**Peralta Community College District**

## Annual Program Update Template 2014-2015

## DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

|  |
| --- |
| I. Overview |
| BI Download: | 10/24/2014 | Dept. Chair: |  Rachel Mercy Simpson  |
| Subject/Discipline: | MMART | Dean: | Antonio Barreiro  |
| Campus: |  Berkeley City College |
| Mission Statement |  We train students to be digitally competent, to work in a creative andgenuinely collaborative spirit, to take imaginative risks in problem solving, to develop a critical language with which to evaluate the social impacts of digital technology, and to be passionate, life-long learners.Through rigorous training, collaborative projects, and portfolio development, the program will prepare students for direct entry into the multimedia industry, advance their skills, or support their transfer to a four-year college or university.  |

|  |
| --- |
| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 0 | 1,722 | 0 | 0 | 1,722 |
| Census Enrollment F12 | 0 | 1,426 | 0 | 0 | 1,426 |
| Census Enrollment F13 | 0 | 1,571 | 0 | 0 | 1,571 |
| Sections F11 | 0 | 45 | 0 | 0 | 45 |
| Sections F12 | 0 | 41 | 0 | 0 | 41 |
| Sections F13 | 0 | 47 | 0 | 0 | 47 |
| Total FTES F11 | 0.00 | 197.53 | 0.00 | 0.00 | 197.53 |
| Total FTES F12 | 0.00 | 165.23 | 0.00 | 0.00 | 165.23 |
| Total FTES F13 | 0.00 | 180.00 | 0.00 | 0.00 | 180 |
| Total FTEF F11 | 0.00 | 8.57 | 0.00 | 0.00 | 8.57 |
| Total FTEF F12 | 0.00 | 7.93 | 0.00 | 0.00 | 7.93 |
| Total FTEF F13 | 0.00 | 8.98 | 0.00 | 0.00 | 8.98 |
| FTES/FTEF F11 | 0.00 | 23.05 | 0.00 | 0.00 | 23.05 |
| FTES/FTEF F12 | 0.00 | 20.83 | 0.00 | 0.00 | 20.83 |
| FTES/FTEF F13 | 0.00 | 20.05 | 0.00 | 0.00 | 20.05 |

Note: Attendance Method “X” classes are excluded from the calculations.

|  |
| --- |
| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 0 | 1,655 | 0 | 0 | 1,655 |
| Total Graded F12 | 0 | 1,386 | 0 | 0 | 1,386 |
| Total Graded F13 | 0 | 1,600 | 0 | 0 | 1,600 |
| Success F11 | 0 | 1,139 | 0 | 0 | 1,139 |
| Success F12 | 0 | 995 | 0 | 0 | 995 |
| Success F13 | 0 | 1,072 | 0 | 0 | 1,072 |
| % Success F11 | 0.00 | 0.69 | 0.00 | 0.00 | 0.69 |
| % Success F12 | 0.00 | 0.72 | 0.00 | 0.00 | 0.72 |
| % Success F13 | 0.00 | 0.67 | 0.00 | 0.00 | 0.67 |
| Withdraw F11 | 0 | 353 | 0 | 0 | 353 |
| Withdraw F12 | 0 | 257 | 0 | 0 | 257 |
| Withdraw F13 | 0 | 390 | 0 | 0 | 390 |
| % Withdraw F11 | 0.00 | 0.21 | 0.00 | 0.00 | 0.21 |
| % Withdraw F12 | 0.00 | 0.19 | 0.00 | 0.00 | 0.19 |
| % Withdraw F13 | 0.00 | 0.24 | 0.00 | 0.00 | 0.24 |

|  |
| --- |
| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 2.31 | 0.00 | 0.00 | 2.31 |
| Contract FTEF F12 | 0.00 | 2.44 | 0.00 | 0.00 | 2.44 |
| Contract FTEF F13 | 0.00 | 2.81 | 0.00 | 0.00 | 2.81 |
| TEMP FTEF F11 | 0.00 | 6.15 | 0.00 | 0.00 | 6.15 |
| TEMP FTEF F12 | 0.00 | 5.29 | 0.00 | 0.00 | 5.29 |
| TEMP FTEF F13 | 0.00 | 6.09 | 0.00 | 0.00 | 6.09 |
| Extra Service FTEF F11 | 0.00 | 0.11 | 0.00 | 0.00 | 0.11 |
| Extra Service FTEF F12 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| Extra Service FTEF F13 | 0.00 | 0.07 | 0.00 | 0.00 | 0.07 |
| Total FTEF F11 | 0.00 | 8.57 | 0.00 | 0.00 | 8.57 |
| Total FTEF F12 | 0.00 | 7.93 | 0.00 | 0.00 | 7.93 |
| Total FTEF F13 | 0.00 | 8.98 | 0.00 | 0.00 | 8.98 |
| % Contract/Total F11 | 0.00 | 0.27 | 0.00 | 0.00 | 0.2695 |
| % Contract/Total F12 | 0.00 | 0.31 | 0.00 | 0.00 | 0.3077 |
| % Contract/Total F13 | 0.00 | 0.31 | 0.00 | 0.00 | 0.3129 |

|  |
| --- |
| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  |  The future for jobs in Multimedia continues to look bright nationally, with particularly strong growth in California for students who combine niche strengths (video, animation or imaging) with web-development. Over the past year, with the arrival of a full-time web faculty position, we have shifted our department offerings to include many new and cutting edge web classes. Web and mobile aps are becoming the platform on which all multimedia skills converge. Whether a filmmaker, graphic designer or animator, one needs to know how her or his area of expertise interacts with the web and design accordingly.- According to the *US News and World Report*, in an article titled, “The 100 Best Jobs of 2014,” they ranked Web Developer as #9.They also state, “the BLS considers this one of the fastest-growing jobs this decade and predicts employment should swell at a rate of about 20 percent by 2022.” - The U.S. Bureau of Labor Statistics forecasts, “Employment of multimedia artists and animators is projected to grow 6 percent from 2012 to 2022,” due to “ … increased demand for animation and visual effects in video games, movies, and television.” - The California Labor Market reports a growth of 11.2% for Multi-Media Artists and Animators between 2012-2022. The growth for Web Developers is projected to grow 31.6%.The U.S. Bureau of Labor Statistics forecasts an Increase of 15.2% in the field 2008-2018. Riding the increasing wave of mobile software applications and 3D animated games and movies, the digital media labor market has begun to mature and has established standards which MMART has adopted as its own in order to insure student success. California Labor Market reports even greater demand in the future - 25.7% - perhaps reflecting the number of media related companies in the state. California Community College Economic & Workforce Development’s March 2012 scan on Mobile Media Occupations reveals an estimated growth of 16.8% over a 12 month period. CCC Economic & Workforce Development’s February 2012 scan on Social Media estimated growth of 7.5% over the next five years. The Bureau of Labor Statistics projects 21.7 percent employment growth for Web developers between 2010 and 2020.We have continued to develop our partnerships with media companies around the Bay Area. Our students have interned for Oracle, ITVS, KQED, The California Film Institute, Pacific Film Archive, Rebel Unit and many independent filmmakers. Our students have been hired in paid positions for editing, filmmaking and social media. More than 60 students worked on multiple collaborations with artists from Pixar in 2014.Three Multimedia Alumni have won Emmy’s for documentaries and had their films broadcast nationally on public television. In 2014, Multimedia has been actively developing our industry advisory boards, including professionals from Pixar, Apple and Beats who give us vital advice on how our skills and programs support industry needs.Last year, we established a relationship with Autodesk that enabled us to receive an in-kind donation of over a million dollars worth of software and this has permitted us to teach some of the most expensive industry-standard software programs, including Maya and Smoke.  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  |  **Multimedia primarily serves two types of students**:1) **Younger students, under 26, who come here, more or less directly, after highschool.** For the majority of them, we hope they will continue on to universities because most well-paid media related jobs require strong verbal and analytical skills in conjunction with visual communication and technical skills. We have been strengthening our pathways from High School to BCC through building closer relationships with high schools (& high school curriculum) around the Bay. We are planning to build out a dual enrollment program which will ease the transition for High School students into college.We are setting up High school tours and providing short workshops for those students to introduce them to our college programs. To support these students, we are reviewing and revamping our AA and Certificates of Achievement to better reflect the developing market needs while simplifying the process and number of required units for students seeking to transfer to Universities.2) **Mature students who already have a degree beyond AA’s and who often have work experience.** These are the students who set the bar high for everyone in Multimedia; they demonstrate strong written communication and think critically. Already having degrees, including sometimes Masters or PHD’s, they complete advanced vocational training in our program and earn certificates of proficiency in our capstone classes. There is a real dearth of public institutions that have the resources or curriculum to instruct advanced multimedia skills. Many excellent university programs primarily teach theory (ie: Film criticism, journalism, media studies, fine arts, anthropology.) Situated a block from Cal Berkeley we serve many graduates who come to us for hands-on training that dovetails out of their majors. Other students come from a career; we see (print) journalists, engineers, grant writers, doctors, and scientists who want to either shift the focus of their work or incorporate the use of media into their existing profession. These mature students take advantage of the wide range of software, technical skills and career networks we offer. While in our classes, mature students tend to model professionalism for all of our students, and once they land a job, they often bring other BCC alumni on board whenever there are openings. As alumni, they’ve been instrumental in helping build our internship program. They thrive in our capstone classes. Once they learn advanced technical skills in video, digital imaging, animation or web, these students have excellent prospects for finding work. 3) **Basic Skills** The ability to communicate increasingly incorporates multimedia skills as the language for communication. Developing such skills is essential for a wide swath of work and scholarship; we may want to consider encouraging more BCC students (non-Multimedia majors) to learn some foundational media skills, such as basic visual composition, digital competency and website design and how to use social media for professional goals. Considering the prevalence of media and the web in daily commerce and all forms of scholarship, BCC may want to contemplate developing a multimedia foundational course for our general AA requirements. 4) **Game Design.** We are in the process of developing curriculum for a new strand in Video Game Design that will lead directly into Chico State’s Game Design program. Game Design will attract many young students (and we’d like to focus on recruiting underserved communities via local organizations such as “Girls who Code” and “Qeyno Labs.” ) The game design program will take advantage of our access to industry software that we already instruct (such as Maya) and many skills that are already deeply imbedded in our program – from animation to sound design to web design. BCC is uniquely positioned to develop video game design, not only because of our Multimedia department, but also because of our Computer Science offerings, our strong relationships with local non-profits and industry, plus our proximity to Silicon Valley. To my knowledge, there’s no other public institution in the Bay Area that offers both Multimedia and Computer Science so we’re in a unique position to build a program that would offer students an affordable pathway into the industry and the program at Chico State. I’m also confident that with our reputation and industry connections, we may be able to receive some major funding support. |

|  |
| --- |
| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |   95 |
| Number with SLOs | 95 |
| % SLOs/Active Courses | 100% |
| Number of courses with SLOs that have been assessed | 45 |
| % Assessed/SLOs | 47% |
| Describe types of assessment methods you are using**The Minute Paper**  |
| Describe results of your SLO assessment progress  **Nearly 100% assessment for fall 2014 courses.**  |
| Describe how assessment results and reflection on those results have led to improvements.1) In the exit survey, we've collected contact information and information about what students are doing with the courses they've taken, so that we have a better idea of certificate, degree and job-training or retraining paths students take.2) provided more instructional texts and videos, provided more review, spoke more slowly, gave extra time on major assignments. |

|  |
| --- |
| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |    |
| Number with Program Learning Outcomes |    |
| Number assessed |   |
| % Assessed |   |
| Describe assessment methods you are using  |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.  |

|  |
| --- |
| VIII. Strategic Planning Goals |
| Check all that apply.☒Advance Student Access, Success & Equity☒Engage our Communities & Partners☒Build Programs of Distinction☒Create a Culture of Innovation & Collaboration☒Develop Resources to Advance & Sustain Mission | **Advance Student Access, Success & Equity**  We include labs with our courses that enable students, of all income levels, access to state of the art software and equipment. The technological skills that they learn in our program enable many to create portfolios of their work and to transfer to 4-year programs.**Engage our Communities & Partners** We have develeoped strong collaborations and partnerships with Pixar, KQED, ITVS, California Film Institute, Pacific Film Archive, Pixelcorps, Rebel Unit, The Video Project, Uncharted, Oracle plus multiple independent film organizations and non-profits. We send interns to all of the listed organizations and have formalized several collaborations that have been ongoing for 2-5 years , where our students work in roles on annual projects with the Bay Area International Children’s Film Festival, The California Film Institute and Independent Television Service.**Build Programs of Distinction**Three Multimedia Alumni have won Emmy’s. Another alumna, Sam Barnett won the Jack Kent scholarship, offering him full tuition in the Film Program at the University of Southern California. Multimedia is not only unique within Peralta, but our program constitutes one of the only places in the Bay Area where a wide range of students can gain access to topnotch resources, networking opportunities and faculty working professionally in media. **Create a Culture of Innovation & Collaboration**Multimedia classes focus on students developing innovative, technical and artistic work. We create a project-based environment where students can use their skills not only for academic purposes but also to serve the real-life needs of local media related businesses and organizations.In our video production classes, collaboration is absolutely essential. Teamwork and etiquette are emphasized. This emphasis on soft skills is being implemented department wide as the ability to collaborate effectively is a highly sought after skill in the industry. We also teach our students how to give and receive feedback in order to enhance their analytical and communication skills.**Develop Resources to Advance & Sustain Mission** Our instructors consistently evaluate which software is most utilized in the field and bring these tools into the hands of the students. Our most recent adaptations to the changing market have included Adobe Premiere CC, AutoDesk’s Smoke and Maya, and Dragonframe. We have also brought on highly skilled and award winning guest lecturers to give our students insight into specific trades in the multimedia industry.Our web instructor has designed and implemented a sleek multimedia website and billboards that will increase awareness of our program in the community. Our cooperative education program has been very successful and promotes a great reputation of BCC’s students among the industry.**Promote student success**We aim to provide excellent instruction, combined with current tools - software and equipment and job-training to our students. This requires funding and we need replacement computers and updated software.**Provide our diverse community with educational and CTE opportunitites**There is a terrible dearth of women and people of color working in technology and media. A high percentage of the students we serve includes both women and minorities. We offer over 50 internships annually and, in particular, the internships enable students of color or people who don’t have pre-existing connections to the industry to build a broader network and to practice their skills in a professional environment. Five years ago I observed that although our students were learning great skills in our program (and winning statewide media related competitions) that few of their accomplishments were translating into actual paid jobs, and this was particularly evident with students of color. Since then, we’ve spent enormous energy building our network with Bay Area media-related employers and we now see many more students finding jobs.**Transform lives.**Every student who discovers their passion and an aptitude in Multimedia leaves our program transformed; their commitment to education is deepened, their confidence and self-knowledge is increased and they have vastly improved their prospects for employment (whether or not they go directly into a career in Multimedia or first transfer to a four year university program.) Many well-paid jobs, especically in California, require that employees know how to communicate visually, can effectively interact with a host of digital software and are web-savvy communicators. We instruct all of these fundamental skills needed for employment and scholarship.We’ve helped turn around the lives of many people who never discovered or developed their passion and skills in high school or who found themselves locked into unsatisfying careers, honed new skills in our department and then found better employment. It is especially gratifying that, as a public institution, we are able to offer these opportunities for transformation at a cost that does not create unmanageable levels of debt and is affordable for people from all walks of life.  |

|  |
| --- |
| IX. College Strategic Plan Relevance |
| Check all that apply x☐New program under developmentx☐Program that is integral to your college’s overall strategy☐Program that is essential for transferx☐Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

|  |
| --- |
| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| Action Plans |
| Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed. |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source (check all that apply) |
| **1. Establish Game Design** program | New & old courses coordinated – Fall 2014Check articulation of new courses – Fall 2014Present to BCC Curriculum Comm.– Spring 2015 | Rachel Mercy Simpson, Mary Clarke Miller, Justin Hoffman and Thana |  P.O. Assessment Action Plans BI DataX BCC Institutional Goalsx PCCD Institutional GoalsX Other |
| **2. Hire sufficient Instructional Aides & Teaching Assistants-** | ASAP | **Department Wide** |  P.O. Assessment Action Plans BI DataX BCC Institutional GoalsX PCCD Institutional Goals Other |
| 3. ZZ time to update all the AAs | Since Fall 2011, have been requesting. | Mary Clarke Miller**/** Rachel Mercy Simpson/Justin Hoffman |  P.O. Assessment Action PlansX BI DataX BCC Institutional GoalsX PCCD Institutional Goals Other |
| 4. Hire a part-time clerkongoing AGAIN – permananently funded. | Currently we have an IA position. Trouble is its limited to 500 hours annually. | Rachel Mercy Simpson |  P.O. Assessment Action PlansX BI DataX BCC Institutional Goals PCCD Institutional GoalsX Other |
| **5.** **Establish studio management, update Print Room & buy replacement equipment with warranties**. | Buy equipment – Spring 2015 | **Rachel Simpson/Huseyin Sari/Diane Rosenblum** | P P.O. Assessment Action Plans BI DataX BCC Institutional Goals PCCD Institutional GoalsX Other |
| 6. Replace ancient animation equipment | Buy equipment – Spring 2015 | Mary Clarke-Miller |  P.O. Assessment Action Plans BI DataX BCC Institutional GoalsX PCCD Institutional GoalsX Other |

 |

|  |  |  |  |
| --- | --- | --- | --- |
| **7. Fix the Passport**system as it affects lecture + lab enrollment [see Appendix C] | **Presented latest info in Dec. 2011 – no response. Presented to Dean Celhay Fall 2012. ASAP ASAP ASAP** | **Rachel Mercy Simpson/ Hannah**Chauvet |  P.O. Assessment Action PlansX BI DataX BCC Institutional GoalsX PCCD Institutional Goals Other |
| 8. Establish animation labprocedures, including the animation storage room | Fall 2015 | Mary Clarke-Miller/Pam Stalker |  P.O. Assessment Action PlansX BI DataX BCC Institutional GoalsX PCCD Institutional Goals Other |

|  |  |  |  |
| --- | --- | --- | --- |
| **9. Hire an Animation/Game Design Full time Instructor**  | ASAP | **Department Wide** |  P.O. Assessment Action Plans BI DataX BCC Institutional GoalsX PCCD Institutional Goals Other |

  |

|  |
| --- |
| XI. Needs (A) MULTIMEDIA DEPT. |
| Please describe and prioritize any **faculty, classified, and student assistant** needs. **Top Priority:*** Hire Full-Time Animation/ Game Design Faculty Member
* 25 Teaching Assistants at 20 hours pr week (for 48 weeks) = $243,840 [rate is $10.16 pr/hr]
* 5 Instructional Aids at 500 hours pr Year = $57,560
* 1 Part Time Clerk = $7,630
* 2 Part Time Web and Social Media Content Producer and Editor = $7,721.60

  Second Priority:* Grant writer

  |
| Please describe and prioritize any **equipment, material, and supply** needs.**Top Priority**Update RAM for all MMART computers to run Autodesk software = $10,710Replace 8 broken computers in Lab 227 = $19,00010 Canon T3i Cameras for students in all strands to be utilized = $6,990 SEE INDIVIDUAL SECTIONS FOLLOWING  |
| Please describe and prioritize any **facilities** needs.  |

|  |  |  |
| --- | --- | --- |
| Resource Needs: (B.) ANIMATION | Link to Action Plans (Refer to # of item in section VI) | Estimated Cost: Please use Excel template to estimate costs. |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.**1 Instructional Aide- 500 hours a year** | **2. Hire sufficient Instructional Aides & Teaching Asst.s**  |  |
| Please describe and prioritize any **equipment, material, and supply** needs.3 Aging Multiple Scanners need replacement due to ageEstablish a permanent source for Unity 3D software and Toon Boom software renewal licenses 25 Wacom Tablets for animation labSoftware Lincenses [Unity and Dragon Frame] SEE APPENDIX A | 8. Establish animation lab**procedures, including the anim. storage room****1. Establish Computer Gaming program** | **$9,000****$6,000****$7,725****$2,000** |
| Please describe and prioritize any **facilities** needs.**Bring power to the animation storage room ( Rm.324A) in order that 3 pencil test machines can be installed.****Or****Install sufficient power along one wall so that the pencil test machines can be installed.** | 8. Establish animation lab**procedures, including the animation storage room** | **???** |

|  |  |  |
| --- | --- | --- |
| Resource Needs: (C.) VIDEO ARTS | Link to Action Plans (Refer to # of item in section VI) | Estimated Cost: Please use Excel template to estimate costs. |
| Please describe and prioritize any **faculty, classified, and student assistant** needs. |  |  |
| Please describe and prioritize any **equipment, material, and supply** needs.**Replacement camera equipment and accessories –**SEE APPENDIX B | **5.** **Establish studio management, update Print Room & buy replacement equipment with warranties**. | **$15K a yr.** |
| Resource Needs: (D.) DIGITAL IMAGING | **Link to Action Plans (Refer to # of item in section VI)** | **Estimated Cost:** **Please use Excel template to estimate costs.** |
| Please describe and prioritize any faculty, classified, and student assistant needs.Because current printers are aged & needing constant repair/ advanced computer software not adequate:3 24” Epson Printers1 44” Epson Printer1 64” Epson Printer5 2yr. Extended Warranties  | **5. Establish studio management, update Print Room & buy replacement equipment with warranties.** | **$33,722.33** |
| Please describe and prioritize any equipment, material, and supply needs.Ink – New Photography equipment SEE APPENDIX C  | **5. Establish studio management, update Print Room & buy replacement equipment with warranties.** | **$15K a yr.****$143K** |
| Please describe and prioritize any facilities needs.Expand Rm. 211 into Rm. 212. Print room is too small for current volume of work.Additional lab space.Dedicated photography space for studio. | **5. Establish studio management, update Print Room & buy replacement equipment with warranties.** |  |
| Resource Needs: (E.) VIDEO ARTS/DIGITAL IMAGING | **Link to Action Plans (Refer to # of item in section VI)** | **Estimated Cost:** **Please use Excel template to estimate costs.** |
| Please describe and prioritize any faculty, classified, and student assistant needs. |  |  |
| Tool Repair Chest - Make small repairs and adjustments to equipment in house – 25 Wacom Tablets for digital imagaing lab  | **5. Establish studio management, update Print Room & buy replacement equipment with warranties.** | **Approx.. $2500****Tablets = $7,725** |
| Resource Needs: (D.) WEB | **Link to Action Plans (Refer to # of item in section VI)** | **Estimated Cost:** **Please use Excel template to estimate costs.** |
| Please describe and prioritize any faculty, classified, and student assistant needs. |  |  |
| Please describe and prioritize any equipment, material, and supply needs. SEE ATTACHED EXCEL SHEET “Web\_APU\_2015.xlsx” |  |  |

**Berkeley City College**

**SUPPLIES, EQUIPMENT & OTHER NEEDS**

**BUDGET REQUEST**

**Department/Program:**\_\_MMART/Animation\_\_ **Budget Request Amount**: **\_$1,982.74**\_**Semester/Year:\_2015\_\_\_\_\_\_\_\_**

**Name of Requester Rachel Mercy Simpson Email/Extension\_rsimpson@peralta.edu\_Ranking 0-8:\_6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **2 - High** | **1 - Medium** | **0- Low, Not Applicable (N/A)** |
| **Direct Impact/Benefit to Students** | Items have a direct impact on [x] student access, equity and success. | Items have an indirect impact on student access, equity and success. | Items do not have an impact on student access, equity and success. |
| **Health & Safety** | Items are required for the health and safety of students and staff. | **N/A**(For this category, there is no medium ranking as this requires a yes/no response.) | Items are not required for the health and safety of students and staff. |
| **Necessity** | Items are an integral part [x] of the curriculum or function of the department, program, unit or office. | Items are a somewhat important part of the curriculum or function of the department, program, unit or office. | Items are not an important part of the curriculum or function of the department, program, unit or office. |
| **Degree of Obsolescence/****Age** | Existing items are obsolete or [x] unusable due to age or have been depleted. | Items are expected to become obsolete or unusable before the next funding period/opportunity for purchase. | Items are relatively new. |

**PRIORITY 1**

B&H Photo B&H#MAMVH502A546 – 2 Manfrotto Mvh502A Head, 546B Tripod $549.99 / $1099.98

Production Advantage # FIXT-0006 - 2 Altman 100 3" Fresnel w/ Color Frame, Safety Cable, Round Base $103.50./ **$207.00**

Production Advantage #INAC-0001 – 2 Altman 100-BD Barn Door for 3" Inky Fresnel $33.75 **$67.50**

Production Advantage #LAMA-0119 -4 Lamp, ESR,100W, BA15d DC Bayonet, Clear, 2900K, 1000Hr, Ushio #1000364 $9.25 **$37.00**

Production Advantage #ELEC-0990 – 2 Lex-Loc X515P 15 Amp Edison Plug $6.19 **$12.38**

PNTA SKU R290703060120 -2 Rosco LitePad Axiom, 3" x 6" $180.56 **$361.12**

Barn Door Lighting Outfitters SKU 570052 – 2 Arri AS-1 Light Stand 570052 $98.88 **$197.76** **TOTAL = $1982.74**

[This replaces the 8 toy Marvel Ani-Movie machines and Animation Toolworks “LunchBox DV” system which have all broken down or worn out since 2008.]

**Berkeley City College**

**SUPPLIES, EQUIPMENT & OTHER NEEDS**

**BUDGET REQUEST**

**Department/Program:**\_\_MMART/ Video\_ **Budget Request Amount**: **\_$13,432.77**\_\_ **Semester/Year:\_2015\_\_\_\_\_\_\_\_**

**Name of Requester\_Rachel Mercy Simpson\_Email/Extension\_rsimpson@peralta.edu\_Ranking 0-8: \_\_8\_\_\_\_\_\_\_\_\_\_\_\_\_**



|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **2 - High** | **1 - Medium** | **0- Low, Not Applicable (N/A)** |
| **Direct Impact/Benefit to Students** | Items have a direct impact on [x] student access, equity and success. | Items have an indirect impact on student access, equity and success. | Items do not have an impact on student access, equity and success. |
| **Health & Safety** | Items are required for the health and safety of students and staff.[x] ***Some of these items are needed for safety.*** | **N/A**(For this category, there is no medium ranking as this requires a yes/no response.) | Items are not required for the health and safety of students and staff. |
| **Necessity** | Items are an integral part [x] of the curriculum or function of the department, program, unit or office. | Items are a somewhat important part of the curriculum or function of the department, program, unit or office. | Items are not an important part of the curriculum or function of the department, program, unit or office. |
| **Degree of Obsolescence/****Age** | Existing items are obsolete or [x] unusable due to age or have been depleted. | Items are expected to become obsolete or unusable before the next funding period/opportunity for purchase. | Items are relatively new. |

**See the attached “Vid\_APU\_2015.xlsx”**

**Berkeley City College**

**SUPPLIES, EQUIPMENT & OTHER NEEDS**

**BUDGET REQUEST**

**Department/Program:**\_\_MMART/ Digital Imaging\_**Budget Request Amount**: **\_$**\_**17,246.94**\_**Semester/Year:\_2015\_\_\_**

**Name of Requester\_Rachel Mercy Simpson\_Email/Extension** **\_rsimpson@peralta.edu** **Ranking 0-8: \_\_6\_\_\_\_\_\_\_\_\_\_\_\_\_**



|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **2 - High** | **1 - Medium** | **0- Low, Not Applicable (N/A)** |
| **Direct Impact/Benefit to Students** | Items have a direct impact on [x] student access, equity and success. | Items have an indirect impact on student access, equity and success. | Items do not have an impact on student access, equity and success. |
| **Health & Safety** | Items are required for the health and safety of students and staff.***Some of these items are needed for safety.*** | **N/A**(For this category, there is no medium ranking as this requires a yes/no response.) | Items are not required for the health and safety of students and staff. |
| **Necessity** | Items are an integral part [x] of the curriculum or function of the department, program, unit or office. | Items are a somewhat important part of the curriculum or function of the department, program, unit or office. | Items are not an important part of the curriculum or function of the department, program, unit or office. |
| **Degree of Obsolescence/****Age** | Existing items are obsolete or [x] unusable due to age or have been depleted. | Items are expected to become obsolete or unusable before the next funding period/opportunity for purchase. | Items are relatively new. |

**See the attached “ Photo\_APU\_2015.xlsx” for Photography.**