UNIT DIALOGUE: Program Review and Annual Planning is a process in which all members of a unit engage. Through what methods have you reached out to all members of your unit and engaged in that dialogue for this year's Annual Plan or Program Review?

Our entire Department, including staff, was actively engaged in the College Wide Program Review Flex Day on October 18th. All Full Time instructors and one staff member facilitated reading groups. Between us we read and discussed 13 different program reviews from a diverse array of departments and services such as Contract Ed and Student Activities to Architecture and Physics. We discussed the plans in the department meeting and learning about challenges and triumphs of other departments help inform our discussion. BEMA met to discuss our specific Annual Plan on Friday October 21. Faculty and Staff discussed our areas of need and our successes. The Chair presented an overview of the various grants available. We set goals for the year and created a list of resource requests. Tech staff is communicating with individual faculty members to flesh out the lists. Our plan is shared via Outlook in a Google Doc. One faculty member has taken responsibility for setting up an excel spread sheet also shared through Office. In this sheet, instructors are reporting their progress with assessments. Together we came up with a plan to keep assessments current. Curriculum currency was also shown and discussed. BEMA meets regularly and curriculum currency has already been a topic on agendas.

We meet regularly to insure the plans move forward. Our next meeting is scheduled for November 4th.

UNIT DESCRIPTION: Provide a description of your unit's programs and services and their locations. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

DATA TRENDS - SELECTED: Provide an analysis of your unit's data trends for selected college-wide data-informed conversations. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

DATA TRENDS - OTHER: Provide an analysis of any additional data or internal or external factors affecting your department since the last program review. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

PROGRESS - RESOURCE LINKED: If your department received resources as a result of recent program reviews, summarize unit progress that resulted from these resources. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

PROGRESS - OTHER: Summarize your department's progress to date on the major planning objectives identified in the last program review (excluding progress already cited in the resource-linked progress question). (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

PLANNING: After analyzing your data trends and evaluating the progress you've made over the last year and how well you are meeting your unit outcomes, indicate your department's major planning objectives for next year (2016-17). (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

Curriculum Currency

Title 5 requires departments to review all curricula (courses, certificates, degrees, sequences) in each program for currency, relevance, content, and requisites every every six years (for CTE departments, every two years). Please review the data on your currency (showing a list of all activity from last year, all courses and programs that are one year from losing currency, and all courses/programs out of currency) and comment below. Please address how well
your department is meeting this requirement.

BEMA is relatively small and it is not difficult to maintain curriculum currency. At Department Flex meetings each semester we review courses. Previously the Dept. Chair kept a log of activation dates. The new report in Curricunet makes this task much easier.

Courses Out of Currency- BCST 120-DE1 will be deactivated, BCST 135-DE1 is currently in Curriculum Committee and will be current Fall 2016.

Courses one year from losing currency- BCST 126, BCST 127- are currently being prepared for Curriculum Committee and will be launched Fall 2016 or Early Spring 2017. Dana Jae-Labrecque will be ushering them through.

BCST 140, BCST 147 are currently being prepared for Curriculum Committee and will be launched Fall 2016 or Early Spring 2017. Misha Antonich will be ushering them through.

Additionally the following courses are being updated to reflect current industry standards, lower the number of outcomes or adjust unit count.

BCST 128  
BCST 148  
BCST 149  
BCST 160  
BCST 165

BEMA Programs and Certificates were extensively revised during the 15/16 school year. Consequently, most are brand new. However two will need to be addressed during the 17/18 school year- Audio and Video for the Web, and Multi-Media Journalism.

Title 5 requires every CTE department or program to have an Advisory Committee that meets at least once per year. Please describe your advisory committee -- its membership, when it last met, and links to or locations of agendas/minutes. (provide url if located on a website) Please address how well your department is meeting this requirement.

BEMA has maintained long contacts in the industry. Our Panels in 11/12, 12/13, 13/14 and 14/15 and 15/16 brought industry experts in Television, Transmedia, Game Sound, Sound Recording, Video Production and Editing and Radio. Minutes of meetings are kept in the department Chair’s office. Lists of attendees and audio recordings of these panels are on our department website at this URL: http://www.ccsf.edu/en/educational-programs/school-and-departments/school-of-liberal-arts/broadcast-electronic-media-arts/advisors.html

Our most recent panel met on February 29th 2016. Advisors and Minutes are here: Originals of minutes, Agenda, and Signature page are kept in the Department Chair’s Office. Link to the agenda, minutes and an audio recording of the event are located at the webpage link above. Overall Advisors complimented our curriculum and direction. The agreed that our course pathways were on track to give students the entry-level skills they need to be successful.

We plan to reconvene in February 2017

Assessment Currency

According to the CCSF Assessment Plan, outcomes are assessed for services and programs and courses at least once every 3 years. Please comment on how you are currently satisfying this 3-year benchmark.

Assessment Currency:
The BEMA department is moving forward with our Course Aggregate Assessment Reports.

This semester, faculty reviewed all of the CRN-level SLO reports to see which SLOs need to be assessed for these courses in upcoming semesters. A spreadsheet of SLO currency was created covering all BEMA courses, listing both current and historical SLOs. Highlights of this report are below.

The review taught faculty how to access aggregated course data within CurricuNet. It also clarified which faculty member would serve as course coordinator for each course. It made them aware that they will soon have to produce an Aggregate Report for each course.

Most faculty members have committed to a schedule of CRN-level SLO assessment so that by the time an Aggregate Assessment Report needs to be prepared, all SLOs have been assessed.
BEMA has created a schedule of Course Aggregate Assessment Reports to be completed by course coordinators in 2016-2017, and 2017-2018. Faculty will update the SLO currency spreadsheet as they complete their schedule of SLO aggregate reports.

BEMA Faculty and Staff met to discuss the Annual Plan on October 21. At this time we reviewed the department excel spreadsheet that keeps track of assessments. Each instructor created a plan to maintain outcome assessment currency. Highlights of this spreadsheet are below:

BCST 100 BCST 103:
I will be assessing SLO B in BCST 100 this semester, and SLOs A & B in BCST 103. Decided to start doing them in order instead of random selection so I can easier track which have been done and when.

BCST 110:
Instructor, “will assess SLOs 4 and 5 in F16.”

BCST 115:
I will assess 1 and 2 in SP17 and revise COR to reduce SLOs after teaching based on the current outline.

BCST 120:
Instructor will, “assess 1 and 2 in F16, 3 and 4 in SP16.”

BCST 124:
I'll have data parsed for SLOs 2 and 5 this semester.

BCST 135:
The SLOs that were previously assessed aren't exactly worded the same, but I would say that: Describe and analyze the process involved in creating audio (Assessed Spring 2015) is close to the current SLO A. Discuss, evaluate, and analyze implications of web audio on traditional broadcast media (Assessed Fall 2015) is close to the current SLO D. If we are starting over, then my plan is assess SLO A and B this semester (Fall 2016), and SLO C and D the next time I teach the course.

BCST 136:
As the current SLO's were approved in the spring of 2016, I plan on restarting the assessing by working on SLO's 1 and 2 in the Fall of 2016.

BCST 147:
In Spring 2017, I plan on revising the entire course outline for BCST 147 with new content, SLO, etc. The hope is that this class will be offered in the Fall of 2017 with 4-5 new SLO's.

BCST 148:
This class is currently in review and will be changed (but the revision won't be available until Spring 2018). In Spring 2017, I will be assessing SLO's 1 and 2.

BCST 149:
This class is currently in review and will be changed (but the revision won't be available until Spring 2018). In Spring 2017, I plan on assessing SLO's 1 and 2 and 8.

BCST 150: Antonich
In Fall 2016, I plan assessing SLO's 1 and 3.

BCST 159:
October, 2016. I have only taught this class one time, Spring 2016, and I assessed Outcome B. Most of the students successfully met the SLO, with one student developing SLO. These SLOs are reflected in the assignments and lab work, so it is possible to assess more than one at a time. Since they all must be assessed every three years, I will try to assess the remaining 3 SLOs during the Fall 2016 semester. (SLO A, C and D) in gender roles, focusing on the ideological themes and their gender consequences

BCST 160/165:
Fall 2016 I Assess 2, 3, and 7. I will also rewrite the COR with more relevant outcomes for use in Spring 17.

Resource Requests

Computer Stations in ArtsX 168

Item Description
Increase Number of Workstations in ArtsX 168 from 10 to 24.
The Audio and Video Editing computer lab, Room ArtsX 168 only has 10 computers in a perimeter around the room.
We plan to increase capacity by using rows instead. This will allow all students in each class to have their own computer.

With just 10 computers there are two or even three students per computer during class. Consequently, there is little hands-on time to practice when the instructor is in the room to help. The ability to practice a new skill immediately is imperative because the types of software programs taught are complicated and technical, these programs require extensive hands on experience to master.

Also at issue is productivity and retention: Currently classes cap at 18 in this room because of limited workstations. Additionally, students tend to drop the classes held in ArtsX 168. Once they realize they must share a computer with one or two others, they are frustrated and do not see benefit in continuing in the class. The current computers are from 2012 and are nearing the end of their useful life. They are slow and not able to run the latest versions of software easily. Consequently this proposal is to purchase and install 25 new stations and furniture. This room also needs new carpet and paint to be aligned with the new standards for classrooms at City College.

Type of request: Information Technology (IT) - Hardware and Software
Approximate Costs: $80000.00
Type(s) of Funding:
- Grant (other)
- Perkins

This request is a high priority to ensure/meet Health and Safety requirements: No
This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority
Fall 2016: [Student Success]
Secondary Board Priority
Fall 2016: [Enrollment]

Primary link to Approved college plan
Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.
Secondary link to Approved college plan
Student Equity Plan Goal B: Course Completion

Link to Institutional accreditation requirements

Link to Your Unit Planning Objectives
It is awkward that Program review 2016-17 is expected to predict needs for three years. It was written with one year in mind. BEMA takes pride in requesting reasonable resources based on available funding. Our main objectives requested last year were granted. Additionally, funding has grown with new sources, however our planning is fixed...

With that said: Planning Objective 8 speaks to this resource request: Continue to work with CCPT-ICT to create pathways between SFUSD and BEMA. Continue to work with SFUSD Media instructors to encourage Unified students to matriculate at CCSF/BEMA. -- Our department offers a popular dual enrollment certificate-Audio and Video for the Web. Increasing the number of stations will help us provide more students to opportunity to bridge into BEMA and CCSF.

Planning Objective 13. Research and purchase equipment for workflow to edit latest video format. -- This objective has been primary so that we can continue to serve all BEMA students well.

Planning Objective 10. Continue to engage in Equity efforts. Maintain and grow the Peer Mentor program. BEMA serves a larger percentage of African Americans(14%) and Latinos (47%) than the college as a whole (8% and 24% respectively). (See Addendum-BEMA Tableau Data) This improvement will level the playing field as these student enter the workforce.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)
Supplementary links to Outcome Assessments

- BCST 141 - Field Video Production Demonstrate effective communication and collaboration as a video production team member throughout all pre-, production and post-production stages, both in person and with common online collaboration tools.
  
  Request details: To ensure all students can practice their video editing skills in BCST 141, BEMA/CCSF will need to provide 15-20 new or updated computer systems to be used during and outside of class. Moving the class to Mission campus to use resource there is also an option, but still necessitates a computer upgrade (Graphic cards, RAM or whole computer)

- BCST 141 - Field Video Production Demonstrate familiarity with basic digital video editing and audio editing.
  
  Request details: To ensure all students can practice their video editing skills in BCST 141, BEMA/CCSF will need to provide 15-20 new or updated computer systems to be used during and outside of class. Moving the class to Mission campus to use resource there is also an option, but still necessitates a computer upgrade (Graphic cards, RAM or whole computer)

- BCST 144 - Digital Video Editing: FCP & Premiere Analyze and apply digital video effects, object movement and aesthetics using Apple Final Cut Pro/Adobe Premiere Pro software.
  
  Request details: To ensure all students can continue practicing their video editing skills in BCST 144, BEMA/CCSF will need to provide new or updated computer systems at Mission Campus, Room 218.

- BCST 144 - Digital Video Editing: FCP & Premiere Analyze and operate basic techniques and aesthetics of nonlinear video editing specific to Apple Final Cut Pro/Adobe Premiere Pro software.
  
  Request details: To ensure all students can continue practicing their video editing skills in BCST 144, BEMA/CCSF will need to provide new or updated computer systems at Mission Campus, Room 218.

Clear Plan for Evaluation after Implementation

Argos data will be evaluated for student enrollment increases, student retention increases and student completions.

Extent of Benefit

Increasing capacity in the ArtsX computer lab from 10 workstations to 24 will increase productivity. Additionally, the workstations will be upgraded and able to run the latest, industry standard versions of software.

PERKINS: Because this upgrade requires furniture, carpet and paint, it is probably a better fit for SWP monies. However BEMA does serve a greater percentage of African Americans and Latinos than the College as a whole. (refer to Addendum BEMA Tableau Data)

STRONG WORKFORCE PROGRAM: Increasing the number of workstations will allow us to increase the quantity of students benefiting from CTE instruction. See the attached labor market data entitles BEMA Labor Market Data Video Production and Post. There are training gaps for jobs in the industry. Program Enhancement-SWP funds can be used to fill gaps due to Perkins limitations. Especially in the area of workstation furniture and carpeting.

**LABOR DATA HIGHLIGHTS:
ATTACHMENT BEMA Core Indicator Report 2015-2016--
BEMA TopCodes are 0604-00 Radio and Television, 0604-20 Television (including combined TV/Film/Video), 0614-10 Multi Media and 0614-00 Digital Media. BEMA students performed quite well during the 2015-2016 year. High points are Core Indicator 1-Technical Skill Attainment in which all TopCode reports show BEMA student met or exceeded
negotiated success levels. Core Indicator 2-Completions saw both 0614-10 and 0604-20 exceeding negotiated levels. It is gratifying that economically disadvantaged (ED) students performed especially well. In 0604-20 1920 ED were completers, and in 0614-10 14/16 were. In 0604-00 however, one additional ED student would have needed to complete for the cohort to meet negotiated levels.

Areas where BEMA needs to concentrate efforts are in Core Indicator 3-persistence and transfer. BEMA fell short of negotiated success levels by 1 to 2 students in 0604-00, 1 student in 0604-20 and 3 students in 0614-10. 

Employment numbers fall below negotiated levels. However, these numbers are not indicative of true BEMA alum employment. Many of our students work outside the state, for small companies or are self-employed. Consequently they do not show up in CA-EDD databases.

ATTACHMENT: BEMA Labor Data Video Production and Post—
Between 2012 and 2022 Peninsula region expects to see:
12.5% growth in jobs for producers and directors
22% growth for camera operators
10% growth for Film and Video Editors
wages are high ranging from $29.32 to $43.89 Median
Annual openings for Producers & Directors (SOC 27-2012), Film and Video Editors (27-4032) and Camera Operators, TV, Video & Motion Picture (27-4031) is 231 JOB OPENINGS.
Supply of trained employees in the Radio and Television (Top Code 0604-00 and 0604-20) is 81 CERTIFICATES AND DEGREES AWARDED.
This leaves a positive labor market gap of 150 or 65%

ATTACHMENT: BEMA Labor Data Broadcast Motion Graphics--
Positive growth is expected. Film and Video Editors can expect a 10% increase from 20120to 2022. Wages are $33.06 mean / $29.31 median. Gap analysis reveals 343 annual openings with 64 annual awards supplied. Positive labor market gap of 279 positions or 81%

ATTACHMENT: BEMA Tableau Data 2015-2016--
BEMA productivity decreased from 2012 to 2014-15 but INCREASED in 15/16.
BEMA course success is 5% lower than the college as a whole among Asians, Blacks, Women and Financially Insecure. Success gaps showed only in larger enrolled courses.
BEMA serves proportionately more African Americans (14% vs 8%) and Latinos (47% vs 24%) than the college as a whole. BEMA serves fewer Women than the college as a whole (40% vs 52%). BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers (48% vs 42%)

Operational Necessity

This resource request depends on the following other requests
None selected

Upgrade Mission TV studio

Item Description
Convert Mission Television studio to High Definition

The Standard Definition Studio at Mission Center Room 223 was repurposed from Ocean Campus when that studio went High Definition In 2009. At the time the Perkins proposal offered, “Two for the price of one”. The cameras now at Mission Center were not new back then. They have reached the end of their useful life. One camera broke this semester and will cost $1,200.00 to repair. But it is not cost effective to repair the camera as it is old and will break again. The other cameras are similarly outdated. Other equipment in the studio is also breaking. A piece of gear called the 'Multi-Viewer' has also failed and will cost $750.00 to replace. The studio is currently not functioning as a proper TV studio. The common name for a television recording is a 'Three Camera Shoot'. Currently the studio only has two working cameras. It is essential to upgrade the room to working gear.
The gear below was compiled by our Senior Broadcast Technician:

Blackmagic Design ATEM 1 M/E Broadcast Panel $4,995.00 (1)
Blackmagic Design Studio Camera 4K $2,995.00 (3)
IDX Power + Cable camera psu $300.00 (3)
lens parfocal / MFT $15,000.00 (3)
LANC controller or servo remote $300.00 (3)
ikan VXF17 17” FHD 3G-SDI Rackmount Monitor $1,199.00 (1)
4x1 HD-SDI switcher for camera selection $500.00 (1)
computer w/ monitor camera control via ATEM $1,500.00 (1)
Blackmagic Smartscope Duo HD waveform monitor $995.00 (1)
Blackmagic Smartview Duo prog & prev monitor audio $495.00 (1)
HD Mon (1 control room multiview & 1 program feed) $1,000.00 (2)
360 Systems TSS-3100 3 Channel Video Server $24,995.00 (1)
Chyron Mosaic HD, incl software, 3 days on sitet raining $50,900.00 (1)
Ross Open Gear 3 frame $1,800.00(1)
Ross Tri-Level Sync SPG-8260 $2,299.00 (1)
Ross Distribution Amplifier DRA-8804 $699.00 (4)
Subtotal $152,754.00
Tax $13,365.98
Total $166,119.98

Type of request Equipment - excluding IT
Approximate Costs $167000.00
Type(s) of Funding
- Grant (other)
- Perkins

This request is a high priority to ensure/meet Health and Safety requirements: No
This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority
Fall 2016: [Student Success]
Secondary Board Priority
Fall 2016: [Enrollment]

Primary link to Approved college plan
Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.
Secondary link to Approved college plan
Educational Master Plan Goal 2: Transform and sustain College infrastructure.
Link to Institutional accreditation requirements

Link to Your Unit Planning Objectives
Planning Objective 2 seeks to support skills-builders and student achievement by re-organizing our certificate program. -- This curriculum work was completed and the enhancement of our facilities will enable students to learn the most up to date, industry standard skills.

Planning Objective 10. Continue to engage in Equity efforts. Maintain and grow the Peer Mentor program. BEMA serves a larger percentage of African Americans(14%) and Latinos (47%) than the college as a whole (8% and 24%)

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Supplementary links to Outcome Assessments
- BCST 140 - Studio Video Production Describe and evaluate the vide...
Broadcast Electronic Media Arts

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jun-02
CRN: 30113
Outcome: Describe and evaluate the video production process.
Request details: I need a better way to transfer video from server to disk faster. I have spoken to our engineer and department chair about this. I also could use an updated editing system in the post production room. I suggest Preimere, since that is used in the rest of our department. FCP 7 is functional but showing its age.

• BCST 140 - Studio Video Production Describe the responsibilities ...
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-16
CRN: 71256
Outcome: Describe the responsibilities of each above-the-line, non-technical video production team member and perform these roles the studio environment.
Request details: Some equipment is getting dated. I would like to replace the tape deck with a digital recording device that uses SD cards. This would help with workflow and also help students learning roles to be using up-to-date equipment reflecting real world experience in the video industry.

Clear Plan for Evaluation after Implementation
Argos Data will be evaluated for student success, completion and retention.

Extent of Benefit
Upgrading the Standard Definition Studio to High Def will have many benefits:

PERKINS: Figure 6 in the addendum BEMA Tableau Data: BEMA serves proportionately more African Americans (14% vs 8%) and Latinos (47% vs 24%) than the college as a whole. BEMA serves fewer Women than the college as a whole (40% vs 52%). BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers (48% vs 42%)
STRONG WORKFORCE PROGRAM: This proposal modifies our equipment such that we can now offer the latest technology. Additionally, see the attached labor market data entitled BEMA Labor Market Data Television Production and Post. There are training gaps for jobs in the industry.

**LABOR DATA HIGHLIGHTS:
ATTACHMENT: BEMA Labor Data Television Production—
Between 2012 and 2022 Peninsula region expects to see:
12.5% growth in jobs for producers and directors, $43.89 Median wage
22% growth for camera operators, $29.32 median wage
Annual openings for Producers & Directors (SOC 27-2012), Radio and Television Announcers (SOC 27-3011) and Camera Operators, TV, Video & Motion Picture (27-4031) is 206 JOB OPENINGS.
Supply of trained employees in the Radio and Television (Top Code 0604-00 and 0604-20) is 81 CERTIFICATES AND DEGREES AWARDED.
This leaves a positive labor market gap of 125 or 61%

ATTACHMENT BEMA Core Indicator Report 2015-2016--
BEMA TopCodes are 0604-00 Radio and Television, 0604-20 Television (including combined TV/Film/Video), 0614-10 Multi Media and 0614-00 Digital Media. BEMA students performed quite well during the 2015-2016 year. High points are Core Indicator 1-Technical Skill Attainment in which all TopCode reports show BEMA student met or exceeded negotiated success levels. Core Indicator 2-Completions saw both 0614-10 and 0604-20 exceeding negotiated levels. It is gratifying that economically disadvantaged (ED) students performed especially well. In 0604-20 1920 ED were completers, and in 0614-10 14/16 were. In 0604-00 however, one additional ED student would have needed to complete for the cohort to meet negotiated levels.
Areas where BEMA needs to concentrate efforts are in Core Indicator 3-persistence and transfer. BEMA fell short of negotiated success levels by 1 to 2 students in 0604-00, 1 student in 0604-20 and 3 students in 0614-10.
Employment numbers fall below negotiated levels. However, these numbers are not indicative of true BEMA alum employment. Many of our students work outside the state, for small companies or are self-employed. Consequently they do not show up in CA-EDD databases.

ATTACHMENT: BEMA Tableau Data 2015-2016--
BEMA productivity decreased from 2012 to 2014-15 but INCREASED in 15/16.
BEMA course success is 5% lower than the college as a whole among Asians, Blacks, Women and Financially Insecure. Success gaps showed only in larger enrolled courses.
BEMA serves proportionately more African Americans (14% vs 8%) and Latinos (47% vs 24%) than the college as a whole. BEMA serves fewer Women than the college as a whole (40% vs 52%). BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers (48% vs 42%)

Operational Necessity

This resource request depends on the following other requests

None selected

**Outreach Demonstration Kit**

**Item Description**

BEMA has been increasingly asked to represent at outreach events for Unified High Schools, Dual Enrollment and here on campus. October/November 2016 saw BEMA represented at 8 events including at Balboa, International and Mission High as well as Mission and Ocean campuses. Additionally, we are often asked to provide music (rightly so). These events are stressful to organize and are on top of our regular classroom and campus wide obligations. The attending instructor spends hours putting together necessary equipment to make the event successful. This 'kit' would make these events easier to attend as all of the gear needed would be in one place such that the attending faculty can grab-and-go.

1. Small Mixer
2. Small Effects processor
3. Mic, cable, and mic stand (desktop stand)
4. Headphones (4-6)
5. Six output headphone splitter box
6. Laptop
7. Loudspeaker (enough to provide background music /DJ, if requested)
8. Wheeled Tub to transport with
9. Visual Materials such as telescoping poster/stand with attractive graphics

**Type of request**

Equipment - excluding IT

**Approximate Costs**

$3000.00

**Type(s) of Funding**

- Grant (other)

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

Fall 2016: [Enrollment]

**Secondary Board Priority**

Primary link to Approved college plan
Student Equity Plan Goal A: Access
Secondary link to Approved college plan

Link to Institutional accreditation requirements

Link to Your Unit Planning Objectives

Planning Objective 8 speaks to this resource request:
Continue to work with CCPT-ICT to create pathways between SFUSD and BEMA. Continue to work with SFUSD Media instructors to encourage Unified students to matriculate at CCSF/BEMA.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)
The outreach and Recruitment assessment from May 31, 2016 assessed 19 students who took tours of CCSF.
Response was positive but there were very few who took tours. Clearly outreach events, going to where the student are, is a much more efficient way to provide prospective students with information about our programs and services.

Supplementary links to Outcome Assessments
None selected

Clear Plan for Evaluation after Implementation
The goals for this proposal are to make it easier for faculty to attend as many events as possible and to provide a more engaging ‘table’ to draw students and keep them longer. We will count students who stop to ask questions before and after the addition of the kit. We will also ask instructors if the kit makes it more likely that they will agree to attend an event.

Extent of Benefit
This kit will help BEMA and City College in several ways:
In terms of the Adult Ed Block Grant (AEBG) this kit can help serve greater numbers. These outreach events are to promote BEMA pathways and onramps.
In terms of Strong Workforce Program (SWP) this kit will increase the number of students benefiting from career education.

Operational Necessity
This resource request depends on the following other requests
None selected

Audio / Visual Technician Certificate

Item Description
Create a regional certificate with Laney College.

CCSF’s Broadcast Electronic Media Arts (BEMA) department and Laney’s Media Communications department are collaborating to offer a regional pathway to InfoComm International’s Certified Technology Specialist certificate, an audiovisual professional credential.

InfoComm is the trade association representing the professional audiovisual and information communications industries worldwide. The $85 billion AV industry is growing rapidly and AV professionals earn an excellent living in a rapidly changing, high-tech field. However, along with this growth and the “graying out” of the current workforce, InfoComm is concerned that there are not enough qualified new entrants.

This proposal provides for curriculum development, instructor training, and equipment and material needed.

Program Description
The Audiovisual Installation Technician Certificate of Proficiency program will prepare students for entry-level jobs in the audiovisual industry and the Certified Technology Specialist (CTS) certification exam administered by InfoComm International. Audiovisual technicians set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences.

The Media Communications Department at Laney College and the Broadcast Electronic Media Arts Departments at CCSF separately offer courses that partially qualify students for the CTS certification. However, combining the equivalent and exclusive courses can meet the industry certification requirements. The Audiovisual Installation Technician Certificate of Proficiency program meets the requirements for a conjoint program as described in the Program and Course Approval Handbook.

Type of request
SWP-Related Programs or Courses

Approximate Costs
$70000.00

Type(s) of Funding
- Grant (other)

This request is a high priority to ensure/meet Health and Safety requirements: No
This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific
Broadcast Electronic Media Arts  Annual Plan  2016
accreditation: No

Primary Board Priority
Fall 2016: [Enrollment]

Secondary Board Priority
Fall 2016: [Student Success]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.
Secondary link to Approved college plan

Link to Institutional accreditation requirements

Link to Your Unit Planning Objectives

Planning Objective 8 speaks to this resource request:
Continue to work with CCPT-ICT to create pathways between SFUSD and BEMA. Continue to work with SFUSD Media instructors to encourage Unified students to matriculate at CCSF/BEMA. – The creation of this certificate will be attractive to student who look to learn skills and enter a high paying workforce.

Planning Objective 9. Pursue professional development opportunities to maintain, improve and create industry contacts and to remain current on developments in an increasingly dynamic field. – one teacher will attend Train the Trainers seminars.

Planning Objective 10. Continue to engage in Equity efforts. Maintain and grow the Peer Mentor program. – City College is an affordable place for students with low income to learn the latest technology. Figure 6 in the addendum BEMA Tableau Data: BEMA serves proportionately more African Americans (14% vs 8%) and Latinos (47% vs 24%) than the college as a whole. BEMA serves fewer Women than the college as a whole (40% vs 52%). BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers (48% vs 42%)

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Supplementary links to Outcome Assessments
None selected

Clear Plan for Evaluation after Implementation
Follow up CTE surveys will be used to monitor students’ progress in the workforce.

Extent of Benefit

Laney has a CTS certificate program that has not been taught for several years due to the unavailability of a certified instructor to teach AV Essentials I and II, the final courses in the program that also require updates. CCSF doesn’t have a CTS program, but offers courses that a more current program will need but are not offered by Laney. The two department chairs (Vina Cera from Laney and Sheila McFarland from CCSF) have decided to collaborate to offer a regional program to allow students from both community college districts to pursue this career path, with the assistance of Career Ladders Project facilitation. Oakland Unified faculty working with Laney to offer high school students early college credit for Media Communication courses, are interested in this pathway and participating in the collaboration. CCSF’s BEMA department provides dual enrollment opportunities for SFUSD students and development of this pathway supports the goals of the SF CPT project.

Team Members

Vina Cera Laney College Dept Co-Chair, Media Communications
Roxana Post Laney College Laney College AV
Sheila McFarland City College of San Francisco Dept Chair, Broadcast Electronic Media Arts
Dana Labrecque City College of San Francisco Faculty, Broadcast Electronic Media Arts
Jake Schoneker Oakland Unified School District Teacher, Media Enterprise Alliance – OUSD KDOL
Sean Glumace CCCCOE Doing What Matters Technical Assistance Provider
Labor Market Data is included in the addendum: Audio Video Technician Labor Market Data. Below are highlights of this data.

The North America AV industry is projected to be a $42.5 billion industry by the end of 2016. Corporations, educational institutions and government agencies are the three largest consumers of AV products. In 2014 there were 2,380 jobs in the Bay Area with a $23.61 average hourly wage. Info com forecasts an 11% growth in Bay Area AV tech jobs by 2018. Bay Area COE Supply and Demand database shows SOC code 27-4011--Audio and Video Equipment Technician (post secondary non-degree award) to have an 8.4% increase in jobs from 2014 to 2017 with a median hourly wage of $24.72. The Bay Region forecasts 385 Audio and Video Equipment Tech openings from 2014 to 2017. 229 are new jobs and 156 are replacing retirees in the field that is graying out.

Additional Benefits: Cost effective as City College will not offer the capstone courses. Able to conveniently serve a broader population. BART has stops close to both campuses. Advisory committee will be more effective.

Operational Necessity

This resource request depends on the following other requests

None selected

Upgrade Computer Lab at 218 Mission

Item Description

Students of BEMA at Mission campus can use industry-grade computers and software (Adobe Creative Cloud subscription), but currently some of the components of our current computer hardware create unnecessary wait times and sluggish performance not indicative of the actual state of the industry. Occasionally computers freeze and applications shutdown. This is due to a lack of RAM (memory) and a configuration with a partitioned single hard drive (into System and Data Drive). While this configuration was sufficient 1-2 years ago, technology and commensurate demands have moved on and up.

BCST 144: For example, the main software taught in BCST 144, Adobe Premiere Pro, officially requires 2 more GB of RAM (8GB as minimum, 16GB recommended, link) than we have installed on all stations (we currently have 6GB). BCST 143: The same lack of memory will be an issue with Avid Media Composer 8, the NLE software for BCST 143 students, which will be taught at Mission Campus for the first time in spring of 2017. The minimum requirement is 8GB (again 16GB recommended, link) and we have only 6GB currently installed.

In addition to the RAM issue, both Video editing courses will effectively not be able to work with footage being shot in the field - higher resolution UHD or 4K files (3840x2160 or 4096x2160) without an upgrade to the internal hard drives. Some industry publications peg the adoption of 4K monitors already between 25% - 50% of US households, most new camera purchases force the question whether to jump into UHD/4K - and most prosumer buyers are saying yes in order to “future proof” their current and future work by shooting in these emerging formats. BCST 124, 126 and 129: It’s the same story with the current version of ProTools (12). Avid requires a min. of 8GB

Recommendations for classes at Mission Campus:

BCST 144/143/146/124/126/129:

1. Solid State Hard Drives (SSDs) for Mission 218 computers Samsung 850 EVO PRO 512GB 30x @ $224/unit

2. Memory (RAM) (from 6GB to required 8GB for Adobe CC) 8x 16GB @$80/unit 4 x 4.0GB PC8500 DDR3 ECC 1066MHz 240 Pin
3. Presenter software, Mouseposé 1x @$10/unit [https://eshop.macsales.com/item/Other World Computing/85MP3W4M16GK/]

4. Replacing/swapping out or adding working monitors (4 needed)
For example: ViewSonic 24’ HD Monitor

Type of request: Information Technology (IT) - Hardware and Software
Approximate Costs: $9000.00
Type(s) of Funding:
- Grant (other)
- Perkins

This request is a high priority to ensure/meet Health and Safety requirements: **No**
This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority
Fall 2016: [Enrollment]
Secondary Board Priority
Fall 2016: [Student Success]

Primary link to Approved college plan
Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.
Secondary link to Approved college plan
Student Equity Plan Goal E: Transfer
Link to Institutional accreditation requirements

Link to Your Unit Planning Objectives
BEMA 2016-17 Program Review explains how our collaborations with SFUSD are becoming integral to creating pathways for students to enter CCSF and earn certificates that lead to good paying jobs.

Planning Objective 2 seeks to support skills-builders and student achievement by re-organizing our certificate program. -- This curriculum work was completed and the enhancement of our facilities will enable students to learn the most up to date, industry standard skills.

Planning Objective 8 speaks to this resource request:
Continue to work with CCPT-ICT to create pathways between SFUSD and BEMA. Continue to work with SFUSD Media instructors to encourage Unified students to matriculate at CCSF/BEMA. -- Our department offers a popular dual enrollment certificate-Audio and Video for the Web. Increasing the number of stations will help us provide more students to opportunity to bridge into BEMA and CCSF.

Planning Objective 13. Research and purchase equipment for workflow to edit latest video format. -- This objective has been primary so that we can continue to serve all BEMA students well.

Planning Objective 10. Continue to engage in Equity efforts. Maintain and grow the Peer Mentor program. BEMA serves a larger percentage of African Americans (14%) and Latinos (47%) than the college as a whole (8% and 24% respectively). (See Addendum-BEMA Tableau Data) This improvement will level the playing field as these students enter the workforce.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)
Upgrading the Mission Labs will help solve the assessment issues mentioned below:

Supplementary links to Outcome Assessments
- BCST 141 - Field Video Production Demonstrate effective communic... Assessment Type: CRN-level SLO Assessment Submitted: 2015-Dec-24
Outcome: Demonstrate effective communication and collaboration as a video production team member through all pre-, production and post-production stages, both in person and with common online collaboration tools.

Request details: To ensure all students can practice their video editing skills in BCST 141, BEMA/CCSF will need to provide 15-20 new or updated computer systems to be used during and outside of class. Moving the class to Mission campus to use resource there is also an option, but still necessitates a computer upgrade (Graphic cards, RAM or whole computer)

- BCST 141 - Field Video Production Demonstrate familiarity with basic digital video editing and audio editing.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 76329
  Outcome: Demonstrate familiarity with basic digital video editing and audio editing.
  Request details: To ensure all students can practice their video editing skills in BCST 141, BEMA/CCSF will need to provide 15-20 new or updated computer systems to be used during and outside of class. Moving the class to Mission campus to use resource there is also an option, but still necessitates a computer upgrade (Graphic cards, RAM or whole computer)

- BCST 144 - Digital Video Editing: FCP & Premiere Analyze and apply digital video effects, object movement and aesthetics using Apple Final Cut Pro/Adobe Premiere Pro software
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 75393
  Outcome: Analyze and apply digital video effects, object movement and aesthetics using Apple Final Cut Pro/Adobe Premiere Pro software.
  Request details: To ensure all students can continue practicing their video editing skills in BCST 144, BEMA/CCSF will need to provide new or updated computer systems at Mission Campus, Room 218.

- BCST 144 - Digital Video Editing: FCP & Premiere Analyze and operate basic techniques and aesthetics of nonlinear video editing specific to Apple Final Cut Pro/Adobe Premiere Pro software.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 75393
  Outcome: Analyze and operate basic techniques and aesthetics of nonlinear video editing specific to Apple Final Cut Pro/Adobe Premiere Pro software.
  Request details: To ensure all students can continue practicing their video editing skills in BCST 144, BEMA/CCSF will need to provide new or updated computer systems at Mission Campus, Room 218.

Clear Plan for Evaluation after Implementation
Outcomes assessments that evaluate students skills on programs mentioned will be utilized.

Extent of Benefit
Increasing capacity in the ArtsX computer lab from 10 workstations to 24 will increase productivity. Additionally, the workstations will be upgraded and able to run the latest, industry standard versions of software.

PERKINS: Because this upgrade requires furniture, carpet and paint, it is probably a better fit for SWP and AEBG monies. However BEMA does serve a greater percentage of African Americans and Latinos than the College as a whole. (Refer to Addendum BEMA Tableau Data)

ADULT ED BLOCK GRANT: This proposal will allow us to serve greater numbers of students. It should speed up the time it takes to complete our certificates. They will improve instruction and the acquisition of technical skills. The classes taught in this room are required for our programs and certificates.

STRONG WORKFORCE PROGRAM: Increasing the number of workstations will allow us to increase the number of students benefiting from CTE instruction. See the attached labor market data entitles BEMA Labor Market Data Video Production and Post. There are training gaps for jobs in the industry.

**Labor Data Highlights:
ATTACHMENT: BEMA Labor Data Video Production and Post—
Between 2012 and 2022 Peninsula region expects to see:
- 12.5% growth in jobs for producers and directors
- 22% growth for camera operators
- 10% growth for Film and Video Editors
wages are high ranging from $29.32 to $43.89 Median
Annual openings for Producers & Directors (SOC 27-2012), Film and Video Editors (27-4032) and Camera Operators, TV, Video & Motion Picture (27-4031) is 231 JOB OPENINGS. Supply of trained employees in the Radio and Television (Top Code 0604-00 and 0604-20) is 81 CERTIFICATES AND DEGREES AWARDED. This leaves a positive labor market gap of 150 or 65%

ATTACHMENT BEMA Core Indicator Report 2015-2016-- BEMA TopCodes are 0604-00 Radio and Television, 0604-20 Television (including combined TV/Film/Video), 0614-10 Multi Media and 0614-00 Digital Media. BEMA students performed quite well during the 2015-2016 year. High points are Core Indicator 1-Technical Skill Attainment in which all TopCode reports show BEMA student met or exceeded negotiated success levels. Core Indicator 2-Completions saw both 0614-10 and 0604-20 exceeding negotiated levels. It is gratifying that economically disadvantaged (ED) students performed especially well. In 0604-20 1920 ED were completers, and in 0614-10 14/16 were. In 0604-00 however, one additional ED student would have needed to complete for the cohort to meet negotiated levels. Areas where BEMA needs to concentrate efforts are in Core Indicator 3-persistence and transfer. BEMA fell short of negotiated success levels by 1 to 2 students in 0604-00, 1 student in 0604-20 and 3 students in 0614-10. Employment numbers fall below negotiated levels. However, these numbers are not indicative of true BEMA alum employment. Many of our students work outside the state, for small companies or are self-employed. Consequently they do not show up in CA-EDD databases.

ATTACHMENT: BEMA Labor Data Broadcast Motion Graphics-- Positive growth is expected. Film and Video Editors can expect a 10% increase from 20120 to 2022. Wages are $33.06 mean / $29.31 median. Gap analysis reveals 343 annual openings with 64 annual awards supplied. Positive labor market gap of 279 positions or 81%

ATTACHMENT: BEMA Tableau Data 2015-2016-- BEMA productivity decreased from 2012 to 2014-15 but INCREASED in 15/16. BEMA course success is 5% lower than the college as a whole among Asians, Blacks, Women and Financially Insecure. Success gaps showed only in larger enrolled courses. BEMA serves proportionately more African Americans (14% vs 8%) and Latinos (47% vs 24%) than the college as a whole. BEMA serves fewer Women than the college as a whole (40% vs 52%). BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers (48% vs 42%)

Operational Necessity

This resource request depends on the following other requests
None selected

Upgrade Camera Equipment

Students of the video production courses, BCST 141 and 149 need updates to gear or new solutions for working with accessories with common DSLR cameras in order to practice with these items and ensure they emerge up-to-date and trained from BEMA classes. For relatively low expenditure, we can provide additional options for student training with the items below.
(1) Wireless solutions for DSLR cameras (current wireless only work well for HD cameras and this would expand the wireless option to both 149 and the final project in 141)
(2) Replacement/Expanding offers of our wired lavs (we currently have 2 lavs working well and need to expand our inventory).
(3) Low cost accessory to creating moving dolly shots
(4) A low cost field teleprompter would expand the possibilities of scripted videos to the field AND would make this equipment available to the district and community
(5) While the aesthetics are a staple in prosumer and professional videography, it takes a while to get the master a smooth motion shot. Practicing with the listed slider gives students commercial training.
(6) To practice shallow depth of field images, the trademark look of DSLR photography, it helps to have a light
sensitive lens. The Canon 50mm lens is the most popular choice here because of its affordability. (See below for recommendations)

Recommendations for classes: BCST 141, 149
1. RodeLink Wireless Filmmaker Kit 3x @$400/unit
2. Sony EMC-44B Wired Lavaliere 2x @157/unit
3. Ravelli ATD Tripod Dolly 2x @ $40
4. GlideGear Teleprompter (uses iPad/Smartphone) 1 x $199
5. GlideGear SliderBar 1 x $149
6. 50mm EF Canon Lens 1.8f 2 x $125

Type of request: Equipment - excluding IT
Approximate Costs: $2500.00

Type(s) of Funding:
- Grant (other)
- Perkins

This request is a high priority to ensure/meet Health and Safety requirements: **No**
This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority
Fall 2016: [Student Success]
Secondary Board Priority

Primary link to Approved college plan
Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.
Secondary link to Approved college plan
Student Equity Plan Goal D: Degree and Certificate Completion
Link to Institutional accreditation requirements

Link to Your Unit Planning Objectives
Planning Objective 13. Research and purchase equipment for workflow to edit latest video format.
10. Continue to engage in Equity efforts. Maintain and grow the Peer Mentor program. BEMA serves a larger percentage of African Americans (14%) and Latinos (47%) than the college as a whole (8% and 24% respectively). (See Addendum-BEMA Tableau Data) This improvement will level the playing field as these student enter the workforce.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)
Instructors have noted the equipment is old and outdated. Assessment focused on editing software and hardware, but the actual cameras necessary to capture the video in the first place are also getting outdated.

Supplementary links to Outcome Assessments:
- BCST 140 - Studio Video Production Describe the responsibilities ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-16
  CRN: 71256
  Outcome: Describe the responsibilities of each above-the-line, non-technical video production team member and perform these roles the studio environment.
  Request details: Some equipment is getting dated. I would like to replace the tape deck with a digital recording device that uses SD cards. This would help with workflow and also help students learning roles to be using up-to-date equipment reflecting real world experience in the video industry.

Clear Plan for Evaluation after Implementation
Student learning outcomes will be assessed for mastery of skills obtained with this equipment.
Extent of Benefit

Upgrading the cameras related equipment enables students to learn all necessary skills to be competent in field video recording.

PERKINS: Figure 6 in the addendum BEMA Tableau Data: BEMA serves proportionately more African Americans (14% vs 8%) and Latinos (47% vs 24%) than the college as a whole. BEMA serves fewer Women than the college as a whole (40% vs 52%). BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers (48% vs 42%)

ADULT ED BLOCK GRANT: It will allow us to serve greater numbers of students. It should speed up the time it takes to complete our certificates. It will improve instruction and the acquisition of technical skills. The classes taught in this room are required for our programs and certificates.

STRONG WORKFORCE PROGRAM: Increasing the number of workstations will allow us to increase the quantity of students benefitting from CTE instruction. See the attached labor market data. There are training gaps for jobs in the industry.

**Labor Data Highlights:
Attachment: BEMA Labor Data Video Production and Post—
Between 2012 and 2022 Peninsula region expects to see:
12.5% growth in jobs for producers and directors
22% growth for camera operators
10% growth for Film and Video Editors
wages are high ranging from $29.32 to $43.89 Median
Annual openings for Producers & Directors (SOC 27-2012), Film and Video Editors (27-4032) and Camera Operators, TV, Video & Motion Picture (27-4031) is 231 JOB OPENINGS.
Supply of trained employees in the Radio and Television (Top Code 0604-00 and 0604-20) is 81 CERTIFICATES AND DEGREES AWARDED.
This leaves a positive labor market gap of 150 or 65%

ATTACHMENT BEMA Core Indicator Report 2015-2016--
BEMA TopCodes are 0604-00 Radio and Television, 0604-20 Television (including combined TV/Film/Video), 0614-10 Multi Media and 0614-00 Digital Media. BEMA students performed quite well during the 2015-2016 year. High points are Core Indicator 1-Technical Skill Attainment in which all TopCode reports show BEMA student met or exceeded negotiated success levels. Core Indicator 2-Completions saw both 0614-10 and 0604-20 exceeding negotiated levels. It is gratifying that economically disadvantaged (ED) students performed especially well. In 0604-20 1920 ED were completers, and in 0614-10 14/16 were. In 0604-00 however, one additional ED student would have needed to complete for the cohort to meet negotiated levels.
Areas where BEMA needs to concentrate efforts are in Core Indicator 3-persistence and transfer. BEMA fell short of negotiated success levels by 1 to 2 students in 0604-00, 1 student in 0604-20 and 3 students in 0614-10.
Employment numbers fall below negotiated levels. However, these numbers are not indicative of true BEMA alum employment. Many of our students work outside the state, for small companies or are self-employed. Consequently they do not show up in CA-EDD databases.

ATTACHMENT: BEMA Tableau Data 2015-2016--
BEMA productivity decreased from 2012 to 2014-15 but INCREASED in 15/16.
BEMA course success is 5% lower than the college as a whole among Asians, Blacks, Women and Financially Insecure. Success gaps showed only in larger enrolled courses.
BEMA serves proportionately more African Americans (14% vs 8%) and Latinos (47% vs 24%) than the college as a whole. BEMA serves fewer Women than the college as a whole (40% vs 52%). BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers (48% vs 42%)

Operational Necessity

This resource request depends on the following other requests

None selected

Drone Course, Equipment and Training
Create course to train students in the use of Drones for videography.

Purchase of a drone such as a Mavic or DJI phantom $600.00 to $1500.00
Simulation Software
360 degree camera or holster for GoPros (already owned by dept) and software to matrix them into 360 degree/Virtual Reality footage.
Train two to three teachers in drone flying and legal aspects of drone licenses.

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Type(s) of Funding
- Grant (other)
- Perkins

This request is a high priority to ensure/meet Health and Safety requirements: No
This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority
Fall 2016: [Student Success]

Secondary Board Priority
Fall 2016: [Enrollment]

Primary link to Approved college plan
Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.
Secondary link to Approved college plan
Technology Plan Goal 3: Foster effective and transformative uses of technology.

Link to Institutional accreditation requirements

Link to Your Unit Planning Objectives
9. Pursue professional development opportunities to maintain, improve and create industry contacts and to remain current on developments in an increasingly dynamic field. – Teachers will need to attend training in the proper, ethical, and legal use of drones.

10. Continue to engage in Equity efforts. Maintain and grow the Peer Mentor program. – City College is an affordable place for students with low income to learn the latest technology. Figure 6 in the addendum BEMA Tableau Data: BEMA serves proportionately more African Americans (14% vs 8%) and Latinos (47% vs 24%) than the college as a whole. BEMA serves fewer Women than the college as a whole (40% vs 52%). BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers (48% vs 42%)

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)
Having a drone available on campus can help with outreach by providing aerial shots of campus that are visually stunning and grab attention. Having access to a drone will make it possible to create visually stunning marketing materials.
Having a drone available will help with other departments as well. There is potential use by Forestry/Fire Science, Real Estate etc.
There is potential for collaboration among departments and service units.

Supplementary links to Outcome Assessments
None selected

Clear Plan for Evaluation after Implementation
Student learning outcomes will be assessed to endure students are learning not only technical skills, but legal and ethical as well.
Extent of Benefit

Introducing Drone cameras and Virtual Reality functionality will have many benefits:

PERKINS: This technology is new and to be in the forefront is a great advantage to students.

Figure 6 in the addendum BEMA Tableau Data: BEMA serves proportionately more African Americans and Latinos than the college as a whole. BEMA serves fewer Women than the college. BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers.

STRONG WORKFORCE PROGRAM: This proposal adds a course and equipment such that we can now offer new technology. This skill falls under camera operator, and therefore fits into the attached labor market data entitled BEMA Labor Market Data Television Production. There are training gaps for jobs in the industry.

**LABOR DATA HIGHLIGHTS:
ATTACHMENY: BEMA Labor Data Television Production—
Between 2012 and 2022 Peninsula region expects to see:
12.5% growth in jobs for producers and directors, $43.89 Median wage
22% growth for camera operators, $29.32 median wage
Annual openings for Producers & Directors (SOC 27-2012), Radio and Television Announcers (SOC 27-3011) and Camera Operators, TV, Video & Motion Picture (27-4031) is 206 JOB OPENINGS.
Supply of trained employees in the Radio and Television (Top Code 0604-00 and 0604-20) is 81 CERTIFICATES AND DEGREES AWARDED.
This leaves a positive labor market gap of 125 or 61%

ATTACHMENT BEMA Core Indicator Report 2015-2016--
BEMA TopCodes are 0604-00 Radio and Television, 0604-20 Television (including combined TV/Film/Video), 0614-10 Multi Media and 0614-00 Digital Media. BEMA students performed quite well during the 2015-2016 year. High points are Core Indicator 1-Technical Skill Attainment in which all TopCode reports show BEMA student met or exceeded negotiated success levels. Core Indicator 2-Completions saw both 0614-10 and 0604-20 exceeding negotiated levels. It is gratifying that economically disadvantaged (ED) students performed especially well. In 0604-20 1920 ED were completers, and in 0614-10 14/16 were. In 0604-00 however, one additional ED student would have needed to complete for the cohort to meet negotiated levels.
Areas where BEMA needs to concentrate efforts are in Core Indicator 3-persistence and transfer. BEMA fell short of negotiated success levels by 1 to 2 students in 0604-00, 1 student in 0604-20 and 3 students in 0614-10.
Employment numbers fall below negotiated levels. However, these numbers are not indicative of true BEMA alum employment. Many of our students work outside the state, for small companies or are self-employed. Consequently they do not show up in CA-EDD databases.

ATTACHMENT: BEMA Labor Data Video Production and Post—
Between 2012 and 2022 Peninsula region expects to see:
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10% growth for Film and Video Editors
wages are high ranging from $29.32 to $43.89 Median
Annual openings for Producers & Directors (SOC 27-2012), Film and Video Editors (27-4032) and Camera Operators, TV, Video & Motion Picture (27-4031) is 231 JOB OPENINGS.
Supply of trained employees in the Radio and Television (Top Code 0604-00 and 0604-20) is 81 CERTIFICATES AND DEGREES AWARDED.
This leaves a positive labor market gap of 150 or 65%

ATTACHMENT: BEMA Tableau Data 2015-2016--
BEMA productivity decreased from 2012 to 2014-15 but INCREASED in 15/16.
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BEMA serves proportionately more African Americans (14% vs 8%) and Latinos (47% vs 24%) than the college as a whole. BEMA serves fewer Women than the college as a whole (40% vs 52%). BEMA serves proportionately more economically disadvantaged than the college as a whole as shown by number of students with BOG waivers (48% vs 42%)
This resource request depends on the following other requests:
None selected

**BEMA Department Upgrades**

**Item Description**
Furniture, Fixture, Equipment and cosmetic upgrades to BEMA department.

1. Smart Classroom upgrade to new standards plus new flooring for ARTX-170. This means new ADA chairs, projection, painting, ceiling cleaning, computer, DVD player, document camera, replace chalkboards with whiteboards. We could make a lot better use of this room with the upgrade. That monitor is not as effective as a projection screen. there could be more seating in there if we also got a narrower desk for the computers. Ax170 is BEMA's only proper classroom, so it should be a fully usable classroom.

2. New flooring and chairs for Ax170. Second Level request if #1 above does not get prioritized. Current carpet and chairs are dirty and unsanitary.

3. Fix broken tiles in the BEMA hallway floor.

4. Replace chalkboard in hallway with a whiteboard.

5. Acquire a large display monitor and mount to wall above master control lab aide phone desk for lab aide use of Schedule software and WebCheckout. This will allow data collection for services provided.

6. New chairs for hallway. They are dirty and unsanitary looking. This affects enrollment.

7. Strip wallpaper and paint hallway. It's dirty, dingy and unattractive. This affects enrollment.

8. Repair roof leaks. Each time it rains outside, the department has leaks in the hallway, student bathroom, and inside Studio B (ArtsX 165). This has contributed to the peeling wallpaper and un welcoming atmosphere.

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This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority
Fall 2016: [Accreditation]

Secondary Board Priority
Fall 2016: [Enrollment]

Primary link to Approved college plan
Educational Master Plan Goal 2: Transform and sustain College infrastructure.

Secondary link to Approved college plan
Technology Plan Goal 1: Provide appropriate technology support for learning outcomes and assessment, equity, enrollment, collaboration and instructional delivery.

Link to Institutional accreditation requirements
Standard III.B.1: The institution assures safe and sufficient physical resources... They are constructed and maintained
to assure access, safety, security and healthful learning. Item 8-Leaky Roof and leaks, buckets in the department during rains.

Link to Your Unit Planning Objectives

11. Pursue an additional classroom for BEMA use in ArtsX lower floor. Since we have not been able to secure a better classroom, Item 1. becomes necessary.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Supplementary links to Outcome Assessments
None selected

Clear Plan for Evaluation after Implementation
Facilities will be enhanced and students, classified and faculty will study, learn and work in a more welcoming, and healthy environment.

Extent of Benefit
BEMA department central hallway and bathrooms are unattractive. The floors have broken tiles, the wallpaper is peeling and falling off, there are leaks in the ceiling whenever it rains, prompting buckets to be placed in rooms and in the hallway. These conditions make the department seem less professional when we have events such as the Candidates Forum we hosted in October 2016 and our Industry Advisory Panel which we hosted in February 2016.

Cosmetically, the stained and sagging hallway furniture, old fashioned chalkboards and obsolete classroom in room 170 place BEMA in the 1970's when we are suppose to be a cutting edge curriculum.

The vintage appearance of the department, which is also dirty and sometimes wet, detract from our state of the art equipment and studios inside the classrooms.

Operational Necessity

This resource request depends on the following other requests
None selected

**OSHA Upgrades for BEMA Department**

**Item Description**

BEMA is working with Risk Management to keep classified staff, students and faculty safe:

1. 1910.333(c)(7): "portable ladders must have non inductive side rails if they are used where the employees or the ladder could contact exposed energized parts."

   REPLACE ALUMINUM LADDERS WITH FIBERGLASS: Broadcast Equipment Technicians use them near electric parts, including studio lights, headend, etc.

2. 1910.157(c): "If portable fire extinguishers are provided for employee use, the employer must MOUNT, locate, and IDENTIFY them so they are readily accessible to employees WITHOUT subjecting the employees to possible injury ."

   REPLACE CURRENT FIRE EXTINGUISHERS WITH CODE COMPLAINT ONES.

**Type of request** Facilities

**Approximate Costs** $1000.00

**Type(s) of Funding**
- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **Yes**

1. 1910.333(c)(7): "portable ladders must have non inductive side rails if they are used where the employees or the ladder could contact exposed energized parts."

2. 1910.157(c): "If portable fire extinguishers are provided for employee use, the employer must MOUNT, locate, and
IDENTIFY them so they are readily accessible to employees WITHOUT subjecting the employees to possible injury ...

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority
Fall 2016: [Accreditation]
Secondary Board Priority

Primary link to Approved college plan
Educational Master Plan Goal 2: Transform and sustain College infrastructure.
Secondary link to Approved college plan

Link to Institutional accreditation requirements
Standard III.B.1: The institution assures safe and sufficient physical resources... They are constructed and maintained to assure access, safety, security and healthful learning.
Link to Your Unit Planning Objectives

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Supplementary links to Outcome Assessments
None selected
Clear Plan for Evaluation after Implementation
Approval by Risk Management Team
Extent of Benefit
Maintain code compliancy
Operational Necessity

This resource request depends on the following other requests
None selected

Non Instructional Hours for Outreach

Item Description
BEMA has been increasingly asked to represent at outreach events for Unified High Schools, Dual Enrollment and here on campus. BEMA faculty consistently shows up without complaint. These events are stressful to organize and are on top of our regular classroom and campus wide obligations. The attending instructor spends hours putting together necessary equipment flyers and brochures to make the event successful.

Here is a list of events BEMA faculty ATTENDED (all in past) and have been REQUESTED to attend:

From Alex Guiriba, Outreach
Oct 3-Balboa Visit
Oct 21-Movin’ on up career carnival City Café
Nov 1-Community College days Mission
Nov 9-Community College days Burton
Nov 10-Tour of BEMA by Balboa Students- 3 faculty and 3 staff in attendance
Nov 16- Community College days Balboa
Nov 18-Pathways outreach International High
From Kate Ryan, via Dean Bell: Mission Open Houses
Dec 5-Mission Center Community Open House-Request of Kate Ryan

From Edie Kaeuper, Dual Enrollment: Orientations,
Jan 5- 3:30-6:30
Jan 7- 9:30-12:30
Jan 11- 3-6pm
Jan 12- 3-6pm -- if needed.

The amount of hours spent has gone beyond regular expectations for faculty. This request is for up to 50 Non-Instructional hours to pay faculty for preparation and attendance at these events.

Type of request: Professional Development
Approximate Costs: $2812.50
Type(s) of Funding:
  • Grant (other)

This request is a high priority to ensure/meet Health and Safety requirements: No
This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority
Fall 2016: [Enrollment]
Secondary Board Priority
Fall 2016: [Student Success]

Primary link to Approved college plan
Student Equity Plan Goal A: Access
Secondary link to Approved college plan
SSSP Plan: Increase student access and success by providing students with core services, including orientation, assessment and placement, counseling, advising, and other education planning services.

Link to Institutional accreditation requirements

Link to Your Unit Planning Objectives
This is to help the CTE Programs with outreach including for Dual Enrollment.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)
Outreach Services Mission and Services:

Our Mission
Through college-wide consultation and collaboration, connect all CCSF outreach initiatives in order to expand, improve, and promote greater access for prospective students.

What We Do
We provide early-outreach services to ensure prospective students are knowledgeable and prepared for the college experience. We aim to strengthen our partnerships with K-12 schools, community-based organizations and government agencies in order to ensure students are adequately informed of the comprehensive support services offered by the campus community.

Supplementary links to Outcome Assessments
None selected

Clear Plan for Evaluation after Implementation
Increase in CTE enrollments, especially in BEMA with new High School grads will be quantified to see if the outreach created a bump in enrollment.
Extent of Benefit

Outreach is necessary to build enrollment. CTE departments are funded well and faculty is expected to help with outreach efforts. This request will encourage participation by paying faculty for the hours they work.

Operational Necessity

This resource request depends on the following other requests

None selected

Faculty Support for Festival of the Moving Image

Item Description

For six years now, BEMA and Cinema have collaborated on the Festival of the Moving Image. This collection of student productions from both departments is shown at the Roxie Theater in November. The 2016 Event was entirely successful with two outstanding programs and 36 shorts shown.

One faculty member from CINE and one from BEMA have historically collaborated on the event. Previously, the CINE faculty member was compensated, but the BEMA faculty has never been.

The Festival is a high profile event for City College. It is also the first festival experience for the students. Putting out the call for entries, publicizing the event, curating the entries, organizing the voting, tech walk-through, creating the DVD, programs, etc takes an enormous amount of time.

The instructor should receive a .1 non-instructional time to fulfill these valuable duties.

Type of request Other

Approximate Costs $2500.00

Type(s) of Funding

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Link to Institutional accreditation requirements

Link to Your Unit Planning Objectives

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

A survey is completed by those students participating in the creation of the festival.

At the festival surveys are distributed to audience members to further measure the festival's success.
Extent of Benefit

FMI benefits the department for it offers an opportunity to collaborate with CINE to create a very popular event. Departments involved and CCSF as a whole benefit from the publicity. Students participating in the producing the festival learn business and promotion skills. Students whose work is screened become recognized for the work in the larger film community and have the opportunity to see their work screened large and in optimal exhibition conditions.

Operational Necessity

Without this position the festival will not occur thus removing a prominent means of promotion for the institution and a learning opportunity for multiple students across several departments. Historically students from all different disciplines and interests take CINE 40, usually Cinema students enroll in CINE 170 for credit working on FMI.

This resource request depends on the following other requests

None selected

Attached Files

- BEMA A/V Tech Proposal Budget
- BEMA Core Indicator Data 2015-16
- BEMA Labor Data Broadcast Motion Graphics
- BEMA Labor Data Television Production
- BEMA Labor Data Video Production and Post
- BEMA Tableau Data 2015-2016