# I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara Flandreau</td>
<td>Primary Team Member</td>
<td><a href="mailto:tara.flandreau@marin.edu">tara.flandreau@marin.edu</a></td>
<td>485-9576</td>
<td>ALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Team Member</td>
<td><a href="mailto:michael.irvine@marin.edu">michael.irvine@marin.edu</a></td>
<td>485-9481</td>
<td>equipment and supplies</td>
<td></td>
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</tr>
<tr>
<td>Joanna Pinckney</td>
<td>Team Member</td>
<td><a href="mailto:joanna.pinckney@marin.edu">joanna.pinckney@marin.edu</a></td>
<td>485-9460</td>
<td>some of non-instructional supplies</td>
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# II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<th>Date</th>
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<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
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<tr>
<td>V-Anne Chernock</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
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<tr>
<td>and Erik Dunmire</td>
<td></td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
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<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Becky Brown</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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# III. Vice President of Academic Affairs

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Nick Chang</td>
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# IV. Board of Trustees President

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<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Eva Long</td>
<td></td>
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Program Overview–Introduction
Music-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The music department provides a solid foundation for music major's further study at four-year colleges, universities, and conservatories, and a complete program leading to the A.A. Degree in Music at the College of Marin. The music department also provides courses to introduce the general education student to the history and practices of music.

Secondarily, the department provides an opportunity for teachers and music professionals to maintain and develop their musical skills and knowledge. In addition, the department provides opportunities for Marin and SF Bay Area musicians to maintain and develop their skills and knowledge about music, and their ability to interpret and perform music of various historical periods and styles in a wide variety of musical ensembles, large and small. The music department is proud to provide opportunities for Marin musicians to perform in musical ensembles, large and small, and to present quality music performances for the cultural education and development of the Marin community.

II. Program Purpose
Pathway: Transfer
Briefly describe how your program fits into the pathways you have chosen.

To provide a solid foundation for music majors further study: develop students' skills in and knowledge about music, and their ability to interpret and perform music of various historical periods and styles. To introduce the general education student to the history and practices of music.

A comprehensive two-year music major program is offered, including music theory, ear training, piano, music history, and required large and small performance ensembles, as well as several suggested electives. This program leads to the A.A. Degree in music as well as fulfilling lower-division music requirements for transfer to a four-year institution. In addition, courses are offered in both day and evening which fulfill the general education requirement in humanities.

III. Students Served
Briefly outline what students are served in your program.

Music Majors: complete transfer and A. A. degree program.
General Education Students: Courses to fulfill humanities requirement.
Career Training: courses for music professionals and teachers to upgrade and develop knowledge and skills.
Lifelong Learning: opportunities for members of the community to learn about and participate in music.

IV. Program History
Briefly outline the recent history of your program.

The music department was established three years after the college opened, when faculty member Clinton Lewis was hired in 1929. A rather small department existed under his direction until his retirement in 1959. When former music department chair John Myers was hired in 1960, the program underwent a great expansion.

At that time, the name of the college, "Marin Junior College," was changed to Marin...
Community College, along with a change of educational mandate that had a greater focus on providing numerous courses to more greatly serve the needs of the Marin community. Myers immediately created three new nighttime community ensembles that are still thriving today: the Symphony Orchestra (Music 167), Symphonic Band (Music 168), and the Community Chorus (Music 169).

Next, a new building for the budding music and drama departments was commenced, which opened in the Fall of 1967. Several more full-time music faculty were brought on board during these years, bringing the total to six. During this period, the department was overflowing with talented students and had many courses offered over a wide spectrum of times during day and evening.

But after the passage of proposition 13 in 1978, a reduction in tax revenues began to negatively impact the Colleges finances. Since that time, music classes have been slowly eliminated so that now we find our department having barely half as many teaching units as before. In addition, all but one of the former full-timers have retired. Only two faculty have been replaced, more than 15 years ago.

The reduction in the number of classes has meant that there are no duplicate sections of classes any more. Aside from reducing the options available for students, it is especially troubling for our music major degree/transfer program. Cuts in the multiple sections of entry-level courses have adversely affected the enrollment in all of the subsequent classes of the sequential two-year music major curriculum.

For many years, the COM Music Department has been highly regarded, as our transfer students have been successful in transferring to four-year institutions as well as establishing careers in the musical world. However, as numbers of students diminish, this reputation is becoming more difficult to sustain. It is harder and harder to attract good students to the program for several reasons: there are fewer young people, as Marin is an aging community; wealthier Marin families often send their children to more prestigious schools rather than the local community college; fewer college age students are majoring in music, and thus they are successfully recruited by four-year schools offering desirable reputations and financial scholarships; the image of the College of Marin as the "little Berkeley" has been tarnished, perhaps irrevocably, by many years of poor planning and lack of involvement by the college administration.

The above concerns are also augmented by other strains such as reductions in equipment and supply budgets, deterioration of our facility and deferred maintenance of our assets, including grand and upright pianos, other musical instruments, library collections, and recording facilities. The music department, through the College of Marin Foundation, has had to undertake fundraising to provide many necessities, including paying for music for our bands and orchestras, the refurbishing of our small concert space/choral rehearsal hall, repairing and maintaining our concert grand pianos, using donated audio equipment to replace necessary but broken classroom items, and securing donated music for our small ensembles.

The department has done a heroic job of trying to maintain the core of our quality program throughout this onslaught of negative factors. In addition, new students tend to be much less prepared musically (they often cannot read standard written music notation, for instance), and the job of bringing these students up to the advanced level we expect for transfer is extremely difficult.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Music-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

All of our music courses are designed specifically to meet the needs of the music major and GE transfer. Our goal is to maintain the quality transfer program for which we are known.
Several of our majors courses are of interest also to members of the Marin Community pursuing lifelong learning; enrollment is augmented in these courses by these
community members, and the course is enhanced by their presence. For example, music majors who are instrumentalists are required at every college or university to play in the orchestra. But since it would be difficult to have enough music majors in our program on every instrument that is required, we are able to fill in the gaps with talented members of the community, allowing the music majors to be able to learn and perform the required repertoire. Our goal is to provide these community musicians an opportunity to learn masterworks of the repertoire and to perform public concerts. Although there may be some students seeking cultural enrichment in our courses, I think many such students prefer to select courses of interest in Community Education offerings where they are not required to do homework, or to perform publicly.

III. How does your program/discipline help students meet these goals?

The courses are constructed in a careful progression from beginning to advanced. Students are given many opportunities to perform, with large and small ensembles, as well as in monthly recital hours. All performances are recorded so that students may review their progress. There are many learning aids (such as music CDs, software, etc.) provided for students in the music library, there is free music tutoring, and there are practice rooms for instrumental practice, all which have pianos.

IV. How do you measure your success?

We measure our success by the quality of our many performances, the amount of progress our students make, and by the success of the students completing our majors program. Many former majors are working in music performance, teaching, and related fields.

V. How do you make sure your students are able to get through your program in a timely fashion?

The program is laid out in a clear two-year sequence, and is offered in a block schedule in order to make it easy for students to get their classes in a compact time frame, while still allowing space for other GE classes as needed. However, many students come in under-prepared and have to spend more time learning to achieve the required level, such as learning to read music, for example. Students who are learning a new instrument typically need to spend more than two years, and not all students progress at the same rate, so quite a few need to repeat courses, such as strings, voice, or piano, to adequately master the skills. One cannot learn to be a pianist in two years, for example.
Student Access and Success
Music-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Other than the fact that our program is too small to have majors courses on both campuses, or both at day and at night, I do not see any particular areas that appear to have a problem. We offer GE courses in both day and evening. We schedule our majors classes in block scheduling for their convenience, and we schedule courses which need the extra enrollment from lifelong learners in the evenings. We just began scheduling a few offerings in later afternoon where we hope to attract more music professionals looking to maintain their skills, as well as talented high school students into these offerings, feeding into our majors courses. The data in the report is inaccurate, since it only counts majors who are also enrolled in English or math courses. Most music students need to spend all of their time in the majors courses to get to an acceptable level of ability for transfer. They usually take an additional year to complete the g.e. requirements.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

In general, music has a good retention rate, since several of our courses are performance courses which require auditions. This means that a student who registers has already come in and passed an audition or placement test so that they are directed into the correct section for their level, or accepted for a part in an ensemble or opera, so they are likely to continue through the entire semester. Our majors courses are mostly sequential, and faculty work very hard to bring the students up to be ready for the next level.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The only courses in music which are pre-requisites, are the sequential ones mentioned above. Music does not have any courses which are pre-requisites for courses in other disciplines. In our most advanced and difficult courses, such as levels III and IV, students already know what sort of material to expect since they have taken the other courses in the sequence. Since COM is a community college, any student, even one with no or little previous musical experience, can walk in and decide to be a music major. However, it is very difficult for students who have no prior training to succeed, since it is extremely unlikely for them to be able to develop the required skills over the short time of the two year program. This problem is not typical in most other disciplines - in pretty much any other discipline, a student can decide to study something new and begin from scratch at the college level.
IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

V. Please explain and provide additional details regarding your choices above:

Music would like to have a comprehensive and attractive web site to promote our music program and the many concerts and operas that we present. It is essential in these times for any arts organization to have a strong web presence, and currently ours is almost non-existent, except for the page about our orchestra that I created and published on my own personal web site. We have made some beginning steps toward this goal, and hope to have something up online later in 2010.

Music would also like to be able offer more courses to better serve the ongoing workforce training needs of budding and professional musicians in our community. We are currently designing several one unit courses designed to be offered in an 8-week format, scheduled in the later afternoon. This will increase student access for those who feel unable to make a full-semester commitment, and who cannot attend classes during the day because of their work schedules.
Facilities Questionnaire
Music-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The plans for the performing arts building modernization address the issue of disabled access to some parts of the building, and hopefully correct the problems with the HVAC systems which cause toxic fumes to come into our building. Since we have no windows, once the toxic fumes come in, it is very difficult to get them out. The HVAC system also makes a large amount of noise which disrupts our performances. However, the main thing that needed to be fixed in our building, the Fine Arts Theatre, is not going to be improved in the modernization project. The many, many years of neglect and deferred maintenance make this theatre almost unusable. The floor needs to be completely replaced, the lighting needs to be able to work properly (and old instruments replaced), the acoustics are terrible, and the music sound shell is a ghastly plastic eyesore. This is the only 600 seat theatre in Marin and should be a jewel, a major asset to the college. If the college refuses to maintain it, as has been the case for the last 25 or more years, it will soon become useless. Trying to do performances with our students in this facility has become increasingly difficult and frustrating, so many faculty have been taking their performances off campus. This is not ideal, since we would like the college's theater to be a center of cultural activity in Marin County.

The rest of the music part of the building is adequate for our needs.
Curriculum
Music-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

We updated a few of our courses last year, added one new course, and are in the process of revising the remaining ones right now.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

We are basically keeping most of the course content the same, while revising the outlines to comply with new state regulations regarding TBA hours, and teaching unit pay rates in the UPM contract. Many of the co-requisites and pre-requisites will be slightly altered, or changed to advisory, in order to increase access for our music majors who cannot attend the program full time.
We are not planning to revise our degree requirements at this time.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

We are not planning any collaborations at the moment, except as happen normally when the three disciplines of the Performing Arts Department get together to present a musical or other similar production.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

We are developing some small courses to be offered in late afternoon, which will provide music majors with necessary skills, but which will also be of interest to workforce development students, such as music professionals who need to upgrade their skills. One such course is being offered for the first time this semester: a course in computer music notation. Music majors in the 21st century need to have basic proficiency in notating music on a computer. Also, music professionals such as private music teachers, elementary school teachers, and church choir directors need to learn this skill so that they can prepare music for their ensembles.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Music is not planning any more distance education courses at this time.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

We do not have any materials fees for our courses.
Student Learning Outcomes
Music-2009

Five College Learning Outcomes:
1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

   A.A. Degree in Music

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

   * Observe and analyze artistic examples of written and performed music
   * Develop the skill to execute similar musical examples
   * Develop fluency in the language of the discipline
   * Exercise creativity
   * Critically evaluate their own progress and development
   * Synthesize all the above skills in performance

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

   i. **Written, Oral and Visual Communication**

   Students in the majority of music classes participate in performances where they demonstrate oral communication through music. Some of these performances are public concerts, others are in-class performances of musical compositions. The students' also demonstrate skills in written communication in their music work (written in musical NOTES).

   Students in music history courses write papers which demonstrate their written communication skills.

   ii. **Scientific and Quantitative Reasoning**

   There is a great deal of logical reasoning necessary when listening to music and having to write down what you hear. There are complex relationships which have to be analyzed, identified, and notated.

   iii. **Critical Thinking**

   All rehearsal and performance requires non-stop critical thinking: a student must continuously be listening and evaluating their rhythm, pitch, dynamics, articulations, tone, intonation, phrasing, stylistic appropriateness, and musical expression, in order perform the music correctly and in a musically artistic way.

   Students who are in music theory and ear training courses must solve complex musical
problems requiring critical thinking on many levels, through observation, solution, and analysis, including creation and resolution of dissonance, dealing with multiple voices simultaneously, complex harmonic and contrapuntal textures, movement from one key to another, judging which of many possible solutions is most appropriate for the problem presented.

iv. Problem Solving
See previous question.

v. Information Literacy
Music has two courses designed for technological information literacy in music. The first is Music 116, Desktop Musician, which teaches students how to use a computer to create and record music. The second is a brand new course offered for the first time this semester, Music 139, Music Notation at the Computer, which teaches music student how to notate their musical projects in a sophisticated music notation program, allowing them to make publishable quality musical scores.

While not required for the degree, these courses teach skills which are necessary for musicians to function in the 21st century. We are considering making the notation course a requirement.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?
Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
      All three courses, Music 101, 102, and 105 address these outcomes.

   ii. Scientific and Quantitative Reasoning
      n/a

   iii. Critical Thinking
      Yes, all three courses address critical thinking.

   iv. Problem Solving
      Our general education music courses do not specifically address problem solving. However other courses in the discipline require this skill, such as music theory.

   v. Information Literacy
      Students in these courses may use the internet to do research for their papers, but there is no information literacy requirement in the class.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   We are in the process of revising all of our course outlines to include SLOs.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
   The department chair has written a sheet of syllabus guidelines, including SLO's, and we have established a binder in the music office for all faculty syllabi.
3. Assessment:
   i. How often do you assess these SLOs?

   Every assignment, test, rehearsal, and performance assesses these SLOs daily.

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

   We assess critical thinking skills pretty much every minute of every day in our classes, as this is one of the primary elements of music making.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
Instructional Equipment
Music-2009

This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, IPC and Budget. Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests". Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

I. Instructional Equipment/Materials Requirements
Priority: To Support: Category Discipline Area
01 200 Students Over $200 Each Music

Description and part number for ordering:
Two piano benches: One Artist and one standard (pianobench.com)

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<th>Qty.</th>
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One-time expenses: (e.g. construction, electrical, installation)
N/A

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
N/A

Item to be shared with the following Department/Program: (Include any shared expenses)
N/A

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   Rated A

   The benches that these replace are broken and dangerous for the students and faculty that use them. We requested these replacement benches last year as well. Besides being dangerous, they squeak, and the current artist bench is almost impossible to adjust. Having a silent bench is extremely important in a concert situation where the bench is a huge distraction to the musical performance. The safety factor alone warrants the replacement of these benches.
   The artist's bench is the adjustable type of bench that goes with our concert grand pianos. This kind of special bench is required for performance. Because it is an adjustable bench, it is more expensive than a standard wooden bench.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so,
3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

Improving the performances by removal of the distraction of squeaky and broken benches improve the instructional environment which exists in the classroom as well as in the concert environment. Having safe benches for use by both the students and faculty is another necessity. Benches have collapsed with people sitting on them, but so far no one has sued the college. It is only a matter of time before this problem causes the college to spend much more on legal fees than the cost of replacing the faulty benches.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Access to the piano, a large part of the piano student performer's classroom/concert requirements will be improved. An adjustable bench accommodates the many variations in height and arm length of the students (and faculty) so that they can be properly positioned at the keyboard. The correct positioning is essential for a proper performance. Having safe, functional seating is always important for our students and faculty. If the bench is wobbling, squeaking, or unsafe, it is very difficult to concentrate while performing.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

The student will be able to fulfill his/her musical performance requirements in safety and with proper position, hopefully resulting in a better performance.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Good equipment which allows the student to better fulfill classroom obligations will draw students who want to be in a safe supportive environment in classroom as well as on the concert stage.

Additional Justification for this item:

We don't want the safety of any students jeopardized and the distraction of a wobbly or noisy bench can be a major distraction in the student's work in the classroom or on stage.
# Technology Requests

## Part I: Software

### Music-2009

### I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>01</td>
<td>400 Students</td>
<td>Discipline-Related</td>
<td>Software Music</td>
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**Description and part number for ordering:**

Mac OS, iLife maintenance agreements (price not yet determined by Apple), estimated $100 for each seat for a three year agreement Pro Tools, $75 per seat, Finale upgrade is $65 per seat (about every 3 years).

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**Type**

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<tr>
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<td>Every Three Years</td>
<td>Open Lab</td>
<td>Lab use</td>
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**Item to be shared with the following Department/Program:**

Mac OS and iLife for the 6 intel Macs currently in the Music Dept. (Music only)

Mac OS and iLife for the 25 intel Macs in FA225, Dig.Arts Lab (Music/Art/MS/Film) Pro Tools (Music, Multimedia Studies, Film) Finale (Music only)

### Justification for Item (See Rating Rubric)

1. **Indicate how important this item is to the life of your discipline.**
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

2. **In addition, how many times have you requested this item, but you have not received it?**

   Rated A

   These are all software titles which need to be upgraded on an on-going basis, since the curriculum depends on them. Some of these software packages have not been upgraded for many years. The Mac OS needs to be updated as software and and upgrading of hardware demands. iLife contains GarageBand, a music recording software, (required for Mus. 116 and Mus 117), iTunes, iPhoto, iMovie and iDVD. Pro Tools, a music recording software program, is required by Music 116, 117 students, but is also used by the other disciplines sharing the lab. Finale is required for all music students but used more extensively by Music 111,112,211,212 and the new Music 139 Music Notation at the Computer class being offered this semester. These classes depend on this software as essential tools.

2. **Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)**

   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   N/A

3. **How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?**
If the software is not upgraded regularly, all the computers in the lab will become unusable. The operating systems need to be kept current, and the software needs to have compatibility with the current hardware and current operating systems. We need to keep up with new versions of the software to keep current in our instruction of them, otherwise our courses are completely out of date, and not relevant to students.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

The software upgrades are required to support many existing classes: all music theory and ear training classes, the desktop musicianship classes (which have huge waiting lists), and the music notation course. These total over 100 students. Having up to date software is absolutely vital to attract new students. We cannot claim we are offering courses in software instruction, and then have software that is many years out of date. But more problematically, some of the old software will NOT run on the new computers unless it is updated. Those classes cannot run at all without current software.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

The lab will be able to support the classes. It is impossible to meet ANY of the goals and SLO's for the above-mentioned courses without the software.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

If the students are able to use the computers to do what they are required to do, then that will be a successful outcome.

Additional Justification for this Item:

I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

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<th>Priority</th>
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Description and part number for ordering:
Naxos Classical Music Library, an online library of classical music recordings

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<td>New</td>
<td>Annually</td>
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<td>Lab use</td>
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Item to be shared with the following Department/Program: (Include any shared expenses)
This level of contract serves five simultaneous users.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   Rated A
   Because the music department must move out of our current building during modernization, it will be very difficult to have access to all of the needed music recordings. The Naxos online library would be a good source during this time. This library can also work well in the future, allowing the music department to expand our library catalog through online means rather than having to purchase more CDs.

2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   N/A

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   Students are assigned required listening in most of our courses. The classes that have weekly required listening assignments are the general education humanities requirement courses, Music 101, 102, and 105. Without these listening materials, they cannot fulfill the requirements of the course.
   Students in other classes, like music theory, use recordings to listen to music that they are required to analyze. Since many of the pieces are not of a nature that the student could attempt to play themselves at the piano (such a Beethoven's 5th symphony), having the recording available is necessary for these students to complete their assignment.
   Students who are in performance classes need to listen to recordings of the piece they are working on in order to learn the work. In some cases, more than one recording is used, to show different interpretations of the same piece, providing valuable insight and the opportunity for the student to develop skills in critical thinking.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   This library will increase student access to required music course materials during the modernization for all music students.
   The assignment of listening assignments and performance repertoire pieces is not always known in advance. Faculty make these choices based on the needs of the class, the individual abilities of the student, and on the combinations of students enrolled in the program. This means that the music faculty cannot accurately determine exactly all the music will be needed for the year or year and a half of the modernization. Once the music library materials are put into storage, it will be difficult to retrieve them, so students may be left without the required materials. This online library will allow students to have access to all these needed materials during the modernization construction period where we will be displaced from our building.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   The educational goals for all these music students cannot be achieved without access to appropriate music library materials. This is a necessary resource without which several general education courses cannot function; in other theory and performance courses students' learning outcomes may be compromised without these resources.
6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Music has a fairly comprehensive music library audio collection, which is slowly becoming out of date because we have not been given any money in our budget to purchase new CDs in the last 10 years or more. We have resisted converting our library to an online service so far because the online selections were limited. But now, online services seem to have become the way that music content will be delivered. Since there is no money to maintain our collection, using a comprehensive online library may be our best choice for the future. Using such a library during modernization would allow us to try out this service to see if it meets our current needs. Once we return to our building, we can determine if continuing the service is a good idea or not.

Additional Justification for this item:
Technology Requests
Part II : Hardware for Lab and Classroom
Music-2009

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Priority: To Support: Category Discipline Area
01 400 Students Other Music/Multimedia/Film

Description and part number for ordering:
20 pairs AKG K240m headphones: 11 for FA225, 9 for Music Department

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Type College-wide Discipline-Specific
Upgrade Open Lab Lab use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
Existing headphones are seven years or older. Many have become broken and not fixable.

Item to be shared with the following Department/Program: (Include any shared expenses)
FA225 shared with Film and Multimedia Studies
FA179 Music only

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   A.

   Headphones need to be replaced every few years due to wear and tear and we do not have enough for each computer in FA225. This request also replaces some Music Department headphones. None of these headphones have been replaced for about seven years. We have requested replacement every year, and have no spares, so all students can not listen to their individual work at once. Our numbers of headphones dwindle every year because there has been no funding to replace them.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   n/a

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
Each student must have a set of headphones to listen to their work. We currently do not have enough headphones to provide that. Students have to share. This severely inhibits student access and thereby students are frustrated tend to be less successful in their class work.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Existing students need to be provided the appropriate music playback equipment to provide the necessary access to their course materials to expedite success in their class work. There must be enough headphones to accommodate each student who is required to listen to their classroom assignments.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

With the demand for classes involving current technology bursting at the seams, maintaining the equipment and materials necessary for that technology is imperative to longevity for the classes and their instructional integrity. Enrollment numbers will be the best way to monitor success. If the technology is not able to meet the demands of his classroom requirments, enrollments will drop.

Additional Justification for this item:

It is difficult to work on a sound project if you can't hear the sound. For each computer station, there must exist one set of headphones.

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Priority: To Support: Category Discipline Area
02 40 Students Other Music/Multimedia/Film

Description and part number for ordering:

M audio Key Rig 49 USB Keyboards (musical) (Sweetwater Sound)

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Type College-wide Discipline-Specific
Replace Open Lab Lab use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Many of the keyboards have broken over the years. We need 25 keyboards for 25
computers. We have 9 left. We need 16 additional keyboards.

Item to be shared with the following Department/Program: (Include any shared expenses)
Multimedia Studies and Film

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   A.

   In order to play music into the computer software, you need a USB keyboard, which plays like a piano. This is essential for Music 116, 117, Music 139 (Music Notation at the Computer) as well as various Multimedia Studies and Film classes. Since we have only a few remaining keyboards, only a few students can enter at a time.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   With the additional keyboards more students will immediately have this tool at hand thus avoiding waits which can severely hamper the student's progress during class.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   More students will be able to simultaneously access this invaluable tool. Students will then be able to complete their projects in a more timely and complete manner during the allotted class time.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   As students gain increased access to necessary tools success in the classroom work is likely to increase and high enrollment will be sustained and measurable.

   Additional Justification for this item:
   In a lab setting the student needs the USB (piano-like) keyboard in order for the students to simultaneously enter music into their computer for their individual projects.

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area
Priority: To Support: Category Discipline Area
03 40 Students Other Music/Multimedia/Film

Description and part number for ordering:
Digidesign M-Box 2 digital interfaces for FA225 lab

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Type College-wide Discipline-Specific
New Open Lab Lab use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
In FA226, the Digital Arts Lab, we have 25 seats for Pro Tools software and only 15 M-Box 2, which are necessary to run the software. We need the equipment so that all 25 computers can use the software simultaneously. Music 116 and Mus 117 which meet simultaneously always has more than a full class, so it is imperative that we acquire this additional equipment.

Item to be shared with the following Department/Program: (Include any shared expenses)
Multimedia Studies and Film

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
Rated A. Without this digital sound conversion box, students cannot use Pro Tools Software which is taught throughout the second half of Mus 116 and throughout Mus 117. We have 25 computer stations with Pro Tools software and 15 M-boxes. With the additional 10 boxes all 25 computer stations can utilize Pro Tools simultaneously. The class has more than 25 students (actually has very large wait lists) enrolled each semester so it is essential to provide as many students access as we can.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
n/a

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
The quality of instruction will improve when the problem of students attempting to share computer hardware is removed by acquisition of this additional equipment.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
Each computer station must be enabled so that, no matter whether students are following along with the instructor during a lecture or doing their own individual work they have hands-on access to the
software. Each student should have access to the same equipment. To have all stations M-Box enabled will attract students and add to the integrity of the class instruction and viability.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students will be able to have more individual lab time to complete and improve their work.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
At least current enrollment numbers will be sustained. With more stations available the drop-out rate might improve.

Additional Justification for this item:
Without this digital converter box for sound, you cannot use Pro Tools. We have 25 computers, we need 25 boxes. We have 15, we need 10 additional M-box 2 boxes.

I. Technology Requests-Hardware for Lab and Classroom or other student use
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

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<tbody>
<tr>
<td>04</td>
<td>400 Students</td>
<td>Other</td>
<td>Music</td>
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Description and part number for ordering:
Speakers, preamp/mixer and amplifier for FA72

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Type               | College-wide       | Discipline-Specific
Replace            | None                | Classroom use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
We have PA speakers that were bought for FA72 during a remodel some years ago. These speakers are not adequate for the type of detailed listening that music students are required to do in this class room. The amplifier was obtained from a different area. The mixer/preamp is donated and not adequate for the purposes of this room. This is our most used, and important room. It needs to be outfitted with proper equipment.

Item to be shared with the following Department/Program: (Include any shared expenses)
Film and other campus activities

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
This is both a "smart" classroom and concert hall designed specifically for the purpose of listening to music. These speakers are not designed to deliver the high quality sound necessary for serious listening and analysis. Replacement of these speakers was requested last year. With new speakers the students will be able to hear more clearly the musical elements discussed in the classroom. During concerts, when sound-reinforcement is necessary, these speakers will deliver a more natural unbiased reproduction.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

n/a

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

If students can hear better and more precisely the sounds in any given piece of music, they are better able to distinguish the finer points of musical analysis offered by the instructor in their presentations. When sound reinforcement is needed, this equipment will provide a more natural, well-defined sound to the listener and performer alike.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Access to understanding will be improved with the added quality and definition of the suggested equipment.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students will be better able to successfully perform the analysis required in the curriculum in their path to completing their goal to become better and more educated musicians.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

More students will be successful and enjoy the classes. Increased enrollment will be a measure.

Additional Justification for this item:

This replacement will provide a much needed improvement for the many listeners who attend classes and concerts in this room.

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

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<th>Priority</th>
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<th>Category</th>
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<tbody>
<tr>
<td>05</td>
<td>400 Students</td>
<td>Other</td>
<td>Music</td>
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</table>

Description and part number for ordering:

Fender Audio Passport 500 Pro portable PA (public address system for concerts in the Fine Arts Theater and occasionally in FA 72)
If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

We currently have old donated component parts of PA's with broken channels which sometimes work and are not dependable. We need an integrated compact system which will provide quality sound reinforcement for our concerts when necessary. This performance hall needs to have equipment befitting its size and the quality of the performances which are presented in it.

Item to be shared with the following Department/Program: (Include any shared expenses)

Drama/Dance

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

B

This equipment would be used to enhance our recitals and concerts in the Fine Arts Theater and the Lefort Recital Hall. When sound reinforcement is necessary, we need a high quality PA to accurately the sound produced by our students in their performances, a compact unit which, when turned on, just works. The current mismatched, throw together equipment often is difficult for the faculty to carry, set up and operate. This unit would be simple to set up and use.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   The musical performances of our students will be more accurately reinforced by the suggested equipment. The performer and the listener will be able to hear their performance more clearly so that the reinforcement does not distract from the performance. For all of our performance classes, the concert is the final test of success for the class. The sound quality is a very important factor in that final.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   Access will improve for all students who need sound reinforcement during their performances. This improvement in sound will be shared by the audience: supporting classmates, other supportive students and the general public. All students are encouraged to attend all concerts so this would affect all of the students in the music program. This kind of quality support will attract new listeners as well as to encourage others to become students.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students who can hear themselves in performance will gain confidence and strive to improve their performance. In performance classes, this is the ultimate goal.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

If performance class enrollment increases, this is an accurate measure. Increased concert/recital attendance can lead to more students.

Additional Justification for this item:

To give a good performance, you need good equipment to lend support when necessary. A compact system does this easily and dependably while providing minimal auditory and well as visual distraction for the performer and audience.

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Priority: To Support: Category Discipline Area
06 200 Students Other Music

Description and part number for ordering:
Stereo equipment rack (locking) w/doors, Integrated Amp (preamp, mixer, amp) and CD player for FA177 (music classroom)

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Type College-wide Discipline-Specific
Replace None Classroom use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

The stereo equipment in FA 177 is from the 1960's. It is heavy and dangerous to the users. It has no lock. The components are old, some donated, and outdated. We need to update the equipment. The sound quality of the existing equipment is minimal.

Item to be shared with the following Department/Program: (Include any shared expenses)

Community Ed music classes use the room quite often

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?

   B

   This equipment is inadequate for teaching music classes. The cabinet itself is dangerous to those who use it and not suited for today’s audio components. The audio components need to be updated to provide the quality of sound necessary for accurate
musical analysis.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

The current stereo cabinet has been in FA177 for almost 50 years. The cover is heavy and dangerous and could cause serious injury if it fell closed unexpectedly on a hand or someone's head.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

Improved sound equipment will improve the student's ability to more-correctly hear the music he must analyze to fulfill the requirements of the class.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Students hearing skills will improve with proper equipment. This room serves over 200 students a semester. All will benefit from this improvement. Providing good sound is an absolute necessity in today's iPod world.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students will be expected to fulfill the demands of the curriculum easier with these improvements. What better goal for the music student than learning to hear more precisely. This equipment will nurture that goal.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Class enrollment is the measure.

Additional Justification for this item:
Music needs to be heard clearly to be understood. The cabinet is unsafe.
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC, and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: 01

To Support: all Classes

Discipline Area: Music

Broad Category (for example in Chemistry - "Chemicals")

Music

Annual Cost | Previous Cost | Amount of Increase
---|---|---
2972.0 | 0.0 | 0.0

Type | How Long?
---|---
None | Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

This money is used only by the Music department.

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

The money that was in the previous years Prop. 20 (Lottery) fund budget needs to be added back to our regular instructional supplies budget. Some years ago, the college decided to pay all instructional supplies from Prop. 20 funds. Now that the College has reversed this practice, $1,025 has gone missing in the process. It is imperative that we not lose this money. This money pays for all of our instructional needs, which are not even close to being met by the total amount as it is ($2972). It provides only a small portion of music for our performing ensembles, blank media (cd/dvd/tape) for the Music Library to record all of our student performances and many other things that are needed for our classes.

Please put the additional $1025 that we should have received from Prop. 20 (for a total of $2,972.00 in this account) back into our instructional supplies account in the general music fund.

2. Is it necessary for students to succeed in a series of courses?

   Yes. Our music classes cannot function without proper music, recordings of student performances and projects, proper small equipment needs, software upgrades, etc. etc.

3. How will access for students be improved? How many students (annually) will benefit from
this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All of our existing students benefit from these supplies. Even if granted this request, this amount of money is grossly insufficient to provide the needed materials and supplies. We have to beg borrow and steal to get by. There is no chance of this request, which is just asking to retain the budget we had, making any difference whatsoever toward attracting new students.

When the piano benches are breaking down, dumping people on the floor, when there are not enough headphones to go around for student listening, when we have to borrow music (even from students!) to use in the classroom, it is just downright pathetic, and certainly does not impress any new student enough to attract them to our program.

This is the current state of affairs, and it will be much worse if this budget item is cut so severely.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

This question is ridiculous. Without this money, no outcomes are possible. A student cannot learn anything at all if they don’t have music to work on, or headphones to listen with, or a piano bench to sit on to perform.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The college seems to think that severe cuts can continue to be made, while simultaneously demanding that more and more students be served, and additional services be provided.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.

Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: 

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>all Classes</td>
<td>music</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")

media for audio and video recording. We use about 400 Cds annually, and approximately 200 DVDs, and about 60 mini DV HD video tapes.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>780.0</td>
<td>400.0</td>
<td>380.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost

How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

These are consumables, used only by music.

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.

• ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
• ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
• ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a
future academic year.
In addition, how many times have you requested this item, but you have not received it?
These items are rated 'A'
We record all our performances, so that students can learn from them. In order to
do that, we must have blank CDs, DVDs, HD video tape, etc. The cost of these items
keeps increasing while our supplies budget keeps shrinking. We have only enough
budget left to spend $400 on this item, because of all the previous budget
reductions. We need to be able to record our concerts. Please provide us with these
necessary funds.

2. Is it necessary for students to succeed in a series of courses?
Yes, all performance courses, voice classes, strings classes, theory classes require
recording media.

3. How will access for students be improved? How many students (annually) will benefit from
this request? Is it required to accommodate existing students? Would it be vital to attracting
new students?
Over 230 students a semester will benefit from this request.

4. What student learning or other outcomes are expected? Is it important to the achievement
of student goals?
Students need to evaluate their performance, and assess their progress. These are
both essential to their success.

5. How will these outcomes be measured for future planning? What data or evidence supports
your request?
They will not be measured. The existence of blank tapes is the only thing that allows
the students' performances to be recorded.
I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>60 Classes</td>
<td>Other Office Equipment</td>
</tr>
</tbody>
</table>

Type: Not Applicable  Status: Previously funded ongoing expense

Description and part number for ordering:
Copy Machine maintenance agreement

<table>
<thead>
<tr>
<th>Qty</th>
<th>Unit Cost</th>
<th>Tax</th>
<th>Shipping</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$475.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$475.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)
The copy machine is used by the Performing Arts Office, which covers the disciplines of Music, Drama and Dance.

Justification for Item (See Rating Rubric)
1. Who will use these supplies or equipment?
The copy machine is used primarily by the music faculty and the Administrative Assistant for the Performing Arts Department. This is an annual maintenance agreement for $475.00.

2. How will access for students be improved?
The copy machine supports all student classes in the Performing Arts.

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>400 Students</td>
<td>Office Computer</td>
</tr>
</tbody>
</table>

Type: Upgrade  Status: New and will be ongoing

Description and part number for ordering:
27" iMac, 8GbRAM/1TbHD and 5 year Applecare maintenance for Michael Irvine, Lab
If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

existing 5 year old eMac is underpowered, does not perform necessary multitasking. Grinds to a halt quite frequently. Michael needs a larger screen which supports views of multiple windows simultaneously and adequate speed, memory and storage to support his multitudinous tasks.

Item to be shared with the following Department/Program: (Include any shared expenses)
used for Music Department work as well as for FA225 Digital Arts Lab which additionally supports Photography, Architecture, Multimedia Studies and Film.

Justification for Item (See Rating Rubric)
1. Who will use these supplies or equipment?
This is where Michael Irvine does all of his testing of lab software, video and audio editing of department concerts, departmental database design/editing, creation of inner department flyers, posters, documents, as well as general office work. Also to be used in the future for remote desktop control of the Digital Arts Lab, currently housed in FA225, which will move to the new Fine Arts building. Current computer is underpowered and can not perform to the demands of his work.

2. How will access for students be improved?
Michael spends much of his time waiting for the current computer to respond. This holds the departmental work up on many levels. He has less time to spend personally assisting students and the necessary databases can not be effectively maintained to better serve the students in searching for recordings, sheet music and reference materials in the music library.
The new computer would additionally provide remote access maintenance capabilities to better assist and support student work in the Digital Arts Lab.

I. Non-Instructional Equipment and Supplies
This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>48 Classes</td>
<td>Office Supply Budget</td>
</tr>
</tbody>
</table>

Type     Status
Not Applicable  Previously funded ongoing expense

Description and part number for ordering:
General office supplies: pens, paper, printer ink cartridges, note pads, file folders, etc.; supplies for copy machine: ink, toner, etc.; Our general supplies budget is $1,151.00 per year, but our Copy machine expenses take up that entire budget, leaving us with no money for anything else.

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
of age and capability or lack thereof:
This office supply budget needs to be doubled from last year's budget of $1,151. Due to increased expenses with our copy machine, our expenses are twice that of our budget, which left us $1,150.00 short last year.

Item to be shared with the following Department/Program: (Include any shared expenses)
The office supplies and copy machine are used by all disciplines in the Performing Arts - Music, Dance & Drama, but primarily Music. The Music Office is also the Performing Arts office, run by the same person, and doing office work for all three disciplines.

Justification for Item (See Rating Rubric)
1. Who will use these supplies or equipment?
The office supplies and copy machine are used by all disciplines in the Performing Arts - Music, Drama & Dance, but primarily Music. The Music Office is also the Performing Arts office, run by the same person, and doing office work for all three disciplines.

2. How will access for students be improved?
The office supports all the students in all the disciplines of Performing Arts -- Music, Drama & Dance.

I. Non-Instructional Equipment and Supplies
This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>all Classes</td>
<td>Faculty Computer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement</td>
<td>None</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
21.5-inch: 3.06GHz iMac, 4GbRAM/500gbHD for Tara Flandreau, Performing Arts Department co-chair, and music coordinator, FA73

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,200.00</td>
<td>$110.00</td>
<td>$0.00</td>
<td>$1,310.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
My current computer is an old cast-off Mac from the lab. It is out of date, and does not interface well with our network. I need a Mac so that I am able to create and move documents which are compatible with all my course materials, as well as our department computers in the music library, and the shared Fine Arts lab. Also, I have problems with my vision, and I cannot use this CRT screen without getting a headache. Please replace.

Item to be shared with the following Department/Program: (Include any shared expenses)
n/a

Justification for Item (See Rating Rubric)
1. Who will use these supplies or equipment?
Tara Flandreau, the department chair.
2. How will access for students be improved?

It is important for the department chair to have a properly functioning computer, which is necessary for all aspects of running the department, affecting students, faculty, and staff.

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>500 Students</td>
<td>Office Software</td>
</tr>
</tbody>
</table>

Type               Status                      Category
New                New and will be ongoing          Office Software

Description and part number for ordering:

Apple Remote Desktop Software for remote control of Music Department and FA225 computer labs - Unlimited Managed Systems edition: administrator (MC172Z/A)

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$499.00</td>
<td>$44.91</td>
<td>$0.00</td>
<td>$543.91</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)
Photography, Architecture, Multimedia Studies and Dance

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

This will be used by Lab Technician Michael Irvine to remotely control the computers of the Music Department and the Digital Arts Lab FA225. This will allow remote ghosting of computers, installation of software, maintenance and troubleshooting, especially important when the lab moves to its home in the new Fine Arts building currently under construction. This allows the technician to complete much of his work from his centrally located Music Department Lab/Library office.

2. How will access for students be improved?

Ghosting, maintenance and troubleshooting issues will be more easily and rapidly accomplished.

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>400 Students</td>
<td>Office Computer</td>
</tr>
</tbody>
</table>

Type               Status                      Category
New                New and will be ongoing          Office Computer
Description and part number for ordering:
Apple 13" MacBook Pro laptop with 5 year Applecare

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,400.00</td>
<td>$126.00</td>
<td>$0.00</td>
<td>$1,526.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)
N/A

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?
This will be used by Lab Technician/Librarian Michael Irvine as a portable inventory tool to enter Music Department holdings into a central database. Many items are difficult to transport and therefore this eliminates entering the data twice (paper and then transferring to computer) and limits entry errors.

2. How will access for students be improved?
A more complete database of Music Department materials will allow the students, faculty and staff informational access to essential curriculum tools: Instruments, musical parts and scores and musical recordings.

I. Non-Instructional Equipment and Supplies
This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>400 Students</td>
<td>Office Computer</td>
</tr>
</tbody>
</table>

Type
New

Status
New and will be ongoing

Description and part number for ordering:
Apple 13" MacBook Pro laptop with 5 year Applecare

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)
N/A

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?
This will be used by Lab Technician/Librarian Michael Irvine as a portable inventory tool to enter Music Department holdings into a central database. Many items are difficult to transport and therefore this eliminates entering the data twice (paper and then transferring to computer) and limits entry errors.
2. How will access for students be improved?

A more complete database of Music Department materials will allow the students, faculty and staff informational access to essential curriculum tools: Instruments, musical parts and scores and musical recordings.
II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
$2,000.00 increase to the Performing Arts postage budget is urgently needed.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>4800.0</td>
<td>2800.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
The Performing Arts postage budget urgently needs an increase of $2,000.00 to it's budget. Due to the increase in postage rates and the new postal regulations that have the post office charging us for all returned mail items, which is now mandatory, we just can't make ends meet. Our current budget only covers $2,800.00 of the postal expenses, which totaled $4,350.00 last year, leaving us $1,550.00 short. This year, we anticipate that shortfall to be approx. $2,000.00. The mass mailings we do for all the performances for Music, Dance and Drama are our primary form of advertising to get our audiences, and are critical to our departments.
## Faculty Members
### Music-2009

### I. Program Faculty

**List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaney</td>
<td>Douglas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Status:** Full-time, tenured
- **Shared W/other program (s):** No
- **Summer 2009 TU**
  - Fall 2009 TU: 15
  - Spring 2010 TU: 15
- **Years of Service:** 40+
- **Specialty:** Director: Symphonic Band, Jazz Band, Instructor: woodwinds, theory, ear training & music history.
- **Leadership:** List involvement in committees or other service
  - Curriculum Committee (5 years)
  - Commencement Committee
  - Outreach to public schools

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flandreau</td>
<td>Tara</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Status:** Full-time, tenured
- **Shared W/other program (s):** No
- **Summer 2009 TU**
  - Fall 2009 TU: 15
  - Spring 2010 TU: 15
- **Years of Service:** 28
- **Specialty:** Music theory and composition, orchestral conducting, strings and chamber music.
- **Leadership:** List involvement in committees or other service
  - Tara served for several years as treasurer and president of United Professors of Marin, the COM faculty union, as well as being on the bargaining team. She also served for many years on the technology committee, numerous hiring committees, and a couple of years on the PAC. For many years she has been chair of the Performing Arts Department, and the coordinator or Music. She has served on the Commencement Committee, and been in charge of program review. Tara has also presented and performed music for many college functions, including numerous COM graduations, president's receptions, faculty functions (including several memorials), art openings, countless fundraising performances for the various parts of the music program, and performances for major donors to the COM Foundation.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivry</td>
<td>Jessica</td>
<td>M.</td>
<td></td>
</tr>
</tbody>
</table>

- **Status:** Adjunct, ETCOM
- **Shared W/other program (s):** No
- **Summer 2009 TU**
  - Fall 2009 TU: 15
  - Spring 2010 TU: 15
- **Years of Service:** 4
- **Specialty:** Strings, orchestra, beginning ear training, chamber music.
- **Leadership:** List involvement in committees or other service
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jarrell</td>
<td>Boyd</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program (s):
- Adjunct, ETCUM

### Summer 2009 TU
- Fall 2009 TU
- Spring 2010 TU

#### Years of Service:
- 6 Vocal performance, Choral Activities, Opera, Theory and composition.

**Leadership:** List involvement in committees or other service
- Music literacy program for choral singers.

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly</td>
<td>Alex W.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program (s):
- Temp Pool

### Summer 2009 TU
- Fall 2009 TU
- Spring 2010 TU

#### Years of Service:
- 2 Strings, Electronic Music, Theory and composition.

**Leadership:** List involvement in committees or other service

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
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<tbody>
<tr>
<td>Masonson</td>
<td>Norman</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program (s):
- Part-time, RETCUM

### Summer 2009 TU
- Fall 2009 TU
- Spring 2010 TU

#### Years of Service:
- 3 Music theory, history, orchestra, band.

**Leadership:** List involvement in committees or other service

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noble Brown</td>
<td>Linda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program (s):
- Adjunct, ETCUM

### Summer 2009 TU
- Fall 2009 TU
- Spring 2010 TU

#### Years of Service:
- 13 Voice instruction, music fundamentals.

**Leadership:** List involvement in committees or other service
- Annual "Road to Success" volunteer; organizing vocal entertainment for Teacher Appreciation night Festivities.
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

Last Name  First Name  MI  Year Retired:
Shleeter  Robert H.  

Status:  Shared W/other program (s):
Adjunct, ETCUM  No

Summer 2009 TU  Fall 2009 TU  Spring 2010 TU  Reassigned (Total)
6.000  00.000  00.000

Years of Service:  Specialty:
9  Music History (Rock, Pop & Jazz), Jazz Improvisation, Electronic Music

Leadership: List involvement in committees or other service
- Paul has been on numerous hiring committees.
- Paul has organized and performed in a minimum of 2 benefit concerts per year for the music department for the past several decades.
- Paul has formed an internationally recognized opera company for he College of Marin, not only rehearsing and performing the works, which is part of my unit load, but assuming all administrative duties as well as fund raising campaigns as there is no budget item for this program.
- Paul has maintained ties with many arts organizations in the Bay Area as well as contact with my teaching colleagues in the nearby high schools.
- Paul annually performs a piano concerto (without fee) with the Marin Youth Orchestra to maintain contact with these highly motivated college bound musicians.

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

Last Name  First Name  MI  Year Retired:
Smith  Paul D  

Status:  Shared W/other program (s):
Full-time, tenured

Summer 2009 TU  Fall 2009 TU  Spring 2010 TU  Reassigned (Total)
30  sabbat

Years of Service:  Specialty:
32+  Piano / Music history / Music fundamentals / Chorus / Voice / Chamber Music / Conducting / Opera

Leadership: List involvement in committees or other service

Additional Teaching Unit Requests
II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics of Conducting</td>
<td>1</td>
<td>1</td>
<td>New Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:
- Health/Safety
- Scheduling
- Title 5/Ed.Code
- Waitlists

Other:
To have a one-unit course which can be offered in short 8-week format in the late afternoon to meet the needs of workforce development and majors in the field.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?
It is in the process of being written.

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

All music majors need to have basic conducting skills, and it would also be valuable for workforce development students. There is no course in our program that provides
this instruction. In addition, there are many professionals in the field, elementary school teachers, church choir directors, private music teachers, beginning string teachers, etc. who have never had this training and need to have this skill (or better skills than they currently have) to do their job well.

The department will consider making this a required course for majors. The additional unit is needed because it is not reasonable to cancel a 3 or 2 unit class to offer this one unit class. Since this is the only class to be offered for one unit, I would have to lose units in my program in order to offer it. The unit is needed in the fall semester only.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

N/A

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>music 116/117 (taught concurrently)</td>
<td>3</td>
<td>2</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [ ] Health/Safety
- [X] Scheduling
- [ ] Title 5/Ed.Code
- [X] Waitlists

Other:

There are not enough computer stations in the lab to accommodate adding new students.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Not a new course. Outline is in the process of being revised.

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

This class has had waiting lists for several semesters. In spring 2009, a second section was approved, but those units unfortunately were not carried over to Spring 2010. There was a huge wait list this spring, and also many more who showed up on the first night. Because the number of computers in the lab is limited, there is no way to accommodate this large influx of students without a second section. The wait lists seem to be longer in the spring, so an additional 3 units would be all that is needed. This course is not required for the music degree, but it is one of the few technology courses we offer to keep our program current, and helps attract students into our program.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

The units are not shared. The class is taught in a shared lab.

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

Because of teaching unit reductions in music (see below) we can no longer ask for the same replacement position which we have requested for the last four years.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

This is not a problem for us.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

One faculty member retired in 2004.

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.
No new full-time faculty have been hired since 1990.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

Yes, the music department has lost units due to cancellation of low enrollment courses taught by a particular part-time instructor, a RETCUM who is at the top of the list. I am required to offer him courses, yet students do not want to take courses with him, and therefore the courses are cancelled, causing the loss of several units from our program.

The department also lost units due to the 2004 retirement mentioned above.

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

No.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Non-Instructional Support Staff
Music-2009

I. Current Support Staff
List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell, Elizabeth</td>
<td>Other</td>
<td></td>
<td>4</td>
<td>allStudents</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Pay for tuning our upright pianos twice a year. We currently have 37 upright pianos in the department that NEED to be tuned at least once every SEMESTER. We currently do not have the budget to tune them as often as needed and need to INCREASE our budget for upright piano tuning 100% from $2,035.00 to $4,070.00 per year. When we do not properly maintain the instruments, more has to be done to them and the final costs are higher.

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>David L. Smith</td>
<td>Other</td>
<td></td>
<td>18</td>
<td>allClasses</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

David is a Professional Expert hired to fill in as Theatre Manager until the position is officially re-opened. He works Drama, Dance & Music shows, and other bookings in the Performing Arts facilities.

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ibars, Nuria</td>
<td>Other</td>
<td></td>
<td>15</td>
<td>10Classes</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Non-Student hourly employee assists Classified staff in as recording technician for music performances.

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irvine, Michael</td>
<td>Lab Tech</td>
<td></td>
<td>38</td>
<td>allStudents</td>
</tr>
</tbody>
</table>
Leadership: List involvement in committees or other service
PRAC, Technology Committee, Parking task force, hiring committees

List of Support Staff
Name: Krieger-Moon, Jeff  Type: Hourly  Purpose: Other  Hours/Week: 10  To support: 22Classes

Leadership: List involvement in committees or other service
House manager for music department concerts and events.

List of Support Staff
Name: Lister, John  Type: Work Study  Purpose: 8  To support: allStudents

Leadership: List involvement in committees or other service
works in the Music Library

List of Support Staff
Name: Marinko, Vicki  Type: Hourly  Purpose: Tutoring  Hours/Week: 6  To support: 0

Leadership: List involvement in committees or other service
Music department tutor.

List of Support Staff
Name: Nguyen, Sang  Type: Work Study  Purpose: 7  To support: allStudents

Leadership: List involvement in committees or other service
works in the Music Library

List of Support Staff
Name: Paul, Jeff  Type: Other  Hours/Week: 10  To support: Classes

Leadership: List involvement in committees or other service
Staff accompanist; supports 5 classes per semester, plus recital hour performances.
List of Support Staff
Name: Pilc, Steven
Type: Hourly
Purpose: Other
Hours/Week: 16
To support: 0

Leadership: List involvement in committees or other service
Box office cashier.

List of Support Staff
Name: Pinckney, Joanna
Type: Clerical
Purpose: 38
Hours/Week: allStudents
To support: 0

Leadership: List involvement in committees or other service
Joanna is the Administrative Assistant of Performing Arts at College of Marin and a Life Member of Alpha Gamma Sigma Honor Society. She is also a member of the American Federation of Musicians (AFM), previously on contract negotiating committee for Stockton Symphony Association, Personnel Manager of Stockton Symphony, Concertmaster of and String Coach for the College of Marin Symphony Orchestra.

List of Support Staff
Name: Quince, Adrian
Type: Other
Purpose: 10
Hours/Week: 3Classes
To support: 0

Leadership: List involvement in committees or other service
Non-Student Hourly employee works as Stage Manager for band, orchestra and choral concerts.

List of Support Staff
Name: Smith, David
Type: Other
Purpose: 15
Hours/Week: 10Classes
To support: 0

Leadership: List involvement in committees or other service
Non-Student Hourly employee works as House Manager and/or Stage Manager for Music concerts and operas.

List of Support Staff
Name: Stewart, Anita
Type: Hourly
Purpose: Other
Hours/Week: 3
To support: 0

Leadership: List involvement in committees or other service
Assistant box office cashier for second window as needed.

List of Support Staff
Name: Terpo, Chuck
Type: Other
Purpose: 2
Hours/Week: allStudents
To support: 0
Leadership: List involvement in committees or other service

Pay for tuning our grand pianos twice a year. We currently have 7 grand pianos in the department that NEED to be tuned at least once every SEMESTER. We currently do not have the budget to tune them as often as needed and need to INCREASE our budget for grand piano tuning 100% from $595.00 to $1,190.00 per year. When we do not properly maintain the instruments, more has to be done to them and the final costs are higher.

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various Vendors</td>
<td></td>
<td>Other</td>
<td>2</td>
<td>200</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

We have on-going expenses to repair & maintain the numerous musical instruments owned by the music department which are used by students and faculty. We currently have $925.00 in our budget each year, but that does not cover the rising costs of instrument repair and to replace instruments that are beyond repair. We need to INCREASE our budget to $1,500.00 per year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, David</td>
<td>Full-Time</td>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Provides support for music functions on the Fine Arts Theatre stage as necessary.

II. Request for additional support staff

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Type</th>
<th>Approx. hours per week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Part-Time</td>
<td>20</td>
<td>24 Classes</td>
</tr>
</tbody>
</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

Re-open the position of Theatre Manager.

For every music event (as well as every event in dance and drama) there needs to be a person who is responsible for setting up the theatre, hanging and setting the lighting, putting up music shells, chairs, and risers, etc, including some duties during events themselves, such as running sound or lights, resetting the stage during performances, and supervising movement of large objects such as grand pianos. This person may also be responsible for hiring and training house managers, and dealing with any rentals of the theatre. Not to have a person responsible for such things is a potential safety hazard. Instructors cannot manage these duties while they are directing a performance or rehearsal. We have an hourly person doing some of these duties right now, but as these hours are a regular requirement, the position should be made permanent, but part-time.

Shared Resources: If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve.
Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

The Theatre Manager position would serve all three disciplines in the Performing Arts Department.
Program Summary
Music-2009

**Instructions:** after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

**I. Program Excellence (Best Practices)**

Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Music Department provides high quality instruction in academic, instrumental, and performance music classes. The faculty is made up of well-qualified, professional musicians who have a wide array of musical expertise, and a supportive and nurturing teaching style. Music puts on over 30 public performances each year, both classical and jazz, which are attended by over 3000 audience members per year. The department also collaborates with the other performing arts disciplines (Drama and Dance) to present spectacular productions, such as the *Midsummer Night's Dream* by William Shakespeare, which reaches an even wider audience from the Marin community. The department provides a diverse curriculum each semester with choices of performance and academic courses both for the day and evening student, for the music major, general ed. student, and lifelong learner. Care is taken to schedule first and second year music major courses in a compact block schedule to facilitate students' ability to take all required components of the program and to take other required college courses.

Students come to study in the music department for multiple reasons: to major in music, to fulfill a humanities requirement, to learn an instrument, to improve their music making abilities by playing/singing music with a large or small ensemble, or to improve their job skills.

Many of our music majors have transferred to four-year colleges, universities and conservatories, or gone on to prominent careers in the music field as professional musicians, composers, and music teachers.

Music faculty members are all experts in their musical areas and are active in the community as performing artists and collaborators with other music education and performance groups. The Music Department often works with other non-profit music and music education groups in the county to further our mutual goals.

**II. Program Resources (Responsiveness)**

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The Music Department has been functioning reasonably well despite lack of funds, but now previous cuts and deferred purchases/repairs/maintenance have created urgent needs. These resources are now necessary to maintain the program at a normal functional level:

1. The **supplies and postage** budgets need substantial increases (cuts need to be undone) in order to keep the program functioning at a basic level.
2. A permanent classified staff member needs to be hired to fill the **theater manager** position. The Music Department puts on many concerts on the Fine Arts stage each year. Proper support for these activities means having a stage manager to help move heavy equipment, set up and run lights, manage theater rentals, etc. This work should not be done by faculty and students, since it is inappropriate for them to do so during a formal concert, and also since there are potential safety and security issues which must be considered.
3. Add **one teaching unit in fall and three in spring** to be able to meet student needs.
4. The existing computers, both in the labs and faculty and staff offices, and the concert recording equipment need to be functioning properly and kept up to modern standards. Software upgrades need to be obtained for the equipment to be viable for our existing classes, so that hardware and software is compatible.
5. Additional funding will be needed to make it possible to operate during the building modernization.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Obtain funding and/or support to develop better marketing tools, such as a brochure about the music program, a comprehensive web site, and funds for newspaper/radio advertising for our performances. Begin to develop materials for a department web site and brochure this semester.

Continue publicity efforts towards the donation of a new grand piano.

Add one or two extra teaching units to develop new short courses as indicated by the results of the music department survey.

Courses requested are music software notation, composition, and basic conducting.

IV. Assessment of 2008 Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

We have not seen any results from the requests made in previous programs reviews. It appears that the College has had little interest in actually correcting the problems outlined in these reviews. This is more than just a problem of lack of funds and support - it damages the heart of the organization, creates low faculty and staff morale, and shows a lack of respect for the faculty and all the hard work they do.

In general, the music department has survived in the face of damaging cuts to the teaching units, an outdated, unhealthful, and deteriorating facility, and massive reductions in the supply, postage and support budgets. Although the music enrollment has maintained at quite a good level, it is imperative that care be taken to keep the equipment working (pianos, computers, software), strengthen the entry-level program which feeds into the music major, as well as increase student recruitment to the department. If the major is allowed to dwindle, it will negatively impact all the other components of the program. The music department fills a much-needed role serving our students, promoting the arts and arts education in Marin, and representing a positive image of the College of Marin to the Marin community.

Seeing that no support is forthcoming after so many efforts expressing our needs, music has decided to take our own actions to correct things where we can, through fundraising and creating partnerships with other arts organizations to keep our program going. The music department has been creative to find sources, both through donations and outside partnerships, to remedy the lack of necessary budget. This includes repairing facilities, replacing equipment with donated equipment (patched together), finding better off-campus facilities when ours are inadequate, and providing necessary instructional materials for our students by whatever means possible.

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

See the department chairs and above comments for more details. In short:
1. Increase our supplies and postage budgets
2. Reinstate the Theater Manager position
3. Add necessary teaching units
4. Provide software upgrades, and replacement computers
5. Fix the Fine Arts Theater
6. Provide funding and support for items required when we must move out of the building during modernization

VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

There are facilities issues which are NOT being addressed in the Fine/Performing Arts modernization - the primary one is the need to fix the Fine Arts Theater. This facility has been neglected for over 20 years, and needs to be brought up to a functional standard. The problems include need for a new floor, new sound shell, fix the lighting so that is it safe and works properly, acoustical modifications, and numerous other issues.

The music curriculum/student access needs one more unit for the fall semester, and three more in spring to be able to open two new sections. One unit for a new course to serve under-served workforce development and music major populations in the late afternoon, and three units in spring to add an additional section of Music 116/117 which has long wait lists every year.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

There are a few areas of the budget where the music department is severely underfunded, as well as ongoing needed upgrades to faculty and staff computers. It is important to note here that music is NOT any longer requesting some of the urgent items that were requested before, such as repair of the concert grand pianos, and requests to provide money to purchase music for the large student performing ensembles. We had to raise money through fundraising to fix the damaged and worn pianos because we could no longer function the way they were. It is unfortunate that the college chooses not to maintain these valuable instruments, which will cost well over one hundred thousand to replace. Secondly, we have been able to establish connections to other libraries, persons, music magazines, and performing groups which enable us to borrow music from them, to avoid having to buy new music. We will continue to do this to save money as much as possible, but this means we must lend out our music in exchange, and the limited selections may not meet our needs, making an increase in budget necessary in future.

Instructional supplies - this account should pay for all music for performances, software, audio and video media, small equipment, etc. For many years now, we have had NO money to purchase ANY music for our students, or upgrade the necessary software. But now it is even worse than that. The budget is cut year after year. Right now, all we desperately need the budget to reinstate the money lost when the college moved money from the Prop. 20 account back into the supplies account so that we can have enough money to be able to afford the blank tapes, DVDs & CDs to record our concerts, and the basic needs to keep our program running.

Non-instructional supplies - it is gravely important that we receive enough money to keep operating our copy machine. We need the supplies like toner, paper, and enough money for the annual service agreement. We also need an increase in our budget for office supplies.

Postage - this request is for all of Performing Arts. Because of increases in postage, and new postal regulations, we are now $2000 short in our postage budget. Help!

Software upgrades - we need to ensure that our software programs, operating systems are upgraded regularly so that these computers remain functional for our students in technology courses and other music courses.

Computers - both the department chair and the music librarian are requesting new computers to replace old out of date machines.

3. Please comment on the faculty and staff sections.

The most important priority in staffing is for the position of Theater Manager to be reopened. This would benefit all of Performing Arts, as well as facilitate outside rentals of the theater. We have been hiring an hourly person, but because of the number and regularity of the hours, this position needs to be put back as a half-time
classified position, as existed before. We need a couple of extra teaching units, but these courses will be taught by existing faculty.

4. Other comments

One positive development is that the college now will provide support for web site development for music. This is greatly appreciated, as we have wanted a good web site for many years now.