

Merritt College

2017-2018 Annual Program Update

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.

<i>Headcount by Gender</i>	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
<i>Headcount by Race/Ethnicity</i>				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%
<i>Hispanic / Latino</i>	2064	29%	2195	30%
<i>Pacific Islander</i>	47	1%	42	1%
<i>Two or More</i>	369	5%	384	5%
<i>Unknown / NR</i>	341	5%	381	5%
<i>White</i>	1161	16%	1240	17%
<i>Headcount by Age</i>				
<i>Under 16</i>	38	1%	100	1%
<i>16-18</i>	808	11%	764	10%
<i>19-24</i>	2430	35%	2552	35%
<i>25-29</i>	1186	17%	1255	17%
<i>30-34</i>	766	11%	775	11%
<i>35-54</i>	1296	18%	1401	19%
<i>55-64</i>	327	5%	315	4%
<i>65 & Above</i>	192	3%	197	3%
<i>Total Headcount</i>	7043		7359	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
Gender	Retention %	Success %	Retention %	Success %
<i>Female</i>	78%	66%	79%	70%
<i>Male</i>	78%	65%	79%	68%
<i>Unknown/Unreported</i>	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
<i>American Indian</i>	83%	77%	74%	60%
<i>Asian</i>	83%	76%	84%	78%
<i>Black / African American</i>	73%	57%	74%	60%
<i>Hispanic / Latino</i>	76%	65%	80%	70%
<i>Pacific Islander</i>	79%	69%	80%	74%
<i>Two or More</i>	77%	65%	78%	66%
<i>Unknown / NR</i>	82%	69%	83%	72%
<i>White</i>	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
<i>Under 16</i>	82%	82%	94%	89%
<i>16-18</i>	78%	65%	82%	74%
<i>19-24</i>	75%	62%	76%	65%
<i>25-29</i>	77%	66%	79%	70%
<i>30-34</i>	82%	71%	81%	71%
<i>35-54</i>	81%	70%	82%	74%
<i>55-64</i>	83%	71%	85%	73%
<i>65 & Above</i>	84%	78%	85%	72%

**Distance
Education**

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

I. Program Information

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: Music

Date: 10/10/2017

Program Type: **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: The mission of the music department at Merritt College is to provide a curriculum for the general educational patterns (IGETC) for transfer students, for music majors within the district, and community members attending our institution. The values and standards in the department of music are commensurate with those held at Merritt College and Peralta district. We provide a comprehensive understanding of the arts and music education to all students who participate in our program.

Date of Last Comprehensive Program Review: October 2016

Date of Comprehensive Program Review Validation: October 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.

<p>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.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>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?)</p>
<p><i>Assessment</i> Create a student survey to assess student interests related to courses to be added to the current offerings over the next years. Distance Ed courses will be added where appropriate.</p>	<p>1. PCCD Goal: Create an environment of exceptional student access, equity and success.</p> <p>2. Merritt Goal Advance Student Access, Equity and Success</p>	<p>Completed: Spring 2017 Revised: NA Ongoing: YES New Goal: Spring 2018</p>	<p>Goals Not yet met: A short survey was included in two of the MUS 15 courses for Spring 2016. In it, students evaluated content, coursework, and expectations of student work .</p>
<p><i>Curriculum (if applicable)</i> Reevaluate and revise Student Learning Outcomes for current course offerings where appropriate.</p>	<p>1.PCCD Goal: Advance Student Access, Equity and Success</p> <p>2. Merritt Goal: Create an environment of exceptional student access, equity and success.</p>	<p>Completed: October 2016 Revised: September 2017 Ongoing: YES New Goal: October 2018</p>	<p>Goals met: SLOs for MUS 9 were created by Monica Ambalal. SLOs are good for online, distance ed, and face-to-face. In addition, new SLO's were added for MUS 100 and MUS 15B – these are cloned courses.</p>

<p>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.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>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?)</p>
<p><i>Instruction (if applicable)</i> Continue to provide quality instruction that engages students in preparing them for successful lives.</p>	<p>1. PCCD Goal: Build Programs of Distinction 2. Merritt Goal: Create and Implement effective and innovative programs that meet the diverse needs of our community. Add new courses to diversify Merritt offerings in music.</p>	<p>Completed: Fall 2017 Revised: Fall 2017 Ongoing: YES</p>	<p>Goal met: Students in MUS 10 were asked to combine with Child Development courses where they demonstrated their cross-disciplinary understandings of how music can relate to various majors an departments on campus.</p> <p>Piano students in MUS 130 are preparing to give an end-of-semester concert in A-117. Piano in classroom is in constant use, and we will continue to house both Steinway M and D models so piano students understand the feeling of a real concert grand model piano.</p>
<p><i>Student Success and Student Equity</i> Create a student survey to assess student interests related to courses to be added to the current offerings over the next years. Distance Ed courses will be added where appropriate</p>	<p>1. PCCD Goal: Create an environment of exceptional student access, equity and success. 2. Merritt Goal: Advance Student Access, Equity and Success</p>	<p>Completed: Spring 2017 Revised: Spring 2017 Ongoing: YES New Goal: Spring 2018</p>	<p>Goal met: Students continue to complete surveys in the department of music so we can better schedule course offerings that are tailored to their needs.</p> <p>New courses were added: MUS 100 and MUS 15B. These courses were cloned from BCC and Laney. These classes will help to diversify our department and we can work together with CoVAH. We will continue pursuing methodology and pedagogy to ensure student success for all students in music courses.</p>
<p><i>Instruction (Department Goal)</i> Create space to include interdisciplinary opportunities campus-wide to engage students</p>	<p>3. Merritt Goal: Engage our community through respectful dialogue to create partnerships and opportunities for our students.</p>	<p>Completed: Spring 2017 Revised: Spring 2017 Ongoing: YES New Goal Spring 2018</p>	<p>Goal: (50% achievement) Music has combined with Child Development, and we are expecting visitors from the children’s center, and president’s office soon. I would like to combine with African-American studies to display the connections between the program & MUS 15a.</p>

<p>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.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>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?)</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i> Continue to attend professional development workshops.</p>	<p>1. PCCD Goal: Build Programs of distinction</p> <p>2. Merritt Goal: Create an environment of exceptional student access, equity and success.</p>	<p>Completed: 16 November 2017 Revised: 16 November 2017 Ongoing: YES New Goal: March 2018</p>	<p>Goal met: Monica Ambalal attended the AMS society in Vancouver where she attended panels on Latin music, and teaching methods for the community college classroom. She also attended the local SEM at UC Berkeley where a heavy focus was dedicated to music in Indonesia -Spring 2017.</p>
<p>Seek to develop partnerships with organizations, including those already in existence, along with new educational opportunities with local high schools.</p>	<p>1. PCCD Goal: Engage and Leverage Partners</p> <p>2. Merritt Goal: Engage our community through respectful dialogue to create partnerships and opportunities for our students.</p>	<p>Completed: April 2017 Revised: NA Ongoing: YES New Goal: Spring 2018</p>	<p>Connected with music instructors from the following institutions in Spring 2017:</p> <p>Berkeley City College, Mills College, Skyline High school, Holy Names University, and COVAH.</p>

III. Data Trend Analysis

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)

TERM	F15	F16	Fall % Change	S16	S17	Spring % Change
FEMALE	137	189	38%	122	217	78%
MALE	99	119	20%	87	132	52%
UNKNOWN	2	2	0%	2	5	150%
AGE_LT_20	44	56	27%	23	66	187%
AGE_BT_20_24	84	114	36%	89	138	55%
AGE_BT_25_39	61	84	38%	60	101	68%
AGE_GTEQ_40	49	56	14%	39	49	26%
E_American_Indian	1	1	0%	0	1	#DIV/0!
E_Asian	19	41	116%	28	64	129%
E_Black_African_American	85	104	22%	75	98	31%
E_Hispanic_Latino	63	78	24%	65	95	46%
E_Pacific_Islander	0	2	#DIV/0!	2	1	-50%
E_Two_More	21	20	-5%	10	26	160%
E_Unknown_NR	11	14	27%	10	14	40%
E_White	38	50	32%	21	55	162%

1. What changes have occurred in enrollment since 2016-2017 program review?

The number of students in all music classes increased by 47% between 2015-16 and 2016-17. Upon reading, it is noted that there is a surmountable change in the population for people under the age or 20 and for student that fall in the Asian demographic.

Course Sections and Productivity: (Copy/paste tables from data file)

Term	F15	F16	Fall % Chg	S16	S17	Spring % Chg
Sections	8	8	0	6	9	50%
Course Enrollment	239	311	30%	213	359	69%
Productivity	15.32	20.21	32%	18.38	21.03	14%

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

Productivity has increased significantly over these past two years. Since S16, productivity in Music exceeded the state’s goal of 17.5. I attribute the increases to distance education classes, and more student demand for general music education courses.

Student Success: (copy/paste the course retention and course (successful) completion tables)

Term	Fall 15	Fall 16	Fall % Chg	S16	S17	Spring % Chg
Total Graded	239	311	72	213	359	146
Withdrawals	54	61	7	43	59	16
Retained	185	250	65	170	300	130
Course Completion Rate	77%	80%	3%	80%	84%	4%
Course Success Rate	66%	76%	10%	69%	72%	3%

1. **Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review**
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.)

TERM	CAMPUS	SUBJECT	ONLNE	HYBRID	FACE2FACE
Fall 2015	Merritt	MUSIC	0	68.18	81.55
Fall 2016	Merritt	MUSIC	0	64.44	79.39
Spring 2016	Merritt	MUSIC	0	62.32	78.28
Spring 2017	Merritt	MUSIC	0	62.77	87.13

1. Describe any difference in the Retention and Success of face-to-face and distance education courses.

Success appears stronger in face-to-face classes at this time. Although students begin the MUS 10 and MUS 15a series well, the census reflects a small loss of students after the first three weeks. Incentives to improve class participation should be considered. Student's lack of experience and understanding with online courses can also be attributed to these factors. Courses will improve over time as instructors' expectations become consistent in all courses in the department of music, and awareness of the online courses is brought to more students via counseling appointments and new student registration.

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.

-Surveys continue to be ongoing in each class. At this time, the instrument-making project was cancelled from all music courses for 2017/2018 with the consideration of adding the project in for the next year. In lieu of a missing project, it has since been replaced with a weekly group activity. These include critical thinking challenges as students are required to listen to a song and answer specific questions that demonstrate their knowledge learned from the course.

-Because of increasing demand as shown in the data, we need to increase course offerings, both diversity and more sections of the same courses. – more online, more face-to-face and some hybrid for the future.

IV. Aligning Program Goals, Activities and Planning

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	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE 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)
Goal 1 Music faculty will create a student survey to assess student interests related to courses to be added to the current offerings over the next years. Distance Ed courses will be added where appropriate. Reactivation of previous courses and adding of new courses will follow in stages over the next three years.			Goal 1	In our assessment process, we are continually assessing and making changes based on student performance and feedback to ensure CTE students engagement in experiences that enhance learning and student success.	X	x	X	X		
Goal 2: Reevaluate and revise Student Learning Outcomes for current course offerings where appropriate. This would also include revisiting course descriptions with music colleagues at sister colleges.			Goal 2	SLO's are a continuing process where music faculty are expected to revise, meet, and create. In continuing to monitor SLOs in the music department, we help to ensure student success.	X	X	X	X		

<p>Goal 3 Activities and Rationale: Continue to provide quality instruction that engages students in preparing them for successful lives. Suggestions for future activities would include sponsored field trips off-campus to concerts at various music venues and other schools in neighboring areas.</p>			Goals	<p>Goals NA – future planning for field trips. Independently, students are expected to attend local concerts as part of their expectations in MUS 15a, MUS15b, MUS 11, and MUS 19.</p>	X	X	X	X		
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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)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
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)

For the 2017 school year, one major challenge was the way I dealt with attendance and participation. This year, I added in-class assignments and participation that add up to about 1/3 of the grade in MUS 15a for example. At the completion of the Spring 2017 semester, I considered the retention rates for my course and noticed that students maintained great attendance through participation. Students grades increased considerably and I will continue to add this into my courses for the coming year.

<u>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.</u>				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
Ensuring students of all ability levels are able to partake in Music courses	This year, I added significant accommodations for students in DSPS. In-class listening quizzes are now offered at the DSP test center.	Students with disabilities.	Students felt prepared and comfortable taking their quizzes in the appropriate environment/time.	SSSP and Equity Plan – Access for African Americans and Latinos
Course content needed to reflect the demographics of African-Americans and Latino students	This year, I added a number of topics, and biographies to reflect our student population and demographics.	Students of African-American and Latino descent.	Students expressed interest in continued learning that dealt with important figures and events such as Big Mama Thornton and the <i>pachuco</i> movement. <i>*I have also added a film about the Khmer genocide and how music in Cambodia was altered in the 1970s.</i>	SSSP and Equity Plan – Access for African Americans and Latinos

Many new students at Merritt are not familiar with the use of online software to become successful in online music courses like MUS 10 and MUS 15a	Hybrid and online students are offered an introduction course for no credit that meets in the first week to help facilitate the layout and format of Canvas courses	Students new to online courses in the Peralta district	Students have added comments in forums mentioning how the introduction lecture aided them in familiarity with the online courses.	Basic Skills Initiative
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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?**

<u>Please report on the outcomes from 2016-2017 funding.</u>				
<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>
<u>Student Equity Plan</u>				
<u>SSSP Plan</u>	<i>NO FUNDING</i>			

<u>Basic Skills Plan</u>				
<u>Strong Workforce</u>				

V. Curriculum and Assessment Status

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.

Course Number								Cou	20	20	20
								rse	18-	19-	20-
								Na	20	20	20
								me	19	20	21
<i>Edited 2017 October</i>											
Merritt College	MUSIC	MUS 9	Introduction to World Music	1/28/16	Active		x				
Merritt College	MUSIC	MUS 10	Music Appreciation	2/21/2014	Active		x				

Merritt College	MUSIC	MUS 11	African American Music	10/19/09	Active		x						
Merritt College	MUSIC	MUS 15A	Jazz, Blues, and Popular Music in the American Culture	9/21/09	Active		x						
Merritt College	MUSIC	MUS 15B	Jazz, Blues, and Popular Music in the American Culture	9/13/17	In Review	x							
Merritt College	MUSIC	MUS 19	Music of America's Musical Theater	9/20/09	Active		x						
Merritt College	MUSIC	MUS 24	Jazz History	11/1/17	In Review	x							
Merritt College	MUSIC	MUS 30 A-D	College Orchestra	9/18/07	Active		x						
Merritt College	MUSIC	MUS 100	Music Fundamentals and Culture	9/29/16	In Review	x							
Merritt College	MUSIC	MUS 130	Elementary Piano Method I	2/1/13	Active		x						
Merritt College	MUSIC	MUS 131	Elementary Piano Method II	2/1/13	Active		x						
Merritt College	MUSIC	MUS 132	Elementary Piano Method III	2/1/13	Active		x						
Merritt College	MUSIC	MUS 133	Elementary Piano Method IV	2/1/13	Active		x						
Merritt College	MUSIC	MUS 134	Intermediate Piano Literature I	9/18/07	Active		x						
Merritt College	MUSIC	MUS 135	Intermediate Piano Literature II	9/18/07	Active		x						
Merritt College	MUSIC	MUS 136	Intermediate Piano Literature III	9/18/07	Active		x						
Merritt College	MUSIC	MUS 137	Intermediate Piano Literature IV	9/18/07	Active		x						

College												

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			
MUS 10	1. Identify and differentiate between various musical styles and accompanying structures.		MUS 10 SLO to be assessed by Matt McLean	Spring 2018
MUS 130	4. Students will synthesize their knowledge of level 1 technique, music reading and theory into one or more performances in front of the class or the instructor.		MUS 130 SLO to be assessed by Monica Ambalal	Spring 2018
MUS 15a	3. Describe and explain the emergence of jazz in the US and list major jazz trends and artists from the 19 th and 20 th centuries.		MUS 15a SLO to be assessed by Monica Ambalal	Spring 2018

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? **Instructors in the music and art departments are continually working to update the SLO's, to agree on the statements, and to follow through with the assessments using Bloom's taxonomy. We can find evidence of these exchanges in department meetings, memos, and inter-departmental discussions.**

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

N/A

SLO ASSESSMENT CHART

COLLEGE	COURSE	NUMBER	TITLE	Instructor	SLO To be Assessed
Merritt College	MUSIC	MUS 9	Introduction to World Music	Ambalal, Monica	New Course
Merritt College	MUSIC	MUS 10	Music Appreciation	Ambalal, Monica	#1
Merritt College	MUSIC	MUS 11	African American Music	Benton-Nickerson, Summer	completed
Merritt College	MUSIC	MUS 15A	Jazz, Blues, and Popular Music in the American Culture	McLean, Matthew	#3
Merritt College	MUSIC	MUS 15B	Jazz, Blues, and Popular Music in the American Culture	Ambalal, Monica	New Course
Merritt College	MUSIC	MUS 19	Music of America's Musical Theater	Ambalal, Monica	New Course
Merritt College	MUSIC	MUS 24	Jazz History	Ambalal, Monica	New Course
Merritt College	MUSIC	MUS 30 A-D	College Orchestra	Hansen, Eric	completed
Merritt College	MUSIC	MUS 100	Music Fundamentals and Culture	Ambalal, Monica	New Course
Merritt College	MUSIC	MUS 130	Elementary Piano Method I	Ambalal, Monica	#4
Merritt College	MUSIC	MUS 131	Elementary Piano Method II	Ambalal, Monica	#4
Merritt College	MUSIC	MUS 132	Elementary Piano Method III	Ambalal, Monica	#4
Merritt College	MUSIC	MUS 133	Elementary Piano Method IV	Ambalal, Monica	#4
Merritt College	MUSIC	MUS 134	Intermediate Piano Literature I	Ambalal, Monica	#4
Merritt College	MUSIC	MUS 135	Intermediate Piano Literature II	Ambalal, Monica	#4
Merritt College	MUSIC	MUS 136	Intermediate Piano Literature III	Ambalal, Monica	#4

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:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
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 document new and repeat resource requests not covered by current budget, and document the support of the request with data or evidence. **Note – please see budget allowance for Fall 2018 included here:*

Inquiry Results Budget Overview

Business Unit: PCCD1
 Ledger Group: APPROP 0002Appropriation Ledger Rules
 Type of Calendar: Detail Budget Period
 Amounts in Base Currency: USD
 Revenue Associated

[Return to Criteria](#) Max Rows: [Display Options](#)

Ledger Totals (2 Rows)		Net Transfers:	500.00
Budget:	725.00		
Expense:	0.00		
Encumbrance:	0.00		
Pre-Encumbrance:	498.81		
Budget Balance:	226.19		
Associate Revenue:	0.00		
Available Budget:	226.19		

Budget Overview Results													Customize Find View All			First	1-2 of 2	Last
	Location	Fund	Cost Ctr	Object Code	Obj Descr	Program	Activity Suffix	Activity Suffix Descr	Project	Project Descr	Acct Line	Budget Period	Budget	Expense	Available Budget*			
1		6	11	653	4301	Instructional - (Classroom)	1	100400	Music	1017	Lottery Instructional Supplies	00	2018	500.00	0.00	1.19		
2		6	01	653	5882	Equip Repairs Maint. & Svc	1	100400	Music	0000	Zero Project NO.	00	2018	225.00	0.00	225.00		

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)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Request to add adjunct faculty in guitar, voice, and music appreciation face-to-face	N/A	Yes	Continue to provide quality instruction that engages students in preparing them for successful lives.	We need to continue to make face-to-face courses available for students who do not prefer online courses	Students will have the ability to choose a direct engaging course with the instructor. Students will continue interest in music department offerings due to wide variety of classes offered.
Request to include an instructional assistant in the department of Music	75% paid by Cal-Works	NO	Continue to provide quality instruction that engages students in preparing them for successful lives.	Ms. Ambalal instructs 5-6 sections of academic and degree transferable courses and averages 200+ students each semester between online and in-class formats. Between duties as a full-time instructor and future department chair– she requests an assistant knowledgeable in music to help with online functions, preparing gradebooks, copies, prepping courses, and some grading functions.	Classes taught by Ms. Ambalal will still be offered with a high-level of critical thinking, equal expectations of output comparable to UC's and various CC's, and high-caliber of learning.

*New faculty and staff requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Piano update, equipment addition: new piano cover for Steinway M, complete cleaning for both Steinway M and D models. Tuning for Steinway M. Repair for both Steinways M and D models.	\$10,000	NO	Continue to provide quality instruction that engages students in preparing them for successful lives.	Piano courses at Merritt College are continuing to remain steady. Students will be offered a music theory course in the spring 2018 semester which will help with synthesizing the music learned in piano courses. Having the piano allows students to become familiar with the feeling of a real piano. Instructors use the piano for class sessions.	Students at Merritt have the chance to use a piano that is otherwise reserved for concert halls and larger music schools.
We have two pianos that were assessed by Steinway in 2016 and again in 2017. They are in a mediocre state but are able and encouraged to be repaired.	See above	NO	N/A	The Steinway Model M is currently used by a local church on campus. We need this housed in P307 where our orchestra needs a piano for weekly rehearsals.	We need to present pianos that are efficient, clean, and presentable for use in the department. This creates a welcoming environment.
Piano Soundboard	\$2000	NO	Continue to provide quality instruction that engages students in preparing them for successful lives.	By introducing a local soundboard into A-117, the instructor will be able to hear piano students individually. This will free the instructor from having to move	Students will be comfortable knowing only the instructor can hear their performance.

				to the next door room, and it will allow students to remain at their piano stations to perform.	They will also be seated in one room rather than having to switch back and forth.
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Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities has managed to correct a number of issues in the past year. They are as follows: open water entry is covered, outdoor air vent covered to prevent wasp nests, lock placed on A-116, light fixtures maintained, new shelves, desk, table, and bulletin boards installed in A-117. A complete cleaning of the classroom was completed in Fall 2017.

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Safety measures for open light installations in A 117A and hallway of A117 needed	N/A	NO	Continue to provide quality instruction that engages students in preparing them for successful lives. (Safety)	Robert Smith and various classified staff have viewed work orders for these fixes; many have commented on the need to bring the classroom up to code.	This will provide an environment that is safe for the students and the instructor.

Professional Development or Other Requests: How will the professional development activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Attending Music conferences	\$1000	YES	Attendance of Professional Development Workshops	This is ongoing. M Ambalal has placed requests for music conferences in the past three years at Merritt – all have been successful as she has included the materials from the conferences in her lecture courses.	Students are able to experience modern music trends, various new genres of musci and methods taught by their instructor to enrich their experience.

Signatures

Discipline, Department or Program Chair

 Monica F. Ambalal
Print name

 Monica Ambalal
Signature

 10/25/2017
Date

Dean

Print name

Signature

Date