

Peralta Community College District

UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

I. OVERVIEW

		Date Submitted:	October 27, 2009
Discipline	Arts - Music	Dean:	Dr. Stacey Thompson
Department Chair	David Morales		
Mission/History <i>Brief, one paragraph</i>	Through our music course offerings, we strive to foster an understanding and appreciation for music that will enhance our understanding of history and our place in today's world. Through study, rehearsal and performance we seek to motivate and develop the best corporate ideas and efforts of the whole in order to inspire and entertain in creative ways unique to humankind.		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Annual Trend Baseline Data					
Year	Annual FTES	%FTES growth	FTEF in program	FTES /FTEF	Comments
2008/09	58.63	7%	3.17	18.49	Continuing to rise!
2007/08	54.40	-1%	3.09	17.60	Above 17.5
2006/07	54.72	-4%	3.30	16.58	
2005/06	56.72	n/a	3.50	16.21	

Fall							
	2004	2005	2006	2007	2008	CODE	Comments
1. Enrollment (duplicated)	239	227	263	240	366		Mostly higher because of Passport system requiring student initiating drops.
2. Sections (master sections)	6	9	9	8	8		
3. FTEF	1.46	1.75	1.75	1.55	1.59		
4. FTES	27.08	25.36	30.00	28.17	30.48		
5. FTES/FTEF	18.55	14.49	17.14	18.18	19.17		Well above 17.5 for two plus years
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	<p>Music classes are continuing to grow. At Merritt, we focus on lecture classes meeting GE requirements. We have added two new courses meeting these requirements and have implemented one of them. I am ready to add a new vocal class targeting popular, blues, country and R&B, which is a newly established field in major university settings. But our inability to add sections taught by adjuncts because of budget constraints is now holding us back from engaging more students while maintaining solid productivity.</p> <p>McIntyre's <i>Preliminary Findings, October, 2007</i> in Chart D states, "Nourish the growth of small, but emerging "niche" sectors: Arts, design and digital media." Arts and Entertainment, including music, are expected to grow in the East Bay by 20% between 2004-2014.</p>
9. College strategic plan relevance	Music is central to preparing students to cope with the world in which they live by helping them understand society through its musical output.

Check all that apply

- New program under development

Music at Merritt predominantly targets students meeting their G.E. Area 3 humanities requirement. We have added new courses in Jazz, Blues and Popular Music and Music from the American Theater to our offerings for S09. We also plan to offer choral classes off-campus targeting specific communities, and a new vocal class in popular, blues and R&B, which is a newly established field in university settings.

- Program that is integral to the college's overall strategy

Music is essential to Merritt's strategy in preparing students to be professionally and personally qualified through completion their educational goals. As a liberal art, music frees students (*liber*) to further explore and understand themselves and the world in the context of history.

- Program that is essential for transfer

The music classes we offer are required for AA and Bachelor's degrees at UC, CSU and private colleges and universities.

- Program that serves a community niche.

Music offers choral and orchestral classes that perform out in the community, unique to Merritt, and are well-known and appreciated. Both Music 10 and 11 classes exceed those at our sister campuses. Music 19, which focuses on Music Theater in America, will readily target Merritt's local community of life-long learners.

- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.

Other _____

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

10.ACTION PLAN -- Include overall plans/goals and specific action steps.

- Maintaining regular music departmental communication via meetings and email.
- Implementation of a Music Department website for prospective students.
- Improve communication with administration, particularly academic deans and Office of Instruction.
- Regular communication between the College President and faculty in order to encourage dialogue and improve camaraderie.
- Create new class offerings in Rock and Hip-Hop Music, and Voice classes in popular, blues, rock, country and R&B music styles in conjunction with CSU and UC and other universities.
- Secure a designated space with multiple computers and software for digital music classes. This can

Additional Planned Educational Activities

11. Health/safety/legal issues:	Deteriorating desks that occasionally collapse and a shortage of chairs. I've ordered new desks twice with Measure A funds over the past three years. I now have the Business Office pursuing new desks, but after 7 months, there are still no results. Perhaps when a student is injured we will get results.
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Student Learning Outcomes (SLOs) 2008/09		
12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES <input checked="" type="checkbox"/> X <input type="checkbox"/>	NO <input type="checkbox"/>
12a. If you answered no to question 12 then, what percentage have you completed?		
13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.	<p style="text-align: center;">_____ course outcomes _____ program outcomes _____ institutional learning outcomes</p>	

BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
Fund 1			Piano tuning/repair - \$300
Fund 14			NONE
Fund 17			NONE
Measure A	\$37,876	0	Purchase of 8 additional keyboards and stands. (appr. \$6K) New sound amplifier for A117 (appr \$1K). Music stand rack (\$500). Wall-mounted TV/DVD (\$1500), New Desks!
VTEA			N/A
Total	\$37,876	0	

ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
							40%		
	366	30.48	.65	.33	.61	1.59			19.17
Comments									
<i>Current</i> This data is inaccurate because of the accounting method for me as department chair. I teach a full load as a contract instructor, not .65				<i>If filled</i>	<i>If not filled</i>	# FTE (faculty assigned)			
<p><i>Narrative: Are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p> <p>Adjunct faculty in music are available. We want to expand with adjunct into online music class offerings for which I cannot be reassigned.</p>									
<p><i>Faculty Staff Requests 2010-2011:</i></p> <p>None.</p>									

FACULTY ETHNICITY F2008			
Ethnicity	# of Contract	# of Adjunct	Total
Asian			
African American			
Filipino			
Hispanic/Latino	1		1
Native American			
Other			
White		2	2
Unknown			

Total	1	2	3
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FACULTY GENDER FALL 2008			
Gender	# of Contract	# of Adjunct	Total
Male	1	2	3
Female			
Not Supplied			
Total	1	2	3

RESOURCE NEEDS

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

We need additional electronic keyboards (Measure A funds)

New classroom desks (Measure A funds)

Music stand rack (Measure A funds)

New sound system for A117 as the current one is finally giving out (Measure A funds)

Wall-mounted Television/DVD (Measure A funds)

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

The Facilities Master Plan is such a moving target as maintenance crisis arise. Building A needs to be remodeled as it is also deteriorating. When it is rebuilt, we need a large performance room and sufficient instrumental storage space for our orchestra and choral ensembles, a lecture classroom for at least 50 students with accompanying electronic teaching equipment, and a piano lab that will hold 40 electronic keyboards. Currently, we have none of these.

We will also need to invest in a music-recording classroom with complimentary equipment, as that is the newest music field to find prominence and great demand in the university system.

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IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Student Demographics: Ethnicity			
Ethnicity	Baseline Fall 2004-07	Fall 2008	College Average
Asian	10%	5% (14)	16%
African American	47%	41% (117)	36%
Filipino	1%	1% (4)	3%
Hispanic/Latino	12%	17% (47)	14%
Native American	1%	1% (4)	1%
Other	1%	1% (2)	2%
White	22%	23% (64)	21%
Unknown	6%	11% (32)	6%

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Student Demographics: Gender			
Gender	Baseline Fall 2004-07	Fall 2008	College Average
Male	39%	38% (109)	31%
Female	60%	60% (170)	69%
Not Supplied	1%	2% (5)	0%

Analysis
<p>1. What are you doing to increase access?</p> <p>We now teach two-day morning and afternoon courses, one afternoon per week course, one evening course and one weekend course. We also have to courses geared more to life-long learners, though one is now in jeopardy of being cancelled as it is taught by adjunct. Sadly, the orchestra formed at Merritt while on Grove Street.</p>

Student Retention Rate by Ethnicity		
<i>Students who are retained and do not drop or withdraw</i>		
Ethnicity	Baseline Fall 2004-07	Fall 2008
Asian	75%	65% (20)
African American	67%	63% (140)

Filipino	69%	75% (4)
Hispanic/Latino	74%	75% (52)
Native American	90%	50% (4)
Other	85%	50% (2)
White	92%	57% (112)
Unknown	81%	61% (31)
College Average	75%	63% (365)

Student Retention Rate: Gender		
Gender	Music Baseline Fall 2004-07	Music Fall 2008
Male	73%	59% (138)
Female	76%	66% (218)
Not Supplied	71%	56% (9)
College Average	75%	63% (365)

Analysis
<p>1. If your disciplines retention rate is beneath the colleges rate, then why? I believe that the lower retention rate reflects the Passport system which calls for student incentive on dropping or withdrawing from classes. More often I would drop students early on, prior to the first census. The difference is also reflected in the enrollment figure for F08.</p>
<p>2. If your retention rate is below the college rate, then what are you doing to increase retention? I work hard to get students through, giving individual attention and motivation. Financial Aid and the inability for students to receive this in a timely manner comes into play here as well.</p>
<p>3. If your retention rate is above the college's rate do you have any best practices to share?</p>

Student Course Completion Rate (SCCR): Ethnicity <i>Students who receive a grade A,B,C or Credit</i>		
Ethnicity	Music Baseline Fall 04-07	Music Fall 08

Asian	72%	87% (15)
African American	63%	64% (119)
Filipino	62%	75% (4)
Hispanic/Latino	70%	71% (49)
Native American	90%	67% (3)
Other	77%	50% (2)
White	92%	94% (66)
Unknown	79%	86% (22)
Music Average	72%	75% (280)
College Average: 72%		

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Student Successful Course Completion Rate (SCCR): Gender		
Gender	Fall 04-07	Fall 08
Male	68%	69% (106)
Female	74%	79% (169)
Not Supplied	71%	100% (5)
College Average	72%	75% (280)

Analysis
1. If your disciplines successful course completion rate (SCCR) is beneath the college's rate, then why?
2. If your sccr is below the college rate, then what are you doing to increase it?
3. If your sccr is above the college's rate do you have any best practices to share? Know your students by name and stay in touch with them through email on the weekends.

Student Program/Discipline GPA: Ethnicity		
Ethnicity	Music	

	Baseline Fall 03-07	Music Fall 08
Asian	3.53	4.00
African American	3.16	3.06
Filipino	3.58	3.00
Hispanic/Latino	3.49	3.24
Native American	3.73	4.00
Other	3.33	2.00
White	3.90	3.87
Unknown	3.73	3.69
Overall GPA	3.06	

Student GPA by Gender Music		
Gender	Music Baseline Fall 03-07	Music Fall 08
Male	3.39	3.39
Female	3.53	3.45
Not Supplied	3.29	4.00
Overall GPA	3.06	