

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective 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. Additionally, the Annual Program Update 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 all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: College of Alameda Music

Date: 10/15/16

Program Type: **[Instructional]** **Student Services** **Administrative Unit**

(circle the answer)

College or District Mission Statement: The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals

Program Mission: The mission of College of Alameda's Music Department is to enrich and empower students to better comprehend and appreciate the richness of cultural diversity expressed through music.

Date of Last Comprehensive Program Review: November 12, 2015

Date of Comprehensive Program Review Validation:

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

<p>Program Goal or Administrative Unit Outcome (AUO) In alignment with the College of Alameda’s mission statement, the music program aims to fulfill the educational needs of its community by providing comprehensive and flexible courses that are transferable to four-year institutions; that are applicable to the earning of degrees and certificates in selected academic and occupational fields; that prepare students for positions in the workforce, improve their basic learning skills, and expand their overall base of knowledge.</p>	<p>Which institutional goals will be advanced upon completion? (circle all that apply)</p>	<p>Progress on goal or AUO attainment (choose one)</p>	<p>Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)</p>
<p>Assessment</p>	<p>1. PCCD Strategic Goals (list the specific goal here _ A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus. _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing <u>10/16/16</u> (date)</p>	

Curriculum (if applicable)	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Instruction (if applicable)	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Student Success and Student Equity	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _ A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing <u>10/16/16</u> (date)</p>	

Professional Development, Institutional and Professional Engagement, and Partnerships	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _ B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: <u>10/16/16</u> (date)</p>	
Other Program Improvement Objectives or Administrative Unit Outcomes	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p> <p>_____.</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Other Program Improvement Objectives or Administrative Unit Outcomes	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

Term Courses

Spring`16 Alameda MUSIC															
CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
MUSIC:10	MUSIC APPRECIATION	1	43	43	4.00	0.30	4.30	0.20	0.00	0.00	0.20	43.00	4.30	0.20	21.50 
MUSIC:117	VOICE I	1	20	20	2.00	0.00	2.00	0.00	0.00	0.17	0.17	20.00	2.00	0.17	11.54 
MUSIC:130	ELEMENTARY PIANO METHOD I	1	12	12	1.07	0.21	1.28	0.17	0.00	0.00	0.17	12.00	1.28	0.17	7.39 
MUSIC:15B	JAZZ/BLUES/POP MUSIC	2	67	66	6.20	0.50	6.70	0.40	0.00	0.00	0.40	33.00	3.35	0.20	16.75 
Grand Total		5	142	141	13.27	1.01	14.28	0.77	0.00	0.17	0.95	28.00	2.86	0.19	15.09

Resident and Non Resident Enrollment by Course

Spring'16 Alameda MUSIC

CATALOG	CATL DESCR	SEC T	CENS US	ENRL_TO TL	FTE S TOT L	SEC T	CENS US	ENRL_TO TL	ENRL_IN ST	ENRL_OUT ST	ENRL_IN TL	FTE S TOT L	FTES_IN ST	FTES_OUT ST	FTES_IN TL
MUSIC:10	MUSIC APPRECIATION	1	43	43	4.30	1	43	43	40	0	3	4.30	4.00	0.00	0.30
MUSIC:117	VOICE I	8	20	20	2.00	8	20	20	20	0	0	2.00	2.00	0.00	0.00
MUSIC:130	ELEMENTARY PIANO METHOD I	8	12	12	1.28	8	12	12	10	1	1	1.28	1.07	0.11	0.11
MUSIC:15B	JAZZ/BLUES/POP MUSIC	2	67	66	6.70	2	67	66	62	2	3	6.70	6.20	0.20	0.30
Grand Total		19	142	141	14.28	19	142	141	132	3	7	14.28	13.27	0.31	0.71

SECTION DETAILS

Spring'16 Alameda MUSIC

ID	CATALOG	CATL DESCR	ATTEN	CENSUS	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
1162221258	MUSIC:10	MUSIC APPRECIATION	W	43	4.00	0.30	4.30	0.20	0.00	0.00	0.20	 21.50
1162221259	MUSIC:15B	JAZZ/BLUES/POP MUSIC	W	34	3.00	0.40	3.40	0.20	0.00	0.00	0.20	 17.00
1162221334	MUSIC:15B	JAZZ/BLUES/POP MUSIC	W	33	3.20	0.10	3.30	0.20	0.00	0.00	0.20	 16.50
1162221429	MUSIC:130	ELEMENTARY PIANO METHOD I	W	12	1.07	0.21	1.28	0.17	0.00	0.00	0.17	 7.39
1162221433	MUSIC:117	VOICE I	W	20	2.00	0.00	2.00	0.00	0.00	0.17	0.17	 11.54

Grand Total	142	13.27	1.01	14.28	0.77	0.00	0.17	0.95	15.09
--------------------	------------	--------------	-------------	--------------	-------------	-------------	-------------	-------------	--------------

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

Retention by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	RETN	CENSUS	RETN %
S16	Alameda	MUSIC	10	MUSIC APPRECIATION	35	43	81.4%
S16	Alameda	MUSIC	117	VOICE I	8	13	61.5%
S16	Alameda	MUSIC	118	VOICE II	2	2	100.0%
S16	Alameda	MUSIC	119	VOICE III	4	5	80.0%
S16	Alameda	MUSIC	130	ELEMENTARY PIANO METHOD I	6	10	60.0%
S16	Alameda	MUSIC	133	ELEMENTARY PIANO METHOD IV	0	2	0.0%
S16	Alameda	MUSIC	15B	JAZZ/BLUES/POP MUSIC	54	67	80.6%

Success by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	MUSIC	10	MUSIC APPRECIATION	43	22	51.2%	8	18.6%
S16	Alameda	MUSIC	117	VOICE I	12	7	58.3%	4	33.3%
S16	Alameda	MUSIC	118	VOICE II	2	2	100.0%	0	0.0%
S16	Alameda	MUSIC	119	VOICE III	4	3	75.0%	0	0.0%

S16	Alameda	MUSIC	130	ELEMENTARY PIANO METHOD I	10	6	60.0%	4	40.0%
S16	Alameda	MUSIC	131	ELEMENTARY PIANO METHOD II	0	0		0	
S16	Alameda	MUSIC	133	ELEMENTARY PIANO METHOD IV	2	0	0.0%	2	100.0%
S16	Alameda	MUSIC	15B	JAZZ/BLUES/POP MUSIC	65	42	64.6%	11	16.9%

D..Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:

E. Other program specific data or unplanned events that reflect significant change in the program.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.
- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future. Recent SLO assessments and findings have been completed for each active music course and have been entered into the Taskstream database. The next round of assessments are slated to occur at the end of the Spring 2017 semester.
- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?
- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update 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			

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

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
	There is a need for a student worker/assistant to help with the organization and maintenance of the music departments library, instruments, and other resources	The mission of College of Alameda's Music Department is to enrich and empower students to better comprehend and appreciate the richness of cultural diversity expressed through music.			Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member	

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

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
	There continues to be a need for the upgrading of the music department's grand piano	The mission of College of Alameda's Music Department is to enrich and empower students to better comprehend and appreciate the richness of cultural diversity expressed through music.			Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	

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

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

- **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 or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016



College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!



College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific</p>

	<p>emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative</p>



	procedures and the PBIM participatory governance structure.
--	---