Annual Program Review Form

www.ccsf.edu/program_review

Department: Broadcast Electronic Media Arts (BEMA)
Contact Person: Francine Podenski and Sheila McFarland
Date: February 6, 2015

Please check this box to certify that faculty and staff in your unit discussed the unit's major planning objectives: X, Faculty and staff participation in this review has been extensive.

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 detailed history of the department plus a full description of our Career and Technical as well as Internship programs please refer to: BEMA PR14 Addendum 1-CTE, History and Internship Program. For a more thorough listing of industry jobs please refer to: BEMA PR14 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 Communications has been approved by the CCSF Curriculum Committee and is undergoing the state approval process. We expect it to be approved Spring 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 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 PR14 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 Communications has been approved by the CCSF Curriculum Committee and is undergoing the state approval process. All certificates are periodically reviewed and revised with industry advisers providing guidance the process. BEMA awarded 78 certificates in 2014. 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), BeyondPix, Disney, Lucas Arts, Pixar, CBS, Audio Engineering Society (AES), Google, Sony Entertainment Game Division, Electronic Arts Games, Exploratorium, TransmediaSF, Fantasy Studios, Studio Trilogy, Coast Recorders, Michael Romanowski Mastering, KFOG, KQED, KPIX, KTVU, KMPT, KTSF, KOFY, MundoFox, 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 entrée to 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 look here: BEMA Industry Advisory Panels

Industry and College Work Experience
For a more thorough listing of industry jobs please refer to: BEMA PR14 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 offers exposure to on the job career skills and industry operations needed for success in the workplace annually 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 PR14 Addendum 1-CTE, History and Internship Program.

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 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 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 PR14 Addendum 2-BEMA Students Currently Employed in Media Jobs.

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 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 BACCC CTE Enhancement Fund grant to further upgrade audio facilities and offer industry standard instruction in Sound for Games. 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.

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.

BEMA faculty and staff (including EATV and Broadcast Media Services) actively supported and participated in the College’s Technology Plan development. 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 Distance Learning Production Room (MUB 388) is now prepared for use to offer live cablecast and webcast classes taught by CCSF faculty. BEMA, MATH and ED TECH collaborated in Fall 2014 to offer Math 70, Math for Liberal Arts Students in the EATV Distance Learning Production Room (MUB 388). The class was a success and will be offered again in Sp 2015. 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.

**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 ageing 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 student service component of the entire school, representing all campus’ and individual organizations. 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 grown from a very limited cable-fm and non-efficient carrier current radio station (limited to a very narrow area of service) to a world-wide actor in the media mix, providing listeners with access to KCSF Radio programming via their mobile devices, laptop and desktop devices. This has been accomplished by using the Internet and various Internet program aggregators as the distribution point for the KCSF radio broadcast signal. The station has used SoundTap, its' own on-campus server and, most recently TuneIn Radio as carriers. Sound Tap recently went out of business as a result of a faulty business model. However, KCSF Radio has formed a solid relationship with TuneIn and iHeart Radio, currently the the dominant players in the emerging college internet radio market. KCSF has formed a solid relationship with these aggregators and have been named as favorite clients. KCSF hosted one of TuneIn's top executives in a campus visit and developed a relationship with ancillary rewards which include to possibility of student internships/jobs within its organization. KCSF’s international on-air programs have now garnered audiences in (1) Japan, (2) the U.K.,(3) Germany, (4) Polynesia (Tonga, Hawaii, et.al.),(5) 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 CCSF students in their professional careers. CCSF students are well represented in commercial broadcasting in the Bay Area and beyond. CCSF-BEMA has aided students in placement within (1) CBS radio and other CBS enterprises,(2) Hispanic radio, (3) Public radio, with former students moving on to successful careers in Ohio, Georgia, and Florida public radio networks.

While all of this paints a picture of 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 almost 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.
All in all, the station is one of the “crown jewels” of CCSF 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 is unacceptable.

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.

City College San Francisco DATA
BEMA statistics were aggregated in an Excel Document. All Figures are available here: BEMA PR14 Addendum 3 STATISTICS.

Figure 1 shows enrollment statistics that reflect the accreditation difficulties experienced by the College. 2009 to 2011 show consistent enrollment at around 500 students. 2012 reveals a leap in enrollment reflecting the department’s efforts to support administrative mandate to collect larger FTES. This year BEMA enrolled 763 students. 2013 reflects the difficulties experienced after news reports suggested that the college was closing. 469 students were enrolled this semester. Faculty and Staff helped this effort with recruitment methods such as social media outreach and faculty designed and financed flyers. Many students misunderstood news reports to mean that City College San Francisco was actually closed. We are still experiencing a drop in enrollment regardless of Faculty’s efforts at recruitment.

Student Equity is addressed vividly when comparing Figure 1 and Figure 2. Student Success as shown by Mean GPA is indicated in Figure 2: This chart reveals a startling correlation between number of students and GPA. The year that Faculty stretched all resources to enroll as many students as possible, student GPA dropped to it’s lowest level. When 763 students were enrolled, the Mean GPA dropped to 3.56. Years when enrollment was average at around 500 averaged 3.7 GPA. This correlation suggests that when resources and Faculty are stretched too far, the students suffer. It then becomes an equity issue when the emphasis is on FTES rather than Teacher:Student ratio.

BEMA Mean GPA by Educational Level for the Years 2012 and 2013 is compared in Figure 3 and Figure 4. It is difficult to draw any conclusions because the real issue is the number of students enrolled. All categories saw lower GPA’s during 2012 when there were many more students (twice as many in AS Degree and HS Equivalent). Current High School Students saw a much higher GPA in 2012 compared to 2013—but the total number in the category was 2 students. This is not a large enough pool to draw a conclusion.

Figure 5 demonstrates student success by Ethnicity. Mean GPA’s are indicated from 2009 to 2013. African American GPA rose nominally from 1.91 in 2009 to 2.05 in 2013. Interestingly the group did not experience an equivalent drop in GPA during 2012 when other groups saw significant declines. Filipino students saw a decline over the reported period from 3.12 to 2.48. Asian students dipped in 2010 and peaked in 2011. American Indian/Alaskan Native also showed wide variances that are most likely explained by small sample sizes (22 total American Indian/Alaskan Native vs. 133 Filipinos vs. 293 Asian vs. 408 African American vs. 664 White Non-Hispanic).

Figure 6 indicates GPA by Age Group from 2009 to 2013. Student success as demonstrated by GPA is much more consistent by Age than by Ethnicity suggesting that maturity is a much greater indicator of success than Ethnicity. Simply put, as students got older, they were more successful in the classroom. This
simple correlation suggests that if students have a clear goal and a path to completion, they will do better. BEMA Faculty will be diligent in offering motivation. Above statistics regarding job availability would be a useful place to start. If students understand that they have a lot to gain by finishing and completing, they will be more likely to do so.

Figure 7 reveals very little variation among male and female students in regards to GPA and success.

Student Equity issues are revealed in Figure 8 which indicates student success as revealed in Mean GPA by English Level Placement. This chart shows a clear correlation between level of English proficiency and success in BEMA classes. Students who placed into English 1A and 1B have higher and more consistent GPA's than English 90, 92, 93. English 90, 92 and L students showed the lowest scores. English 96 students had more variance above and below the 1A and 1B students. This chart suggests that English advisories might be warranted for BEMA classes. All work and effort put towards improving students’ English proficiency will improve student success in BEMA courses and certificates, thereby improving their chances for a successful career in the Broadcast Electronic Media Industry.

Figures 9 and 10 are a representation of equity looking through the lens of one ethnic group. Figure 9 indicates BEMA students by number and success. Figure 10 focuses on African American success from 2004 to 2014. In 2013-14 there were 852 students in BEMA. African Americans comprised 16% of this whole. The three next largest groups were White/Non Hispanic (33%) Hispanic Latino (23%) and Asian (12%). Success rates for African Americans was 47% compared to 69% for White/Non Hispanic, 51% for Hispanic/Latino and 76% for Asian students. Clearly there are equity concerns when African Americans and Hispanic/Latino students perform below the other two groups.

BEMA has focused on Equity Issues consistently and has continually asked tough questions regarding student success. Over the years and through past Program Reviews these questions have loomed large. One attempt to improve success among BEMA students was the creation of the Peer Mentor Program. This program placed students who were successful in classes as Mentors in subsequent semesters. The Peer Mentor program was extremely successful in improving retention and increasing student confidence.

Here is the section on Peer Mentors from our 2012 Program Review:

BEMA collaboration with the Office of Mentoring and Service Learning is entering its 8th year. A vitally important peer-mentoring program was implemented to improve retention and success in the sound recording arts among non-traditional and diverse student populations. Student peer mentors in fact increase student success and increase the number of (non-traditional) women continuing on to advanced classes. ... Unfortunately the program has been devastated by budget cuts. Five peer mentors serving for over 300 hours have been reduced to three mentors and a maximum of 150 hours. Mentors start later in the semester and some sections do not have a peer mentor at all. These students without mentors struggle to master the necessary learning outcomes. Volunteer peer mentors are being researched. But it is doubtful that the needed number of positions and hours could be filled voluntarily.

BEMA faculty are members of the Multi-Cultural Infusion Project, have attended industry conferences aimed specifically at retaining and attracting non-traditional members. Have researched retention in relation to the peer mentor program, but with budget cuts and reduction in resources, equity has moved backwards in the last few years.

California Department of Labor–Employment Development Department:
http://www.labormarketinfo.edd.ca.gov/
Employment Development Department data reveals positive projections for BEMA students. The San Francisco-San Mateo-Redwood City Metropolitan Division projects excellent growth in several key industries: The Motion Picture and Sound Recording Industries are projected to grow from 4,200 jobs to 5,300 jobs from 2010 to 2020. This represents a 26.2% increase in available jobs. Broadcasting (except Internet) in the same metropolitan area is expected to grow by 600 jobs for a 15.8% growth overall. And Telecommunications is expected to see a 19.6% growth.

Even more exciting is the news that several key occupations that our students prepare for are among the 2010-2020 Fastest Growing Occupations in the San Francisco-San Mateo-Redwood City Metropolitan Division. Advertising Sales Agents (41-3011) expect a whopping 50% increase in the 10 years measured. Median annual income is $62,520. Multimedia Artists and Animators (27-1014) expect to grow from 2,870 to 3,950 jobs for a 37.6% increase and an annual median income of $72,261. Film and Video Editors (27-4032) will rise from 490 to 660 (32.7% increase) with a median income of $62,733. Producers and Directors expect to increase from 1,650 to 2,190 (32.7%) with an income of $78,836. These last three positions are listed as requiring a Bachelors Degree—however, as you will read in the MPICT report below, most employers note that they do not actually require the full 4 year degree.

California labor statistics show promise for BEMA students. All job categories searched were projected to grow in the coming years. Statewide, Audio and Video Equipment Technicians (27-4011) positions are projected to grow 14% between 2012 and 2022. Hourly wages range from $16 to $31 with a median of $23. Similarly Film and Video Editors (27-4032) will see a 7.9% growth with a median wage of $38 in this time frame. Camera Operators (27-4031) expect a 10.8% growth with a median wage of $24/hr, the category of Media and Communication Workers, All Other (27-3099) will expand by 9% with a median wage of $24/hr, Producers and Directors (27-2012) is expected to grow by 10% with a median income of $46/hr and Advertising Sales Agents (41-3011) is projected to grow by 6% with a median wage of $25/hr.

ICT DATA—Supplied by the Mid Pacific ICT Center
The most pertinent data for our department comes from The 2013 Environmental Scan of Information and Communication Technologies (ICT) demand and Supply Issues and Opportunities Report for the Greater San Francisco Bay Area gives helpful information regarding employment growth and gaps in our field. ICT encompasses all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, information systems and digital media technologies. This report aims to centralize data on ICT workforce which was previously not viewed as cohesive, but incorporated into other industries. (page 9) This lack of useful data is important to note when analyzing information related to Broadcast Electronic Media Arts: For example, many of our students find successful employment as independent contractors or for small companies that do not report labor statistics.

Overall the report highlights the benefits of supporting ICT education in the Community College system: California Community College system (CCC) is the largest educational system in the U.S. with the highest attendance rate of any U.S. community college system. The report also emphasizes that 80% of our students work already, that the CCC system transfers 60% of all CSU graduates and 30% of all UC graduates and that additionally, the CCC system prepares students for the workforce as well as for transfer. (page 9).

Broadcast Electronic Media Arts serves several TopCodes: 0601-Media Communications, 0610-Mass Communications, 0614-Digital Media, 0699-Other Media and Communications. BEMA also serves several Primary ICT Industries: 517919-All Other Telecommunications, 519130-Internet Publishing and
Broadcasting and Web Search Portals, 512110-Motion Picture and Video Production, 515111-Radio Networks. Secondary data is not tracked in this review.

In the greater SF Bay Area, Internet Publishing and Broadcasting & Web Search Portals ranked 4th in number of firms with 579. (18) In terms of employment Aviat U.S. ranked 19th with 1,000 local employees in their Radio and TV Broadcasting and Wireless industry. (23) As mentioned above, however, other companies that rank higher on this list also employ our students. For example IBM and Oracle hire media specialists for in-house programming and marketing.

The MPICT Report summarizes the data as follows: There is a projected net GAIN of employment from 2012 to 2015 of 29,595 jobs for all Primary Industries. Internet Publishing and Broadcasting and Web Search Portals is the 4th ranked Primary ICT industry. The top 5 Primary ICT industries by employment growth are projected to be 77% of all positive primary ICT growth. These same top 5 industries are projected to represent 11% of the regions gain in industrial employment (276,276 jobs total).

The MPICT Report goes on to acknowledge that ICT workforce is NOT limited to ICT industries (as mentioned above). ICT workers are incorporated into almost all industries similar to accountants. Consequently MPICT assigns occupational codes to workers. BEMA serves several tracked occupations: 27-4011-Audio and Video Equipment Technician, 27-4012- Broadcast Technician, 27-4031-Camera Operators, Television, Video and Motion Picture, 27-4032-Film and Video Editors, 27-4099-Media and Communication Equipment Workers, All Others, 27-1014-Multi-Media Artists and Animators, 27-4014-Sound Engineering Technicians.

In the Greater Bay Area these occupation fare well in the report: The report notes that anecdotally, many Bay Area employers do not actually require a 4 year degree for many positions. 27-4014-Sound Engineering Technicians for example, shows a 5% increase in available jobs that are categorized as needing postsecondary, non-degree award. With 38 new jobs and 77 replacements, 115 jobs are projected to open. The median hourly wage for these jobs is $22.71. Similarly, category 27-4011-Audio and Video Equipment Technicians stand to grow by 5% with 153 annual jobs and a median wage of $22.42. On the other hand 27-1014-Multi-media artists and animators will experience a 5% increase with 166 annual openings. Although these jobs sometimes require a bachelors degree, their median wage is $25.52. 27-4032-Film and Video editors are also more commonly expected to earn a bachelors. They are projected to grow 10% with 46 annual openings and a median wage of $26.05. (38-39)

It is critical to note that many BEMA students find fulfilling careers while being self-employed. The MPIct Report indicates that 42% of Multimedia Artists and Animators, 28% of Film and Video Editors, 20% of Sound Engineering Technicians and 13% of Audio and Video Equipment Technicians are self-employed. Anecdotally, BEMA Faculty are aware of many students who are gainfully and happily self-employed. Please refer to the BEMA PR14 Addendum 2-BEMA Students Currently Employed in Media Jobs.

In summary: “The MPICT report stresses that, “Without controversy, ICT Occupations are important to the Bay Area economy - and to most Bay Area Employers, in every industry… ICT employment represents a large proportion of the total number of jobs in the Bay Area (1/12 jobs), employing more than 333,000 people. These are good jobs that pay well and are typically transferable across industries. ICT employment has better job growth prospects and most other employment clusters...Roughly half of California employers report difficulty finding appropriately skilled ICT workforce...More than a quarter of ICT workforce jobs do not require a bachelor degree or higher and represent excellent entry points for rewarding careers and life supporting wages.” (44) BEMA and City College of San Francisco support local employers
who have an ongoing and growing need for employees. We supply educated and skilled employees that do not have to be imported from other areas.

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

1. The announcement by Administrators of a College wide reorganization is a notable development. BEMA faculty and staff look forward to working within the new organizational structure. We expect to reach out and connect with our Dean to our new Department colleagues and cooperate, collaborate where possible to enhance our student’s experiences and streamline efficiency.

2. In the Fall of 2014 BEMA faculty collaborated with Visual Media Design faculty in regards to creating cross department certificates and working together to change/add curriculum efficiently. This effort resulted in a one-time CTE grant proposal which was awarded in December 14. Consequently BEMA and VMD faculty will work together to update Social Media and Video Gaming curriculum. This collaboration was partially due to the impending reorganization.

3. The 2013-2014 academic year was difficult for BEMA faculty and Staff. Surprising and unexpected budget reductions based on funds expended in recession years when each department was deferring maintenance to create significant cost savings now made it difficult to maintain facilities and staffing levels necessary to support student success.

4. Several BEMA faculty are preparing for retirement. As we wish them well in their next phase of life, we look forward to filling the sizeable gap they leave 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 of have faculty willing and able to complete the sizeable workload necessary. BEMA full-time faculty orchestrates a sizeable 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 2014 Program Review

5. BEMA’s Senior Broadcast Technician (7397) retired in June 2013. Faculty implemented hiring and replacement. BEMA faculty was delighted to promote from within. The new Senior Broadcast Technician was approved for work starting January 2015.

6. The promotion of a technician to Senior Broadcast Technician left a vacancy in the engineering section. There were two technicians previously. Additionally, the second position technician (BEMA TIA 7396) 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 and again in 2014 because software and hardware weren’t installed and working properly. A replacement TIA 7396 has been approved and funded. The department is working closely with HR to fill this position.

7. The Media Industry is dynamic and evolving. Radio students travelled to the National Association of Broadcasters convention in April. There they researched industry standard equipment. In the current radio station software and hardware in BEMA is out of date. It is 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 the statistics section above (Q2) This issue was also mentioned in the 2013 Program Review.

8. Additionally-the video industry is continually upgrading quality and functionality of equipment. Video instructors note that BEMA’s current field video cameras (BCST 141) are outdated as they use video tape and lower resolution than current consumer cameras. Field sound recording equipment also needs to be updated with Zoom H4 digital audio recorders. BEMA students currently enjoy great success in employment in the industry. This success is noted in the statistics section above (Q2) In order to continue to serve our students industry standard equipment is necessary.

9. BEMA Sound Recording equipment is also becoming unreliable. Our 24 track recording console is nearing the end of it’s lifespan. A new console will greatly affect sound recording students in their success in the industry. This success is noted in the statistics section above (Q2)

10. The decline of the 24 track recording console is due partially to the non-functioning HVAC system in the Arts Extension Building. BEMA has requested the repair and/or replacement of the HVAC system since 2008. The neglect of this system is penny-wise and pound-foolish as any money saved with stop-gap measures is spent repairing equipment that is damaged when these measures inevitably fail.

11. 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, Faculty also have applied for CTE funds to attend the Game Developers Conference in San Francisco in March 2015.

12. In November of 2014, BEMA staged the 4th annual Festival of the Moving Image (4th FMI) 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
- A working model for students (from both departments) to create a festival, a program, the media outreach and the excitement around.
- By raising over $1000 online for the event, the FMI festival team and specifically Cinema instructor Trina Lopez, helped exceed fundraising goals to fund the festival
- 34 unique films by BEMA students were chosen from over 55 submission and the selected films made up 50% of the 2 evening programs at the Roxie.

13. In December 2013 BEMA convened the Transmedia Advisory Panel to assess our emerging media curriculum. The following advisors joined us on December 5, 2013, to review curriculum and program learning outcomes. The result was a revised Certificate in Convergent Media.

- Maya Zuckerman - co–founder of TransmediaSF
- Joe Fitzgerald Rodriguez - author/editor SF Bay Guardian
- Eric Wise - founder and writer/editor of SpliceVine
The panel recommended a significant revision of program learning outcomes, course content, requirements and sequence and a change in the certificate of achievement title. The new name (Convergence Media Production) along with revised program learning outcomes, course requirements and course sequence have been approved by the College Curriculum Committee. Here is a LINK to the Audio Recording of the Panel.

14. The loss of the Peer Mentor system has had a deleterious effect on BEMA students and negatively impacted equity. Previously, successful BEMA students were employed to mentor new students on equipment usage and also academically. The presence of Peer Mentors greatly increased retention. Please refer to Q2 above for a complete discussion of BEMA equity issues.

15. BEMA outcomes assessments have been instrumental in focusing resources to better improve our student’s success. For example BCST 125-Sound Recording has been formally split into BCST 125 A and B as of Spring 15 semester. This change was a direct response to assessments that revealed problems with the old version of the course. The change will be assessed in Spring 15 and depending on the positive impact on students the instructor is considering splitting other advanced courses.

16. BEMA faculty collaborated with the MidPacific Information and Communication Technologies work group during the year. We created marketing newsletters to improve visibility of ICT departments in general and BEMA in particular. MPict is active in promoting careers in ICT and the excellent jobs, compensation and satisfaction they offer.

17. Continuing to offer Audio and Video for the Web compressed summer program which allows the certificate to be earned in 6 weeks. This program is open to qualified high school students.

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:

- BEMA outcomes assessments have been instrumental in focusing resources to better improve our student’s success. For example BCST 125-Sound Recording has been formally split into BCST 125 A and B as of Spring 15 semester. This change was a direct response to assessments that revealed problems with the old version of the course. The change will be assessed in Spring 15 and depending on the positive impact on students the instructor is considering splitting other advanced courses.
- We will be reviewing and assessing all of our courses to consider if it will improve student success in other advanced courses as well.
- We renumbered BCST 145 to 141 to reduce student confusion.
- Introductory class BCST 119 is being evaluated to improve sectional parity.
- BEMA Programs are scheduled for assessment Spring 15. Faculty met and considered what needs to be assessed. Further meetings are scheduled to develop the assessment.
- Faculty has scheduled meetings to review all advisories and pre-requisites.
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).

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

- The Arts Extension building HVAC system is still in need of repair. 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. This is still a high priority, negatively affecting equipment. The situation is getting worse. Faculty have discovered the room to be 80 degrees which causes extensive damage to the expensive equipment in the room. At some point there will be a catastrophic failure. Between Master Control and Room 165 there are millions of dollars worth of equipment. Failure of this equipment will cause system wide failure in the Broadcast Electronic Media Arts Department, affecting all classes and programs.

- Last year we requested an additional nearby classroom. There has been no progress in this area.

- The goal of retaining staff at current levels is still a major concern. Our Broadcast Technician was promoted to Senior Broadcast Technician leaving his position open. The position he vacated needs to be filled as soon as possible. The EATV Head-end operator remains out on disability for going on two years. Everybody else is filling in and all are impacted. Additionally with retirements looming—there will not be enough faculty to keep up program review etc.

- We were successful in acquiring and installing two new audio stations to improve student access to equipment in the audio labs for a total of five. We now have 5 workstations shared by forty students. The instructor has assessed student outcomes which were encouraging. Smaller group sizes led to increases across all aspects of file management. It suggests that increased access to hands on and immediate teacher feedback improves the students ability to correctly follow directions, name files and mixdown files.

- There has been no progress on last year’s goal to increase hours for Broadcast Technician 7396 from 20 hours to 40 hours per week. This is still extremely necessary to allow technical crew to properly support production studios and labs at Ocean and Mission Campuses. In addition the full time broadcast technician position is now vacant. We are down 1.5 FTE technical support positions to properly support our equipment labs as well as district video equipment. At the very least, the full-time vacant position must be filled as soon as possible.

- The CCSF-BEMA KCSF radio program equipment and software have not been upgraded in over ten years. Currently KCSF computers are too old to accommodate current Radio Computer System (RCS) software upgrades, leaving CCSF radio students without access to current industry standard software and systems. The department will explore funding for KCSF radio equipment & system upgrades taking state-of-the-art radio programming and distribution at both Ocean Campus and Mission Center facilities into consideration.

6. Assuming a status quo budget for your unit, indicate your department’s major planning objectives for next year (2015-2016). Include objectives that utilize status quo resources as well as objectives that do not require new resources.

- CTE Enhancement Fund will be utilized to write new curriculum for a Sound for Games certificate as well as purchase equipment needed for an expanded course for BCST126 - Sound for Visual Media that includes a 126A (beginning) and a 126B (intermediate) course. Some of the equipment will be installed at the Mission campus in order to expand the BEMA pathway at that location.
● The BEMA department has professional development needs, for example: Faculty will attend National Association of Broadcasters Convention in Las Vegas. Included in this convention is the Broadcast Education Association Convention, Faculty will also attend the Game Developers Conference in San Francisco and the Audio Engineering Society Conference in Los Angeles.
● Audio Faculty will attend Game Developers Conference in San Francisco to investigate curriculum for a Sound For Games class.
● The goal of retaining staff at current levels is still a major concern. Our Broadcast Technician was promoted to Senior Broadcast Technician leaving his position open. The position he vacated needs to be filled as soon as possible. The EATV Head-end operator remains out on disability for going on two years. Everybody else is filling in and all are impacted. Additionally with retirements looming—there will not be enough faculty to keep up program review etc.
● There has been no progress on last year’s goal to increase hours for Broadcast Technician 7396 from 20 hours to 40 hours per week. This is still extremely necessary to allow technical crew to properly support production studios and labs at Ocean and Mission Campuses. In addition the full time broadcast technician position is now vacant. We are down 1.5 FTE technical support positions to properly support our equipment labs as well as district video equipment. At the very least, the full-time vacant position must be filled as soon as possible.
● Faculty did not have the time to explore fully the implementation for full operation of the Mission Campus KCSF Radio air booth. Faculty intends to explore ideas to implement use of the room taking state-of-the-art radio programming and distribution into consideration.
● The Arts Extension building HVAC system is still in need of repair. 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. This is still a high priority, negatively affecting equipment. The situation is getting worse. Faculty have discovered the room to be 80 degrees which causes extensive damage to the expensive equipment in the room. At some point there will be a cataclysmic failure. Between Master Control and Room 165 there are millions of dollars worth of equipment. Failure of this equipment will cause system wide failure in the Broadcast Electronic Media Arts Department, affecting all classes and programs.
● Flip cams for beginning students have reached the end of their life. Need to be replaced with GoPro HD cameras.
● Introductory video production classes desperately need to updates to the cameras as the current cameras are completely outdated in that they are lower resolution, use tape and are on their last legs.
● Advanced video production classes will need to begin updating the advance cameras that the students use. In order to adapt to changing camera technology - 4K cameras with larger resolution are becoming common - the department is looking at Panasonic X1000 4K cameras.
● BEMA needs money for paper and ink to market our program. The San Francisco community does not know of our existence.

7. If your department faced a reduction in your overall departmental budget for next year (2015-2016), 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 mentioned 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 167 Ocean Campus classrooms where we currently deliver audio, video, and projection equipment to support instruction throughout the college.

ADDITIONAL CAREER AND TECHNOLOGY EDUCATION ADDENDUM: As per Resolution 8 at the Oct 1 2014 Executive Council meeting. Title 5 sets a few specific requirements for Career & Technical Education (CTE) Departments. Please complete these three questions in addition to your program review:

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

1. Who in your department is responsible for this?
   a. Bema Faculty is responsible for reviewing relevant course outlines as they pertain to their individual programs and certificates. For example-This year BEMA faculty changed BCST 145 to BCST 141 because the former number confused students as to when they should take the course. During this change the advisories and pre-requisites for the course were reviewed. This work was done in committee with all BEMA full time faculty present. However faculty deferred to the instructor of the course.
   b. Additionally at this time, faculty are reviewing courses in order of importance. During January 2015, faculty reviewed the foundational course BCST 119 as to which classes is should be required and which it should be advised. Again, this work was completed with all BEMA full time faculty present and with part time faculty welcome—deferring to the primary teacher or teachers of each affected course.
   c. Overall the department chair is responsible for record keeping and following up to keep all pre-requisites and advisories current.
2. When did you last review your program?
   a. BEMA faculty and staff met in January of 2015 to review advisories and prerequisites as they pertain to BCST 119. As this is a foundational course nearly 40% of our classes were affected and thus reviewed.
   b. BEMA held an Advisory Panel to review courses and programs for a revision of the Rich Media Certificate, which is now referred to as the Convergent Media Certificate. The planning and execution of the Advisory Panel included students, classified staff.
   c. BEMA faculty reviewed all advisories and pre-requisites for each course in the curriculum on Friday, January 30, 2015.
   d. BEMA faculty assessed and reviewed BCST 125 – Sound Recording Studio and determined that the course needed to be changed to 125A and 125B to ensure that students mastered skills required for employment in the sound recording industry in Fall 2014. The classes are being offered for the first time in Spring 2015.
   e. BEMA participated in a statewide effort to create an AS-T transfer degree. BEMA and Cinema faculty collaborated to establish this degree which has been approved by CCSF curriculum committee and is now undergoing the state approval process. The title of this degree is AS-T in Film, Television and Electronic Media.

3. What sort of documentation do you have of these discussions and decisions, and where do you keep it?
   a. Documentation is included in the minutes of the meeting. Kept by several faculty. As this is a relatively new requirement the formal record keeping and documentation will be considered and formalized in the next meetings.
   b. Also included are forms and other submissions on file with the college curriculum committee.

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

Use Excel template at www.ccsf.edu/program_review