Annual Program Review Form
Fall 2013

Department: Broadcast Electronic Media Arts (BEMA)
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Date: 11/12/13

Please check this box to certify that faculty and staff in your unit discussed the unit’s major planning objectives: X

1. Description of Programs and Services and their Locations

The Broadcast Electronic Media Arts Department (BEMA) prepares students for university transfer and provides degree holders and job seekers 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 more thorough listing of industry jobs please refer to the BEMA 2012 Program Review. http://tinyurl.com/BEMA-2012-PR . Although Broadcast Electronic Media Arts strives to support all of the Board Planning Priorities, the department is most strongly aligned with Board Planning Priorities 7 and 9.

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, at Mission Campus, online, and on San Francisco’s Educational Access TV Station, EATV-Ch27 & 75, which distributes programming on cable, webcast and ATT-Uverse. (SP A-IV) (SP A-VIII)

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. 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. Please see section #3 below for information about BEMA’s initiative and progress in developing develop CSU Transfer Model Curriculum (TMC) mandated by, SB1440 (Padilla, 2010). (BPP 9) (Mission Statement)

Career 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 PR13 Addendum 2 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. All certificates are periodically reviewed and revised with industry advisers providing guidance the process. BEMA awarded 41 certificates in 2012. 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 74-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, Disney, Lucas Arts, Pixar, CBS, Audio Engineering Society, Google, Sony Entertainment Game Division, Electronic Arts Games, Studio Trilogy, KFOG, KQED, Bay Area Women in Film and Media, Women’s Audio Mission, 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 entree to jobs, and, not incidentally, also providing the
Industry and College Work Experience

Please see BEMA PR13 Addendum 2 for a sample list of BEMA students employed in the industry. http://tinyurl.com/Addendum-2-Student-Employment

College and Industry Internship classes include intensive and extensive career preparation in addition to on-site work experience. Through this program, BEMA offers exposure to on the job career skills and industry operations needed for success in the workplace annually to 80-120 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, refer to the Broadcast Electronic Media Arts 2012 Program Review. http://tinyurl.com/BEMA-2012-PR

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. These internships support BEMA SLO’s and are in direct alignment with BPP 7. 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 assessed in BEMA’s 2012 PLO Assessment. For details regarding our Student and Program Outcomes Assessment please visit our web page: http://tinyurl.com/BEMA-OUTCOMES

Internship students are supported at industry sites such as KTVU, Univision, KFOG, KPIX, EATV, Broadcast Media Services, 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 Studio Trilogy, One Union Recording, Coast Recorders, Sound on Stage, Potrero Post, Fantasy Studios, 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.

Please see BEMA PR13 Addendum 2 for a sample list of BEMA students employed in the industry. http://tinyurl.com/Addendum-2-Student-Employment

Facilities and Equipment

Broadcast Electronic Media Arts facilities located on Ocean Campus and Mission Center have undergone extensive upgrades with generous grant funding from Perkins and BTOP, as well as PEG Access funds to ensure that students have access to the required hardware and software to develop industry-relevant skills and practices. Broadcast Media Services technical staff design, install, integrate, and maintain labs, studios, and associated equipment at Ocean and Mission campuses, often with select BEMA student interns assisting. In 2012, BEMA received a combination of Perkins and BTOP grant funds of nearly $250,000 to upgrade digital production labs to current “industry standard” hardware and software. These labs serve both BEMA students and Journalism. Existing equipment was down-streamed to other departments. (BPP 8) (BPP 9) (SP C-VI) (SP D-IX) (SP E-I, II, III, IV)

Ocean Campus facilities include a fully-equipped HDTV studio and industry standard equipment such as 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.

The Broadcast Electronic Media Arts Department includes Broadcast Media Services technical, distribution and production staff to seamlessly assist academic classes, production studios, production and labs. System design and upgrade, maintenance, equipment installation and repair, and equipment issue is provided for the studios and labs by the tech staff and, at the same time, staff, faculty and student interns provide comprehensive audio and video production and distribution services for the San Francisco Community College District. BEMA also operates San Francisco’s two educational access television channels, supported by Broadcast Media Services technical
staff, BEMA student interns and BEMA faculty. The integrated organization of these units is cost effective, efficient and provides students exposure to industry operations and practices starting in their first semester of study as 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. (BPP 7) (BPP 8) (BPP 9) (SP C-VI) (SP D-IX) (SP E-I, II, III, IV) (Tech Plan – sustainability, Coordination, Standardization, Shared Resources and Staffing)

BEMA faculty and staff (including EATV and Broadcast Media Services) actively supported and participated in the College’s Technology Plan development. The BEMA Department Chair and senior technician served on the College’s Technology Plan workgroup. 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 389, 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 Teleclass Production room can be used to offer live cablecast and webcast classes taught by CCSF faculty. Refer to the EATV Program Review for more information about this project. (Technology Plan) (BPP 8) (BPP 9) (SP C-VI) (SP E-I, II, III, IV, VIII)

2. Please provide an analysis of the data trends for your department. If you have additional data that you would like to provide, please also include that here.

All figures are presented as an addendum. Please click on the following link: http://tinyurl.com/BEMA-PR-Addendum-1-Fig-for-Q2

The BEMA 2012 Program Review noted that current very limited lab space for equipment-intensive courses prevents a significant increase in FTES productivity. BEMA lacks a dedicated lecture room and must schedule lectures in the same space as production labs. This minimizes student access to labs and also limits the number of students each lecture course linked with those labs can accommodate. BEMA proposed to help address this issue by adding two new workstations for our beginning audio production class. These stations were procured through Perkins and BTOP funding, will be installed during the winter break and will be operational in Spring 2014. The added stations will help somewhat, but having access to a nearby larger classroom to schedule lectures would provide an opportunity to increase lecture CAPS and increase enrollment efficiently. (BP 4) (BP 8) (SP C-VI)

To maximize the use of limited production and editing facilities at Ocean and Mission Campuses, BEMA offers online sections whenever possible. In fall 2013, thirteen out of thirty-five sections were held online (37%). Almost all BEMA class sections are tech enhanced. Even with reduction in class sections and confusion as to the accreditation status of City College, BEMA FTEF has remained relatively consistent. Productivity has fallen slightly even though many classes are filled to capacity. Limited equipment limits student enrollment in each class section. Reduction of class sections also limits enrollment. See Figure 1 Addendum 1 for an illustration. (http://tinyurl.com/BEMA-PR-Addendum-1-Fig-for-Q2) (BPP 9) (SP E-VIII)

The number of BEMA students who are economically disadvantaged has increased steadily from 2008 to present, as shown in Figure 2 Addendum 1. (http://tinyurl.com/BEMA-PR-Addendum-1-Fig-for-Q2) Without CCSF-BEMA programs, economically-challenged students would not have access to learning "industry standard" practices and operations, developing professional hands-on skills required for “entry level” employment in the media and entertainment industry. Promoting successful learning and student achievement to this diverse community of students is in direct support of the CCSF Mission Statement. (BPP 9) (SP D-IX)

BEMA student completion rates are increasing as shown in Addendum 1 Figure 3, “BEMA Success Trends Certificates Awarded.” (http://tinyurl.com/BEMA-PR-Addendum-1-Fig-for-Q2) BEMA offers 13 different certificates in radio, video and television production, motion graphics, sound engineering, rich media, multimedia journalism, and emerging technologies. Increased completion indicates that BEMA students are reaching a mastery level of both technical and soft skills needed for success as entry level employees and in freelance contract production. Please refer to BEMA PR13 Addendum 2 for a detailed list of BEMA students currently employed in their intended fields. http://tinyurl.com/Addendum-2-Student-Employment (CCSF Mission Statement) (BPP 9)

BEMA has a rich and diverse student body. Addendum 1 Figure 4, “BEMA Students 2012 by Age Range,”
Older students (ages 25-50) who are often already degree holders or have taken college courses earlier in their careers enroll in BEMA classes and certificates to upgrade industry skills and also to retool careers. Younger students in the 16-19 year age range are dual-enrolled students from the San Francisco Unified School District. During summer 2013, BEMA coordinated a special six week Summer Audio and Video for the Web intensive, funded by BTOP, supported by MPICT, and in partnership with SFUSD. CCSF students and SFUSD dual-enrolled students who completed required university transferable classes with a final grade of C or higher were awarded an Audio and Video for the Web Certificate of Accomplishment from City College of San Francisco and a grant-funded mini-iPad (28 students successfully completed this program). Discussions continue with the SFUSD to continue this and other similar programs next summer, and dual-enrolled students are planning to take some of these classes during Spring 2014 if they can fit them into their schedule.

BEMA is uniquely positioned to serve older students with degrees. The audio, video and emerging media industries are dynamic and ever-evolving. Industry veterans often find that their skills need updating and retooling. Older students acquire new skills and update their knowledge on state-of-the-art, industry standard hardware and software.

BEMA supports the CCSF Mission Statement by serving the diverse population of San Francisco. Non-Hispanic Whites make up 42% of the City’s population and account for 36% of BEMA’s students. On the other hand, BEMA serves a greater percentage of Hispanic and African American students. (Hispanic 16% city--24.5% BEMA, African American 6% City – 13% BEMA). Whites comprise an average slightly lower at 2.5 and 2.39 respectively. African Americans’ GPAs remain a concern as they are below 2.0. BEMA efforts to retain and improve the success of African American students has remained elusive, especially since the department lost funding for Peer Mentors. The loss of the Peer Mentor system has had a negative effect on minority students. Peer mentors were student teachers who had been successful in the class previously and were paid to help in the labs. Effort was made to hire mentors from disadvantaged and non-traditional groups. This encouraged struggling students to complete their courses. Additionally, Acutrak ‘clicker’ systems were acquired, which will help identify students who don’t understand concepts early on. Under-performing students are less likely to speak up and answer questions. The ability to answer anonymously will allow all students to have input and will allow the instructor immediate data on which students need additional instruction.

BEMA student grade point averages have remained consistent as revealed in Addendum 1 Figure #6, “BEMA GPA Trends by Ethnicity.” An average of the five years shown reveals that Caucasians and Asians average 2.85 and 2.81 respectively. Filipino students and Hispanics average slightly lower at 2.5 and 2.39 respectively. African Americans’ GPAs remain a concern as they are below 2.0. BEMA efforts to retain and improve the success of African American students has remained elusive, especially since the department lost funding for Peer Mentors. The loss of the Peer Mentor system has had a negative effect on minority students. Peer mentors were student teachers who had been successful in the class previously and were paid to help in the labs. Effort was made to hire mentors from disadvantaged and non-traditional groups. This encouraged struggling students to complete their courses. Additionally, Acutrak ‘clicker’ systems were acquired, which will help identify students who don’t understand concepts early on. Under-performing students are less likely to speak up and answer questions. The ability to answer anonymously will allow all students to have input and will allow the instructor immediate data on which students need additional instruction.

State and Federal governmental labor statistics reveal that there is steady annual job growth (2% -11%) for entry-level employment directly related to BEMA certificate programs and curriculum. Salaries have increased significantly from previous data.
Sample salaries include:

- Producer $68,440 | $38.90/hr
- Writer $100,330 | $48/hr
- Camera Operator $67,320 | $33.66/hr
- Sound Engineer $56,500 | $27/hr
- Music Producer $27,000 (staff), $40,000 (Freelance), $50K-$70K
- Video Editor $79,740 | $39.87/hr
- Video Producer $124,760 | $62.38/hr
- Radio Broadcaster / Reporter $43,000 | $21/hr
- Radio News Analyst $50,000 | $24/hr
- Advertising Sales $65,440 | $32.75/hr
- Announcer $27,010 | $12.99/hr
- Broadcast Sound Engineering Technician and Radio Operators $55,490 | $26.68/hr
- Media and Communications Equipment Workers: $56,710 | $27.27/hr
- Audio and Video Equipment Technicians: $55,490 | $26.68/hr
- Set Designer $46,680 | $22.44/hr
- Media Archivist $45,200 | $21.73/hr
- Art Director $80,603 | $38.77/hr

Information source: EDD, US Bureau of Labor and Statistics and various additional websites such as eHow, AMP, the Music Producer union, Indeed.com and http://musicproducersalary.net/

3. Please describe any internal or external developments affecting your department since the last program review.

Please see Section #5 for a review of improvements that resulted from our last Program Review.

- During spring 2013, BEMA worked with the Office of Instruction to develop a noncredit course to accommodate open lab usage at both the Ocean and Mission department facilities. In fall 2013 BEMA, supported by ITS, implemented an Acutrak system to more efficiently track student open lab use. Currently the following open lab use is monitored by Acutrak. Ocean Campus open lab includes: Digital Production Lab (ArtX 168), Radio Station Workroom with production booths, workroom and KCSF airbooth (ArtX 172), Audio Production Workstations (ArtX 165 main studio), Sound Recording Mixing Console and HD Digital Workstation (ArtX 165 control room), HDTV Main Studio, Audio Production Booth and Control Room (ArtX 164), and general computer use in ArtX 170. Mission Center labs include: SDTV Studio and Control Room (Mission 223), 29-station Digital Production Lab (Mission 218), Digital Journalism Lab (Mission 219), and Audio Production Lab (Mission 225). Students at both locations sign in to use open labs on the Acutrak system to practice hands-one skills and complete production homework assignments. We look forward to the first report from Acutrak regarding numbers of hours and FTES generated at the end of the fall 2013 semester. (BPP 5) (SP D-IX) (SP E-X) (Technology Plan Coordination, Standardization, Efficiency and Productivity)

- BEMA faculty returned from Summer Break to discover that during Summer 2013, the Ocean Campus HDTV television production studio (ArtX 164) and sound recording studio (ArtX 165) had developed a severe mold problem. This is an existing problem that has been on our request list since 2008. The heating and air conditioning system has not worked properly for many years. Stop gap measures have never fully corrected the problem. The mold created a costly situation that had to be mitigated with Haz-Mat teams and a concerted effort by the janitorial staff. Expensive furniture, a cyclorama, sound absorbers, and carpeting had to be discarded and replaced. In previous years the digital recording machine failed due to extreme heat and had to be replaced. Class meetings had to be changed and canceled during the first two weeks of Fall 2013 instruction to avoid exposing students to potentially harmful allergens. Note that BEMA has requested that the HVAC system be replaced or totally repaired each year in Program Review, since 2008. This is a costly problem to ignore and also will be costly to resolve. (BPP 8) (SP C-IV) (SP C-VI) (SP C-X)

- Two i-clicker systems were funded and purchased by the BTOP grant. Each student is given a remote during class that allows him/her to interact with the instructor and answer questions during lecture anonymously. Faculty will receive training in their use and the systems will be integrated into curriculum at
Ocean and Mission campuses to enhance student interactivity and allow all students to have an equal voice during lectures and discussions. (BPP 7) (SP A-II) (SP D-I) (SP D-III)

- Currently several of BEMA/BMS/EATV full-time faculty and senior technical support staff members are of retirement age. It is important that plans be made to replace these full-time positions in a timely manner should retirements occur. This is imperative in order to support student learning outcomes in thirteen certificate programs, as well as other department functions, which include the operation of two educational access television channels and video production and distribution services for the college district. (BPP 4)

- Currently the BEMA TIA 7396 technician works only 20 hours per week. This restricts the technical staff's ability to keep all of our production studios, production labs, audio workstations and equipment working properly in labs and studios located on Ocean and Mission campuses. The biggest stressor is at the beginning of each semester when classes are starting. The BEMA TIA 7396 coordinates with ITS, but doesn't have enough hours to properly service BEMA production studio and lab installation and maintenance requests. Several courses got off to a very late start in Fall 2013 because software and hardware weren't installed and working properly. Class meetings had to be canceled and syllabi had to be readjusted three times during the beginning of the semester while waiting for completion of software installation needed for the classes. (BPP 8) (BPP 9)

- Broadcast Electronic Media Arts faculty members have participated in statewide meetings to develop criteria for Transfer Model Curriculum in the Radio, Television, and Film disciplines. The criteria have been approved and adopted statewide, and BEMA has begun to revise course offerings to fit those criteria with a goal of creating a Transfer Degree in the Radio and Television disciplines. In the coming year, courses will be submitted through the City College of San Francisco articulation officer for TMC consideration and discussions will take place with Broadcast and Electronic Communications Arts faculty at SFSU, with a goal of creating a transfer major. Mission Statement (BPP 9)

- The Mission Campus KC SF Internet radio station air booth is not fully operational. Funds are needed to complete installation of an industry standard programming and distribution system and this air booth should be integrated in the BEMA Digital Radio Program and curriculum. Mission Statement (BPP 8, BPP 9)

4. Summarize overall departmental/program improvements implemented, in progress, or under consideration as a result of the assessment of learning, service, and/or administrative unit outcomes. (Be sure to reference the data/reports that underlie these new directions.)

BEMA has actively evaluated outcomes for all courses, programs and services. Please refer to our outcomes assessment page for full details of all of our assessments: http://tinyurl.com/BEMA-OUTCOMES  The following is a summary of findings and improvements:

- Student learning outcomes were assessed in 2012-13 and several department meetings were held to evaluate the data and make improvements based on the findings. Some changes were simple: In BCST 100 students' assessment revealed less than proficient answers. The instructor altered the discussion for that unit to emphasize and illustrate the concepts more clearly. Further assessment will reveal whether or not the improvements were sufficient. (BPP 7)

- Other assessments revealed more complicated problems to solve: In BCST 110 – Writing for Broadcast Media, it appeared that assignments were not showing increasing skills. What was really revealed, however, was that due to a large percentage of the class being non-native English speakers, the data was skewed due to grammar errors. The instructor used this data to make an exciting change in the classroom. Peer-evaluation of scripts now allows students to collaborate and improve each other's written work before submitting assignments to the instructor. (BPP 7)

- BCST 119 is a prerequisite basic computer and media production skills class offered in multiple sections. BEMA faculty members have focused on this class for assessment because it is fundamental to all other courses and poses the most risk for lack of sectional parity. There are online and face-to-face sections of the class. Over several semesters, faculty have collaborated to evaluate the same outcomes. Faculty collaborated to implement changes to the online portion of the course and potentially tech-enhancing the face-to-face course offerings to increase sectional parity. Additionally, a YouTube channel was created for the “best of” the capstone project for the course. This final video project is a culmination of skills taught during the semester and demonstrates mastery of the SLOs. https://www.youtube.com/user/TheBCST119 (BPP 7) (BPP 9)

- Many teachers are using assessments to drive the introduction or enhancement of technology in the classroom. BCST 124 Digital Audio Production has been made more accessible to students because the instructor is recording all lectures using “screen capture” software. Students can now revisit topics as needed. Additionally, the department has purchased two clicker systems to integrate into instruction to more fully engage students. (BPP 7) (BPP 9)
At the Program Level, BEMA offers twelve 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. All certificates were assessed in the spring of 2013. The outcome that was assessed was included in all of the certificates. Broadcast Electronic Media Arts used Survey Monkey to assess all BEMA students via email. Seventy students completed the survey. Students were asked which certificates they have already earned and which they plan to earn. These questions were helpful in determining how familiar the students were with the department and its offerings. Next the students were asked if they were aware of one specific PLO: “Students will be able to display professionalism and understanding of workforce protocol in communications and behavior.” They were then asked if BEMA courses introduced the idea in its classes. Students were next asked if their classes “added together” taught a developing idea or mastery of the concept of professionalism and workforce protocol. (Mission Statement) (BPP 7)

- **Highlights:** Overall, our students were very positive towards the assessed PLO. Although only 66% of the respondents knew of the outcome (professionalism and workforce protocol), they stated that “It was not explained outright but was woven into the Internship class and, to some extent, in 145 and 110.” Other students commented that, “this is emphasized in all my BEMA classes” and, “The class taught us how to work together.” In terms of introducing the concept of the outcome, 91% of the respondents felt that the PLO was at least introduced. And when asked if their BEMA classes ADDED TOGETHER taught a developing idea and or mastery of the concept, 94% said yes.

- Since the outcome assessment showed excellent rates of mastery, instructors chose to improve students’ knowledge of the existence outcomes in general. Instructors have included outcomes on all syllabi and have increased classroom time devoted to discussing outcomes. One instructor even assessed the students as to their opinion of the necessity of each outcome in her class. Students were offered input into the revision of the outcomes. Not only did this strengthen the outcomes, but it cemented the idea of outcomes in the minds of the students.

During the spring semester, 2013 Broadcast Electronic Media Art (BEMA) students were surveyed about staff and professional career skills modeled in Broadcast Media Services and EATV. 98% of respondents reported that they saw good examples of professionalism throughout BEMA. This supports the outcome; “Demonstrate and refine hands-on professional career skills needed for employment in the entertainment, media and communications industry.” For complete details of the survey, please see the report in the binder stored in the department.

5. Summarize your department's progress to date on the major planning objectives identified in the last program review (excluding progress already cited in #4).

The BEMA 2012 Program Review established a challenging list of goals. We arrived at these goals through a collaborative effort with our Industry Advisory Panels. (For a thorough description of these panels and the process of establishing these goals, please refer to BEMA’s 2012 Program Review: http://tinyurl.com/BEMA-2012-PR Although perhaps overly-optimistic in setting those goals, we are pleased to report that we have implemented five out of the six objectives. (SP B-VII)

1. **Complete the transition of Multimedia Rich Media Production from Graphic Communications [now Visual Media Design] to Broadcast Electronic Media Arts. Review, revise, and assess this program. Schedule an industry advisory panel to review curriculum.**
   - This project is in process. Faculty have met and discussed options, and communication with Multimedia, Journalism, Cinema, Music and BEMA is on-going. Originally, an industry advisory meeting was scheduled in early November. To accommodate many other college deadlines, the advisory was re-scheduled for Thursday, December 5. BEMA plans to submit a revised Rich Media Certificate to the College Curriculum Committee in time to meet next year’s catalog deadline, with the revision to be implemented in fall 2014. (Mission Statement) (BPP 9)

2. **Plan and implement the return of BCST 119, BCST 135, and BCST 136 from BTOP funding to the general fund. Prior to the BTOP grant, these courses were funded by the general fund. During the grant period, units were loaned to other departments to relieve their class reductions. The grant sunsets on 9/30/13. These courses are core BEMA courses and must return to the general fund in the fall 2013 semester.**
   - Courses were transitioned successfully. Unfortunately, one section of BCST 119 has to be deleted from the Spring 14 schedule to accommodate FTEF reductions required by the administration. This is unfortunate because this is a gateway class and pre-requisite for students to begin BEMA courses of study. As a prerequisite for many of our classes, the loss of even one section negatively
impacts enrollment down the line. San Francisco Unified School District has proposed that BEMA add a special section of BCST 119 - Digital Media Skills, for dual-enrolled students from Burton and Lincoln High Schools to be funded by SFUSD. Details are being worked out to accommodate this request. (Mission Statement) (BPP 9)

3. **Collaborate with Journalism and Industry Advisors to develop a substantial Multimedia Journalism course of study that integrates appropriate curriculum from each department.**
   - The Multimedia Journalism Certificate of Accomplishment was approved in spring 2013 by the College Curriculum Committee and offered for the first time in Summer 2013. The first BEMA student who completed the Multimedia Journalism Certificate and transferred to SFSU-BECA in fall 2013 was hired during her internship by KRON-TV News. She will continue to work at KRON-TV news while she finishes her BA in Broadcast and Electronic Communications at SFSU. (Mission Statement) (BPP 9)

4. **Add two workstations and outboard gear to BCST 165 – Sound Recording Studio and increase the CAP on lab sections to increase productivity.**
   - BEMA was awarded grant funding to purchase these workstations. They will be installed during the winter break for spring 2014 instruction. Increasing workstations in the lab will make it possible to increase lab section enrollment caps. (BPP 4) (SP C-VI) (SP D-IX) (SP E-I, II)

5. **Collaborate with Cinema to upgrade computers, ram and software in the video editing and post production labs at Ocean and Mission to accommodate industry standard software.**
   - BEMA was awarded a Perkins grant, and with matching BTOP funding was able to accomplish this goal. The equipment and software was installed summer 2013 and was ready for fall 2013 instruction. (Mission Statement) (BPP 8) (BPP 9) (SP A-VI) (SP C-V, VI) (TP Refresh, Collaborate, Access)

6. **Allocate a nearby classroom to Broadcast Electronic Media Arts (ArtX 180) in the short term would help alleviate department overcrowding considerably.**
   - This is the one objective we were not able to achieve. It continues to be a top BEMA priority. The lack of classroom space is an obstacle to increasing enrollment in BEMA. Many of our labs are in the same spaces as lectures. Consequently, lab time is severely limited because labs cannot be in use during lectures. The most practical solution is a classroom that allows audio and video labs to be available and that accommodates a higher cap in all BEMA lectures. Note that BCST 104 – Race and Media has a very limited CAP because this class is also scheduled in a lab space. A nearby classroom would allow the CAP for this class to be increased from 25 students to 45 students. (Mission Statement) (BPP 4)

6. **Assuming a status quo budget for your unit, indicate your department’s major planning objectives for next year (2014-2015). Include objectives that utilize status quo resources as well as objectives that do not require new resources.**

In order to be sensitive to the accreditation goals, BEMA is only setting objectives that will save the College money in the long run.

1. **Repair the HVAC system.** Although it is costly to repair or replace the HVAC system, in the long run it will save money because Building and Grounds will not have to spend time and money on stop-gap measures. (BPP 8) (SP C-IV) (SP C-VI) (SP C-X) (Technology Plan)
2. **Assign a nearby classroom to Broadcast Electronic Media Arts (ArtX 180 or 181) to alleviate department overcrowding.** It would also allow larger class sizes as the laboratory workstations are in the current lecture rooms. Moving lectures to another room would allow greater access to lab workstations and allow for greater enrollments overall. (Mission Statement) (BPP 4) (BPP 9)
3. **Retain staffing at current levels.** Please see Section 3 above. (BPP 4)
4. **As per Question 5 item 4 above, the upgrade of the audio workstation required staff to purchase mixing boards from a different manufacturer than our existing boards since the original boards are no longer available. Additionally, the older boards are nearing the end of their lifespan. Their circuitry is noisy and the mixing boards have a different configuration from the newer boards, making instruction difficult. This is included as a status quo budgetary item because it is eligible for Perkins funding.** (Mission Statement) (SP C-VI)
5. **Increase hours for Broadcast Technician 7396 from 20 hours to 40 hours per week.** This will allow technical crew to properly support production studios and labs at Ocean and Mission Campuses. This position can also support the new MUB Teleclass Production in MUB 388 as time permits (SP C-V) (SP C-VI) (SP C-X)
6. Research and implement full operation of the Mission Campus KCSF Radio air booth and integrate this Internet radio station air booth operation into the BEMA Digital Radio Program and curriculum.

7. If your department faced a reduction in your overall departmental budget for next year (2014-2015), indicate the changes that would be made to the delivery of courses and/or services to adjust to the new allocation.

BEMA has adapted to reductions in budgets to date. Additional cuts will cause a downward spiral of enrollments and equipment disrepair. Introductory classes are suffering reductions, and students are being turned away. Advanced classes have already suffered reduced offerings. Classes that used to be offered every semester are now offered bi-annually or once every three semesters. This approach to course offerings makes it difficult for students to complete certificates and accomplish their educational goals. Often, students must return to BEMA after one or two semesters of completing their other requirements to complete a course that is offered only once every three semesters.

BEMA did its best to delay spending supply and maintenance funds to support the idea of the college saving as much money as possible during the most challenging economic times the college has faced. The agreement with the Department Chair Council was that each year, the full budget would roll over and departments would spend as little as possible until better financial times occurred. This year, the full budget did not roll over. Instead, only the amount spent last year rolled over --- if that. This approach not only disregards a long-standing agreement but also severely punishes all those who saved and delayed every penny they could temporarily manage not to spend.

An overall department budget reduction would impact not only the instructional programs as mention above, but also educational access television and broadcast media services. At this point, after the reductions already voluntarily offered for the past three or four years, there is not much more that can be cut without eliminating crucial parts of our programs, certificates, and degrees, all of which is detrimental to FTES. We hope that further reductions will not be necessary. However, if such a situation occurs, the entire department will explore every option, with as minimal impact as possible in our service to students in the department, the district, and in the 127 Ocean Campus classrooms where we currently deliver audio, video, and projection equipment to support instruction throughout the college.

8. Use Excel template to respond to question 8 regarding resource allocation requests.

Please refer to BEMA PR13 Question 8.