



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

2020-2021

Annual Program Update

I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the	Macro-Region Employment

	year after graduation.	Rate, by Program SOC
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College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

*Includes 'EW' grades

II. Program Overview

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College 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.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
Monica F. Ambalal		Full time
Summer Benton-Nickerson Matthew McLean Eric Hansen Colin Chiu Patrick Klobas	All faculty	All part time

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

<u>Peralta District Strategic Goals</u>	
P1.	Advance student access, equity, and success.
P2.	Engage and leverage partners.
P3.	Build programs of distinction.
P4.	Strengthen accountability, innovation, and collaboration.
P5.	Develop and manage resources to advance our mission.

<u>Merritt College Strategic Goals</u>	
M1.	Completion - Increase number of degrees and certificates by 20% over the next 5 years.
M2.	Transfer - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
M3.	Time to Completion - Reduce the number of excess units earned by students.
M4.	Employment - Maintain at least 82% of students attaining employment in the field of study.
M5.	Equity - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
1. Create a student survey to assess student interests related to courses to be added to the current offerings over the next years. DE courses will be added where appropriate.	Completed	M.2	P.1	Two of the music courses (MUS 15A and MUS 10) completed class surveys that deal with student need and interest in music class offerings here at Merritt. Findings show that students continue to need the MUS 10 class for example - for IGETC and CSU

<p>2. We would like to boost our enrollment in piano and orchestra classes. These courses are largely featured for the AA degree and can also count towards anyone majoring in MUSIC at Peralta. The enrollment as it stands now is an average of 13.2% and those numbers are dismal. The music department will plan to engage our community through social media, word-of-mouth, and possible recruitment through college fairs.</p>	<p>In progress</p>	<p>M.1</p>	<p>P.3</p>	<p>requirements. The target of these classes are students looking to complete the check boxes on the IGETC, yet we are peppered with some other students coming from Laney music dept. overflow - as our class times and teaching methods are preferred for a select few majors.</p> <p>At this time data shows that our piano classes maintain an enrollment between 18-20 persons and our orchestra is steady at 20+ These numbers still do not reach our ultimate goals of 25 in each. Further goals and processes of recruitment are needed. Note: for Fall we have 35 enrolled likely due to remote learning. Online piano classes may be an option to consider moving forward.</p>
<p>3. The music department proposes to develop a small learning community setting with a trial semester in Spring 2020 where we could combine a history course with a music course. At this time, we are proposing MUS 11 (African-American Music) to be combined with MUS 30 (African American Studies).</p>	<p>To be considered</p>	<p>M.2</p>	<p>P.4</p>	<p>Follow-up: I believe this program should be considered for the Fall 2021 school year. We should work with the professors in the African-American studies dept. to discuss a plan to boost enrollment in this program. This would be a great tool for community-building and to boost enrollment in both programs. Note: We attempted this in Fall 2019 and could not complete due to enrollment of 19 in both classes.</p>
<p>4. The music department proposes a plan to help boost enrollment across the board and to maintain our FTES with success and</p>	<p>New goal</p>	<p>M.2</p>	<p>P.3</p>	

<p>retention rates of 35 students or more. This may be facilitated in the 2020/2021 school year due to the need for online learning during shelter-in-place, and our courses like World Music and African-American music are increasingly popular with each semester. The data shows retentions of 34-37 students on average for these courses.</p>				
<p>5. The music department is considering a plan to create a certificate for piano performance. I believe Eric Hansen would have good success in this program however the needs and desire for the program are yet to be determined. This would be the first certificate for the music department and beyond the 2021 school year, these may be offered either online (which would help with enrollment) or face-to-face.</p>	New goal	M.1	P.3	Note: consider implementation for 2021/2022
<p>6. We propose that all of our instructors in the music department will meet AP4105 requirements by Summer 2021</p>	New goal	M.5	P.3	At this time all except one of our current instructors meet the current AP4105. When and if the requirement changes, we are confident all members will meet the new implemented changes.
<p>7. The music department plans to offer courses that will be included in the CVC-OEI consortium</p>	New Goal	M.1	P.3	We have already applied for the consortium as a district. If we gain entry, our music classes would be filled at 40+ students, we would maintain high FTES, and would avoid cutting classes for our part time faculty. The POOCR process would have to be enacted at the district or college DE level.

8. The creation of a LatinX-Music History course	New Goal	M5	P5	Due to the increasing numbers of our LatinX populations that enroll at Merritt each year, the music department proposes the creation of a new course that focuses in Latin-American music history. This will help with equity gaps, it will encourage students in the Fruitvale area to participate in our music department offerings, and we envision collaboration with ESOL, Spanish 1 and our Child Dev departments if this course is offered.
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IV. Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

The music department is self-contained in A building rooms A117 and A119.

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

[APU Data Dashboards:](#)

- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of

student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

Productivity comparisons: Three Years

14.12% (2017/2018)

14.76% (2018/2019)

13.48% (2019/2020)

Since 2015 the music department has seen increase productivity rates that move steadily with each year, however with the 2019/2020 year there is an obvious decrease likely presented due to the remote teaching mandates.

Completion Rates for Face-to-Face Courses

85% (Fall 2019)

This reflects a huge jump in comparison to prior years. In Fall 2019 we had 6 in-person classes and a variety of times, days, and subjects were offered. This number demonstrates the need and demand by our students to receive in-person instruction. It also shows that our awareness of outreach and self-advertising for Merritt College music courses is making an impact in our program.

Completion Rates for Online Courses

78% (Fall 2019)

85% (Summer 2020)

These numbers usually increase notably in the summer session as many students are home from other schools taking courses from 4-year colleges, and our Merritt students are typically committing to 1-2 courses. For the population that completed courses this past summer, shelter-in-place orders were mandates, thus creating an environment where home learning

was deemed a priority option in an online platform.

Overall Completion Rates: Three Years

69% (2016-2017)

70% (2017-2018)

70% (2018-2019)

Course Retention Rates

First generation students: 74% (2015-2016) 80% (2017-2018) 88% (2018-2019)

These numbers are incredible in that they demonstrate the interest of our first-generation students at Merritt College who desire high-caliber teaching and those that choose music to fulfill their GE requirements.

African-American students: 76% (2015-2016), 81% (2016-2017), 77% (2017-2018), 87% (2018-2019)

This data shows a steady rise in the retention rates of our African-American students who continue to show a need to complete degrees and partake in our general ed music offerings, and our piano courses. The rates may be attributed to the increasing awareness of equity gaps the music faculty was made aware of in the past 2 years. Notice the 10% jump from 2018 to 2019.

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

Since December 2019 – all SLOs remain current and have been completed in full. Beginning in Spring 2021, the chair will assign SLOs to current music faculty as deemed appropriate.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

The music program has continued to maintain an awareness and we discuss and share data as is relevant to our curriculum. Monica Ambalal shared last year's APU with all the music faculty this past year and asked for feedback and insight regarding the data presented – the faculty responded with the possibilities of: including surveys for students during the midterm, check-ins to see how well students are (wellness checks or mental health check ins), advertising courses in our department through social media.

We have changed our SLO process so we only assign SLOs to instructors who have actually taught the course as their voice is strongest. There was little completed in CurriqNet with the exception of edited wording for SLOs and the deletion of too many SLOs for music 15A.

The following item is for instructional programs only

Discuss how your PLOs align with the [ILOs](#).

N/A

VI. Curriculum

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7th Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
MUS 130-137	Class Piano (modified to adjust units and hours that will be commensurate with other sister colleges for 1 unit)also considering adding a DE addendum	Nghiem Thai
MUS 15B	Jazz/Rock/Pop (added a DE addendum, and updated regular and effective contact sections)	Monica Ambalal
MUS 9	World Music (Non-catalog changes approved 9/20)	Nghiem Thai
MUS 30	Orchestra (state approval date 2/2019)	Lashaune Fitch

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Department of Music	N/A	Monica Ambalal

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
N/A		

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
N/A		

Curriculum Improvement

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities, or educational resources and technologies.**

N/A We don't have a program, but we do have a department that offers multiple courses that fulfill the requirements of GE requirements. The music department has taken awareness in equity gaps by considering our music curriculum and rethinking what music genres and histories we are teaching to our students. Many of our books rely on an outdated European model – classical music and folk music is for everyone and the department of music has a solid dedication to maintaining our high quality of teaching while embracing various backgrounds, generations, and styles of music in our teaching delivery.

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated

within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
LatinX Music History	Subject deals with the history of Latin American music genres, histories, and communities as they pertain to musics created in the home countries and within the diaspora.	The increasing enrollment of our LatinX populations in the Fruitvale district along with our international students from Mexico and South, and Central America.	Fall 2023
MUS 130-137	Class piano with an added DE addendum	The piano class currently has the highest enrollment in 5 years and the department is considering adding a DE addendum – this will require much research to ensure effective delivery.	Fall 2022

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
N/A			

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VII. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
We need funding for counseling and student center Canvas training for example.	District-wide	N/A	N/A	Not addressed in music department specifically.
Projector (\$800)	No			
The music department requests a fund for sheet music. We regularly use piano books, sheet music, and instructional materials. In addition, the orchestra needs to update their music library	No			
The department of music requests 4 new full-sized and weighted keyboards for the piano lab. At this time, we have 5 non-functioning keyboards. (\$5000)	No			
The department of music requests a professional installation of a sound system including smart technology and both analogue and digital capabilities in A117. The current system is set with the volume quite low, and high-frequencies are obvious in all sound presented. (\$8000)	No			
Piano in A117 and R-building is in need of tuning and repair as a regularly scheduled maintenance to ensure the quality of the instruments for years to come.	Yes			Icompleted due to COVID restrictions
The piano lab desperately needs the additional items: 25 sets of headphones, 25 piano seat cushions. The orchestra requests: a podium, 20 new music stands, and stand lights. (\$3000)	No			

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Technology and Equipment Repair	Piano in A117 and R-building is in need of tuning and repair as a regularly scheduled maintenance to ensure the quality of the instruments for years to come.	\$800 \$2000	3	NO
Technology and Equipment New	Projector in A117 needs to be replaced. We have asked for replacement in the past 3 APUs	\$700	2	NO
Instructional Supplies and Materials	The piano lab desperately needs the additional items: 25 sets of headphones, 25 piano seat cushions. The orchestra requests: a podium, 40 new music stands, and stand lights.	\$7000	1	NO
Library Collections	Music department requests JSTOR	\$10000	4	NO

IX. Participants

Please provide the list of members who participated in completing this program review.

Monica F. Ambalal

Thank you for your time and effort in completing the Annual Program Update!