

## 2017 Music Annual Program Plan

### MUSX Music

**I.A.** Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (**Program Profile: Purpose**)

#### Narrative

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The Music Program:

- **Empowers and transforms a global community of learners (College Mission Statement)** by exploring music as an expressive, technical, communicative medium among culturally diverse peoples, and

- **Inspires a diverse community of learners to achieve... cultural (and) personal fulfillment (College Vision Statement)** by offering students opportunities for technical self-discipline, self-expression, and cooperative enterprise of an artistic nature.

**Scope, quality (and) accessibility of instructional offerings (and) programs...reflecting social and educational equity (College Goal #1)**

The Music Program offers:

**(1) Courses leading to an AA-T in Music:**

- Music Theory, Musicianship, Studio Lessons
- Large Ensembles (Concert Choir, Concert Band, Jazz Band, Symphony Orchestra, Vocal Jazz Ensemble)

**(2) Courses leading to an AA in Music:**

- Piano-Voice-Guitar-Violin/Viola Classes, Intro to MIDI Music, Business of Independent Music
- Large Ensembles (Guitar Ensemble, Urban Music Ensemble)

**(3) Courses that fulfill General Education transfer requirements for non-music majors:**

- Music Appreciation, Music Fundamentals, Music History
- History of Jazz, World Music, Hip Hop: Culture and Politics

The Music Program provides these courses in a **variety of educational formats** to support student needs:

- traditional face-to-face classroom courses
- distance learning courses
- day, evening, and weekend courses
- performance skill classes that combine lecture, lab, and independent guided practicum
- courses at local high schools (currently Prof. Hawkins teaches a section of the Skyline College course - Concert Choir - at Oceana High School, Pacifica)

### **Role as a leading academic and cultural center for the community (College Goal #3)**

The Music Program responds to community needs and interests in the area of music, including:

#### **(1) High-quality performance events on campus involving students, faculty, and visiting professionals**

- Concert Band, with faculty piano solo artist Elizabeth Ingber performing Gershwin's *Rhapsody in Blue* (March 2016)
- Spring Musical collaborations with Dance and Drama Departments - *The Drowsy Chaperone* (April 2015), *In The Heights* (April 2016)
- Concert Band and Symphony Orchestra, with student trumpet solo artist, Alan Burnett (May 2016)
- Concert Band, with guest professional Brass Quintet (October 2016)
- Concert Band and Symphony Orchestra, with guest professional string quartet, Friction Quartet (December 2016)
- *Fauré into Jazz* collaboration concert (featuring Fauré Requiem) - Vocal Jazz Ensemble and Concert Band with Concert Choir, CSM Choir, Oceana High School Choir, NDNU Choir, with guest professional piano solo artist Dr. Benjamin Warsaw, student solo artists, and Symphony Orchestra (March 2017)

#### **(2) Performances that integrate with and serve other programs and services of the College**

- Spring Musical *Drowsy Chaperone* cast performs at President's Breakfast (March 2016)
- Pep Band at Baseball Game (April 2016)
- Jazz Combo at ECE Program Graduation Celebration (May 2016)
- Jazz Combo at Skyline College Commencement (May 2016)
- Jazz Combo at Art Gallery Open House (February 2017)
- Vocal Jazz Ensemble performs at President's Breakfast (March 2017)

### **Comprehensive Community Connection (Strategic Goal SS4)**

Music Ensemble Courses in the Music Program strengthen community connections by pursuing outreach strategies such as:

#### **(1) Performances at off-campus venues in the local community (and on tour throughout the country) as representatives of the College**

- Concert Choir performs on Pacifica Performances Concert Series at Mildred Owen Concert Hall, Pacifica, CA with guest professional artists (December 2015)
- Vocal Jazz Ensemble at Cuesta Jazz Festival in San Luis Obispo, with 14 other jazz choirs, and a professional adjudication and clinic component (October 2016)
- Vocal Jazz Ensemble at Columbia Jazz Festival and Competition in Sonora (February 2016)
- Jazz Band at Odd Fellows Hall, Half Moon Bay (raised \$1000 for music programs in Half Moon Bay public schools) (March 2016)
- Vocal Jazz Ensemble at Reno Jazz Festival and Competition, with dozens of other jazz choirs and bands, and a professional adjudication and clinic component (April 2016)
- Concert Choir performs at Broadmoor Presbyterian Church Music, Daly City , CA (May 2015, May 2016)
- Jazz Band at Savanna Jazz club in San Carlos with CSM Jazz Band (May 2016)
- Jazz Combo at BAEC Grand Opening in downtown San Bruno (June 2016)
- Jazz Band at Last Stop Sports Bar and Grill in Daly City (October 2016)
- Concert Choir with special guest "United "(Skyline College's student-run Gospel Show Choir) performs on Pacifica Performances Concert Series at Mildred Owen Concert Hall, Pacifica, CA with guest professional artists (December 2106)
- Concert Band at Pacific Western Band Festival in Stockton, with 11 other bands from all over the Western United States, including professional adjudication and clinic (March 2017)
- Vocal Jazz Ensemble at Apollo Theater and at Carnegie Hall (New York City), with four other choirs and professional orchestral musicians (April 2017)

## **(2) Performances including concurrently enrolled high school students and other community music groups**

- Vocal Jazz Ensemble and Westmoor High School Choir with professional guest artists and student solo artists (May 2016)
- Concert Choir collaboration with CSM Concert Choir in CSM Theater (May 2016)
- Vocal Jazz Ensemble with professional guest artists and student solo artists, and Oceana High School Choir (December 2016)

## **(3) Faculty representation in the community (and in the field) as clinicians, conductors, and composers:**

- Faculty member Michelle Hawkins received World Premiere of composition "Through the Soil" at San Jacinto College in Pasadena, TX (April 2016)
- Faculty member Zachary Bruno conducted clinics for San Mateo's Aragon High School Orchestra (January 2016) and Hillsdale High School Orchestra (February 2016) and conducted Cazadero Music Camp High School Orchestra (July 2016), Diablo Wind Symphony (high school honor band) and UC Berkeley Wind Ensemble joint concert (December 2016), Stanislaus County High School Honor Orchestra (January 2016), San Francisco All-City High School Honor Orchestra (March 2016), and University of California, Berkeley Marching Band for seven Saturday home football games (Fall 2016)
- Faculty member Zachary Bruno hosted California Music Educators Association (CMEA) High School Solo/Ensemble Festival at Skyline College (March 2016)

- Faculty member Jude Navari received performances of composition "Siddhartha Fragments" by Voci Women's Vocal Ensemble in Oakland & Lafayette, CA (April and May 2017)

The Music Program also seeks to incorporate "technology-enabled approaches and upgraded facilities" **Facilities and Technology (Strategic Goal SS1)** into all course offerings with expanded use of instructional technology in all courses to promote student engagement in the classroom and to **“Provide human, physical, technological and financial resources to ensure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness” (College Goal #4)**

- See section II.B. Program Environment for more details.

**II.A.** Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

## Narrative

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### **Previously Established Program Goals:**

#### **(1) Increase proportion of female students taking music classes to more closely match College average (2016-2017)**

Actions taken:

##### **- Focus on programming music ensemble works by female composers**

- Gwyneth Walker - “The Dreamers of Dreams” (Concert Choir - May 2016)
- Libby Larsen - “Hark the Bell’s Glad Song” (Concert Choir -December 2016)
- Sara Bareilles/Ingrid Michaelson, arranged by assistant student conductor Winona Hendrick - “Winter Song” (Concert Choir -December 2016)
- Michelle Hawkins's “Through the Soil” (Vocal Jazz Ensemble -May 2016)
- Julie Giroux - “La Mezquita de Córdoba” (Concert Band)
- Toshiko Akiyoshi - “Long Yellow Road” (Jazz Band)

##### **- Contract female guest artists to play with student ensembles**

- Faculty piano solo artist Elizabeth Ingber performing Gershwin's *Rhapsody in Blue* with Concert Band (March 2016)
- Professional guest artists (string players) hired for Concert Events were overwhelmingly female.

##### **- Incorporate more musical examples of female artists (composers, performers) in music class examples**

- Mus. 100 (Music Fundamentals) and Mus. 105-108 (Music Theory I-IV) featured female composers and performers (Lady Gaga, Beyoncé, Alison Balsom, Martha Argerich, Elisabeth Schwarzkopf, Mitsuko Utchida, Yuja Wang) in various musical examples.

Incidentally, the music faculty is currently comprised of five males and six females.

## **(2) Improve building usage/facilities issues with New Building plans (2015-16)**

- Theater is over-booked during November/December and April/May when student ensembles need to schedule final performances to fulfill SLOs for these classes
- Student ensembles are not able to rehearse/perform adequately in the appropriate space
- Recital Hall is absolutely essential in New Building

Action taken: Music faculty participated in meetings with Dean for New Building programming and communicated needs orally and in writing.

- Piano Lab facilities needs updating
- Many electronic pianos were showing age and regular wear with broken keys and inoperable parts.
- Larger screen, camera, projector, and audio amplification equipment to connect to a computer are needed to promote student engagement in this classroom.

Action taken: 11 of 20 electric pianos have been replaced through planning process, but 9 are still problematic.

## **(3) Increase non-repeaters in music ensemble courses and Improve recruitment and retainment of students in music classes and music degree programs (2015-16)**

- Strategies undertaken to achieve this goal included increased visibility on and off-campus with high-quality student ensemble performances.

Action taken: Evidence of these efforts can be found in section I.A. with the list of recent Music Program performances.

These strategies have brought new music students to our program and raised the awareness of our music major program, but continued effort will need to be made in this area through Objectives and Resource Requests such as:

- Funding for student participation in off-campus music festivals and competitions is necessary to ensure that all students can fully benefit from ensemble courses (also an Equity issue).
- Licenses for MIDI Lab software for 12 workstations, so that all enrolled students have a functional workstation. Currently there are not enough workstations for students so this affects enrollment, retainment, and success for this class.
- Regular paid Accompanist hours for Spring Musical classes to keep musical production values high and attract non-repeaters to this music ensemble class

**(4) Improve human resources (2015-16)**






- An immense amount of paperwork is necessary for projects such as the Spring Musical, hiring of independent contractors for classes or performances, Performing Arts Showcase (on hiatus until back into new building), and updating website – a faculty program coordinator with release time and clerical workers are desperately needed. Some of this issue will be relieved with the planned Music Faculty Coordinator set to begin in Fall 2017.

Action taken: Resource Requests through planning process.

**(5) Improve success and retention rates of underrepresented student groups in music classes (2014-2015)**

- This is an older focus of inquiry and we were happy to report improvements in our 2015 Annual Program plan improvements with students who identify as African-American. We have noticed a recent drop in this success rate to near the campus average, but not down to the lower rates when we first identified the issue. We also noted the recent drop in success rates for students identifying as Pacific Islander. We will re-examine this data next year in our Comprehensive Program Review and revisit our efforts that may have contributed to the improvements in these demographics in previous years.

Action taken: Incorporate and include more musical examples in GE courses and Increase curricular offerings (e.g. Mus. 276) focused on music styles and cultures directly influenced by African-Americans.

<b>Associated Objectives</b>	
	<a href="#"><u>172-Funding for Outreach, Touring, and Recruitment Activities</u></a>
	<a href="#"><u>183-MIDI Lab Needs 12 Licenses for ProTools</u></a>
	<a href="#"><u>185-Music Faculty Coordinator</u></a>
	<a href="#"><u>184-New Building One Music Program Needs</u></a>
	<a href="#"><u>182-Piano Lab Pianos Replacement Needs</u></a>
	<a href="#"><u>178-Regular Paid Accompanist Hours for Studio Lessons and Spring Musical</u></a>

**II.B.** Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

## Narrative

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### **1) Impending move to off-campus location for ensemble and performance instruction classes during construction of the new building one (scheduled move out during Summer 2018; estimated time of construction 2018-21).**

Significant concerns regarding the move to an alternate location and continuity of the music department in the interim time until the construction of building one is completed.

- Adequate and appropriate classroom environments
- Room acoustics
- Storage
  - o Instruments
  - o Audio Equipment
  - o Sheet Music
- Access and safety at off-campus location
- Rooms equipped with music specific teaching tools
  - o Whiteboards with staff lines
  - o Pianos
  - o Musician chairs and music stands, not desks or tables
  - o MIDI/Theory lab
  - o Piano Lab
  - o Audiovisual projector
- Breakout spaces for cross-listed, multi-levelled courses
- Performance venues
  - o If performance venue is not available at the off-site location, we will need funds for renting an appropriate performance space, i.e.:
    - § Local High School/Community Theater or Concert Hall
    - § SF Jazz
- Number and breadth of courses offered
  - o Will the “temporary” reduced schedules permanently shrink our department because students will stop looking to us for those classes?
- Student retention
  - o Will students not enroll in classes due to the inconvenience of or inability to travel to the off-site location?
  - o Will our FTE/load plummet?
- Student access issues
  - o Transportation
  - o Scheduling
  - o Campus lighting and safety



Music Department faculty are actively participating in this process by itemizing needs of classes and classroom needs, reviewing proposed locations, discussing other possible swing spaces, and communicating these needs/possibilities with the Dean. The planned Music Faculty Coordinator set to begin in Fall 2017 will further help with this process.

**2) Campus-wide, Meta-Major/Guided Pathways Initiative (scheduled to take effect Fall 2018; may be revised)**

- What are the consequences for a course that doesn't fit perfectly into a meta-major or guided pathway, but is an important course in the field of music?
- Music faculty do have representation on the Design Team/ Work Group (Prof. Navari) to help represent our department's curriculum.





**3) Repeatability Rules (originated from CCC BOG 2012-13; took effect with music courses Fall 2014)**

We are now in our third academic year with the new Repeatability Rules that have affected enrollment in music ensemble courses, and we are starting to see the enrollments stabilize but at lower levels than prior to the repeatability changes. Our intention to focus on Recruitment and Retention in the coming year will help address this enrollment issue. Objectives and Resource Requests for sheet music, touring, and guest artists are all part of our Action Plan to attract and retain students in music ensemble courses.

**4) Curriculum changes to bring Lecture/Lab performance classes in compliance with Title V regulations (discovered Fall 2016; changes will take effect Fall 2017)**

The following list of 2 credit unit courses (Mus. 301-304, Mus. 355-358, Mus. 377-380, Mus. 401-404, Mus. 410.1-410.4, and Mus. 420.1) had Lecture/Lab hours (2 Lecture/1 Lab) which (when using the CCCCO's Hours and Units Calculation document dated 10/5/15) resulted in student hours totaling 2.5 units of credit instead of 2 units of credit. Changes in the Lecture/Lab hours (1.5 Lecture/.5 Lab) were made to all these course outlines and approved by Curriculum Committee in March 2017 to go into effect Fall 2017.

The resulting effect on part-time faculty is approximately \$10-12/wk. reduction in salary for teaching these courses. For full-time faculty, there will be a slight reduction in FTE.

<b>Associated Objectives</b>
 <a href="#">172-Funding for Outreach, Touring, and Recruitment Activities</a>
 <a href="#">174-Guest Artists/Clinicians for Music Ensemble/Music Classes</a>
 <a href="#">185-Music Faculty Coordinator</a>
 <a href="#">180-Sheet Music for Student Music Ensembles</a>

- II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

## Narrative

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### **SLO Assessment completed and recorded in TracDat during 2015-2016:**

Mus. 401, Mus. 402, Mus. 403, Mus. 404, Mus. 100, Mus. 301, Mus. 302, Mus. 303, Mus. 304

### **Mus. 401-404 (Voice I-IV) Results:**

- In 21 out of 21 assessments (100%), the criteria were met successfully.
- New assessment tools (surveys, rubrics) were developed and employed based on 2014-2015 curricular revisions.

### **Mus. 100 (Music Fundamentals) Results:**

- In 3 out of 3 assessments (100%), the criteria were met successfully.
- Large number of students enrolled in multiple sections of this class; instructors need to do better job collecting, organizing, and submitting assessments.

### **Mus. 301-304 (Piano I-IV) Results:**

- In 18 out of 24 assessments (75%), the criteria were met successfully.
- New assessment tools (surveys, rubrics) were developed and employed based on 2014-2015 curricular revisions.
- Assessment results mixed, but improved success compared to 2013 assessments.
- Faculty believe 2014-2015 curricular revisions and clarifications contributed to improved success.
- Weakest results were in Mus. 302 (Piano II) and Mus. 304 (Piano III) with SLOs dealing with music theory.


- **Action plan:** request improvements to Piano Lab "smart" classroom components to improve music theory instruction in Piano classes

- Current overhead projector is too small for students to see and only occasionally works.
- A larger and better-working overhead projector with small digital video camera on instructor's keyboard would improve student success in performance-related SLOs.

**All Music Department course SLOs have been mapped to PSLOs and ISLOs** (including the remapping to 2016 ISLO revisions) in TracDat, and **all Music Department courses have Assessment Plans in TracDat**. We continue to catch up with delayed input of Assessment results.

**Assessment currently underway for the Spring 2017 semester includes:**

Mus. 106, Mus. 108, Mus. 250, Mus. 410.1-410.4, Mus. 470.1-470.4, and Mus. 485.1-485.4.

Associated Objectives
 <a href="#">185-Music Faculty Coordinator</a>

**III.A.** Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

## Narrative

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### **(1) Progress Achieved on Previous Program Goals (Objectives):**

#### **- Increase proportion of female students taking music classes to more closely match College average (2016-2017)**

Looking at our Department enrollment data from the past year 2015-16, there was not a significant change to the gender imbalance (10% gap), but our strategies may take several years to show results.

While data is still sparse and we cannot tell yet if these efforts are working, the music faculty is eager to see higher female enrollment in the near future. We are planning on continuing our efforts above with Objectives and Resource Requests for ensemble sheet music, commissions, and guest artists.

We noted, however, the trending down of our overall annual headcount, and we are concerned about this pattern. We are planning to make **recruitment and enrollment a program priority in the coming year.**

The Objectives and Resource Requests for sheet music, touring, and guest artists are also part of our plan to attract and retain students in music ensemble courses.

### **(2) Program Environment**

#### **- Impending move to off-campus location for ensemble and performance instruction classes during construction of the new building one**

We are deeply concerned of the loss of our dedicated, specialized music teaching spaces in Building One and the impending move to an off-campus location that compromises student access to our courses and negatively affects learning outcomes.

Music Department faculty are actively participating in this process by itemizing needs of classes and classroom needs, reviewing proposed locations, discussing other possible swing spaces, and communicating these needs/possibilities with the Dean. The planned Music Faculty Coordinator set to begin in Fall 2017 will further help with this process.

### (3) Course-level SLOs

Recent SLO assessment data has been mostly positive. In general, students are achieving the learning outcomes for music courses.

- Weakest results were in MUS. 302 (Piano II) and MUS. 304 (Piano III) with SLOs dealing with music theory.

- **Action plan:** request improvements to Piano Lab "smart" classroom components to improve music theory instruction in Piano classes

- Current overhead projector is too small for students to see and only occasionally works.
- A larger and better-working overhead projector with small digital video camera on instructor's keyboard would improve student success in performance-related SLOs.

<b>Associated Objectives</b>
 <a href="#">175-Commissions of New Works for Student Ensembles by Local Composers/Arrangers</a>
 <a href="#">172-Funding for Outreach, Touring, and Recruitment Activities</a>
 <a href="#">185-Music Faculty Coordinator</a>
 <a href="#">180-Sheet Music for Student Music Ensembles</a>

**III.B.** If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (**Reflection: ISLOs**)

## Narrative

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### (1) Participation in assessment of the Critical Thinking ISLO in Spring 2016 (Prof. Navari)

Applied Critical Thinking ISLO rubric to the Final Composition Projects from students in Mus. 106 (Music Theory II) and the Midterm Composition Projects from students in Mus. 108 (Music Theory IV).

**Results:** Students in the Mus. 106 class "consistently" demonstrated Critical Thinking skills by scoring an average of 3.6 out of 4 (Likert scale) on the ISLO rubric. The students in the Mus. 108 class "usually" demonstrated Critical Thinking skills by scoring an average of 3 out of 4 (Likert scale) on the ISLO rubric. (2) These ISLO assessment results were encouraging, but we would like to improve the Mus. 108 results, since this is the capstone course in the Music Major's music theory course sequence. During our Comprehensive Program Review process next year, this curriculum will be re-examined for logical sequencing of Critical Thinking skill building and adjusted according to the findings.

### (2) Participation in the assessment of the Effective Communication ISLO in Fall 2015. (Prof. Hawkins)

Applied the ISLO rubric to writing samples from the MUS 202: Music Appreciation course final exam, Fall 2015.

**Results:** Mus. 202 students' writing samples (91%) successfully demonstrated the Effective Communication ISLO. Only a small percentage of students (9%) did not meet the ISLO requirements according to the rubric and found to need improvement in this area. We will continue to monitor the writing and communication skills of our music students to insure continued student achievement of this ISLO.

**IV.A.** Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

## **Narrative**

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### Continued Strategy (Secondary Focus):

- **Close the gender gap in our enrollment student characteristics**

### New/Revised Strategy (Primary Focus):

- **Recruiting more students to music courses** - particularly focused on increasing the headcount of

- Music majors, and
- Students enrolled in music ensembles.

### Action Plan:

#### **(1) Develop more professional and more effective marketing materials for the music department.**

- Already started work on this objective by meeting with MCPR Visual Communications Coordinator (Mia Co).

- New materials will include:

- a tri-fold brochure for potential music majors clarifying the recommended course pathway for degree completion and testimonials from recent graduates and
- a visually-appealing poster that will better represent the rich diversity of program offerings and Skyline College music students.

#### **(2) Pursue additional opportunities for touring, recording, festivals/competitions, collaborations, guest artists, and community events through planning process, grant applications, and concert proceeds.**

- Objectives and Resource Requests for sheet music, touring, guest artists/clinicians, commissions, and are part of our plan to attract and retain students in music courses.

**(3) Advocate for adequate off-campus music performance swing space during Building One construction**

- A safe, easily accessible music performance class location is needed to attract and retain students during the time Building One is under construction.

**(4) Advocate for ongoing funding for independent contractors as private instructors in Studio Lessons (Mus. 501-504)**

- Increasing Music Major headcount is dependent on maintaining funding for this core course of the Music AA-T.

**(5) Continue outreach to local high schools through collaborative concerts, hosting of festivals (such as CMEA), and teaching music courses off-campus at (as the Concert Choir class at Oceana High School).**

**(6) Update and improve our department website.**






- Work with our MCPR Promotions and Website Content Coordinator (Connor Fitzpatrick) to

- Showcase our music ensembles using audio and/or video clips and
- Serve prospective students by providing easily-accessible pertinent information for enrollment and music major course pathways

- Music instructors meet with an average of 2-5 students per semester who have been incorrectly advised about music course enrollment.

- This is a particular problem with the sequenced pattern of Music Major courses for the AA-T. If students do not enroll in the appropriate Music courses their 1st Fall semester, they are delayed a year in starting the sequence. The Meta Major/Guided Pathway Initiative should help in this goal, but students need more guidance as soon as possible.

**Associated Objectives**

-  [177-Auxiliary Independent Contractor Instrumentalists](#)
-  [175-Commissions of New Works for Student Ensembles by Local Composers/Arrangers](#)
-  [172-Funding for Outreach, Touring, and Recruitment Activities](#)
-  [174-Guest Artists/Clinicians for Music Ensemble/Music Classes](#)
-  [137-Independent Contractors Private Instructors for MUS. 501-504](#)














**IV.B.** Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) **IMPORTANT!** Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**

#### Associated Objectives

-  [177-Auxiliary Independent Contractor Instrumentalists](#)
-  [175-Commissions of New Works for Student Ensembles by Local Composers/Arrangers](#)
-  [172-Funding for Outreach, Touring, and Recruitment Activities](#)
-  [174-Guest Artists/Clinicians for Music Ensemble/Music Classes](#)
-  [137-Independent Contractors Private Instructors for MUS. 501-504](#)
-  [183-MIDI Lab Needs 12 Licenses for ProTools](#)
-  [185-Music Faculty Coordinator](#)
-  [184-New Building One Music Program Needs](#)
-  [182-Piano Lab Pianos Replacement Needs](#)
-  [178-Regular Paid Accompanist Hours for Studio Lessons and Spring Musical](#)
-  [180-Sheet Music for Student Music Ensembles](#)

# Task Details Report

Planning Year: 2017-2018

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 137 - Independent Contractors Private Instructors for MUS. 501-504

## Objective Description:

Additional regular funding for independent contractors as private instructors in Studio Lessons (MUS. 501-504). Specialized private instructors for the Studio Lessons (Mus. 501-405) are necessary for preparing music major students to meet the SLOs for these courses. Studio Lessons Instructors are needed to teach music skills not within expertise of current faculty and will enable AA-T degree to be offered. The number of students enrolled in this course varies from semester to semester (over the last few semesters the class has ranged from 4-10 students). Success will be measured by students achieving the SLOs of the MUS. 501-504 courses that are required courses for the AA-T.

<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$5,400

Additional regular funding for professional experts as private instructors in Studio Lessons (MUS. 501-504). Specialized private instructors for the Studio Lessons (Mus. 501-405) are necessary for preparing music major students to meet the SLOs for these courses. Studio Lessons Instructors are needed to teach music skills not within expertise of current faculty and will enable AA-T degree to be offered. The number of students enrolled in this course varies from semester to semester (over the last few semesters the class has ranged from 4-10 students).

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
5130	Music	Approximately \$540 per student per semester for individual instrument and/or voice instruction. (\$72/hr for 7.5 hours of instruction = 17 1/2 hour lessons = \$540)  Enrollment of music major students in Studio Lessons has ranged from 4-10 students per semester. Amount is calculated at maximum enrollment (10 students) since course began to be offered.	\$5400.00	\$0.00

## Assignment Details:

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 172 - Funding for Outreach, Touring, and Recruitment Activities

**Objective Description:**

Funding for outreach, touring, and recruitment activities - including music festivals, competitions, educational conferences and performance tours. Attendance at music festivals directly supports our goal of increasing enrollment of non- repeaters and full-time music majors. Participation in festivals increases the visibility and prestige of the music department in the eyes of graduating high school students. Music ensemble performance SLOs require critical feedback from festival judges and clinicians to improve student understanding of performance practice in their respective genres. Success will be measured by successful achievement of music ensemble performance SLOs and increased enrollment in music ensemble classes.

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# Task Details Report

<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$9,000

Funding for outreach, touring, and recruitment activities - including music festivals, competitions, educational conferences and performance tours.competitions, educational conferences and performance tours.

Examples include:

- Reno Jazz Festival
- Cuesta Jazz Festival
- Columbia Jazz Festival
- Santa Cruz Jazz Festival
- Monterey Jazz Festival
- American Choral Directors National Conference
- Jazz Education Network National Conference

Expenses incurred for these activities include:

- Registration fees
- Hotel
- Transportation
- Auxiliary Accompanists (bass and drums)

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
5212	Music	Festival/Competition/Conference Registration fees - \$1000 Hotel fees - \$3000 Transportation - \$4000	\$8000.00	\$0.00
5130	Music	Auxiliary Accompanists (bass and drums) - \$1000 (\$500 per instrumentalist)	\$1000.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 174 - Guest Artists/Clinicians for Music Ensemble/Music Classes

**Objective Description:**

Guest Artists/Clinicians for music ensemble/music classes. Emphasis on female guest artists/clinicians. Would help recruit more students into ensemble music classes. May incorporate collaboration with local high school ensembles/music classes. For music students, there is no substitute for live performance experience with immediate feedback from professional artists/clinicians. Success will be measured by students in music ensemble/music classes achieving performance SLOs and increased enrollment in music ensemble/music classes.

<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$1,000

Guest Artists/Clinicians for music ensemble/music classes.

For example: Friedrich Edelmann, professional bassoonist from Germany who is the retired principal bassoonist with the Munich Philharmonic, will be the featured guest solo artist with the Skyline College Concert Band in Fall 2017. For three rehearsals and one performance, Friedrich has agreed to perform for \$1000. (Ordinarily, the fee for this amount of work would be double, but he is taking a smaller sum as a gesture of kindness.) The repertoire will include Frackenpohl's Concerto for Bassoon and Wind Band. While Friedrich is on campus, students will get to see, hear, ask questions of, and perform alongside an experienced professional musician.

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
5130	Music	Usually \$500 per semester would enable us to contract 2 more local guest artists/clinicians per year, but for international musicians, \$1000 may only enable us to contract 1 per year.	\$1000.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 175 - Commissions of New Works for Student Ensembles by Local Composers/Arrangers

## Objective Description:

Commissions of new works for student ensembles by local composers/arrangers. Emphasis on female guest composers/arrangers. May incorporate collaboration with local high school ensembles. For music students, there is no substitute for live performance experience with immediate feedback from living composers/arrangers. Would help recruit more students into ensemble music classes. Success will be measured by students achieving performance SLOs in music ensemble courses and increased enrollment in music ensemble classes.

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<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> Medium	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$2,000

Commissions of new works for student ensembles by local composers/arrangers. Emphasis on female guest composers/arrangers. May incorporate collaboration with local high school ensembles.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
5130	Music	\$1000 per semester (fee can be rotated among ensembles)	\$2000.00	\$0.00

## Assignment Details:

Name:	Email:
No Data to Display	

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# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 177 - Auxiliary Independent Contractor Instrumentalists

**Objective Description:**

Auxiliary Independent Contractor Instrumentalists (in addition to regular piano accompanists) to accompany student ensembles on final performances. Emphasis on Female Instrumentalists. May incorporate collaboration with local high school ensembles. Successful achievement of SLOs for large ensemble classes require final performances for assessment. Specific instrumentalists are required for standard performance practices depending on styles and genres performed by large ensembles. Auxiliary IC Instrumentalists would attract new non-repeater students to ensembles. Success will be measured by students achieving performance SLOs in music ensemble classes and increased enrollment in music ensemble classes.

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# Task Details Report

<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$3,000

Auxiliary Independent Contractor Instrumentalists (in addition to regular piano accompanists) to accompany student ensembles on final performances.

Examples:

- 1.) Concert Choir hires a String Quartet to accompany a large work on their Fall concerts - \$1500
- 2.) Spring Musical Pit Orchestra usually requires 1 or 2 additional instrumentalists for which we do not have students who can cover these parts - \$1500 [Spring Musical Pit Orchestra instrumentalists may be included in recent institutionalization of Spring Musical Budget]

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
5130	Music	Hiring Auxiliary Independent Contractor Instrumentalists ranges from \$100-\$125 per service (a 'service' is usually a 3-4 hour performing commitment - either a rehearsal or a performance)  \$3000 per academic year would enable us to hire instrumentalists for 12-15 services. To benefit our students in the music ensembles, most independent contractor instrumentalists need to play at least 1 rehearsal to prepare our students for the performance, so 12-15 services covers only about 6-7 performances. (Sometimes, our musical groups perform a concert or musical multiple times, so the amount of total performances may vary.)	\$3000.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	



# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 178 - Regular Paid Accompanist Hours for Studio Lessons and Spring Musical

**Objective Description:**

Regular paid Accompanist hours for Studio Lessons (MUS. 501-504) and Voice for the Musical Theater Production's (MUS. 410.1-410.4) companion class - DANC. 410.1-410.4 (Dance for the Musical Theater Production). Institutionalized support for an accompanist for Studio Lessons is necessary for students completing the SLOs for these courses. Institutionalized support for an accompanist for both spring musical classes will keep musical production values high to attract non-repeaters to this music ensemble class. Successful achievement of the MUS. 410.1-410.4 SLOs (reinforced and refined in the companion course Danc. 410.1-410.4) requires additional practice with a live accompanist. Success will be measured by students achieving performance SLOs in studio lessons and spring musical classes. [May be included in recent institutionalization of Spring Musical Budget.]

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# Task Details Report

<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$5,594

Regular paid Accompanist hours for Studio Lessons and MUS. 410.1-410.4's companion class - DANC. 410.1-410.4 (Dance for the Musical Theater Production). We have a staff accompanist who has been paid hourly for these needs, but we would like to see these institutionalized. [The Spring Musical portion of this request may be included in recent institutionalization of Spring Musical Budget.]

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
2394	Music	Spring Musical companion class accompaniment - 51 hrs x \$55/hr = \$2805 [May already be institutionalized in budget.] Spring Musical dress rehearsals and performances - 24 hrs x \$55/hr = \$1320 [May already be institutionalized in budget.]	\$4125.00	\$0.00
3802	Music	Spring Musical companion class (Hourly Employees Benefits) 13% of \$2805 = \$365 Spring Musical dress rehearsals and performances (Hourly Employees Benefits) 13% of \$1320 = \$172 [May already be institutionalized in budget.]	\$537.00	\$0.00
2394	Music	Studio Lessons accompanist for Student Juries (Final performance of semester + Preparatory rehearsal with students) = 15 hrs x \$55/hr = \$825	\$825.00	\$0.00
3802	Music	Studio Lessons accompaniment (Hourly Employees Benefits) 13% of \$825 = \$107	\$107.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 180 - Sheet Music for Student Music Ensembles

**Objective Description:**

Sheet Music for Student Music Ensembles. Emphasis on women composers/arrangers. All student ensemble courses have performance SLOs that require new sheet music each semester to demonstrate. Incorporating new and contemporary music (via new sheet music purchases) recruits and attracts students to enroll in ensemble music classes. Success will be measured by students achieving performance SLOs and increased enrollment in music ensemble courses.

<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$2,200

Sheet Music for Student Music Ensembles. All student ensemble courses have performance SLOs that require sheet music each semester to demonstrate. While the majority of the sheet music that the student ensembles use semester to semester is borrowed from our Choral and Instrumental Libraries, a small portion of new sheet music is purchased each semester by the student ensembles in order to provide music from a variety of styles - especially those that are attractive and exciting for students.

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
4510	Music	<p>Each choral score is approximately \$2-5 dollars per singer, so a single new 3 to 5 minute piece will cost between \$40-100 for 20 singers. A set of band parts for a single piece (4 to 8 minutes) costs approximately \$60-100. Each of the following ensembles programs about 1 to 1.5 hours of music per semester, so each ensemble asking for \$200 of sheet music is only about 6-12 minutes per semester.</p> <p>Concert Choir = \$200 per semester                      Concert Band = \$200 per semester                      Jazz Band = \$200 per semester                      Vocal Jazz Ensemble = \$500 per semester</p>	\$2200.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 182 - Piano Lab Pianos Replacement Needs

## Objective Description:

Piano Lab pianos need to be replaced with updated versions. Eleven of twenty have already been updated. The remaining nine are not adequate for current instruction. Keys are broken, some are not full-size, actions are uneven. Updated piano lab equipment would contribute to increased student success in piano classes. Success will be measured by students achieving better results on piano class SLOs.

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<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> Medium	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$9,900

Piano Lab pianos need to be replaced with updated versions. Eleven of twenty have already been updated. The remaining nine are not adequate for current instruction. Keys are broken, some are not full-size, actions are uneven.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
4511	Music	9 new pianos at \$1100 each = \$9900	\$9900.00	\$0.00

## Assignment Details:

Name:	Email:
No Data to Display	

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# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 183 - MIDI Lab Needs 12 Licenses for ProTools

## Objective Description:

MIDI Lab needs 12 licenses for ProTools. Avid has switched to a yearly subscriptions model for their software. Would need to pay a yearly fee to have a Pro Tools lab. With less functional workstations than number of students enrolled, SLOs are unable to be met because students do not all have access to necessary technology during class times. Twelve functional MIDI workstations would increase completion and success for this course. Success will be measured by increased student completion and achievement of SLOs for the Mus. 290 course that teaches this software.

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<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$1,200

MIDI Lab needs 12 licenses for ProTools. Avid has switched to a yearly subscriptions model for their software. Would need to pay a yearly fee to have a Pro Tools lab.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
6459N	Music	12 Pro Tools yearly subscriptions at \$100 each = \$1200	\$1200.00	\$0.00

## Assignment Details:

Name:	Email:
No Data to Display	

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# Task Details Report

**Planning Unit:** Music

**Unit Manager:** Navari, Jude

**Objective:** 184 - New Building One Music Program Needs

**Objective Description:**

For all music classes, students need appropriate acoustic spaces (recital hall, rehearsal room, practice rooms) and music-related equipment (whiteboards with staves, pianos, sheet music) and technologically furnished labs (midi lab, theory/musicianship lab, piano class lab) to successfully achieve music course SLOs. Providing adequate instructional facilities for music classes will attract new students to program, new non-repeater students to ensembles, and help improve success and retention rates. Success will be measured by students successfully achieving music course SLOs and increased enrollment in new facility.

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# Task Details Report

<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$0

Work closely with the design build team to assure that music specific needs are completely articulated and understood. For all music classes, students need appropriate acoustic spaces (recital hall, rehearsal room, practice rooms) and music-related equipment (whiteboards with staves, pianos, sheet music) and technologically furnished labs (midi lab, theory/musicianship lab, piano class lab) to successfully achieve music course SLOs. We look forward to having these facility needs met in the new Social Science/Creative Arts Building.

- 1.) Recital Hall (min. capacity 225 seats) with raised stage area and acoustics designed for unamplified music performance that doubles as a large classroom (e.g. voice class violin/viola, studio lessons) and designated rehearsal space for certain large ensembles (choir and orchestra). This space cannot have tables or desks that need to be set up or taken down between each class. This space would also provide a performance venue for the impacted Main Theater.
  
- 2.) A separate, designated "band room" rehearsal space with dry acoustics designed for amplified music performance which doesn't have tables or desks that need to be set up or taken down between each class. This space would be used for concert band, jazz band, guitar ensemble, vocal jazz ensemble, orchestra for spring musical and urban music ensemble. This space needs to be adjacent to the Recital Hall with a large storage area opening to both with double-wide doors with no threshold. This space cannot have tables or desks that need to be set up or taken down between each class.
  
- 3.) Designated instrument storage and library space (e.g. choral and instrumental ensemble music collections).
  
- 4.) All music classrooms must have whiteboards with permanent staff lines in addition to an acoustic piano.
  
- 5.) We need a SOUNDPROOFED Midi Lab/Theory & Musicianship lab that accommodates more students/more workstations, and a SOUNDPROOFED Piano Lab accommodating at least 24 students.
  
- 6.) M

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
No Data to Display				

**Assignment Details:**

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 185 - Music Faculty Coordinator

## Objective Description:

Music Faculty Coordinator and additional clerical help to assist with paperwork, reports, assessment, recruitment, marketing, development, meetings for upcoming relocation, etc. It's difficult for the full-time music faculty to maintain the necessary amount of non-teaching responsibilities in addition to their teaching responsibilities. [The planned Music Faculty Coordinator set to begin in Fall 2017 would help with this issue.]

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<b>Start Date:</b> 4/29/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$22,342

Music Faculty Coordinator and additional clerical help to assist with paperwork, reports, assessment, recruitment, marketing, development, meetings for upcoming relocation, etc. [The planned Music Faculty Coordinator set to begin in Fall 2017 would help with this issue.]

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
1258	Music	20% of full-time instructor salary. Release time for 1/5 of full-time teaching load.	\$22342.00	\$0.00

## Assignment Details:

Name:	Email:
No Data to Display	

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# Task Details Report

**Planning Unit:** Music  
**Unit Manager:** Navari, Jude

**Objective:** 258 - Instructional Equipment

**Objective Description:**

purchase equipment requested in MUS unit plan. Some modification may be needed to requests, particularly for pianos for piano lab, to make sure equipment is technologically up to date and usable in new building.

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<b>Start Date:</b> 8/2/2017	<b>Task Type:</b>	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b> 1/31/2018	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$13,300

purchase equipment as soon as funds are available

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
6450NC	Music	see MUS APP for specific details and GL codes	\$13300.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	

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