared Hobbs
Roland Gautier, Owner of Hinge
Brian Murphy, Wieden & Kennedy
Joel Stirnkorb, Gearhead Grip & Electric
Chelsea Martin
Frances Marsh
Caitlin Callahan
Hollie Metrick
Sarah Wheldon
Randy Sellers
Ariane Kunze
Danny Peterson, KOIN 6
Anthony Green, Bent Image Lab
Devin Tau
Rose Leiker
Tim Williams
Alberta Poon
Dallas Brown
Justin Zimmerman
Molly Preston

Many Advisory Board contributors work nationally and internationally, contributing experience, information, and guidance.

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3. ***Is the community college program aligned with appropriate education, workforce development, and economic development programs?***

Key constituents participated in surveys, conducted written and oral reviews of proposals, provided

insights regarding industry directions and trends, and participated in at least one of five (5) advisory panel sessions conducted 2020 - 2021.

Multimedia, Creative Coding & Immersive Technologies, Music & Sonic Arts, Web Development & Design, Geography, Building Construction Trades, Registered Apprenticeship, pre-apprenticeship, Facilities Maintenance Technology, Architecture.

Per the Oregon Department of Education statewide education plan for African American/Black students and the Interim Latino/a/x Student Success Plan the AAS in Video Production & Emerging Media will: support culturally responsive pedagogy and practices in post-secondary education; support the development of culturally responsive curricula in post-secondary education; and support increased attendance of plan students in community colleges and professional certification programs.

PCC and Video Production & Emerging Media also support equitable opportunities for student success across indigenous and other historically underresourced communities.

The AAS in Video Production & Emerging Media prepares graduates for living wage employment in Oregon's media economies.

4. ***Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?***

Program learning outcomes are as follows:

Equity. Evaluate technologies, media, conventions of storytelling, creative output, and personal actions in relation to anti-racism, inclusivity and social justice.

Storytelling. Craft compelling, culturally relevant stories with conventional, emerging, and experimental technologies, techniques, and media.

Collaboration. Contribute effectively to projects with teams of culturally and technically diverse participants.

Technical Fluency. Demonstrate technical fluency with contemporary industry tools.

Professional Fluency. Evaluate and work effectively with different employer structures, cultures, and expectations.

To facilitate student achievement and transition, each quarter of the program is designed to provide

students a coherent, interrelated set of courses that cumulatively contribute to a portfolio-worthy media creation, asset or production. From the beginning, students are generating a portfolio accurately reflecting their cumulative learning, progress and capacity.

The program maintains an opportunities and jobs board through which students are updated weekly on local opportunities.

Data is gathered and evaluated. Recurrent themes are prioritized. For example, themes that emerged among past graduates throughout the program's 2020 - 2021 panel discussions was that the program's current introductory curriculum was "irrelevant" and that the program was "disorganized" (students struggled knowing where they were in the program or what they needed to do next or why). The frequency of these perspectives made them a program priority. Consequently, the newly proposed AAS features an entirely new and redesigned introductory curriculum and a clear path to completion.

Academic and technical rigor are concepts integrated with project-based exercises and assignments.

The proposed AAS in Video Production & Emerging Media is designed to provide a clear path to completion for students attending full time and half time (completing in 2 or 4 years). Also, instructors exercise tremendous latitude in providing customized learning appropriate to individual student goals.

5. *Does the community college identify and have the resources to develop, implement, and sustain the program?*

Portland Community College has reviewed the needs of this program and has determined it has the resources to implement and sustain the program.

Assurances

Portland Community College has met or will meet the four institutional assurances required for program application.

1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or

institutions.

4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Office are the official records and it is the college's responsibility to keep their records aligned with those of the Office. The college will not make changes to the program without informing and/or receiving approval from the Office.