### Program Review Report for Fall 2015 Broadcast Electronic Media Arts

<table>
<thead>
<tr>
<th>Review Year</th>
<th>2014 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Type</td>
<td>Instructional (Department) Review</td>
</tr>
<tr>
<td>Department</td>
<td>Broadcast Electronic Media Arts</td>
</tr>
<tr>
<td>Review Status</td>
<td>Active</td>
</tr>
</tbody>
</table>

#### Review Questions

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

The Broadcast Electronic Media Arts Department (BEMA) prepares students for university transfer and provides degree holders and job seekers and skills-builders the opportunity to upgrade workplace skills and prepare for career transition. Graduates either transfer to a university or seek employment in all audio and video aspects of the electronic media industries. Additionally, BEMA courses and certificates have been expanded to encompass the new converging media. For a detailed history of the department plus a full description of our Career and Technical as well as Internship programs please refer to: BEMA PR15 Addendum 1-CTE_Internship_History. For a more thorough listing of industry jobs please refer to: BEMA PR15 Addendum 2-BEMA Students Currently Employed in Media Jobs.

#### PROGRAM EMPHASIS

The department offers instruction in the design and creation of content for the electronic media with focus on writing, media analysis, storytelling, teamwork, leadership, production craft skills, and emerging technologies. Media literacy is emphasized throughout the curriculum. Classes and programs are offered at Ocean Campus, Mission Campus, online, and on San Francisco’s Educational Access TV Station, EATV-Ch. 27 & 75, which distributes programming on cable, webcast and AT&T U-verse.

#### UNIVERSITY AND COLLEGE TRANSFER

In alignment with the college’s mission statement, all Broadcast Electronic Media Arts courses are credit and degree applicable and transfer to the CSU and/or UC systems. An Associate of Science Transfer degree (AS-T) in Film, Television and Electronic Media was approved Fall 2015. BEMA courses transfer as breadth requirements or core major requirements to colleges and universities such as San Francisco State University (9 courses), University of California Berkeley (3 courses), and San Francisco Art Institute (6 courses). Students are encouraged to work with a college counselor and a department program adviser to establish an education plan during the first semester of study and to review their education plan each semester.

#### CAREER AND TECHNICAL EDUCATION (CTE)

In direct support of the City College of San Francisco's Mission Statement, BEMA offers Career Technical Education (CTE) courses and programs that lead to the acquisition of career skills needed for success in a dynamic and growing industry. For more information, refer to BEMA PR15 Addendum 2-BEMA Students Currently Employed in Media Jobs, and the Industry and College Work Experience section below for details regarding the exciting jobs, awards and internships that BEMA students have achieved. BEMA offers 12 Certificates of Accomplishment and one Award of Achievement. Each certificate focuses on specific career skills required for entry level employment in that particular area of the electronic media industry. Additionally, an Associate of Science Transfer degree (AS-T) in Film, Television and Electronic Media has been approved and is currently being offered. All certificates are periodically reviewed and revised with industry advisers providing guidance to the process. BEMA awarded 51 certificates in 2014/15. Please refer to section 2 for relevant data. (Mission Statement)

#### INDUSTRY CONSULTATION

An industry advisory board comprised of professionals from a wide range of media disciplines contributes timely consultation on curriculum, facilities, equipment purchase decisions and equipment donations. Throughout its 75-year history, BEMA has developed and maintained close ties to local radio, television, sound recording studios, post-production facilities, electronic media production businesses, live sound companies, and professional associations such as National Association of Broadcasters (NAB), Broadcast Education Association (BEA), Audio Engineering Society (AES), Interactive Audio Special Interest Group (IASIG) BeyondDPix, Disney, Lucas Arts, Pixar, CBS, Google, Sony Entertainment Game Division, Electronic Arts Games, Exploratorium, TransmediaSF, Fantasy Studios, Studio Trilogy, One Union Recording, Hyde Street Studios, Coast Recorders, Michael Romanowski Mastering, KFOG, KOED, KPIX, KTVU, KMPT, KTSF, KOFY, MundoFox, ESPN Deportes (860AM), Bay Area Women in Film and Media (BAWIFM), Women’s Audio Mission (WAM), National Academy of Television Arts and
Sciences (NATAS), Broadcast Legends, California Historical Radio Society, Bay Area Radio Hall of Fame and San Francisco Green Film Festival --- helping to provide graduates with entry level jobs, and, not incidentally, also providing the department and its students with adjunct professors, guest lecturers, field trip sites, and industry internships. For a list of past Industry Advisory Panels please cut and paste this URL into your browser: http://tinyurl.com/BEMA-Industry-Advisory-Panels

INDUSTRY AND COLLEGE WORK EXPERIENCE

For a more thorough listing of industry jobs please refer to: BEMA PR15 Addendum 2-BEMA Students Currently Employed in Media Jobs.

College and Industry Internship classes include intensive and extensive career preparation in addition to on-site work experience. Through this program, BEMA annually offers exposure to on-the-job career skills and industry operations needed for success in the workplace to 60-80 students. Students from Cinema, Journalism, Multimedia Studies, Photography and Visual Media Design also participate. Students are encouraged to complete several internships at different locations throughout their studies at CCSF-BEMA. For a detailed description of BEMA’s internship program please refer to BEMA PR15 Addendum 1-

Industry internships provide students with opportunities to achieve mastery-level of technical skills they have been developing in audio and video production classes and in-house internships. During Industry internships, students apply professionalism and understanding of workforce protocol as referenced in Broadcast Electronic Media Arts Program Level Outcomes. Teaching soft-skills and mastery level of technical skills were assessed in BEMA’s 2013 PLO Assessment. For details regarding our Student and Program Outcomes Assessment please visit our web page by copying and pasting the following URL to your browser:

http://tinyurl.com/BEMA-OUTCOMES

Internship students are supported at industry sites such as BeyondPix, KTVU, Univision, MundoFox, KFOG, KPIX, EATV, SFCutters, BAVC, Broadcast Media Services, 49ers.com (official San Francisco 49ers online broadcast), video production and post-production companies, live sound and event production companies such as Sound On Stage, Delicate Productions, JK Sound, Mountain View Staging, Stern Grove and Hardly Strictly Bluegrass Summer Festivals, and music distribution companies such as GooglePlay, video game production companies such as EA Games, Pixar, and Leapfrog, Internet broadcast companies, sound recording studios such as Fantasy Studios, Studio Trilogy, Faultline Studios, Hyde Street Recording, One Union Recording, Coast Recorders, Sound on Stage, Potrero Post, Tiny Telephone Studios and at Bay Area nightclubs such as Bottom of the Hill, Cafe Du Nord, El Rio, The Independent, and Great American Music Hall, and emerging media companies such as Twitch TV.

For a thorough listing of BEMA students employed in industry jobs please refer to: BEMA PR15 Addendum 2-BEMA Students Currently Employed in Media Jobs.

FACILITIES AND EQUIPMENT: AUDIO AND VIDEO INSTRUCTIONAL PROGRAMS

Broadcast Electronic Media Arts facilities located on Ocean Campus and Mission Center have undergone extensive upgrades with generous grant funding from Perkins and PEG Access funds to ensure that students have access to the required hardware and software to develop industry-relevant skills and practices. In 2014 BEMA was awarded a BACCCT Enhancement Fund grant to further upgrade audio facilities and offer industry standard instruction in Sound for Games. Broadcast Media Services (BMS) technical staff design, install, integrate, and maintain labs, studios, and associated equipment at Ocean and Mission campuses, often with select BEMA student interns assisting.

Ocean Campus facilities include a fully-equipped HDTV studio and industry standard equipment such as 4K and HD field video cameras and editing facilities, a fully-equipped hybrid sound recording studio, a digital post-production lab, and Internet radio station. Mission Center facilities include an SDTV production studio with video editing facilities, digital video and audio production labs, and an Internet radio station air booth. The Mission Center labs are shared with the Journalism Department, providing opportunities for BEMA and Journalism students and faculty to collaborate on projects.

FACILITIES AND EQUIPMENT: BEMA/BMS/EATV

The Broadcast Electronic Media Arts Department includes Broadcast Media Services engineering, operations, and production staff to seamlessly assist academic classes, production studios, production, and labs. Engineering staff provide system design and
upgrade, maintenance, equipment installation and repair. Operations staff assist with equipment issue and schedules use of studios and labs and provides audio and video duplication and conversion services within copyright guidelines. Production staff provides video recording and editing services to all CCSF departments and programs. BEMA also operates San Francisco’s two educational access television channels, supported by Broadcast Media Services engineering staff. The integrated organization of these units is cost effective, efficient and provides students with exposure to industry operations and practices starting in their first semester of study. The BEMA/BMS/EATV Department symbiotically serves a wide range of patrons (“clients”) throughout the District. Students receive College Internship credit (BCST160) and Work Study or Lab Aide funds as they continue to demonstrate, refine, and master skills described in Broadcast Electronic Media Arts Program Level Outcomes.

The department receives PEG funds for EATV operations and for capital improvements related to EATV programming. These funds made it possible for the District to build out a fully functioning teleclass production room in MUB 388, provide projection systems in many of the MUB classrooms, and establish a video webcast system for distance learning and distribution of public meetings and events. The EATV Distance Learning Production Room (MUB 388) is now prepared for use to offer live cablecast and webcasts classes taught by CCSF faculty. BEMA, MATH and ED TECH collaborated in Fall 2014 and Spring 2015 to offer Math 70, Math for Liberal Arts Students in the EATV Distance Learning Production Room (MUB 388). This room can accommodate many more classes each semester as soon as technical production staff is increased to support those classes. Refer to the EATV and BMS Program Reviews for more information about this project.

The location of BEMA facilities are the reason that the City of San Francisco awarded a second Educational Access Channel (Ch 75) to CCSF-BEMA operations. This was to plan ahead for the Performing Arts Education Center which is to be located across the street. Productions at the PAEC were to be aired live on Channel 75. The idea was to create a PEG City Arts & Culture Channel that would provide the public with performances, events and other arts education from the PAEC and/or related programming from the BEMA HD Television production studio (ARTX 164) that would also provide BEMA television production students with back of the house video production training and experience. There is a control room in the PAEC design/drawings that would operate for this purpose.

The PAEC building site was moved from its originally designated location (where the MUB is currently located) to the middle of the upper reservoir to place the PAEC facility closer to the ARTX building where the Ch 75 headend is located. The City agreed that PEG capital funds could be used to install a PAEC video infrastructure and control room which will be used to send live video feed to the ArtsX headend. BEMA student interns and BMS/EATV staff were to operate the equipment under supervision of faculty and staff. EATV-Ch75 would then become an San Francisco Arts and Culture Educational Access Channel for the City operated from City College of San Francisco-Ocean Campus.

FACILITIES AND EQUIPMENT: KCSF RADIO

KCSF is a vibrant part of the CCSF-BEMA instructional program and has made great strides in programming, promotions, industry activity, student placement, and setting college broadcasting standards in recent years. All of this has happened in spite of working with aging equipment, a decades-long hardware/software deficit, and unsteady enrollments.

KCSF exists for instruction to prepare students for entry level employment in the radio industry as well as serving as the “voice” of every student organization on campus represented within the Associated Students organization. The station serves these non-BEMA organizations by broadcasting student affairs, campus events, and providing a venue for free expression by way of specialized news and public affairs programming.

KCSF has utilized new forms of internet distribution to grow into a world-wide actor in the media mix, providing listeners with access to KCSF Radio programming via their mobile, laptop and desktop devices. KCSF Radio has formed a solid relationship with TuneIn and iHeartRadio, currently the dominant players in the emerging college internet radio market. KCSF hosted one of TuneIn’s top executives in a campus visit and developed a relationship with ancillary rewards which include the possibility of student internships/jobs within its organization. KCSF’s international on-air programs have now garnered audiences in Japan, the U.K., Germany, Polynesia (Tonga, Hawaii, et.al.), South Africa and, most recently, the Scandinavian countries. This growing audience has been (and is) measured by analytics provided by TuneIn.

KCSF students are invited and encouraged to attend the annual National Association of Broadcasters annual conference and Career Day. These conferences have had outstanding results with many of our students finding immediate employment, scholarship offers, and life-long mentors to aid them in their professional careers. CCSF students are well represented in commercial broadcasting in the Bay Area and beyond. For a list of successful students please refer to: BEMA PR15 Addendum 2-BEMA Students Currently Employed in Media Jobs.

Broadcast Electronic Media Arts Program Review 2015-2016
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*)

ALL DATA IS AVAILABLE IN BEMA PR15 ADDENDUM 3_DATA; PLEASE REFER TO THIS ADDENDUM TO VIEW EACH FIGURE MENTIONED.

According to Tableau, City College total headcount for the 2014/15 academic year was 36,229. Of this 30% were Asian, 25% were White, 23% were Latino, and 8% were African American. (Figure 1) In comparison BEMA headcount was 654 of which 31% were White, 24% were Latino, 17% were Asian and 15% were African American. (Figure 2) Relative to overall CCSF headcount, BEMA had 7% more African American students, 6% more White students, 1% more Latino students and 13% less Asian students. BEMA serves a relatively bigger percentage of African Americans and Latinos than the college as a whole.

CCSF Age, Gender and BOG/Pell demographics as seen in Tableau show 53% women (47% men), and 54% receiving BOG/Pell monies (46% not). (Figure 3) BEMA demographics reveal 60% men and 40% women and 60% receiving BOG/Pell monies. (Figure 4) This data reveals that women are underrepresented in BEMA and are in fact considered non-traditional in BEMA core indicator data. Additionally, BEMA students are more likely to be financially insecure than CCSF students overall.

Overall course success for City College is 72% with URM groups seeing the following: African American 57% and Latino 65%. (Figure 5) BEMA course success is 70% overall. African Americans show 55% course success and Latino’s show 74% course success. (Figure 6) Overall BEMA course success is similar to the college as a whole with African American success rates near the college’s (3% lower) and Latinos in BEMA have a 9% higher success rate than Latinos in the college as a whole. This data reveals that BEMA serves a larger than average number of African Americans and Latino students. BEMA is in the advantageous position of being a ‘gateway’ department for URM to enter City College. URM students are initially drawn to City College because of BEMA’s media/sound recording programs. BEMA’s Latino students are 10% more likely to be successful in BEMA than those in the college as a whole.

CCSF course success by Gender shows Women have a 75% success rate and Men have a 70% success rate. CCSF course success by needs shows that 70 % of students who receive BOG/Pell monies achieve success while 75% of those who do not receive these monies achieve success. (Figure 7) BEMA analysis of the same groups shows a reversal for gender where fewer women are successful (66%) and more men than average were successful (73%). BEMA students who received financial aid showed slightly lower success rates compared to their counterparts college wide (66%). Of those BEMA students who did not receive financial aid, 75% achieved success, similar to the college as a whole.

Productivity has trended downwards for the college as a whole; From the 2010/11 academic year to the 2014/15 academic year productivity has declined by 22%. (Figure 9) BEMA productivity has trended further still from 13.69 in 2010/11 to 9.39 in 2014/15 for a total decline of 31%. (Figure 10) Digging deeper into enrollment declines reveals that over a 4-year period the college as a whole saw declines of 24% Asian, 30% White, 20% Latino, and 35% African American. (Figure 11) BEMA declines are: White 46%, Latino 31%, African American 35% and an increase of 4% for Asian students. (Figure 12) BEMA is a CTE program, with most of our classes held in labs. Headcounts are therefore necessarily lower than the college as a whole due to limited lab stations and the need for instructors to be able to follow individual progress. Consequently BEMA will have a lower FTES to begin with. Like other CTE programs, this has always affected our overall productivity, which has been generally lower than the target of the college.

BEMA saw a dramatic decline in White students <46% compared to 30% college wide. Interestingly, BEMA saw an increase of 4% for the Asian population when the college saw a decline of 24%. The decline of African American students was the same in both BEMA and CCSF, 35%. And Latinos declined more significantly in BEMA (31%) vs. CCSF 20%. These numbers are very interesting and yet difficult to explain.

2015 BEMA course success gaps by ethnicity are shown in Figure 13. The only ethnicity to suffer disproportionate impact was African American who needed 12 extra students to be successful to achieve the CCSF average of 66%. Latino students achieved 71% success, above the college average. Another group to experience a success gap is Women. BEMA women achieved 59% success and need an additional 11 women to succeed to reach the 66% benchmark. (Figure 14) By Contrastingly, BEMA Men achieved success 70% of the time, well above College averages. Finally, Financial Aid recipients also experienced a success gap. As shown in Figure 15, BOG/Pell recipients had a 63% success rate and needed an additional 10 students to succeed to reach the benchmark. Non recipients achieved a 71% success rate.

BEMA certificates awarded 2011 to 2015 by ethnicity are shown in Figure 16. Certificates awarded have grew from 2011/12 to 2013/14 and then leveled off. BEMA faculty has worked tirelessly to offer certificates that are relevant to our students. Our
newest certificate under construction is in Sound for Games. BEMA faculty has anticipated the effects of the units/hours changes imposed by the State and have seized the opportunity to reevaluate our certificate program. Our certificates are receiving a major overhaul during the 2015/16 academic year, including upgrading several Certificate of Accomplishment to Certificate of Achievement. Additionally, our new AS-T degree in Film, Broadcasting and Electronic Media has been approved by the State and is active.

We in BEMA are proud of our successes and are committed to better serving those students who are not succeeding at expected levels. We serve a greater percentage of African Americans and Latinos than the college as a whole. Latinos thrive in BEMA, achieving higher than average success rates. Many Latinos have found gainful employment as is shown in BEMA PR15 Addendum 2-BEMA Students Currently Employed in Media Jobs. Women are underrepresented in BEMA and also experience a disproportionate success gap. BEMA serves a disproportionate number of financially needy students and they also see a success gap similar to those in the College as a whole. Productivity is down in BEMA to a greater extent than the College wide decline. We have created brochures and are working with the Visual Media Arts department’s Emerge Studios to remedy this decline in enrollments.

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*)

DATA TRENDS - OTHER: CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT data reveals positive growth in media and media related jobs. Links to the data are provided in BEMA PR15 Addendum 4-Data Trends Other, Figure 1. All projection estimates are from 2012 to 2022.

PRODUCERS AND DIRECTORS: 12.5% increase expected in San Francisco (SF), South San Francisco (SSF), Redwood City (SOC code 27-2012) from 2012 to 2022. Wages: $52.66 mean/ $43.89 Median. EDD reports that 606% of these workers are independent contractors. EDD webpage lists City College of San Francisco and San Francisco State as training providers for this field. All other providers listed are private and very expensive. BEMA students proportionally are more likely to be African American, Latino and financially needy than City College as a whole. URM and financially needy BEMA students rely on cost efficient trainings not available nearby.

REPORTERS AND CORRESPONDENTS: 6.6% increase expected in SF, SSF, Redwood City (SOC code 27-3022). Wages: $27.42 mean / $23.09 median. 45.7% of these jobs are hired by the Radio and Television Broadcasting Industry and Other information Services.

RADIO AND TELEVISION ANNOUNCERS: will remain stable in SF, SSF, Redwood City (SOC code 27-3011). Wages $43.78 mean / $23.99 median. Statewide demand is expected to increase 2.8% in California, 11.8% in Fresno and 23.3% in the Inland Empire. Broadcast Media Industry standard expectations are that entry level employees must seek employment is smaller markets and “work their way” back to larger markets. Since the San Francisco Bay Area media market is the 5th largest in the United States behind only New York, Los Angeles, Chicago and Philadelphia, it is assumed that most of our students who hope to break into broadcasting will find their first jobs elsewhere. Consequently it is important to look outside the immediate region for job demand.

WRITERS AND AUTHORS: 8.3% increase expected in SF, SSF, Redwood City (SOC code 27-3043). Wages: $35.84 mean / $31.13 median. Radio and Television Broadcasting expects to add 96 positions in the years indicated.

SOUND ENGINEERING TECHNICIANS: 4.4% increase expected in SF, SSF, Redwood City (SOC code 27-4014). Wages $36.94 mean / $38.65 median. Sound engineers trained in BEMA find employment in all aspects of media from motion picture and video industries, radio and television industries, as independent contractors, religious organizations and performing arts companies. It is expected that a percentage of these students will find employment in the Los Angeles area.

FILM AND VIDEO EDITORS: 10% increase expected in SF, SSF, Redwood City (SOC code 27-4032). Wages $33.06 / $29.32. Industries employing these students includ Motion Picture and Video industries, Radio and Television Broadcasting, as Independent Contractors, and cable and other Subscription programming.

CAMERA OPERATORS, TELEVISION AND MOTION PICTURE: 20% increase expected in SF, SSF, Redwood City (SOC code 27-4031). Wages #35.45 mean / $29.22 median.

Forbes.com published a review of radio usage in the United States on July 28th 2015. This article points to the continued importance of Radio in American’s lives. 93% of adults listen to the radio each week as compared to 87% who watch tv. The report went to explain that Amazon researched markets after its’ global sales event: Amazon Prime Day. Research of the event
The California Community Colleges Chancellor's Office (CCCCO) presented information supporting SKILLSBUILDERS in Community Colleges. The website explains, “Although numerous research studies have shown that skills-builder students secure significant earnings gains, they are not currently included in state accountability metrics.”

http://doingwhatmatters.cccco.edu/ForCollegeLeadership/SkillsBuilders.aspx The Chancellor’s office cites several studies supporting SKILLSBUILDERS, who are students who take several classes to update or gain new skills, but do not earn a certificate or degree. One such report finds, “...that the return (of additional earnings) to (earned class) credits in many career and technical education (CTE) subfields is significant, positive, and often times strong. Furthermore, (the author) finds that much of the return to community college credentials is a result of the underlying coursework completed by students, as opposed to the credential itself. Thus, the return to students who are not awarded credentials can be as large as, or larger than, the return to students who are awarded credentials, depending upon the coursework that students complete.” (PR Bahr, The Labor Market Return in Earnings to Community College Credits and Credentials in California. May 2015)

Skillsbuilders are an important component of BEMA’s student population. Our alumni have gone on to successful careers with and without earning a certificate. Many of our students already have degrees and are attending classes as a way to increase their earning potential and upgrade skills. Additionally, skills builders from BEMA find success in fields other than broadcasting. For example alumni Ray Diggs is the Communications Operator at the Department of Motor Vehicles in Riverside CA: Dana Brook is a successful Bay Area realtor who uses skills from BEMA classes for social media marketing. Carla Prates is a social media coordinator for local documentarian. Although completion rates are undeniably important, it is also critical to support students’ ability increase their income without earning a certificate or degree.

INTERNAL FACTORS:
1. CURRICULUM CURRENCY: The impending changes in hours/units will cause several BEMA courses to go up in units. This triggered a complete reassessment of BEMA programs and courses. BEMA certificates were typically 17 unit-certificate of accomplishments. BEMA faculty took the change as an opportunity to improve programs. A “Foundations in Broadcasting” certificate was established (pending curriculum committee approval.), and all BEMA advanced certificates were converted to Certificates of Accomplishment (pending curriculum and State approval). This change allowed the advanced certificates to include more classes and become much deeper. The changes also prompted a thorough review of prerequisites and outcomes of many courses to bring them in line with the new certificates.

2. BEMA’s BCST125A - Beginning Recording Studio and BCST125B - Intermediate Recording Studio classes received a new, digital multi-track recorder near the end of the Spring 2015 semester. Older digital recorders had reached the end of their lifespan and failed. This required the use of emergency funds for BEMA to receive a new recording system that is currently in place, increasing student success in the sound recording classes with the most up-to-date recording system.

3. One of the key components of the recording studio classes is the analog console. The current console is also nearing the end of its’ lifespan. It is in need of constant repair with several channels intermittently inoperable during recording sessions and mixdowns. This impedes student’s ability to successfully master the course outcomes. This course was assessed in Spring 16. The instructor chose to assess an outcome that was possible to measure in spite of the console’s limitations. Other outcomes could not be assessed. For example: Prepare and record a stereo mix of multiple tracks including equalization, dynamic and time-based processing on both analog consoles and digital controllers. This outcome can not be assessed with the current state of the console. Students can not be left alone to perform the project that assesses this outcome because the instructor must be present to troubleshoot and work-around broken modules, switches and controls. It is imperative to replace the console immediately. The cost of the console exceeds emergency funds. It will not be possible to replace the console on an emergency basis as the recorder was.

4. The 2014-2015 academic year was another difficult budget year for BEMA faculty and Staff. Surprising and continued budget reductions based on funds expended in recession years when each department was deferring maintenance to create significant cost savings, continue to make it difficult to maintain facilities and staffing levels necessary to support student success. BEMA has requested budget restoration for several years now.

5. One BEMA faculty member is preparing for retirement. As we wish him well in his next phase of life, we look forward to filling the sizable gap he leaves behind. It is imperative to be aware that Broadcasting, Electronic Media Arts is a discipline that is divided by niche. A video teacher will most likely not be qualified to teach sound recording and vice versa. Additionally, BEMA’s ability to attract teachers who are up to date in their fields has led to student internships and positions in their chosen
industry. In order for BEMA to maintain such high standards it is critical to have faculty willing and able to complete the sizable workload necessary. BEMA full-time faculty orchestrates a sizable internship program, writes three program reviews per year, organizes numerous Industry Advisory Panels, facilitates studio and equipment design, implementation and maintenance, works with staff to ensure students have access to labs and equipment. It requires full-time faculty to accomplish all of the extra work a studio/equipment dependent discipline such as ours necessitates. This item was also mentioned in our 2013 and 2014 Program Review.

6. Although KCSF Radio is a station on the rise in the national and international stage, there remain several urgent needs. The station infrastructure is in dire need of a new radio computing programming system that includes current software and computers. It is now impossible to upgrade programming software with the current 15 year old computers and server. The software, used for programming and instruction, is also outdated forcing the instructor to constantly create work-arounds to simulate some aspects of the newest systems. The station needs a significant software and hardware system upgrade to become more efficient as well as possibly even creating ways to free itself from current quarterly licensing fees. Many recent on-going improvements have been paid for out of pocket by the instructor and students to keep KCSF competitive. KCSF is in desperate need of a system upgrade and, in many instances, new industry standard equipment. In a technology driven industry the pressure to keep up can be significant and no organization can afford every “bell and whistle” that comes along. But to allow almost ten years to pass without any new system improvements negatively impacts student achievement. Radio students travelled to the National Association of Broadcasters convention in April 2015. There they confirmed that the current radio station software and hardware in BEMA is out of date. It is from a well respected company (Radio Computing Services), but needs to be updated with state-of-the-art facilities to maintain our current level of instruction and increase our students success in the industry. This ongoing success is noted in BEMA PR15 Addendum 2. This issue was also mentioned in the 2013 and 2014 Program Review.

7. BEMA was successful in filling all BMS engineering staff positions in 2015. This has significantly reduced stress on engineering staff and made pro-active design, implementation and maintenance possible once more. However, a staffing crisis in BMS operations and EATV has reduced the ability of BMS engineers to continue to do exemplary work. BMS staff engineer (5-7396) has been pulled into BMS to fill in for BMS operations assistant (1.0-3598) who was out on 8-week disability leave for surgery and also to fill in for EATV headend operator (1.0 3598).

8. The BMS operations assistant position is essential for operations in BEMA. This position schedules labs and lab sign-ups, supervises equipment checkout for BEMA classes and supervises lab-aids who are BEMA students signed up for BCST 160- College Internship. The EATV headend operator is also instrumental to BEMA success and BCST 160 students also work for EATV.

EXTERNAL FACTORS:
1. PATHWAYS: BEMA has collaborated with SFUSD on several occasions including offering a pathway to our Audio and Video for the Web Certificate. This pathway came out of work with MPict (Mid Pacific ICT Center) whose funding sunsetsed in August 2015. Currently BEMA faculty is involved in the newest iteration of pathways work at CCSF- the CCPT ICT. This work identifies clear pathways for SFUSD students into ICT careers via certificates and transfer. Information and Communication Technologies (ICT) is an umbrella term, widely used to encompass all rapidly emerging, evolving and converging computer, software, networking, telecommunications, Internet, programming, information systems and digital media technologies.

2. COLLABORATION WITH SFUSD: Additionally, BEMA faculty attended a collaborative curriculum event in October 2015. This event was presented by the SFUSD CTE Academy Coordinator. The goal of the night was to match SFUSD Media Arts and ICT teachers to their counterparts from college and/or industry. The purpose was to provide the most aligned, engaging high school curriculum to SFUSD kids and to create capstone projects that allow students to demonstrate their skills while also preparing them for the projects of the real world. This was an engaging event where BEMA faculty further cemented relationships with SFUSD Media Arts instructors.

3. COLLABORATION WITH SFUSD: The Curriculum Review event was quickly followed up by two SFUSD tours of BEMA. The following week students from Burton High School and Galileo High School Media Academies visited BEMA and were treated to a 5-station tour of our Radio, TV/Video, Sound Recording, Editing and EATV facilities hosted by BEMA instructors, students and staff.

4. PROFESSIONAL DEVELOPMENT: In order for BEMA to maintain our continued level of excellence in instruction and skill building, faculty need to maintain ties in the industry and continually upgrade skills and knowledge, consequently, it is important to attend industry conventions. Faculty have prepared to attend several conferences this year: National Association of Broadcasters-Las Vegas (NAB), In conjunction with NAB, faculty hope to attend a very important educational convention--Broadcast Education Association (BEA) held yearly at NAB.

Broadcast Electronic Media Arts Program Review 2015-2016
5. FESTIVAL OF THE MOVING IMAGE: In November of 2015, BEMA staged the 5th annual Festival of the Moving Image together with the Cinema department. The event was held at the Roxie Theater in the Mission district and offers the public the annual best movies from both departments in a variety of genres. From in inception in 2010, the event has steadily grown and increased in popularity and impact. As the only public showcase of the intense work that BEMA students do (CINEMA also hosts their City Shorts program in the spring semester), the FMI has come to serve a number of important functions, such as:
* A forum for ambitious media makers to see the work of others and have theirs be seen.
* An event that creates dialogue and collaboration between CINE and BEMA students and faculty
* A exhibition goal for students to aspire and to measure themselves against

6. INDUSTRY ADVISORY PANEL: In May 2015 BEMA convened our annual Industry Advisory Panel-focusing on Game Audio. Industry Professionals met with BEMA faculty and staff to review curriculum and equipment plans for a new Sound For Games course and certificate. The panel’s response to our curriculum was positive and valuable advice was offered. The Panel offered course sequencing suggestions, course content and equipment guidelines. Here is a link to the list of advisors and to an audio recording of the event: www.ccsf.edu/bema/advisors.html.

7. CTE ENHANCEMENT FUNDS: We are currently developing a new course in Game Sound (BCST129) after receiving a $105K (approx) award from the Career Technical Education Enhancement Fund to bolster our audio program in order to provide a new course and potential new certificate. The Labor Market Information shows that this area of the audio industry currently indicates the most growth in the job market. In order to meet the demands of this new advanced course we are updating and upgrading our entire sound program with new equipment and curriculum changes to our most basic audio class in order to better prepare students for this new area of study. We are at the beginning stages of purchasing the equipment upgrades with one of our studios to be upgraded over the winter break by our technical engineers. Our second stage of expenditure of the grant monies will occur in the second half of Spring 2016 in order to have the summer break to install all new equipment and software at both the Ocean and Mission campus classrooms/studios for full implementation in Fall of 2016.

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*)

1. STAFFING: BEMA was approved for one FT faculty position in the 2014 cycle. This position was posted and has closed. We expect to complete the hire by January 2016.

2. Equity-Funded Project - Pilot Student Equity Peer Mentoring
(a) Funded amount $12,276.00
(b) Source 2015-2016 Equity Funds
(c) BEMA received a grant for peer mentors to support student success in the technical aspects of BCST classes. In the Fall 15 semester 3 mentors were hired for beginning audio, and radio station classes. We are currently recruiting for Spring 16 classes and hope to hire mentors for all classes. Assessments will be conducted in the Spring of 16 when there are more Peer Mentors and therefore more impact to assess.

3. CTE-Enhancement Funds
(a) Funded amount $104,807.00
(b) Source CTE-Enhancement Funds 2015
(c) BEMA received a grant to fund curriculum development and equipment purchases for a Sound For Games course. The course (BCST 129) curriculum was developed over the Spring and Summer 15 with the help of our Industry Advisory Panel. The course is currently in the curriculum process and hopefully will be approved in January 16. We are at the beginning stages of purchasing the equipment upgrades with one of our studios to be upgraded over the winter break by our technical engineers. Our second stage of expenditure of the grant monies will occur in Spring 2016 in order to have the summer break to install all new equipment and software at both the Ocean and Mission campus classrooms/studios for full implementation in Fall of 2016. Assessments will be conducted in the Fall of 2016.

4. Perkins--BEMA Professional Camera Equipment Upgrade
(a) Funded amount $22,855.00
(b) Source 2015-2016 Perkins CTEA Basic Grant
(c) BEMA received funding to replace outdated and failing camera equipment. Request granted was for purchase, integration and implementation of four HD camera systems for introductory and advanced video production classes, ten GoPro HD camera systems for digital media and introductory and advanced video production courses, and four UHD/4K camera systems for advanced video production classes. These systems were purchased and implemented in instruction for Fall 2015. Assessment of these purchases has not yet happened.
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*)

1. The Arts Extension building HVAC system was in need of repair. BEMA requested repair many Program Reviews in a row. Last year much to our relief, the project was approved and budgeted. BEMA department chair and Broadcast Media Services (BMS) engineering staff have been working closely with Facilities to plan and implement the repairs/retrofitting of the new HVAC. The process will hopefully take place during the Spring/Summer of 2016.

2. BEMA has continually requested an additional nearby classroom. There has been no progress in this area. BEMA is impacted and needs additional classroom space. Pressure to increase class size in order to improve productivity is growing. However, we cannot accommodate larger classes without a larger, NEARBY classroom.

3. The goal of retaining staff at current levels is still a major concern. Broadcast engineering staff positions have finally been filled. However, the EATV Head-end operator remains out on disability for going on three years. Everybody else is filling in and all are impacted. Additionally with a retirement looming--there will not be enough faculty to keep up program review and other faculty workload.

4. BEMA faculty and staff attended the National Association of Broadcasters Convention in Las Vegas. Included in this convention is the Broadcast Education Association Convention, Faculty also attended the Game Developers Conference in San Francisco and the Audio Engineering Society Conference in Los Angeles as was noted last year. Faculty and staff will attend the conference again in 2016.

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*)

1. Complete work on developing a new course in Game Sound (BCST129) and purchasing and installing the necessary equipment to offer the course in the Fall of 2016.

2. Support BEMA skill-builders and student achievement by reorganizing BEMA certificate programs from Certificates of Accomplishment to Certificates of Achievement.

3. Acquire new multi-track recording console to support all intermediate and advanced sound recording students.

4. Restore BEMA’s budget to 2012 levels.

5. Maintain faculty positions in the case of retirement.

6. Upgrade Radio Station software and hardware to industry standard.

7. Maintain staff levels in BMS and EATV to support instruction.

8. 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.

9. Pursue professional development opportunities to maintain, improve and create industry contacts and to remain current on developments in an increasingly dynamic field.

10. Continue to engage in Equity efforts. Maintain and grow the Peer Mentor program.

11. Pursue an additional classroom for BEMA use in ArtsX lower floor.

12. Work with facilities to complete repair of HVAC system.

13. Research and purchase equipment for workflow to edit latest video format.

Curriculum Currency
Title 5 requires departments to review all curricula (courses, certificates, degrees, sequences) in each program for currency, relevance, content, and requisites 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.

All Broadcasting Courses are current except BCST 105 Gender and Mass Media. This course is currently undergoing curriculum review and will be reactivated Sp16. Of our 34 courses- 24% were updated in the last 2 years and 15% are under review by the curriculum committee currently.

All BEMA certificates were revised in Fall 2015. BEMA faculty and advisors reviewed course sequencing, prerequisites and decided that the most robust certificates are possible with the creation of stackable certificates beginning with, “Foundations in Broadcasting-Certificate of Accomplishment.” Subsequent certificates build on this to offer deep, comprehensive coverage of specific areas of Broadcast Media Arts studies.

The revamping of certificates and subsequent mapping of outcomes revealed a lack of understanding among faculty about the purpose of outcomes. Consequently, faculty met to review outcomes and will meet further to update all BEMA courses to reflect purposeful outcomes that mesh with Program Level Outcomes and are measureable.

BEMA met with Industry Advisors in April 2015. This panel had strong thoughts on pre-requisites for our new BCST 129 course and other sequencing. This course was revised to reflect the Panel’s judgement and their comments were also helpful in revising our certificates.

All other courses are in compliance. BEMA will hold its annual Industry Advisory Panel in the Spring of 2016. At that time Prerequisites and currency will be assessed once more.

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 meets regularly with our Advisory Panel. Here is a link to descriptions, audio recordings and information on them: http://www.ccsf.edu/bema/advisors.html

We last met in April of 2015. The panel gave advice that was immediately useful in course curriculum and for the update of our certificates.

Panelists Include:
* Sheila McFarland--Department Chair --Faculty
* Misha Antonich --Instructor Video Arts --Faculty
* Dr. Cecil Hale -- Instructor Radio -- Faculty
* Luisa Cardoza -- Radio Studies -- Student
* Chris Dumke -- Past Student Sound Arts --Freelance Sound Engineer
* Eric Wise -- Video Post Production -- Electronic Arts, BMW, SpliceVine: The Unconventional Video Editing Resource --
* Josh Rosen -- Emmy-winning documentary writer/producer/director -- Spine Films
* Steve Horowitz -- Audio Director -- Nickelodeon Digital, Game Audio Institute-Co founder --
* Kristin Miltner -- International Game Technology
* Matt Levine -- Music Producer-Sony Computer Entertainment
* Jim Hedges -- Lead Audio Designer-Zynga
* Scott Looney -- Game Audio Institute Co-Founder
* Renee Richardson -- Music Director, On Air Talent, KFOG Radio - cumulus
* Olivia Henry -- Digital Strategist -- KALW Radio
* Sheila McIntosh -- Visual Effects Editor, Editor (previously ILM, Pixar, Dreamworks)
* Marc Senasac -- Chief Engineer Sony Computer Entertainment
* Maya Zucker -- Transmedia Specialist
* Cindy McSherry -- Business Manager, Studio Trilogy

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.

In the Spring of 2015 we assessed all BEMA courses except BCST 1000 which is a non-credit course. Faculty were not aware that the course needs to be assessed as well. The course was assessed Fall 2015. Two outcomes were assessed to make up for the lack of assessment in Spring 15. Additionally one instructor did not assess any courses. The instructor was informed repeatedly that it was mandatory, and was given instruction on Curricunet. The instructor is being evaluated this semester and the lack of compliance will be reflected on the evaluation.
Faculty who teach courses with more than one section collaborate to decide which outcome to assess and then meet to discuss results. In the Fall of 2015 Instructors who teach BCST 119, including part-timers, engaged in a lengthy dialog regarding the course outcomes and how to best assess them. BEMA part-time instructors have continually embraced the assessment process. Their discussion included research into textbooks and the possible creation of new content for the course.

Official BEMA policy is to follow the current City College Guidelines: Every active course is assessed each semester. And each SLO should be assessed at least every two years.

Program level outcomes were assessed before Curricunet came online for certificates. BEMA Faculty plan to assess PLO’s Spring 2016 using capstone courses.

**Resource Requests**

**Multi Track Recording Console**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large-Format Recording Console / Mixing Desk</td>
<td></td>
</tr>
</tbody>
</table>

**Type of request**

**Equipment**

**Brief Description**

The Trident 88 is a large format recording/mixing console that features the latest functionality. The Trident 88 offers multiple inputs per channel, making the process of switching between recording and mixing much easier and allows for student learning and success by having them work with the latest developments in recording console technology.

**Approximate Costs**

$40000.00

**Type(s) of Funding**

- 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 2015: 5. Improve student success, especially in closing the achievement gap.

**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 A: Access

Link to Institutional accreditation requirements

2014 Accreditation Standards:

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse needs of students, in support of equity in success for all students.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning
processes.

Link

pages 5 and 6 - Standard IIA page 11 - Standard III.C

Link to Your Unit Planning Objectives


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

* http://www.ccsf.edu/dam/ccsf/documents/OfficeOfInstruction/Catalog/Programs/Broadcast/SoundRecordingCertificate.pdf

Program Outcomes
(note, this link has an incorrect listing of courses. It leaves out the capstone course BCST125A. This has been pursued with AVC of Instruction, Tom Boegel, and will be fixed in Spring 2016.)

Course Outcomes:
* Course Outcomes: BCST125B - #1 - #5

SLO Assessment:

Supplementary links to Outcome Assessments

• BCST125B - Intermediate Sound Recording Studio Diagram the path of signal flow... Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Jun-04
  CRN: 36314
  Outcome: Diagram the path of signal flow through a large format console, patch bay and associated components.
  Request details: We will need a new large format console as the one we currently have has been showing signs of deterioration due to the fluctuating heat and chill of the studio due to bad HVAC problems that have been reported for years.

Clear Plan for Evaluation after Implementation

By way of Student Learning Outcomes in each of the courses that utilize this particular studio and console will have an equipment specific SLO #2 and #3 in the Sound Recording Art program will be assessed.

* Configure multi-track control room equipment to track and monitor a music recording session and then engineer the session including basic tracks and overdubs.
* Plan, configure and execute a multi-track mix down session.

Extent of Benefit

The purchase and installation of this sound recording console will keep the classes operating properly. Our Sound Recording Program benefits multiple Under-Represented Minorities (URMs) that our program serves, providing equity to all. (as noted in Selected Data Section)

2014-15 BEMA student headcount was 654:
  * 31% - White,
  * 24% - Latino, Compared to 23% college wide
  * 17% - Asian
  * 15% - African American Compared to 8% college wide

The multi-track sound recording studio also has used to record and edit promotional audio and video spots for college programs.

Operational Necessity

It is imperative that we replace our current console this academic year. We have had multiple problems with the current console which needs constant repair. It has hindered student success in the recording program. If the console is inoperable (as is our current one,) the course will need to be cancelled. BCST 125A is the foundational course at the center of all of our Sound Certificates. Last semester, we had to purchase the Radar digital recorder using Emergency Funds as it went down in the middle of the semester.

This resource request depends on the following other requests
Attached Files

- BEMA PR15 Addendum 1 CTE, Internship Pgm, History
- BEMA PR15 Addendum 2 Students Currently Employed
- BEMA PR15 Addendum 3 Selected Data
- BEMA PR15 Addendum 4 Data-Other