Members Attending:
Steve Boyce, Paul Goldberg, Allen Goldstein, Daniel Moore, Lionel Reinert, Steve Turnidge, Julie Wiebusch, Roger McRea, Matt Fordham, Bruce Spitz, Cody Groom, Norma Goldstein

Report on recent developments
1. Options
2. Construct one-year certificate and Mission statements

1. Discussion of Midi Option:

The Digital audio program at SCC has the largest number of students. We have support from the administration to develop a one-year program certificate. The question was asked: what does it need to look like? What would the Advisory Committee members recommend?

Name Change to the Electronic Music Degree (Midi / Electronic) Degree. What the difference?
The Electronic music students are studying the nuts and bolts of music. The Audio Engineering students support the music degree by capturing the music.

TO DO: Faculty to do formal name change through HPC and CC--Electronic MIDI Degree

2. Discussion of how much Music Theory a student needs:

Several employers talked about the benefits of students having music theory as giving students a well-rounded approach. If they were to open their own business, students would need to have some music theory experience and understanding.

On employer, Pure Audio Paul Goldberg said he is happy with the interns that come from SCC. When he looks at it from the kind of people he hires for his kind of business, he finds he doesn’t need music theory skills so much as people with major chops in programming in the game world. Others agreed, however, that having some theoretical background helps workers communicate better in this industry.

The Committee discussed ways to address the dilemma many students find themselves in when they really don't know what they want to do. Matt indicated that he sometimes knows by the first week that students become unsure why they took this program. Bruce noted that recently students indicated that they wanted more music and that they come to the program seeking more music only to find that they have all this hard technology stuff to learn.

Options mentioned to deal with this were:
- Offer an introductory orientation course to both kinds of students and let them self-select with advising
- Develop a diagnostic so that students would be able to indicate if they had a desire for a career in audio or a career in music production
- Weekend seminars, ongoing, so that students could get career information on a regular basis. Cody pointed out, however, that 90% of our students work, but that possible evening seminars...or developing Webinars...might be a solution.
- Developing a social network with Microsoft via hosting a broadcast for us (Daniel Moore had some suggestions that warrant further discussion).
- Internships, mentorships would be helpful

TO DO: MUSTC and Music faculty to review degrees and music theory requirements

3. Certificates/Degree Discussion

Short certificates can build up to a degree and offer students achievement steps on the way to the degree.

Advisory members articulated several reasons why a degree was important and this information needed to get back to students. Reasons for motivating students to complete a degree include the assumptions employers make when students have degrees:
- They have a good attitude about learning
- Get along with others
• Able to learn
• Have learned some basic skills
• Have General education (Math, English, etc.) behind them. They can write, think, process…
• They can persevere to finish a project.
• Maintain a decent GPA to graduate

4. Discussion of pathways or tracks:

Bruce: The Berklee’s approach is that of a musician. The U of Miami approach is more “what is it you want to do?” Perhaps SCC “Intro to Midi” course should be a pre-requisite so that students can determine: Do I want to be an engineer? Or a producer? Creating certificates to be a bridge between the wants and the needs.

In this industry do you really need a degree? Follow the VCT model. Norma suggested a retreat with Mary Bonar to redesign all the existing pieces.
  • TO DO: Program faculty to review degrees and develop 3 short-term certificates

5. Mission Statements:
  • Needs to cover what students want and what they need
    Meet student needs
    Meet the employer's needs
    Meet the needs of the marketplace so that students can earn living wages and develop viable career

What is the mission of our courses? Bruce was surprised that students say they want more music theory. And the students in the audio engineering degree say they want more music!

Admin are concerned with numbers…. but what is it students want?
Evenings? Classes bundled in groups? What kinds of careers are out there? What about the women?

Bruce suggested a mission statement created by the Adv. Committee meeting. He also would like to see one done by the students. No action was discussed on how to perform the latter.

However, Bruce gave a TO DO to the committee:
  To write a mission statement and Bruce will e-mail them to come up the Mission Statement by a certain deadline (May 1) and Brad Purky will bring the Big Idea planning model to the meeting on May 9. Bruce will need to remind Brad about this.

Meeting adjourned at 1:30 p.m.

Next Meeting: Friday, May 9, Spiro’s 11:30-1:30 p.m.