MERRITT COLLEGE

2017-2018 ANNUAL PROGRAM UPDATE TEMPLATE

MERRITT COLLEGE DATA PROFILE: FALL 2016 AND SPRING 2017

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

Headcount by Gender	Fall 2016		Spring 2017	
Female	4514	64%	4742	64%
Male	2396	34%	2485	34%
Unknown/Unreported	133	2%	132	2%
Headcount by Race/Ethnicity				

American Indian	29	0%	26	0%
Asian	1129	16%	1227	17%
Black / African American	1903	27%	1864	25%
Hispanic / Latino	2064	29%	2195	30%
Pacific Islander	47	1%	42	1%
Two or More	369	5%	384	5%
Unknown / NR	341	5%	381	5%
White	1161	16%	1240	17%
Headcount by Age				
Under 16	38	1%	100	1%
16-18	808	11%	764	10%
19-24	2430	35%	2552	35%
25-29	1186	17%	1255	17%
30-34	766	11%	775	11%
35-54	1296	18%	1401	19%
55-64	327	5%	315	4%
65 & Above	192	3%	197	3%
Total Headcount	7043		7359	

	Fall 2016		Spring 2017	
Gender	Retention %	Success %	Retention %	Success %
Female	78%	66%	79%	70%
Male	78%	65%	79%	68%
Unknown/Unreported	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
American Indian	83%	77%	74%	60%
Asian	83%	76%	84%	78%
Black / African American	73%	57%	74%	60%
Hispanic / Latino	76%	65%	80%	70%
Pacific Islander	79%	69%	80%	74%
Two or More	77%	65%	78%	66%
Unknown / NR	82%	69%	83%	72%

White	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
Under 16	82%	82%	94%	89%
16-18	78%	65%	82%	74%
19-24	75%	62%	76%	65%
25-29	77%	66%	79%	70%
30-34	82%	71%	81%	71%
35-54	81%	70%	82%	74%
55-64	83%	71%	85%	73%
65 & Above	84%	78%	85%	72%

	Distance Education			
	Fall 2016		Spring 2017	
Retention and Success by Distance Ed	Retention %	Success %	Retention %	Success %
100% online	70%	62%	74%	59%
Hybrid	69%	53%	74%	61%
Face to Face	80%	69%	81%	72%

Purpose: This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at:
http://www.merritt.edu/wp/institutional-research/program-review/

Program Name: *Art Department*

DATE: *OCTOBER 5, 2017*

PROGRAM TYPE (circle or highlight one): **Instructional**   **Non-Instructional**   **Student Services or Special Programs**
        Administrative Unit

COLLEGE MISSION STATEMENT: The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Program Mission: *Merritt's Art Department seeks to maintain its reputation for educational excellence while embracing and incorporating contemporary culture, materials and methods. We engage students of different ages, genders, ethnicities, life experiences and artistic awareness in developing a creative intelligence through exposure to the history and practice of visual arts. Through classroom instruction, we advance students' knowledge of human aesthetics, awareness of sensory information, strategies for creative problem solving, and give them the technical skills to function successfully as artists in the community, in a variety of ways both traditional and nontraditional.*

DATE OF LAST COMPREHENSIVE PROGRAM REVIEW: 2015

DATE OF COMPREHENSIVE PROGRAM REVIEW VALIDATION: 2015

II. REPORTING PROGRESS ON ATTAINMENT OF PROGRAM GOALS

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.	Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)	Progress on Goal (indicate date next to the appropriate status for the goal)	Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was **completed**: How did you **evaluate** or determine the **outcome**? If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?)
Assessment **Improve quality, completion rate and repetition of assessment: Schedule training sessions with assessment specialists scheduled for all faculty to attend. Creation of Assessment Calendar to include regular reminders sent out each semester**	1. PCCD Goal: _A_____ 2. Merritt Goal: _A_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: __ ___2015 APR__ (date)	*Improvements continue overall. The Art Department reached 100% SLO assessment for the 2014-2017 assessment cycle. Refining and updating of SLO's for multiple class sections continues as we prepare to transition to CurricUnet Meta. Assessment plans are requested from all faculty at the beginning each semester with better success after implementation of SLOAC's assessment form and deadline for submitting.*
Curriculum (if applicable) **Develop more collaborative projects within class curriculum and add more studio art classes that will bring more students and art to the Merritt campus like Introduction to Mural Arts and Studio Arts Laboratory. NEW: Diversify Art History offerings to provide more variety**	1. PCCD Goal: _C 2. Merritt Goal: C	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____2015 APR _____ (date)	*Development of Studio Arts classes is ongoing has we strategize on how to best serve our demographics. Art 7 African American Art History successfully offered since Fall 2016.* *2 sections of Art 1 Online have run successfully since the Spring 2017. Modern Art History, Art 4 will be added in Spring*

Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.	Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)	Progress on Goal (indicate date next to the appropriate status for the goal)	Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was **completed**: How did you **evaluate** or determine the **outcome**? If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?)
of GE requirements for students and improve department productivity.			*2018 or Summer 2018 when it has been approved with its new DE Addendum by CIC.*
Instruction (if applicable) ***Integrate ARTS program and activities across curriculum and campus.***	1. PCCD Goal: __C__ 2. Merritt Goal: __C__	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _2015 APR_ _____ (date)	***Exhibition opportunities Fall and Spring semesters.*** ***Adding more Art History course offerings to increase GE requirement options in our course offerings.***
Student Success and Student Equity ***Update equipment in both ceramics and 2D art studios to provide dependable resources and technology for student learning.***	1. PCCD Goal:___A____ 2. Merritt Goal____A___	Completed: **8/2017**____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	***Request for Instructional Equipment money to replace old and outdated gas kilns and purchased 5 new throwing wheels for our Ceramics facility and replace old and/or broken easels in our 2D studio were fulfilled during the Spring and Summer of 2017.***
Professional Development,	1. PCCD Goal:____	Completed: _____	

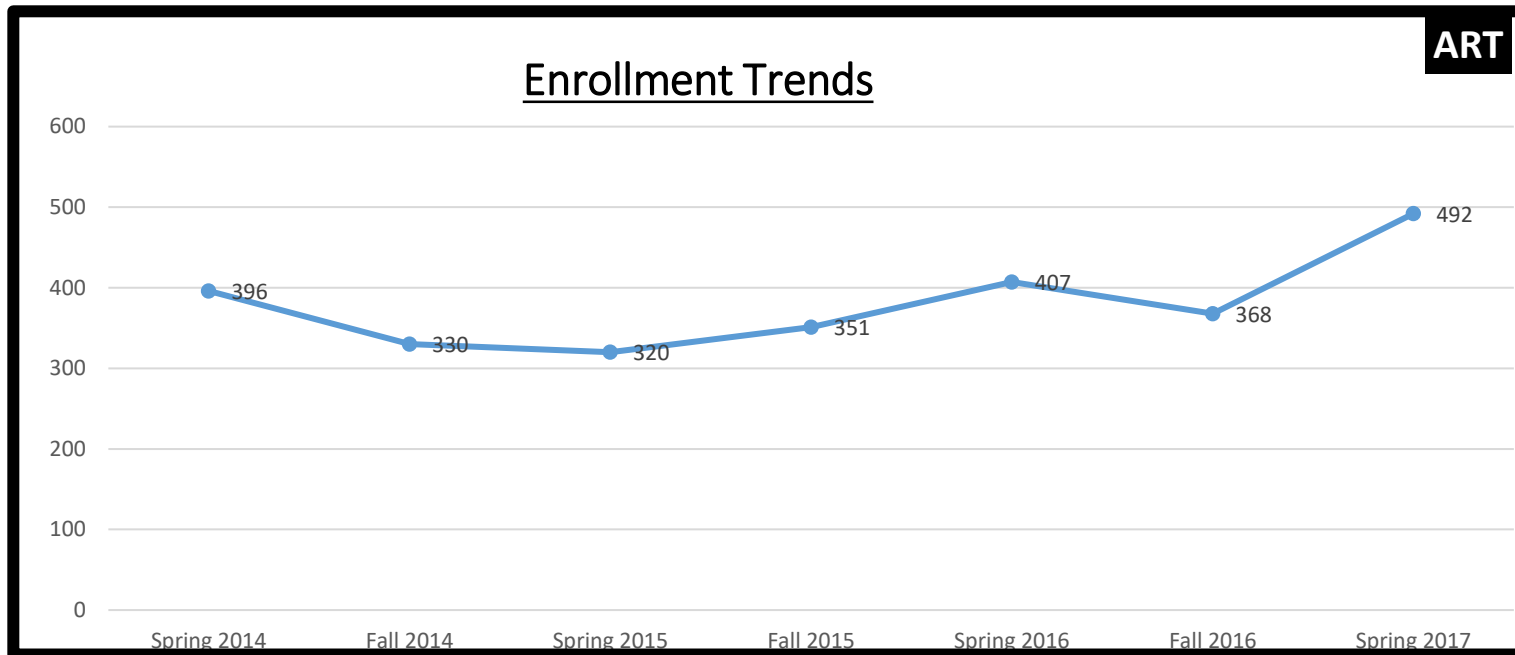| Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.	Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)	Progress on Goal (indicate date next to the appropriate status for the goal)	Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was **completed**: How did you **evaluate** or determine the **outcome**? If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?)
Institutional and Professional Engagement, and Partnerships **Integrate ARTS program and activities across curriculum and campus. Bring more ART to Merritt campus via displays of student artwork campus wide.**	B,C&D_____ 2. Merritt Goal_____ B,C&D____	(date) Revised/New: _____ (date) Ongoing: ____2015 APR _____ (date)	*The Art department sponsored and/or assisted in several art exhibitions during both Fall and Spring semesters of 2016 and 2017.* *During Fall 2017 work has begun to reinstate the Merritt Student Art Club. Their first event was presenting artwork for show and sale during the Horticulture Departments Fall Plant Sale. The club is currently planning a Holiday Bazaar Event for December 2017.* *Several more Art History course offerings have been added to increase GE requirement options in our course offerings.*
Other Goals	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	

Purpose: In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.
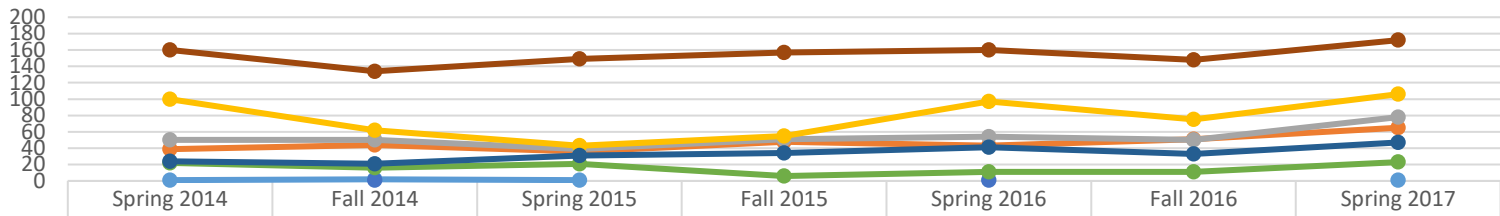
Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. *If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer:* *skessler@peralta.edu.*

STUDENT ENROLLMENT DEMOGRAPHICS: **(Copy/paste enrollment tables from data file)**

ART

Enrollment Trends

- Spring 2014: 396
- Fall 2014: 330
- Spring 2015: 320
- Fall 2015: 351
- Spring 2016: 407
- Fall 2016: 368
- Spring 2017: 492

Enrollment Trends: Race/Ethnicity

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian	1	2	1				1
Asian	39	44	36	48	43	51	65
Black / African American	50	50	39	51	54	50	78
Hispanic / Latino	100	62	43	55	97	75	106
Pacific Islander		1			1		
Two or More	22	16	21	6	11	11	23
Unknown / NR	24	21	31	34	41	33	47
White	160	134	149	157	160	148	172

1. **What changes have occurred in enrollment since 2015-2016 program review?**

Enrollment numbers overall have improved. Some small variations have occurred in the special populations who enroll, the most notable change is that those enrolling are leaving their economic status as undetermined.

COURSE SECTIONS AND PRODUCTIVITY: (Copy/paste tables from data file)

	TERM													
	Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
Course	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
1 INTRO TO ART HISTORY	1	20.	1	19.	1	15.	1	20.	2	18.	1	19.	3	22.

Course	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate
		00		00		50		00		02		50		33
166 Beginning Botanical Drawing							1	14.70	1	20.00	1	18.23	1	20.59
167 Continuing Botanical Drawing					1	22.94								
187 Beginning Ceramic Sculpture					1	19.42					1	13.46		
188 Intermediate Ceramic Sculpture							1						1	6.97
189 Advanced Ceramic Sculpture									1	17.50				
20 BEG DRAWING & COMP	1	16.09	1	11.94	1	16.33	1		1	14.54	1	15.96	1	16.15
208 FOUNDATIONS OF CERAMICS	1	19.04	1	18.07	1	16.73	1	10.00	1	19.41	1	14.70	1	11.18
25 BEG FIG DRAW/COMP	1	15.38	1	13.27	1	12.50	1	10.58	1	14.42	1	11.73	1	11.73
35 BEG PORTRAITURE							1	17.06	1	14.12	1	16.47	1	14.12
4 MODERN ART HISTORY	1	20.00	1	15.00									1	13.50
40 COLOR DYNAMICS							1	13.84			1	12.11		
46 2-D VISUAL DESIGN									1	10.96				
48ON ADV CERAMIC SCULPTUR	1	15.96	1	15.38										
50 BEG PAINTING	1	19.81	1	16.54										
50 BEGINNING PAINTING							1	17.11	1		1		1	
60 BEG PAINT/WATERCOLOR	1	23.07	1	23.07	1	18.65	1	17.88	1	19.81	1	19.04	1	25.19
65 BOTANICAL DRAWING	1	20.	1	12.										

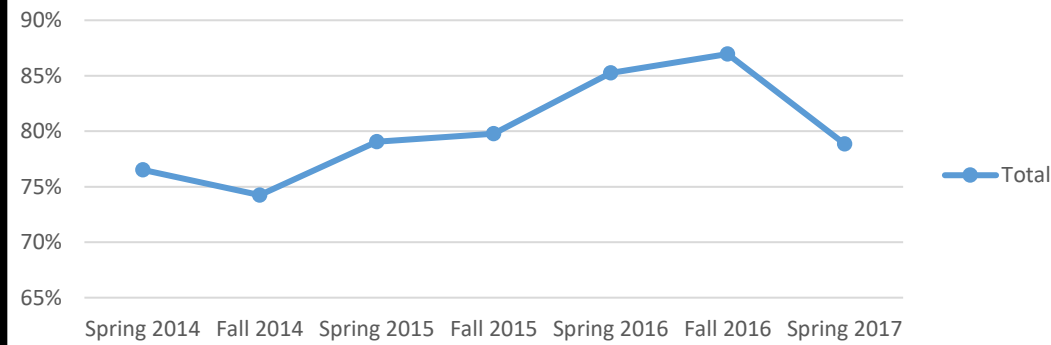|													
66 BEG PASTEL DRAWING	1	00 24.70	1	94 14.70	1	20.58	1	13.53	1	14.70			1	13.53
7 AFR-AMER ART HIST											1	16.00	1	14.00
80 BEGINNING CERAMICS							1	14.61	1	11.73	1	18.46	1	16.92
Total Sections and Productivity by Subject and Term	**10**	**19.11**	**10**	**16.07**	**9**	**17.52**	**12**	**19.16**	**13**	**15.89**	**12**	**17.44**	**15**	**17.59**

1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change)

Overall the Art Department productivity has been steadily increasing. There are a few exceptions with newly introduced course work like the Color and 2D classes that are a mandatory component of the Studio Arts Transfer Degree that is in the curriculum development process. One other area we have been addressing is the Ceramic Sculpture sections which have recently been offered one per semester along with a special projects section. Changes were made this year to run all 4 sections every semester to increase enrollment and raise retention and success. Our Ceramic Sculpture instructor is also currently working on developing a rotation of more diverse 3D course offerings.
We have also introduced Art 1 Online to diversify our offerings and balance out some of lower enrolled studio classes with higher enrolled online sections. In the Spring 2017 this was a very successful strategy. Enrollment in these two sections is not as high in the current Fall 2017 semester.
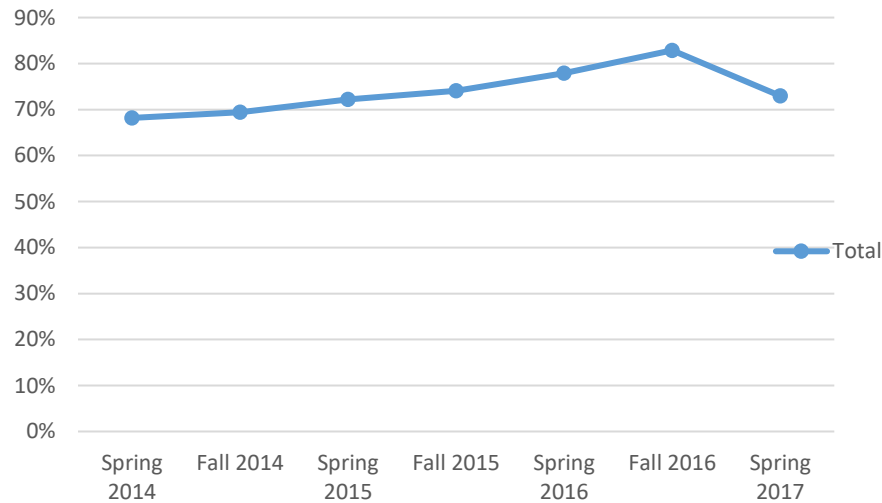
Course Retention Rate by Term

ART

Subject	ART

Row Labels	Total Retention %
Spring 2014	77%
Fall 2014	74%
Spring 2015	79%
Fall 2015	80%
Spring 2016	85%
Fall 2016	87%
Spring 2017	79%
Grand Total	**80%**

STUDENT SUCCESS: (copy/paste the course retention and course (successful) completion tables)

Course Success Rate by Term

Subject	ART

Row Labels	Total Success %
Spring 2014	*68%*
Fall 2014	69%
Spring 2015	72%
Fall 2015	74%
Spring 2016	78%
Fall 2016	83%

1. DESCRIBE THE COURSE RETENTION AND SUCCESSFUL COURSE COMPLETION RATES AND ANY CHANGES SINCE THE 2015-2016 PROGRAM REVIEW

Overall the Art Department retention and success has been steadily increasing.

2. DESCRIBE ANY ACHIEVEMENT GAPS PRESENT IN YOUR DISAGGREGATED ENROLLMENT, RETENTION AND SUCCESSFUL COURSE COMPLETION DATA. (YOUR DATA IS DISAGGREGATED BY GENDER, RACE/ETHNICITY, AGE, AND STUDENT POPULATIONS: DSPS, LOW INCOME, FOSTER YOUTH AND VETERANS)

STUDENT SUCCESS IN DISTANCE EDUCATION/HYBRID CLASSES VERSUS FACE-TO-FACE **classes: (copy/paste the Distance Ed retention and course completion data here.)**

Describe any difference in the Retention and Success of face-to-face and distance education courses.
There is only a small difference between the Retention and Success of rates of face-to-face and our online course offerings. Our face to face classes generally average around 70% or better in both retention and success and our Art 1 Online class is averaging 69% retention and 66% success.

OTHER PROGRAM SPECIFIC DATA. Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:
1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:
1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundation	Transfer	CTE	EM	How does this goal or the program	Measurable Outcomes: Institution Set Standards and IE Goals

			activities align with the Educational Master Plan Strategic Directions and/or Goals?	Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
Example: *Expand counseling COUN course delivery option to include hybrid and/or online course. (from 15-16 Program Review)*	x		x	*The Objective of these activities is to provide student with more options and increase enrollment. Offering courses at the high school also strengthens partnerships with the high schools and can build a pipeline from the HS to Merritt to improve HS to college transition and student success.*	*X*	*x*				
Assessment *Improve quality, completion rate and repetition of assessment: Schedule training sessions with assessment specialists scheduled for all faculty to attend. Creation of Assessment Calendar to include regular reminders sent out each semester*				***In our assessment process, we are assessing and making changes based on student performance and feedback to improve learning and student success.***	X	X				
2016 APU: Diversify Art History offerings to provide more variety of GE requirements for students and improve department productivity. *New 2017: Update or remove program certificates based on completion rates and Add Studio Arts Transfer Degree to allow students the opportunity to complete the AA-T at Merritt and allow them to receive Financial Aid to support their studies.*				"Our first priority is to successfully expand and offer more art history courses that will fulfill Humanities GE requirements and attract a wider base of students." – APR 2015 Increasing GE course offerings with Art 7 African American Art History and Art 4 Modern Art History are regularly offered. 2 sections of Art 1 Online were added to the Spring 2017, Summer and Fall 2017 and Art 4 Online is pending approval with CIC. We have received permission to copy the Studio Arts AA-T and a new proposal is in draft form in CurricUnet Meta.			X	X		

Integrate ARTS program and activities across curriculum and campus. Bring more ART to Merritt campus via displays of student artwork campus wide.				1.Held annual Show of Merritt on campus in Spring 2016 and Spring 2017. 2.Successfully advocated to FAS for use of student artwork for the creation of a Merritt College Thank You card to send to part time faculty to acknowledge their service to the college during the 2015-2016 academic year. 3. Fall 2016 exhibitions began with an art student memorial solo show followed by Exhibition celebrating 50th Anniversary of the Black Panther Party in collaboration with ASMC was held in the S352 shell space. 4. During the Spring 2017 semester the Women's March Photo Exhibition in S352 was a collaborative project between the Art and Communications Department.						
Update equipment in both ceramics and 2D art studios to provide dependable resources and technology for student learning.				Studio Boom Lights were replaced in Fall 2016. The old and severely outdated gas kiln was replaced with a new gas kiln for Ceramic during the summer of 2017. 5 new throwing wheels were also added to the Ceramics lab. Additionally 10 new easels and 6 new drawing benches, 3 new small studio lights were ordered, received and in use in our 2D studio in A 122. Further improvements include a completed work order for the repair of a dysfunctional window shade. Its repair has improved the overall light quality in our studio.	X	X	X			

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the

student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).

a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary

The Student Equity Plan, SSSP Plan, and Basic Skills Plans outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)	Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion	Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

*S = SSSP, E=EQUITY, B=BASIC SKILLS

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the *PLANNING* for 2017-2018.				
Problem, Achievement Gap or Observation (data)	**Activity/Intervention**	**Target Student Population**	**Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)**	**Relevant College Equity/SSSP/BS Goal**
Example: Lack of program diversity	*Looking at diversity partnering with Oakland unified for pathways*	*African American and Hispanic/Latinos*	*Increase headcount/enrollment of these populations*	*SSSP and Equity Plan – Access for African Americans and Latinos*
Lack of program diversity.	***Diversify course offerings, increase outreach efforts and campus awareness of programs.***	***Students in age ranges from 20 to 40 especially African American and Hispanic.***	***Increase headcount/enrollment of these populations***	***SSSP and Equity Plan – Access for African Americans and Latinos***
Lower success rates of our students with disabilities.	***Collaborating with DSPS office for guidance and support. An imbedded tutor would be an excellent solution.***	***Students with disabilities***	***Increase success and completion rates for these students.***	***Equity***

Lower success rates of our African American and Hispanic/Latino students.	Specific training on how best to support and students in the classroom and outside the classroom. Funding for imbedded tutor via SSSP ?	African American and Hispanic/Latino students	Increase success and completion rates for these students.	Equity

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

Please report on the outcomes from 2016-2017 funding.				
Plan	**What was funded?**	**Was this part of a larger activity or initiative?**	**What need did this address?**	**What measurable outcome resulted in this funding?**
Student Equity Plan				
SSSP Plan				
Basic Skills Plan				
Strong Workforce				

Purpose: In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META,* and *Taskstream.*

Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

College	Subject Code	Course #	Course Title	Created On	Status		2018-2019	2019-2020	2020-2021
Merritt College	ART	001	Introduction to Art History	11/4/2009	Active		X		
Merritt College	ART	004	History of Modern Art (1800 to Present)	9/19/2007	Active		X		
Merritt College	ART	007	History of African-American Art (Past to Present)	9/19/2007	Active		X		
Merritt College	ART	009	History of World Ceramics: Past and Present	9/10/2009	Active		X		

College	Subject	Number	Title	Date	Status				
Merritt College	ART	012	World Art: Visual and Historical Analysis	9/19/2007	Active		deactivate		
Merritt College	ART	015	California Art History, 1850-2000	9/19/2007	Active		deactivate		
Merritt College	ART	020	Beginning Drawing and Composition	9/24/2009	Active		X		
Merritt College	ART	021	Continuing Drawing and Composition	10/20/2009	Active		X		
Merritt College	ART	022	Intermediate Drawing and Composition	9/19/2007	Active		X		
Merritt College	ART	023	Advanced Drawing and Composition	10/20/2009	Active		X		
Merritt College	ART	024	Special Projects: Drawing	9/19/2007	Active		X		
Merritt College	ART	025	Beginning Figure Drawing and Composition	10/20/2009	Active			X	
Merritt College	ART	026	Continuing Figure Drawing and Composition	10/20/2009	Active			X	
Merritt College	ART	027	Intermediate Figure Drawing & Composition	9/19/2007	Active			X	
Merritt College	ART	028	Advanced Figure Drawing and Composition	10/6/2009	Active			X	
Merritt College	ART	029	Special Projects: Figure Drawing	10/20/2009	Active			X	
Merritt College	ART	035	Beginning Portraiture	10/22/2009	Active			X	

College	Dept	Number	Title	Date	Status					
Merritt College	ART	036	Continuing Portraiture	10/22/2009	Active				X	
Merritt College	ART	039	Special Projects: Portraiture	10/22/2009	Active				X	
Merritt College	ART	039A-D	Special Projects: Portraiture	9/19/2007	Active			deactivate		
Merritt College	ART	040	Color Dynamics: The Interaction of Color	9/19/2007	Active				X	
Merritt College	ART	046	2-D Visual Design	9/19/2007	Active				X	
Merritt College	ART	049	ART 049	9/19/2007	Active		X			
Merritt College	ART	050	Beginning Painting	9/19/2007	Active		X			
Merritt College	ART	051	Continuing Painting	9/19/2007	Active		X			
Merritt College	ART	052	Intermediate Painting	9/19/2007	Active				X	
Merritt College	ART	053	Advanced Painting	9/19/2007	Active				X	
Merritt College	ART	054	Special Projects: Painting	9/19/2007	Active					X
Merritt College	ART	060	Beginning Painting: Watercolor	10/20/2009	Active		X			
Merritt College	ART	061	Continuing Painting: Watercolor	10/20/2009	Active		X			
Merritt College	ART	062	Intermediate Painting: Watercolor	9/19/2007	Active				X	
Merritt College	ART	063	Advanced Painting: Watercolor	10/20/2009	Active				X	
Merritt	ART	064A-D	Special Projects:	9/19/2007	Active		X			

College	Subject	Number	Course Title	Date	Status				
College			Watercolor Painting						
Merritt College	ART	066	Beginning Pastel Drawing	9/19/2007	Active		X		
Merritt College	ART	067	Continuing Pastel Drawing	9/19/2007	Active		X		
Merritt College	ART	068	Special Projects: Pastel Drawing	9/19/2007	Active		X		
Merritt College	ART	080	Beginning Ceramics	9/19/2007	Active		X		
Merritt College	ART	081	Continuing Ceramics	9/19/2007	Active		X		
Merritt College	ART	082	Intermediate Ceramics	9/19/2007	Active			X	
Merritt College	ART	083	Advanced Ceramics	9/19/2007	Active			X	
Merritt College	ART	084	Special Projects: Ceramics	11/2/2009	Active				X
Merritt College	ART	086	Special Projects: Alternative Firing Techniques	9/19/2007	Active				X
Merritt College	ART	088	Special Projects: Ceramic Sculpture	9/19/2007	Active		X		
Merritt College	ART	166	Beginning Botanical Drawing	2/24/2014	Active				X
Merritt College	ART	167	Continuing botanical drawing	9/19/2007	Active				X
Merritt College	ART	168	Advanced Botanical Drawing	2/24/2014	Active				X
Merritt College	ART	169	Special Projects Botanical Drawing	11/27/2013	Active				X
Merritt	ART	187	Beginning Ceramic	4/10/2014	Active		X		

College	Department		Title	Created On	Status				
College			Sculpture						
Merritt College	ART	188	Intermediate Ceramic Sculpture	11/8/2013	Active	X			
Merritt College	ART	189	Advanced Ceramic Sculpture	9/20/2013	Active			X	
Merritt College	ART	202	Fundamentals of Drawing	9/19/2007	Active				X
Merritt College	ART	205	Fundamentals of Painting	9/19/2007	Active				X
Merritt College	ART	208	Foundations of Ceramics	2/10/2013	Active				X
Merritt College	ART	803	Artwork Documentation Workshop	10/9/2009	Active	X			
Merritt College	ART	804	Ceramic Sculpture and Pit Fire	11/9/2009	Active	X			

College	Department	Title	Program Code	Created On	Degree Type	Status			
Merritt College	M - Arts	Art Foundation		9/12/2013	Certificate of Proficiency	Active	X		
Merritt College	M - Arts	Botanical Illustration		11/20/2013	Certificate of Proficiency	Active		X	
Merritt College	M - Arts	Ceramics		9/20/2013	Certificate of Proficiency	Active	X		
Merritt College	M - Arts	Studio Arts Transfer Degree		11/16/2016	AA-T Degree	Draft			X

Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
Art 168 Advanced Botanical Drawing	SLO 2. Continue to develop and strengthen personal style, working from traditional and contemporary examples as well as personal preference in subject matter, materials and techniques.	All students successfully completed all aspects of the Master Copy assignment including sketches, master copy, oral presentation and the creation of an original artwork implementing their learning from the master's style.	I will continue to add new information to all aspects of the assignment as well as share previous student work with new students.	*IN progress*
Art 80 Beginning Ceramics	Demonstrate the basic skills and techniques necessary in the effective and safe use of tools and materials to produce works of art. More specifically, students will demonstrate their ability to use their hands and personal tools to create coiled forms.	VOCABURUARY QUIZ– 17 of 17 students who took the test scored 100%. Excellent understanding of basic terms, tools, and materials in written form. MIDTERM- 100% participation. All the students demonstrated Good to Excellent understanding of materials and the use of tools through verbal description of the techniques and their learning experiences. 3 of the students showed the insight to incorporate the coiled technique to forms to their final and personal projects. 10 out of 17 of their artwork showed imperfection of forms in attempt to capture the correct proportions through Shoe project., which is a technical challenges for the beginners to typically encounter due to the lack of practical hands-on experiences with the material, but the all the students were able to identify the issues orally. They reflected on the challenges and	Keep providing more solid ground for personalized support and advises to cater to each student's needs. In order for me to provide the quality educational experiences, it is imperative that the college do not overcrowd the classroom. Facilitating the open lab time will benefit the students greatly. It will be good if the college will provide with the resources to facilitate open lab time. Administrative help in securing full time professors and full time technician for the ceramic area are the first step to assure more organized, dedicated, and personalized support are being provided to students.	In progress and ongoing.

		enthusiastic to strive for better understanding of material and tool usages. They demonstrated their basic skills and understandings, and showed promises of progressing their learnings by gaining more hands-on practice and experiences in continuing onto more project throughout the semester.		
Art 63 Advanced Watercolor	Identify and apply various watercolor techniques, color theory and design principles to create larger, more complex watercolor paintings	With watercolor painting, the larger the painting the more difficult it becomes to control the medium. Students were able to focus on various techniques, color, value and composition in order to create desired results. Some students were more successful than others due to confidence and experience.	Prior assignments included the techniques in order for the students to have experience on a smaller scale in preparation for the larger painting.	After midterm Fall 2017

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

   We discuss assessment at all of our department meetings. That evidence can be found in our meeting agendas and meeting minutes. We also discuss assessment via email and individual conversations as well as during flex day activities and planning summits.

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

College	Subject Code	Course #	Course Title		SLO to be assessed	Assessment plan submitted?	Instructor
Merritt College	ART	001	Introduction to Art History		SLO 2	yes	Nicole Oest
Merritt College	ART	004	History of Modern Art (1800 to Present)		not active		
Merritt College	ART	007	History of African-American Art (Past to Present)			no	Sean Nash
Merritt College	ART	020	Beginning Drawing and Composition		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	021	Continuing Drawing and Composition		not active		Sheila Metcalf Tobin
Merritt College	ART	022	Intermediate Drawing and Composition		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	023	Advanced Drawing and Composition		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	024	Special Projects: Drawing		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	025	Beginning Figure Drawing and Composition		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	026	Continuing Figure Drawing and Composition		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	027	Intermediate Figure Drawing & Composition		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	028	Advanced Figure Drawing and Composition		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	029	Special Projects: Figure Drawing		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	035	Beginning Portraiture		not active		
Merritt College	ART	036	Continuing Portraiture		not active		

Merritt College	ART	039	Special Projects: Portraiture		not active		
Merritt College	ART	040	Color Dynamics: The Interaction of Color		not active		
Merritt College	ART	046	2-D Visual Design		SLO 1	Yes	Mark Lightfoot
Merritt College	ART	050	Beginning Painting			No	Sean Nash
Merritt College	ART	051	Continuing Painting			No	Sean Nash
Merritt College	ART	052	Intermediate Painting			No	Sean Nash
Merritt College	ART	053	Advanced Painting			No	Sean Nash
Merritt College	ART	054	Special Projects: Painting			No	Sean Nash
Merritt College	ART	060	Beginning Painting: Watercolor		complete		Pablo Villicana
Merritt College	ART	061	Continuing Painting: Watercolor		complete		Pablo Villicana
Merritt College	ART	062	Intermediate Painting: Watercolor		complete		Pablo Villicana
Merritt College	ART	063	Advanced Painting: Watercolor		complete		Pablo Villicana
Merritt College	ART	064A-D	Special Projects: Watercolor Painting		SLO 2	No	Pablo Villicana
Merritt College	ART	066	Beginning Pastel Drawing		SLO 3	No	Mark Lightfoot
Merritt College	ART	067	Continuing Pastel Drawing		SLO 3	No	Mark Lightfoot
Merritt College	ART	068	Special Projects: Pastel Drawing		SLO 3	No	Mark Lightfoot
Merritt College	ART	080	Beginning Ceramics		complete		Tomoko Nakazato
Merritt College	ART	081	Continuing Ceramics		complete		Tomoko Nakazato
Merritt	ART	082	Intermediate Ceramics		complete		Tomoko

College								Nakazato
Merritt College	ART	083	Advanced Ceramics		complete		Tomoko Nakazato
Merritt College	ART	084	Special Projects: Ceramics		complete		Tomoko Nakazato
Merritt College	ART	088	Special Projects: Ceramic Sculpture			No	Susannah Israel
Merritt College	ART	166	Beginning Botanical Drawing		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	167	Continuing botanical drawing		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	168	Advanced Botanical Drawing		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	169	Special Projects Botanical Drawing		SLO 3	yes	Sheila Metcalf Tobin
Merritt College	ART	187	Beginning Ceramic Sculpture			No	Susannah Israel
Merritt College	ART	188	Intermediate Ceramic Sculpture			No	Susannah Israel
Merritt College	ART	189	Advanced Ceramic Sculpture			No	Susannah Israel
Merritt College	ART	202	Fundamentals of Drawing		SLO 4	yes	Sheila Metcalf Tobin
Merritt College	ART	205	Fundamentals of Painting		not active		
Merritt College	ART	208	Foundations of Ceramics		not active		
College	**Department**	**Title**	**Program Code**	**Status**			
Merritt College	M - Arts	Art Foundation		Active			
Merritt College	M - Arts	Botanical Illustration		Active			

Merritt College	M - Arts	Ceramics		Active			
Merritt College	M - Arts	Studio Arts Transfer Degree		Draft			

VI. ADDITIONAL QUESTIONS FOR CTE, COUNSELING, LIBRARY AND STUDENT SERVICES/ADMIN UNITS

PURPOSE: **IN THIS SECTION, CERTAIN PROGRAMS OR DEPARTMENTS WILL ANSWER QUESTIONS SPECIFIC TO THE PROGRAM.** LEAVE THE SECTION BLANK IF YOUR PROGRAM, DEPARTMENT OR UNIT IS *NOT CTE, COUNSELING, LIBRARY OR STUDENT SERVICES/ADMINISTRATION.*

FOR CTE:

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?

3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.

FOR COUNSELING:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?

2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

FOR LIBRARY SERVICES:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	This Academic Year	Previous Academic Year (s)	Explanation of Changes

Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			

FOR STUDENT SERVICES AND/OR ADMINISTRATIVE UNITS:

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

2. Briefly describe any changes that have impacted the work of your unit.

VII. NEW RESOURCE NEEDS NOT COVERED BY CURRENT BUDGET

PURPOSE: **IN THIS SECTION, PROGRAMS WILL DOCUMENTS NEW AND REPEAT RESOURCE REQUESTS** _NOT COVERED BY CURRENT BUDGET_**, AND DOCUMENT THE SUPPORT OF THE REQUEST WITH DATA OR EVIDENCE.**

HUMAN RESOURCES: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year)	Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)
Additional part-time faculty to teach new art history courses to accommodate student demand/scheduling needs and achieve college FTES targets. *Appr. $5K per added class*	*No,first requested in 2016 APU*	*Curriculum (if applicable)* **Develop more collaborative projects within class curriculum and add more studio art classes that will bring more students and art to the Merritt campus like Introduction to Mural Arts and Studio Arts**			*Provide greater opportunities for students to fulfill their scheduling needs.*	A & E	A & E

		Laboratory. ==NEW: Diversify Art History offerings to provide more variety of GE requirements for students and improve department productivity== *from 2016 APU.*					

The Art Department has no new human resources request at this time.

*New faculty and staff requests must be listed here.

TECHNOLOGY AND EQUIPMENT: How will the new technology or equipment contribute to student success?

The Art Department office in A122 recently received a necessary software update. We are grateful for the Apple computers and HP printer which is put to use on a daily basis. Both the digital projectors need to be evaluated for optimal functioning and lightbulbs may need to replaced asap.

Technology and Equipment	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year)	Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)

Regular update and/or upgrade of software programs. ==***Office computer in A122 office recently received a Microsoft update and is functioning better.***== ***Classroom computer is still in need of software updates in A122 and H105.***	*yes*	*Student Success and Student Equity* **Update equipment in both ceramics and 2D art studios to provide dependable resources and technology for student learning.**			*Use of smart classroom equipment for showing instructional information and images provides visual learning opportunities that are irreplaceable as instructional aids..*	A, E	A, E
Regular maintenance and updates for digital projectors in A122.	*New Request Fall 2017*	*Student Success and Student Equity* **Update equipment in both ceramics and 2D art studios to provide dependable resources and technology for student learning.**			*Use of smart classroom equipment for showing instructional information and images provides visual learning opportunities that are irreplaceable as instructional aids.*	A, E	A, E
==***Received Summer 2017:***==	*yes*	*Student Success and*			***Replacing damaged or broken equipment will ensure the***	A, E	A, E

Throwing wheels – A133 ceramics studio		*Student Equity* **Update equipment in both ceramics and 2D art studios to provide dependable resources and technology for student learning.**			*availability of studio equipment for all students who need it.*	A, E	A, E
<mark>*Received Summer 2017:*</mark> *Gas Kiln A133 ceramics studio*	*yes*	*Student Success and Student Equity* **Update equipment in both ceramics and 2D art studios to provide dependable resources and technology for student learning.**			*Kilns are in constant use during the semester for the processing and completion of student work.*	A, E	A, E
Electric Kilns A133 ceramics studio	*yes*	*Student Success and Student Equity* **Update equipment in both ceramics**			*Kilns are in constant use during the semester for the processing and completion of student work.*	A, E	A, E

		and 2D art studios to provide dependable resources and technology for student learning.					
<mark>*Received Summer 2017:*</mark> *10 easels (Approx. $2500 total)* *A122 2D studio*	*yes*	*Student Success and Student Equity* **Update equipment in both ceramics and 2D art studios to provide dependable resources and technology for student learning.**			*Replacing damaged or broken equipment will ensure the availability of studio equipment for all students who need it.*	A, E	A, E
Ongoing equipment needs for the upkeep and operation of new gas kiln in Ceramic Studio Approximately $1700 annually.	*New request Fall 2017*	*Student Success and Student Equity* **Update equipment in both ceramics and 2D art studios to provide dependable**			*Adding additional $1700 funding to instructional supply budget for the regular purchase of parts necessary for upkeep and operation of kilns.*	A, E	A, E

		resources and technology for student learning.						

FACILITIES: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

The A122 classroom is in much need of attention and minor repairs. Much of the soundboard where we weekly display artwork for review has

Facilities	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year)	Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)
Request to participate in planning for the future facility changes i.e. renovation/removal /replacement of A Building facilities.	*No, first requested in 2016 APU*			*At the recent Facilities Forum we were told that the A Building is beyond renovation and will be scheduled for demolition when the funds are made available. The two classrooms that the Art Department has*	*Students will benefit by the college ensuring the new/improved facilities will provide the specific needs of the programs they house.*	A & D	A & D

				used for the last several decades will be difficult to replace without sincere and continuous inclusion in planning and building design.			
Locks on all the doors in A122 need to be repaired and or replaced as most malfunction. The office door is so difficult to unlock that we leave it closed but unlocked to allow access.	*yes*			*This is a basic operational need.*	*Keeping instructional supplies and student supplies and artwork safe behind locked doors allows reliable availability and regular use of materials for classroom demonstrations, participation and completion of class assignments.*	A	A
Replacing ineffective mini-blinds and anti-solar film with a translucent white glazing material, to increase the light level by a lampshade effect and eliminate direct sunrays. One of the anti-solar shades has been damaged and	*yes*		*Yes* *SLO 3 Art 36 Continuing Portraiture* *Value* *Apply a variety of techniques to create values with descriptive and expressive qualities.*		*The glazing of all the clear-story windows in an effort to control ambient lighting - in order to accurately discern the light, halftones, shadow on objects.*	A	A

dangling in place for several years despite requests and work orders submitted to repair.							
Repair and replacement of sound board material used for pinning up art work in the A122 2D classroom	*yes*				*This will provide more areas to display work for critiques, midterm and final reviews.*	A	A

PROFESSIONAL DEVELOPMENT OR OTHER REQUESTS: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year)	Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)
Assessment Training	*yes*	*Improve quality, completion rate and repetition of assessment: Schedule training sessions with assessment specialists scheduled for all faculty to attend. Creation of Assessment*			*Training will provide instructors with the skills to meaningfully and continually assess student success and improve or*	*A, D & E*	*A, D & E*

		Calendar to include regular reminders sent out each semester			*adjust methods as needed.*		
CurricuNet Meta Training	*Requested in 2016 APU*	*Review and revise all class curriculum. In progress: Create Online Art History offerings to provide more variety of GE requirements for students and improve department productivity. Addition of Studio Arts AA-T to Art Foundation and Ceramics certificates. Review and Revise Botanical Arts Certificate.*	*Yes, per department discussions about the relevancy and appropriateness of current content of certificate PLO's.*		*Resources and content will be kept up to date and reflect current and historical thought and practices.*	*A, D & E*	*A, D & E*
Inclusion Training	*Requested in last 2016 APU*				*Instructors will have knowledge of communication skills to better address and included all constituencies of our diverse student population.*	*A, D & E*	*A, D & E*
Canvas Training		*Ongoing review and training is necessary for current and new online instructors and students.*		Anecdotal data collected in conversation and dialogue among instructors and senators during Merritt Faculty Academic Senate meetings.		*A, D & E*	*A, D & E*
Budget Training		*Ongoing review and training is necessary for current and new department chairs.*		Anecdotal data collected in conversation and dialogue among new and/or recent Department Chairs at CDCPD meetings.		*A, D & E*	*A, D & E*
Passport and BI Tool Training		*Ongoing review and training is necessary for current and new instructors and department chairs.*		Anecdotal data collected in conversation and dialogue among new and/or recent Department Chairs at		*A, D & E*	*A, D & E*

					CDCPD meetings.			
Planning Guide and Scheduling Training		*Ongoing review and training is necessary for current and new instructors and department chairs.*		Anecdotal data collected in conversation and dialogue among new and/or recent Department Chairs at CDCPD meetings.s			*A, D & E*	*A, D & E*

SIGNATURES

Discipline, Department or Program Chair

_____   _____   _____

Print name   *Signature*   *Date*

Dean

_____   _____   _____

Print name   *Signature*   *Date*