Annual Program Review Form
Fall 2012

To complete this form you will be “Looking at last year to plan for next year.” Complete by December 7, 2012 to inform the College’s plans and budgets for 2013-2014. Guidelines and other resources are available at this link: www.ccsf.edu/program_review

As you complete the form, please cite linkages to Board priorities and/or Board-approved college plans.

Department: Broadcast Electronic Media Arts (BEMA/BMS/EATV)
Contact Person: Francine Podenski, Department Chair
Date: December 10, 2012

Note: The Broadcast Electronic Media Arts Department (BEMA) includes Broadcast Media Services (BMS) and Educational Access Television (EATV). All three program review reports should be read and considered together because these three units are closely linked to BEMA student instruction.

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 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 the media industries in the following occupations:

**Video industry**
- Directors, producers, videographers/camera operators, announcers, broadcast journalists, media managers, digital effects and broadcast motion graphics technicians, equipment technicians, television, cable, satellite and Internet programming, corporate/industrial video production, field and studio video pre-production, production and post-production, video production for mobile devices and games, marketing/advertising, and public relations.

**Audio Industry**
- Sound producers and sound editors in radio, television, film, and games, live sound event production, live sound recording/mobile recording, music studio recording, sound design for visual and interactive media, sound broadcast for the Internet, audio production for mobile devices, and emerging media technology specialist, audiovisual support services.

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, on San Francisco’s Educational Access TV Station, EATV-Ch27 & 75 (also distributed on Uverse & webcast) and online.

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 advisor to establish an education plan during the first semester of study and to review their education plan each semester.
Career Technical Education (CTE)
BEMA offers Career Technical Education courses and programs consistent with the college’s mission statement that provide career skills needed for success in the workplace. BEMA-CTE certificates include:

- Audio and Video for the Web
- Broadcast Motion Graphics
- Digital Radio News
- Digital Radio Production and Performance
- Digital Radio Management
- Live Sound
- Multimedia Journalism
- Rich Media Production
- Sound Design
- Sound Recording
- Television Production
- Video Postproduction
- Video Production and Editing

There is steady annual job growth (2% -11%) for entry-level employment directly to BEMA certificate programs and curriculum. Sample salaries include:

- Producer $68,440 | $38.90/hr.;
- Writer $55,420 | $26.64/hr.;
- Camera Operator $40,390 | $21.00/hr.;
- Sound Engineer $39,870 | $19.17/hr.;
- Video Editor $50,930 | 25.00/hr.;
- Reporter $36,000 | $17.31/hr.;
- Announcer $27,010 | $12.99/hr.;
- Set Designer $46,680 | $22.44/hr.;
- Media Archivist $45,200 | $21.73/hr.;
- Art Director $80.603 | $38.77/hr.

College Work Experience, Peer Mentors, and Industry Internships
The Department’s “College and Industry Internship Online” classes include weekly online career related readings and assignments, weekly online discussion boards, three media career related written assignments presented during face to face class meetings, and on-site work experience. Annually 80-120 students participate in the Broadcast Electronic Media Arts (BEMA) internship program. Students from Multimedia Studies, Animation, Photography, Graphic Communication and Journalism also participate this year.

Starting the first semester of study, students apply what they are learning in BEMA classes in an in-house internship program (BCST 160 - College Internships) assisting Broadcast Media Services staff with district audio and video production and distribution, CCSF Student Information Network design and production, EATV- Channel 27 & 75 educational access television programming, production, and operations, audio and video technical installations and maintenance, support for the college Marketing/Public Information Office, live sound support for the Diego Rivera Theater backstage, and assistance with the college website and department websites college-wide. Starting the second semester of study select students serve as Peer Mentors in audio and video classes.

In addition to assisting with District video production & distribution services and EATV-Ch27 & 75, in-house internships provide students with significant exposure to workplace conduct and hands-on application of theory and skills. The Department’s “College Internship” program fosters mutual respect and a cohesive learning community among students, faculty, and staff, increases persistence and retention, and significantly enhances student success, especially for at-risk students. The department ensures a connected experience between classroom and department internships.
Intermediate and advanced BEMA students are supported in internships at industry sites such as radio stations, television stations, video production and post-production companies, live sound companies, music distribution companies, video game production companies, internet broadcast companies, sound recording studios, and emerging media companies. Students may enroll in Industry Internships (BCST 165) for up to two semesters. Student’s master important technical and soft-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.

Facilities and Equipment
Broadcast Electronic Media Arts facilities located on Ocean Campus and Mission Campus have undergone extensive upgrades with generous funding from Perkins to ensure that students have the opportunity 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 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 Campus** facilities include an SDTV production studio with video editing facilities, digital and audio production labs, and an Internet radio station air booth.

BEMA integrates with Broadcast Media Services technical support and distribution staff to seamlessly assist academic classes, EATV Ch 27 & 75, and equipment maintenance within the department and for campus wide use. This organization efficiently and symbiotically serves a wide range of ‘clients.’ Students involved in Broadcast Media Services through the College Internship class (BCST160) continue to demonstrate, refine and master skills described in Broadcast Electronic Media Arts Program Level Outcomes.

Department History - 1939 – present
The first CCSF broadcast classes were offered in 1939 in radio production facilities located in the Science building. The department moved into new radio and television productions facilities in Creative Arts in 1946 and, in addition to offering radio and television classes began providing video production services for the entire college. In the 1960’s CCSF Broadcast students and KPIX-TV collaborated to produce a series of weekly live programs featuring CCSF programs, students, faculty, staff, and administrators. In the 1970’s, the department moved into its current facility that was, at the time, a state of the art facility (first floor - Arts Extension Building). Curriculum expanded to include radio, audio and video production and distribution. An Ocean campus cable television network was established and the department began providing video production and distribution services to all of the classrooms on Ocean campus. For example, one video production series was instructional videos for dental hygiene classes. Student interns assisted technical staff in operations. Campus-wide video distribution services have steadily increased since that time.

Studio sound recording was added into the curriculum in 1979. Broadcast Electronic Media Arts began operating San Francisco’s educational access television channel (EATV-Ch. 52) in 1989. At this time, the department established CCSF’s first Distance Learning Program with 10 very successful telecourses. In a nod to the dynamic nature of the industry, video field production and editing were integrated into the curriculum and later updated with digital technology and software.

The Ocean Campus cable distribution network was damaged during Rosenberg Library Construction. Despite damage to the network during construction, the department continued to serve Ocean campus classrooms by providing TV media carts to support instruction.
Broadcast Electronic Media Arts and the San Francisco Unified District produced Homework Hotline (a weekly, live interactive, multilingual television program on EATV) targeted to SFUSD middle school students. The department established remote video production capacity to cover campus events, board meetings and professional development activities. Students produced, coordinated, hosted and televised a live, citywide San Francisco Mayoral Debate in the Diego Rivera Theater in partnership with KGO-TV (Ch7); the year Willie Brown was elected Mayor of San Francisco. Broadcast Electronic Media Arts continues to serve the college and San Francisco communities while providing opportunities for students to produce and promote special events. Examples: Shakespeare Midsummer’s Night’s Dream, Graduation, World Music - Music Festival and 2010 Mayoral Debate (see section 3 for more info). As we entered the 21st century, the department upgraded to fiber-optic, HD production facilities, server-based EATV head-end, digital video editing and post-production, added production and editing facilities at Mission Campus. Broadcast Electronic Media Arts and Journalism currently share facilities at the new Mission Campus Media Studies Center.

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

To maximize use of limited production and editing facilities at Ocean and Mission Campuses, BEMA offers 24 of the department’s 85 course sections online (BP #5). Whenever possible, lecture sections of lecture/lab classes scheduled as separate sections to increase accessibility for students needing lab access (BP #2 & #3). Even with reduction in class sections during recent years, headcount, enrollment and FTES have steadily increased. Productivity generally falls slightly below average because, though many classes are filled to capacity, because limited equipment limits student enrollment in each class section. To increase FTE/FTEF productivity, the Department could add more students in beginning audio labs if more equipment can be made available. To accomplish this, the department will need two additional workstations with outboard gear installed in ArtX 165 (BP #5 & #6).

Enrolled BEMA students who are economically challenged (Bogg Waivers) increased from 41.5% in 09-10 to 48.7% in 2011-12, consistently more than the college-wide average. Overall headcount increased from 758 students in 2010-11 to 975 students in 2011-12. Though there aren’t enrollment (duplicated headcount) numbers available in the data charts provided, it is the department’s experience that many students enroll concurrently in two or more BEMA classes each semester.

Currently BEMA serves a higher percentage of students than college-wide averages in the following categories: African American (13.8%), American Indian/Alaskan Native (.5%), Hispanic/Latino (21.6%), and White Non-Hispanic (36.2%). BEMA serves a lower percentage of the following than is served college-wide: Asian (9.3%), Filipino (4.7%), and Pacific Islander (.4%). BEMA also serves a lower percentage of students over 40 years of age than the college average. During the four years in the data chart as many as 13.5% of BEMA students did not identify ethnicity (Unknown). Though BEMA serves a slightly higher percentage of 16-19 year old students than the college average, the majority of BEMA students are between 20 and 34 years of age with about 60% being male in a male dominated discipline. The department continues to make efforts to encourage female students to join the program. Instructors took part in the Mid-Pacific ICT (MPICT) and California Community College ICT (CCC-ICT) faculty development week in June of 2012. This week focused on recruiting and retaining students from under-represented groups.

BEMA student grade point average ranges from 1.84 to 3.09. Faculty is surprised by this data because there are a significant number students consistently earning A and B grades within Broadcast Electronic Media Arts. Bogg Waiver student success remained relatively steady in the data provided with slight decrease from 2010-11 (2.54) to 2011-12 (2.50). There is an upward trend for African American, Native American and Filipino grade point averages. Southeast Asian, Pacific Islander and White Non-Hispanic student success decreased slightly. BEMA faculty continue to explore approaches to improving student success with Peer Mentors and, pending funding, the establishment of at least one formal CCSF learning community (BP #2). The college awarded 36 Certificates of Accomplishment to Broadcast Electronic Media Arts students during 2011-12.
During 2010-11, BEMA learned that Matriculation Office data indicates that students enrolled in BCST 119 – Digital Media Skills (a first semester course) who place at English 96 or higher have a high rate of success in BCST 119. Student success drops significantly to a 40% pass rate for students who place at English 93 or lower. BEMA and English Department faculty met and explored establishing a formal learning community combining English 93 and BCST 119 with Peer Mentors and counseling support. Perhaps students who begin their studies with a stronger foundation at the outset will achieve a higher rate of success in subsequent semesters. Extra demands placed on the English Department to develop accelerated learning courses prevented implementation of this project last year. BEMA will continue to explore implementation as funding and other resources become available (BP #2).

Though gender data shows male students as 60% of the student population, CTE Core Indicator Data indicates a continued increase in non-traditional female enrollment, student success and certificate completion in Broadcast Electronic Media Arts. BEMA has utilized Peer Mentors and collaborated with Women’s Audio Mission (CBO – http://www.womensaudiomission.org) to increase enrollment and student success for female students in our male-dominated media industry (e.g., only 3% of Sound Recording Engineers in the U.S. are women.) Instructors took part in the Mid-Pacific ICT (MPICT) and California Community College ICT (CCC-ICT) faculty development week in June of 2012. This week focused on recruiting and retaining students from under-represented groups. Consequently faculty have adjusted the learning environment and inspected hallway notices etc. with increased sensitivity to women and other non-traditional groups.

***DATA CORRECTIONS: *** Note that the data errors listed were reported during the past three years of program review and have not yet been corrected. Though the numbers are different in this year’s charts, they are still incorrect.

The “Personnel Chart” provided this year indicates a range of Non-Instructional credit FTEF from 3.43 (2007) FTEF to 2.10 FTEF (2011). This is incorrect again this year. In fact, the error is significantly greater this year than in past years! The origin of this data is unclear and it is interesting to note that the numbers vary widely from year to year each time program review data is presented. Once again, here is the correct information:

- **Broadcast Electronic Media Arts (# 7508) totals .7 FTE**
  - .6 FTEF Department Chair (.4 formula and .2 ESRU)
  - .1 FTEF Coordinator

- **Broadcast Media Services (#9610) totals .4 FTE supervision**

- **EATV Ch27 & 75 (#7558) totals .4 FTE supervision, programming, production**
  - .1 EATV Ch 27 & 75 supervision
  - .3 EATV program acquisition, program scheduling and production.

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

**Industry Consultation:** An industry advisory board comprised of professionals from a wide range of industry disciplines contributes timely consultation on curriculum, facilities, equipment purchase decisions and equipment donations. Throughout its 72-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, Bay Area Women in Film and Media, Women’s Audio Mission, National Academy of Television Arts and Sciences (NATA), 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.
Industry Advisory Meetings:

An Audio Industry Advisory was held in the BEMA department on Nov. 9, 2011 and the Video Industry Advisory on Apr. 25th 2012. In both events, high caliber professionals in the industry from Pixar, Lucas Arts, Google, ABC-Disney, KQED-PBS, convened to assess BEMA curriculum and offer advice. Members include panelists such as Erica Milsom and Kathy Ringgold (Pixar), Julie Watts (KPIX-CBS) David Mills (patch.com), Paul Nordin (EMB Studios) Eric Wise (Splicevine.com), Renee Richardson (KFOT) Cindy McSherry (Studio Trilogy), Eddie Raymond (IASTE) Howard Gelman (KQED), Jesse Harlin (Lucas Arts) Peter Borg ( KQED), Don Sharp (KPIX-CBS), Larry Lancaster (Plant Recording), Cheryl Jennings (KPIX-TV) Nancy Dobbs (KRCB Radio). Panelists were updated regarding BEMA courses and programs before the event. On arrival at CCSF, student intern gave each panelist a personal tour of the department and students shared their experiences in the BEMA program. After being seated for the advisory event, overwhelmingly panelists praised the current curriculum and advised faculty and students on updates in the industry, what they seek in interns and potential employees, and how BEMA curriculum can improve and better meet the changing needs of the industry. (Recordings of the industry panels are available on request).

Summary of Audio Industry Advisory:

Companies represented were from Pixar, Lucas Arts, Google, KQED and KFOG as well as independent sound engineers, composers, studio managers and even a local union rep. Attendees were presented with a detailed overview of curriculum, courses and teaching approaches.

Panelists were impressed with BEMA’s extensive, well-paced and well-rounded curriculum as well as the department’s state of the art production facilities and equipment. They stressed that entry-level employees should possess a variety of technical skills which allow them to be nimble and flexible on the job. Advisors emphasized that soft-skills are paramount in the client-based sound-arts industry. Along with technical skills, interns and entry-level employees are assessed for the ability to collaborate and their ability to work alongside a range of professionals. They recommended that BEMA should continue to emphasize hands-on and project-based learning and place more emphasis on Internet delivery and social media. They said that the pace of this industry is evolving rapidly and students should plan on becoming lifelong learners. Archiving the exponentially growing body of digital content is opening new niche careers such as “audio archive specialist”. As a response, BEMA has placed a program level outcome in all department certificates stressing soft skills and has increased emphasis on soft skills in the Broadcast Media Services and EATV internship programs. The beginning Audio Production class (BCST 120) includes instruction and discussion about professional conduct and project grades now emphasize professionalism for all second half of the semester group projects. The department has added one-unit courses (Audio for the Web and Video for the Web) funded by a BTOP grant that are focused on media content delivery via the Internet. Efficient use of social media has been added to program student learning outcomes for radio performance, production and programming certificates.

Video Industry Advisory Panel

Companies represented on the panel included Pixar, Electronic Arts, CBS-5 (KPIX), ABC-7 (KGO), Revision3, AKQA, Patchwork Films, Patch.com, EMB Studios and Splicevine.com. Attendees were given a detailed overview of curriculum, courses and teaching approaches.

The group evaluated the Broadcast Electronic Media Arts television, video production and editing programs and lauded many of the same approaches that were recognized by the audio industry advisory panel. Notable aspects about the video programs were the strong skill-based training (vs. theory), strong foundational training, collaborative & professional soft skills, creative producing training, good overview provided and the quality and currency of the video equipment. The panel also recognized areas of curriculum relating to soft skills and professionalism as key skills for job acquisition and future success. The panel commended the department’s emphasis on collaborative work, independent work, production complexity, technological complexity, and industry awareness.
The advisory panel suggested improvements, which are currently being incorporated into curriculum (Fall 2012, Spring 2013):

- Establish a portfolio class (BCST 159 – Digital Media Portfolio was approved by the College Curriculum Committee on 12/5/12)
- Integrate social media more closely (project distribution and social media integrations is currently assigned in most video & editing classes, Fall 2012)
- Create more exhibition opportunities among peers (In November 2012, BEMA concluded the 2nd public exhibition in partnership with the Cinema Department, the Festival of the Moving Image at the Roxie Theater in San Francisco)
- Deepen writing & journalism skills. (A "Multimedia Journalism Certificate was approved on 12/5/12 by the College Curriculum Committee. BEMA and the Journalism are planning to collaborate on an expanded certificate in the coming year)
- Strengthen video production quality of news/feature packages and concurrent speed (IDTV Spring 2013)
- Repurpose stories for a variety of platforms (TV, web, mobile, tablet, etc., addressed in BCST 135 & 136 – 2 web audio and video online classes offered as of 2011)
- Emphasize the importance of lighting more (plans exist to heighten importance on this aspect in existing video production classes, BCST 140, 145, 148, 149)
- Relate the impact of current technology to the classroom more effectively. (The department is meeting with Mobile Broadcast Network representatives to explore a possible college-business partnership in creating audio and video content for mobile devices.)

**Industry Field Trips:** Class field trips and attendance at local professional conferences are strongly encouraged. BEMA advanced audio students have been selected as volunteers for the prestigious Audio Engineering Society Convention when it has been in San Francisco in 2010 and 2012. BEMA students have attended field trips at industry sites such as Current TV, CBS (KPIX-TV), Disney ABC (KGO-TV), FOX (KTVU-TV), Fantasy Studios, Studio Trilogy, Talking House, San Francisco Opera House, Davies Concert Hall and ATT Park - Giants Stadium Media Center. Students attended industry events such as the National Association of Broadcasters Convention, the Audio Engineering Society Conference and Convention, and industry events sponsored by Women’s Audio Mission, BAYCAT, Expressions, Pixar, NATAS, AWRT, Bay Area Women in Film and Media, Women’s Media Alliance, SF Cutters, and Lucas Arts.

**Awards:** Three BEMA students won statewide awards including Christine Dumke who won the National Academy of Television Arts and Sciences Scholarship in Spring 2012 and BEMA student Mark Pope whose short documentary, “Gold Violin: Bow Of Death” won the Grand Prize in the Music Category of the 2011 3C Media Solutions Film Festival and was an official entry in the Mill Valley Film Festival in 2011.

**Industry Internship Update:**

Bay Area industry interns were located sites such as Talking House Studio, Women’s Audio Mission, Pixar, KPIX-TV, KTVU-TV, KQED (TV and Radio), Tape Vault, NBC, Current TV, SF 87.9, Link TV, Revision, Black Entertainment Television, Comedy Channel, Univision, TV 20, ABC Disney KGO-TV, SF Giants, KNBR, Pixar, Lucas Arts, CW, Star 101.3, Broken Radio, San Francisco Opera House, Ben Manilla Productions, Giants Baseball, National Geographic TV, McSweeney’s, and Comcast Sportsnet. BEMA students were hired at CBS-KPIX-TV, 49ers Media, Ben Manilla Productions, INGrooves, Talking House Studios, KRON-TV, LinkTV and Clear Channel.

**Advanced Television and Broadcast Motion Graphics:** Enrollment in the advanced television and motion graphics classes scheduled in the HDTV studio and at in the digital production lab almost doubled compared to Sp09. Since BEMA was awarded a generous Perkins Grant and PEG Capital funds to transition to a fully HD studio, camera and audio environment, students have been able to work with equipment that is currently meets industry standards, a crucial component to student success in a competitive market.
In response to Industry Advisory Panel suggestions and to improve student learning outcomes, the Advanced Television and Digital Video Effects (BCST 148, 149) classes collaborate on a professional level magazine-style program. Auditions are held and on-air talent is recruited from the larger City College community. Journalism faculty and students are included as well. Past efforts have focused on green technologies, community journalism and issues, local talent, news programming, short-form documentaries and high-production value reports. These programs are grouped together in three 30-minute shows per semester under the name "IDTV" (Identity Television). This experience allows students highly valuable opportunities that prepare them for fast and high quality production work. All programs are broadcast on local cable channels EATV-Ch27 & 75, which are available to a 1 million-person market in San Francisco and the Bay Area and are archived for EATV webcast. Since 2010 all student-produced IDTV content has been distributed persistently online as well and some segments were screened at the Festival of the Moving Image. Related student assignments focusing on social media marketing and online video distribution underpin their training. Available at: http://www.youtube.com/ccsfbroadcast

To further deepen student skill sets in journalistic practice and to enhance departmental collaboration between BEMA and the Journalism department, select IDTV projects in each show are chosen, discussed, coordinated with journalism faculty and student developers of their high profile print magazine, "ETC Magazine". After selection of a story for ETC. Magazine, BEMA students plan, produce and edit a multimedia story version of the print story.

EATV will soon begin webcasting on a regular basis, which will give students additional opportunities for distribution of their work. IDTV (advanced video students, BCST 148 & 149) and KCSF (radio students) maintain active class Facebook pages, Twitter and blogs documenting their progress and experiences in their classes and projects. BEMA student projects, Facebook links, Twitter, and blogs are located at http://www.ccsf.edu/broadcast

KCSF Radio – College Radio Station
Students enrolled in BCST 130 – Radio News and Public Affairs, BCST 131 – Radio Production and Performance, and BCST 132 – Radio Management operate the City College of San Francisco Radio station. The radio station continues to make outstanding progress in the following areas:

Public Service and Public Affairs. The college radio station (KCSF) and the corresponding Radio Club has established an on-going relationship with Associated Students. This is important as KCSF has now expanded its public affairs reach to include all campus student clubs. A.S. has been offered instant announcements of student activities with a very short turnaround time. This means that as soon as KCSF receives notice of activities, they are immediately placed on-air via student-produced public service announcements.

Radio Sports Production and Operation. KCSF has capacity to cover and present live broadcasts of CCSF sporting events. The first step was to broadcast via a dedicated channel on U-Stream, a free webcast service. That coverage now extends to Tune-In radio.com with a second channel assigned to all sports events. The next step is to design an automation option to allow broadcast via the campus on-air channel. KCSF currently allows re-broadcast of sporting events with the near-term intent (next semester) to offer live broadcasts on all of our available channels.

Radio Employment and Internship Preparation. It is an integral part of the Digital Radio curriculum. All students are instructed how to and required to prepare an entry-level job resume, a cover letter, and a radio air-check demonstrating on air skills. This demo reel conforms to industry standards. Additionally, students are included in the National Association of Broadcasters annual Job Fair. This event, presented every spring in Las Vegas, has proven to be a valuable resource and, as a result of attending, students
have secured internships, fellowships to industry and professional programs, industry contacts which have led to serious job offers, and a unique opportunity to meet high-level national media participants.

**Recommendations for Digital Radio Curriculum**
The department is currently investigating possible replacement programs for the RCS software and server system. We have not had the financial resources to purchase add-ons to program and we are required to pay (and have done so for years) a license fee for continued upgrades and use of RCS software. It might be more cost-effective to outright own the programming software. There are possible substitutes that would fulfill this requirement that the department will evaluate in the coming year. (BP #5)

A continued commercial growth area continues to be Media Sales. The department will design and implement a sales class/component in the digital radio curriculum. Sales jobs outnumber production/programming jobs. This trend will continue as the industry, under financial pressure, seeks new ways to downsize and cut expenses. (BP #2 & #3)

BEMA students continue to compete in regional/national radio events. We are in discussions to present our station (KCSF Internet Radio) and to participate in the national collegiate conference. We are also seeking ways to share programming with other college stations in order to teach students the operation of syndication programming. By actually exchanging programs with stations across the country BEMA radio students will be heard on-line and on-air in several markets.

**Peer Mentors**
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. Furthermore, the addition of a peer mentor in the classroom allows the teacher more one-on-one with students. This individual attention is imperative when teaching the use of technical equipment. Mastery of these concepts is crucial for students to be successful in the industry and is core to the student learning outcomes and program level outcomes in sound recording. 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.

**Outreach to High School students**
The following BEMA courses were opened to SFUSD students: BCST 110 (Writing for Electronic Media), BCST 119 (Digital Media Skills), and BCST 135 (Audio for the Web). The department regularly participates in MPICT and is considering the use of BTOP funds to co-sponsor a Summer 2013 media camp for SFUSD electronic media students --- a collaborative offering with SFUSD media teachers. The department has also collaborated with Bay Area Video Coalition to provide opportunities for young people to visit BEMA production classes as an encouragement to consider going to college.

**Special Opportunities**
The integration of Broadcast Media Services and technical support team with the academic program allows advanced students unique opportunities to work on a professional level to set-up, record, and produce programs. BEMA students have assisted the technical team in broadcasting Board of Trustee meetings. The Student Success Task Force panel was co-hosted by KALW and KCSF Radio students and aired on broadcast radio. A BEMA Sound Arts instructor arranged for a team of BEMA audio and video students to capture the video and audio for the prestigious Do Lectures U.S.A. at Campovida, in Hopland, CA in September of 2012. The students budgeted, designed and set up the systems that captured and produced the program and are currently finishing the editing and post-production for the talks to be broadcast on the Internet as well as on several media channels. Over the last three years, IDTV student teams (advanced video students, BCST 148 & 149) created and took advantage of some
remarkable opportunities. In spring 2011, an IDTV unit negotiated access to report on the Oracle Racing Team giving them direct access to the America's Cup sailing competition held in San Francisco in 2012-13. In 2011 other student teams delivered outstanding work that also positively impacted distinct groups in San Francisco. One was a profile of a revered civil rights leader and community activist from Hunter's Point who spoke before Congress during the 1970’s. Another was a video magazine story focusing on an Iraq veteran’s battle with PTSD, which ended up serving as a valuable presentational tool of PTSD locally. The technical, creative, and soft skills mastered at these events are integral to BEMA student learning outcomes and program level outcomes.

Collaboration: The Cinema and Broadcast Electronic Media Arts Departments are exploring common ground in the context of industry convergence with a focus on HD production and post-production curriculum and facilities. This is especially important during the coming year because both BEMA and CINE need to upgrade editing labs to accommodate current industry standard software. BEMA, Music, Multimedia Studies, and Computer Science faculty completed collaborative work on Video Game Production Certificate and this coursework is currently being offered through the Multimedia Studies program. THA 116 (Acting for the Camera) regularly rehearses and videotape scenes in the Ocean Campus HDTV production studio. Broadcast Electronic Media Arts and Journalism continue to share a new Mission Media Studies Center facility at Mission Campus.

Theater Arts, Music and Broadcast Electronic Media Arts are collaborating on the building of the new Performance Arts Center. The Broadcast Electronic Media Arts Department has received preliminary support from the San Francisco Department of Technology to use EATV Ch 27 & 75 capital PEG funds to support a build out of video infrastructure in the Performance Arts Center and to equip the new center with a video control room on the lower level with cameras located in the rehearsal and performance halls. BEMA video production and sound arts students will join staff and faculty to produce and cablecast performances from the Center via EATV – Ch75. This is a second EATV channel operated by BEMA that was allocated for live and recorded performance arts programming from the CCSF Performance Arts Center.

Broadcast Electronic Media Arts is the sub-recipient of a multi-million dollar City and County of San Francisco federal BTOP grant. BEMA has developed and has provided digital/broadband audio and video production training for City residents using existing and newly developed curricula. BEMA students have opportunities to become broadband production and distribution training assistants throughout the City and County of San Francisco. This is a three-year, $500,000. grant award. The grant sunsets on 9/30/13. Spring and summer offerings will include scholarships, completion of a new Audio and Video for the Web Certificate and other activities. The department has been able to charge all qualified and eligible class sections previously funded by the general fund to this grant for the past several semesters. Starting in Fall 13, these class sections will return to the general fund. (BP #7 & BP#10)

Collaboration between CCSF Athletics and Broadcast Electronic Media Arts to cablecast and webcast sport events such as football, soccer, and basketball has been explored on an ongoing basis. BEMA has a sports production class available but no funds to offer the class or support the resources necessary to accomplish this task. The two departments hope to offer this class as a collaborative effort when state education funding improves. Several BEMA student interns have been able to cover both local and away games on Ustream (free webcast channel) with audio and sometimes video as well. This has been an exceptional experience for them. One student involved with this project was referred to the 49ers Video Production Team and is currently working for 49ers as a cable puller. BCST 128 – Sound Reinforcement (Live Sound) meets both at the Ocean Campus and on-site for hands-on field trips at various industry venues throughout the Bay Area such as the San Francisco Opera House, ATT-Giants Stadium, Bottom of the Hill live sound venue and other locations.
FACILITIES:

There are many educational benefits for students and significant operational and cost-efficiencies associated with Broadcast Electronic Media Arts, Broadcast Media Services, and Educational Access Television functioning as one department in the same facility. The cost of equipment, studios, and expert technical staff is considerable and with BEMA, BMS, and EATV sharing these resources the district is not challenged with operating redundant and very expensive production facilities, systems, equipment, and technical support. Students are exposed to a professional workplace environment in the day-to-day operations of the student information network (SIN), two television channels and district-wide audio and video distribution and production. (BP #5)

Improvement and expansion of facilities to properly house these units is desperately needed. The current Ocean Campus BEMA studios, labs and small classroom space were designed in the 1960s to accommodate 150-200 broadcast students, three faculty members, and two classified staff each semester. The Broadcast Electronic Media Arts Ocean Campus facility currently serves 975 BEMA students annually and has 21 faculty and staff members. Studios, labs, repair shop, EATV headend, and Broadcast Media Services production and distribution total only 6000 sq feet in the Arts Extension Building first floor.

Broadcast Electronic Media Arts operates two 24/7 television channels for the City of San Francisco – EATV Ch 27 &75 (BP #10. Broadcast Media Services, originally designed to provide up to 200 hours of video and audio distribution and production services per year for the San Francisco Community College District, currently provides approximately 40,000 hours of video production, video distribution and equipment maintenance and repair annually. The department’s digital audio and video production, editing lab, post-production, and digital effects lab accommodates only ten workstations in the department’s Ocean Campus facility and is housed in a space originally designed to be the SFCCD video and audio equipment repair shop. The required 20-25 students per class section barely fit in to this room. Several students crowd around each workstation during class time. Mission Campus provides some relief, but that too, is a small facility and was designed with the intention of serving a small cohort of students.

The advanced sound recording class (BCST 127) crowds 20 students and all associated equipment into a room designed for 8-10 students. The Viewing Gallery (ArtX 163) is not ADA compliant, cannot be made accessible, and is in unusable condition. Currently the department photocopy machine and department mailroom is located in a corner of this room and the remainder is used for storage. Six adjunct faculty and one full time faculty member share a 100 sq ft. office space in a former sound recording studio control room (ArtX 170). Other faculty find corners of the hallway or classroom to meet with students.

The facility is literally bursting at the seams. Classes are scheduled morning, afternoon, and evening in limited facilities. It is almost impossible to schedule a department faculty meeting with all present because there is no time during the week in which all or even most faculty are not teaching or supervising labs. This necessitates many small group meetings to get work done. The department desperately needs expanded facilities to better serve students and also to provide time in the BEMA weekly class schedule for the entire department meet together on a regular basis.

Were it not for the department’s extensive open lab hours, it would be impossible for BEMA students to develop the industry standard skills requisite for successful employment or properly prepare for transfer. Open lab hours Monday-Thursday 8am-10pm and Friday 8am-5pm make it possible for video production, sound recording, and digital radio students to gain the individual access to equipment and workstations necessary to complete homework assignments and refine hands-on production skills needed for successful careers. ADA upgrades to the department have resulted in new hallway doors with windows installed and the addition of a new fully accessible HD ProTools Recording Workstation. The workstation was installed in a tiny room that can accommodate three to four students at a time, which significantly limits its use for classes with 20 or more students enrolled.

Current emphasis on larger class sizes impacts lab-oriented classes with limited equipment disproportionately. Class size can only be increased as far as there is sufficient equipment to accommodate the student load. With this in mind, FTES efficiency can be improved by adding two audio lab workstations to the five that already exist. Cost would be approximately $10,000 for two computer/monitors, software, CD players and other necessary hardware and furniture.
Class section reductions have presented significant challenges for the Broadcast Electronic Media Arts Department. Students are not able to get the classes they need to move through our programs and/or prepare for transfer in a timely fashion. Now that BEMA has completely built out the Mission Media Studies Center, additional course sections are needed to serve students at that campus. During these very financially challenging times, the department is doing it’s best to alternate course offerings between Mission and Ocean as much as possible (BP #2 & #6). The new Mission Campus Internet radio station air booth has yet to go officially on the air because we don’t have the course units to accommodate a radio class at Mission Campus at this time. The department will continue to explore assigning students enrolled in the Ocean Campus radio classes to perform live radio air-shifts at Mission Campus from time to time so that at least small steps toward a full radio program at Mission can be accomplished until funding becomes available to offer a full program there.

A long-term solution is an expanded/remodeled facility that extends throughout the entire first floor and possibly part of the second floor of Arts Extension. Labs, teaching areas, etc can be shared with Multimedia Studies and Journalism programs. Even more ideal would be the relocation of Broadcast Electronic Media Arts instructional programs to a new facility or an expansion of the existing facility and nearby buildings alongside allied disciplines: Music, Cinema, Theater Arts, Multimedia Studies, etc. An IPP has been submitted to the state to remodel and repurpose the areas vacated by departments moving into the new Performance Arts Complex that will potentially bring these programs together at the north end of the Ocean Campus in a complex currently titled “Marriage of the Arts”.

The Ocean Campus Arts Extension HVAC system in the entire building is constantly out of commission leaving classrooms and labs either heating up to 90 degrees or cooling down to 50 degrees for long periods of time. This is unhealthy for students, faculty, and staff and sometimes causes equipment damage (e.g., a $12,000 piece of gear failed because it got too hot; fortunately repair efforts were successful). Thermostats often sputter and leak water, which is of particular concern in facilities with hundreds of thousands of dollars of recently installed new high tech equipment. The student bathroom outside the radio and video production areas leaks water down the wall from the roof two floors above causing the paint to peel and crack. At the very least this is a health hazard. Buildings and Grounds staff has made every effort to resolve the problem and think that recently they may have discovered and corrected the problem.

The same HVAC system in the sound recording studio (ArtX 165) makes so much noise that it is impossible for students to create professional quality recordings. This is an urgent problem that needs solving as soon as possible. The instructor has to take this problem into account when grading projects and sound recording arts students are not able to create a professional sounding recording for their portfolios. In addition, there is a constant whistling sound coming from the HVAC system that can be clearly heard in the video production studio.

Allocating a nearby classroom to Broadcast Electronic Media Arts (ArtX 180) in the short term would help alleviate department overcrowding considerably. ArtX 170 is currently used as a classroom, conference room, broadcast writing lab, student production meeting room, student study room, viewing room and occasionally as a music department sectional rehearsal space. This space should be returned to its originally intended use as a sound recording studio as an HD Surround/Digital Post-Production Sound Recording and Dialog Studio, which would be of significant use to both Cinema and Broadcast Electronic Media Arts students. In order to free this room (ArtX 170) for restoration as an HD Digital Surround Recording and Dialog Studio, the department needs a nearby room assigned (ArtX 180) to accommodate the activities currently scheduled in ArtX 170. BCST 104 is a very popular media studies class that transfers to both CSU and UC systems as a breadth requirement. Enrollment is limited to 25 students in ArtX 170. This class uses both Internet and/or video daily. A classroom allocated near the department in the Arts Extension building would make it possible to accept more students in the class and make it much more productive.

Additionally, BEMA’s six-year-old video editing labs should be updated to maintain relevance to modern industry standards. The department will need to secure funding for licensing current industry standard editing software. This will be a Spring 2013 Perkins proposal. To operate current software versions, the computers at Mission and Ocean campus must be upgraded. A short-term solution might be to upgrade the memory in the six year old computers for a total cost of approximately $9,600 – 40 computers x $40 for RAM and $200 per station for software. This is not a cost effective solution, because these computers will soon need to be completely replaced, but a short-term solution. Something must be done, however. Currently are teaching video editing software that this no longer an industry standard. The Video Industry Panel unanimously suggested that we address current software, which is outdated, and that the developer has ended development on – Apple Final Cut Pro Studio (released summer 2009 – discontinued 2011). Having applicable skills, staying current with quickly emerging formats and workflows in the
rapidly changing video technology sector is crucial to being attractive in the job market. This is especially important for our high-risk and non-traditional student population. (BP #2 and #3)

4. Summarize overall departmental directions taken as a result of the assessment of learning outcomes. If your unit does not offer courses or direct service to students, summarize improvements made based on the assessment of your administrative unit outcomes.

BEMA faculty met in August 2012 to discuss ramping up our already active SLO program. In past semesters individual faculty have assessed outcomes in online as well as face-to-face classes. The meeting generated exciting new ideas and focus for BEMA SLO’s. Faculty coordinated efforts in multiple sections of BCST 119. Consequently, not only were outcomes assessed for student learning, but also sectional parity was tested and ensured, and a conversation about the overall direction and effective of the course was begun. Similarly, early assessments in the Audio Production (BCST 120) course showed students didn’t comprehend certain foundational concepts. The instructors created a hands-on lab project that illustrated these concepts and comprehension rose to excellent levels. The instructor for Writing for Broadcast Media (BCST 110) collaborated with Broadcast Media Services to offer live, on-air viewing of broadcast news. This facilitated students’ ability to analyze and write effectively.

BEMA faculty used assessment measures such as embedded exam questions, rubrics, and surveys during the Fall 2012 semester. For a full list of past and current SLO assessments please visit the BEMA assessment page: http://www.ccsf.edu/NEW/en/educational-programs/school-and-departments/school-of-liberal-arts/broadcast-electronic-media-arts/slo_assessment_bema.html. This page is updated each semester. For most recent data please visit the BEMA department in the Arts Extension Building on Phelan Campus. Currently for Fall 2012 100% of courses being offered have outcomes and are being assessed at some stage of the loop. Faculties genuinely appreciate the information, feedback, and collegial discussions born of the SLO process.

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 department has integrated introductory sound for interactive media lessons into BCST 126 – Sound for Visual Media and has offered BCST 147 – Advanced Video Editing for the first time. Revisions and PLOs have been made to all certificates of accomplishment. An informal student advisory group exists and the department would like to formalize the group and have periodic meetings. Certificate applications to the state remain in process. The department intends to create majors in video and sound production.

6. Assuming a status quo budget for your unit, indicate your department’s major planning objectives for next year (2013-14). Include objectives that utilize status quo resources as well as objectives that do not require new resources.

   1. Complete the transition of Multimedia Rich Media Production from Graphic Communications to Broadcast Electronic Media Arts. Review, revise and assess this program. Schedule an industry advisory panel to review curriculum.
   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 course 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 13 semester.
   3. 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. (Perkins proposal, see #8)
   4. Collaborate with Industry Advisors to develop a substantial Multimedia Journalism course of study that integrates appropriate curriculum from each department.
   5. Add two workstations and outboard gear to BCST 165 – Sound Recording Studio and increase the CAP on lab sections to increase productivity. (Perkins proposal, see #8)
7. If your department faced a reduction in your overall departmental budget for next year (2013-2014), indicate the changes that would be made to the delivery of courses and/or services to adjust to the new allocation.

An overall department budget reduction would impact the instructional programs, educational access television and broadcast media services. Initially, the department would explore further tightening supply and maintenance budgets (though these budgets are already pretty stretched). Class offerings might be rotated on a less frequent basis, though this reduction would delay completion and entry level employment for many students. Broadcast Media Services could consider reducing Board of Trustee recordings, though at current stressful times it seems that these recordings and webcasts are especially important to the San Francisco community. We hope that this won’t be necessary, given passage of Prop 30 and Prop A. If such a situation becomes necessary, the entire department will meet and explore every option, with as minimal impact as possible to service to students both in the department, the district, and in the 127 classrooms we delivery audio and video equipment.
8. If additional funds become available, indicate your department’s top priorities for resource allocation. Include new projects and/or requests to reverse specific reductions made during the last few years of fiscal austerity. Put your projects in order of priority. Add additional projects as necessary, including indication of priority order.

PRIORITY #1

☐ This is a new request

X We initially made this request in our 2008 Program Review

Project Title: REPAIR HVAC in ArtX 165 – Sound Recording Studio and in Creative Arts Extension in general.

Brief Project Description: Repair the HVAC system in the Sound Recording studio

Timeline: Insert timeline

Rationale: Students can’t create professional sound recordings or mix downs because the HVAC system makes so much noise (when it is working at all) that it contaminates the recordings. On more than one occasion when the HVAC was not working, equipment overheated and required repair or even replacement. The department has purchased a small portable air conditioning system to prevent total disaster, but this is truly a disaster waiting to happen. Potential safety issue.

Links to Priorities/Plans: BP #1, #2, #3, #10, Mission statement: provide career skills needed for success in the workplace

Staffing Needs: Buildings/Ground or Facilities must determine and send this out to bid

Equipment Needs: Buildings/Ground or Facilities must determine and send this out to bid

Supply Needs: 0

Facility Needs: 0

Request for Additional Units: 0

PRIORITY #2

☐ This is a new request

X We initially made this request in our 1997 Program Review

Project Title: Allocate ArtX 180 to Broadcast Electronic Media Arts

Brief Project Description: Relieve overcrowding in BEMA facilities in the ARtX building

Timeline: Spring 2014

Rationale: BEMA facility is designed for 200 students and current has over 450 per semester. Classroom and faculty offices are desperately needed. BCST 104 – Race and Media must be near the department because of heavy equipment use to support the class. Currently only room for 25 students. Additional students could be added to the class with a larger room.

Links to Priorities/Plans: Board priority #1,#5, #6.

Staffing Needs: 0

Equipment Needs: 0

Supply Needs: 0

Facility Needs: 0

Request for Additional Units: 0
PRIORITY #3 – (PERKINS)

X This is a new request □ We initially made this request in our _________ Program Review

Project Title: Increase Workstations in Sound Recording Studio
Brief Project Description: Add two audio production workstations with outboard gear in sound recording studio
Timeline: Fall 2013
Rationale: Adding two workstations would make it possible to increase the CAP for beginning audio labs and make them more productive. Currently the CAP is 20, this addition would make it possible to increase the CAP for each lab section to 25.
Links to Priorities/Plans: Board priority #1, #2, #3, and #6. College Mission Statement: “Acquisition of certificates and career skills needed for success in the workplace;”
Staffing Needs: BMS Tech Staff will design and install
Equipment Needs: PERKINS PROPOSAL: $10,000. for computers, mixing boards, and other outboard gear.
Supply Needs: 0
Facility Needs: 0
Request for Additional Units: 0

PRIORITY #4 (PERKINS)

□X This is a new request □ We initially made this request in our _________ Program Review

Project Title: Upgrade Digital Production and Editing Labs (with Cinema?)
Brief Project Description: Upgrade digital editing labs to accommodate current industry standard software
Timeline: Apply for Perkins funds in Spring, work with ITS to coordinate computer purchases, train faculty & revise curriculum during Fall 2013 and offer first classes Spring 2014.
Rationale: Digital editing and post-production labs no longer accommodate industry standard software. A significant upgrade is needed.
Links to Priorities/Plans: Board priority #1, #2, #3, College Mission Statement: “Acquisition of certificates and career skills needed for success in the workplace;”
Staffing Needs: 0
Equipment Needs: PERKINS PROPOSAL: Computers, software and faculty training - $225,000. Serve 500 production students in Cinema and Broadcast Electronic Media Arts
Supply Needs: 0
Facility Needs: 0
Request for Additional Units: 0

Continued on page 13

Third Priority

Project Title: Upgrade Digital Production and Editing Labs (with Cinema?)
Brief Project Description: Upgrade digital editing labs to accommodate current industry standard software
<table>
<thead>
<tr>
<th><strong>Timeline:</strong></th>
<th>Apply for Perkins funds in Spring, work with ITS to coordinate computer purchases, train faculty &amp; revise curriculum during Fall 2013 and offer first classes Spring 2014.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale:</strong></td>
<td>Digital editing and post-production labs no longer accommodate industry standard software. A significant upgrade is needed.</td>
</tr>
<tr>
<td><strong>Links to Priorities/Plans:</strong></td>
<td>Board priority #1, #2, #3, College Mission Statement: “Acquisition of certificates and career skills needed for success in the workplace;”</td>
</tr>
<tr>
<td><strong>Staffing Needs:</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Equipment Needs:</strong></td>
<td>PERKINS PROPOSAL: Computers, software and faculty training - $225,000. Serve 500 production students in Cinema and Broadcast Electronic Media Arts</td>
</tr>
<tr>
<td><strong>Supply Needs:</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Facility Needs:</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Request for Additional Units:</strong></td>
<td>0</td>
</tr>
</tbody>
</table>