

Santa Rosa Junior College

Program Resource Planning Process

Music 2016

1.1a Mission

The mission of the SRJC Music Department is to train the next generation of professional musicians through our degree and transfer programs, to prepare Career/Technical Education students for careers in Digital Audio, and to provide essential General Education courses and performance opportunities to all students. We endeavor to enhance the comprehension and appreciation of a diverse body of music through analysis, study, and performance.

1.1b Mission Alignment

The Music Department supports the District's mission and its initiatives by:

- Preparing undergraduate Music majors for transfer to CSU, UC, and private conservatory Music degree programs.
- Offering four Associate in Arts degrees: Music: Instrumental, Music: Vocal, Music: Jazz Studies, and Digital Media: Audio.
- Helping both Associate degree and transfer students in other majors meet their General Education requirements with courses in Classical Music Appreciation, Music History, Jazz Appreciation, and World Music. Specific Music courses (MUSC 6.1, 6.2, and 7) are also part of the Humanities and Fine Arts Majors.
- Providing Career/Technical Education (CTE) students with the necessary training to enter the Digital Audio industry. Required courses in the Digital Media: Audio degree/certificate program include MUSC 50, 51A, 51B, 60A, and 60B.
- Enhancing the critical thinking and English writing skills of our students. Studies in Music Theory exercise both quantitative and spatial reasoning skills, while students in GE music courses are required to write analytical essays.
- Supporting student and academic support services in improving student success and retention. There is a sense of community developed among music students. They know each other through their performance ensembles and spend a great deal of time practicing in Forsyth hall.
- Representing SRJC to the larger North Bay community and enhancing its cultural life through our regular public concerts. Performances are held each semester both on-campus and at other community venues.

1.1c Description

The SRJC Music Department offers Associate in Arts degrees in Instrumental Music, Vocal Music, and Jazz Studies; as well as both an AA degree and Vocational Certificate in Digital Audio. We also provide the core curriculum for students seeking transfer to the CSU and/or UC as Music majors or minors, along with General Education survey courses and other opportunities for the general student. Our performing groups include Symphonic Band, Orchestra, Concert Choir, Chamber Singers, Jazz Band, Jazz Combos, and other ensembles

that concertize both on-campus and out in the community on a regular basis. Our outstanding Applied Music program provides our Music majors with opportunities for individual instruction and recital performance. The Department regularly hosts performances and master classes by renowned guest artists, and we are closely allied with other musical groups in the community including the Santa Rosa Symphony, the Santa Rosa Symphonic Chorus, and various music teacher organizations such as MACCC, CAPMT, and MTAC.

1.1d Hours of Office Operation and Service by Location

The home of the SRJC Music Department is Forsyth Hall on the Santa Rosa campus. We currently offer classes in Forsyth from 8 AM to 10 PM Monday through Thursday, and on Friday from 9 AM to 2:00 PM. On Saturday, the Santa Rosa Youth Symphony orchestra meets here from 8 AM to 1 PM. The Department Office in Forsyth Hall is typically open from 9 AM to 5 PM Monday through Thursday, and from 9 AM to 4 PM on Fridays. We have recently revived our Saturday Audio Recording 1 class, currently only offered in the Spring.

There are currently three general Music courses offered (in rotation) at the Petaluma Campus: MUSC 1 *Music Fundamentals*, MUSC 8 *Introduction to World Music* and MUSC 9 *Jazz Appreciation*. We have recently expanded our offerings in Digital Audio at the Petaluma Campus with MUSC 50 *Introduction to MIDI* and MUSC 60A-B *Digital Audio 1-2*.

Several years ago, the Department also offered satellite courses in Guitar, Voice, and Choir in Sonoma, Petaluma, Sebastopol, Cloverdale, and Point Arena. During the Great Recession (2008-09) these sections were closed down.

1.2 Program/Unit Context and Environmental Scan

The SRJC Music Department encompasses nine distinct programs: Theory/Musicianship, Instrumental Music, Choral/Vocal Music, Jazz Studies, Class Piano, Class Guitar, Music History/Appreciation/World Music, Applied Music, and Digital Audio. Our faculty have over 30 distinct areas of special expertise. We serve students in all five demographic groups: terminal degree, CSU/UC transfer, general education, CTE/vocational, and lifelong learning. At last count (March 2012), we had 195 declared Music majors across our various programs.

Terminal Degree

We offer Associate in Arts degrees in Instrumental Music, Vocal Music, Jazz Studies, and Digital Audio that prepare students to enter various aspects of the music industry. These degrees are based on the standards of the National Association of Schools of Music (NASM) and widely-accepted lower-division curriculum from the CSU and UC.

CSU/UC Transfer

All of our MUSC and MUSCP courses transfer to the CSU and/or UC. The Chair works diligently with the Articulation Officer to ensure that our ASSIST agreements are up-to-date and that we incorporate curriculum changes when necessary. As of Spring 2012, all appropriate courses have been articulated in the C-ID system. We are currently examining the issues surrounding the Transfer Model Curriculum (TMC). There are problems with both the document itself and the way our local units are awarded. Possible solutions are under investigation.

General Education

We offer five GE courses open to all students: MUSC 6.1 and 6.2 *Music History*, MUSC 7 *Classical Music Appreciation*, MUSC 8 *Introduction to World Music*, and MUSC 9 *Jazz Appreciation*. These courses cover the Arts/Humanities areas of CSU-Breadth and IGETC. In addition, MUSC 9 satisfies the American Cultures requirement and MUSC 8 satisfies the World

Cultures requirement for AA degrees. We are currently examining the possibility of converting MUSC 1 *Music Fundamentals* and MUSC 2A *Introduction to Music Theory* into GE courses as suggested in the Music TMC. We also hope at some point in the future to develop a GE course in American Music as required at several CSUs.

CTE/Vocational

Our Digital Audio program was designed to respond to the need for audio engineers and sound designers in the Bay Area multimedia industry. Students can earn an AA degree or career certificate in Digital Media: Audio, which provides in-depth training in audio recording and production while exposing them to the other aspects of Digital Media. For several years now, our Coordinator of Digital Audio has been actively seeking internships for our students, developing partnerships within the Digital Audio industry, developing and working with the Digital Media advisory committee, and seeking grant funding from CTE and other sources.

Lifelong Learning

The downsizing and cutbacks of the recession years hit this area the hardest. Although many of our community-based groups have been phased out of the credit schedule, some continue to thrive in Community Education. New legal restrictions on repeatability mean that community and “lifelong learner” musicians will be desperately needed in order to balance instrumentation in our performing ensembles. We are currently allowing students who have exhausted repeatability to audit these ensembles, and may take advantage of co-enrollment with Community Education at some point in the future.

2.1a Budget Needs

The instructional budget is allocated and used effectively, but is not always adequate for our needs. The recent infusion of Foundation funds from the Long Endowment has helped tremendously, particularly with the Choral/Vocal program. Still, we do continue to have a few areas of need:

- Publicity and advertising for the Music Department is underfunded. With additional publicity we could increase attendance (and hence ticket sales) at our concerts and events.
- Student travel remains under-funded. The Concert Choir, Chamber Singers, Symphonic Band, Jazz Bands, and Jazz Combos should be able to participate in at least one festival or tour per year. Although we are currently providing some opportunities, limited funding means that many students have to participate at their own expense, or not at all.
- Our musical instruments (including band instruments and pianos) require regular maintenance, repair, and replacement. Additional funding in this area would go a long way.
- The Music Department prides itself on hosting prominent guest artists to clinic and perform with our student musicians. Increased funding in this area would expand opportunities for our students to work with these artists.
- The addition of our Digital Audio program means that software will need to be continually upgraded in order to stay current with industry standards. Outside sources (grant funding, public-private partnerships, etc.) may be needed to sustain this program if District allocations cannot be adequately increased.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	01	\$2,000.00	Additional funds needed for publicity and advertising of concerts and events.
0002	ALL	01	01	\$2,000.00	Additional funding for guest artists.
0003	ALL	01	01	\$12,000.00	Funds needed to provide participation in one festival or tour per year for Symphonic Band, Jazz Band, Jazz Combos, and Choirs.

0004	Santa Rosa	01	01	\$10,000.00	Enhanced funding for the maintenance, repair, and replacement of musical instruments.
0005	Santa Rosa	04	01	\$6,000.00	Purchase, maintenance, and upgrading of Digital Audio software and hardware.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Accompanist/Vocal Coach	40.00	10.00	Plays piano at professional level. Accompaniments for choral groups and vocalists for rehearsals and performances. Coaches vocal and instrumental students, and assists with section rehearsals. Records accompaniments for student use.
Department Office Manager (AAIL):	30.00	9.00	In addition to regular AAIL duties, coordinates concert publicity and support services. Creates purchase orders and assists in tracking budget. Enters curriculum into program. Monitors students and equipment in the Music Lab. Serves as department receptionist. Issues/orders/tracks practice room keys. Issues lockers. Solves problems.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	18.00	10.00	As per contract

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC	25.00	9.00	Coverage until replacement of AA II
STNC	5.00	9.00	Reader/assistant for Choir large lecture section
Student employees (4)	40.00	9.00	Front desk coverage, course assistants

2.2d Adequacy and Effectiveness of Staffing

Increase Hours for the Music Department AAIL

The Music Department was granted a permanent 75% (1026 hr.) Administrative Assistant II position in Fall 2011. Although this has been a marked improvement over our previous situation, increasing this position to full-time (100%) is a top priority for the Department. The Music Office must still be partially staffed by student employees to cover the hours the AA is unable to work, and the Dean's office is covering STNC wages for musical productions in Burbank during the peak months of December and May.

The Music AA must manage students, faculty, facilities, budgets, and computer systems with equal deftness. The complexity of this position requires not only content knowledge in Music, but a diverse skills set. This position actually incorporates three distinct jobs found in many college and university Music programs: Music Office Manager, Music Lab Manager, and Music Librarian. An increase to a full 100% contract is desperately needed in order to accomplish the multifaceted tasks this position requires, including:

- Applied Music: Create database of applicants, including contact info, accompanists needed, confidential information, and specialty requested. Track progress of students toward earning Music degrees and/or certificates. Track DHR hours and lesson hours weekly. Complete schedule change forms for Applied Music instructors (including load). Reserve lesson rooms and practice rooms, and assist students and instructors with necessary forms.
- Budget: Create, manage, and report on a complex budget for multiple programs (i.e. choral/vocal, jazz, band, orchestra, etc.). Manage Departmental funds, Foundation

accounts, and trust funds. Produce over 60 purchase orders each year, many requiring research. Initiate budget transfers. Generate reports. Order and distribute supplies.

- Concerts: Collect information. Ensure teachers fill out the Burbank checklist. Fill out appropriate forms (i.e. facilities use, fundraising, service requests, ...) for on-and-off campus concerts. Deliver concert mailers to graphics and proof their work. Send mailers and mailing list to outside company for bulk mailing. Arrange recordings with Media Services. Follow up with service requests. Coordinate piano tuning and moves.
- Confidential Files: Enter and compile faculty evaluations. Create and maintain confidential files for classified, faculty, and students for scholarships, Applied Music and more. Complete schedule change forms as needed. Generate PAFs for STNCs.
- Lockers: Manually clear out and clean at the end of each semester and have combinations reset.
- Music Computer Lab: Create disk images and reimage lab computers as needed. Maintain and update as needed. Install new programs. Supervise student use and monitor printing to ensure it stays within campus policy.
- Music Library: Inventory and maintain music literature, videos, books, LPs, and sheet music. Inventory and maintain the CD library. Inventory libraries of vocal, band, piano, and orchestral music in 7 other locations.
- Pianos: Tunings for all pianos — instructional, office, and practice rooms. Arrange repairs as needed and funded. Facilitate yearly service on two Steinway grand pianos.
- Practice rooms: Distribute and collect keys. Have keys and locks reset every semester for regular and restricted practice rooms. Order replacement keys as needed.
- PR: Facilitate concert promotion through campus and public means with posters, flyers, newsletters, newspapers and more.
- Scholarships: Send out information mailings. Create and maintain applicant database. Contact applicants with audition details and result letters. Collate audition packets for instructors. Track progress on the obligations of awardees.
- Website: Maintain the Department website, including frequent updates for concerts and events.
- Other: Compile DHR for classes. Enter curriculum and PRPP updates as needed. Assist faculty as needed with forms, budget codes, funds available, and policy. Maintain two student computer workstations dedicated to vocal and band music.

Safety is still another concern. Forsyth Hall is the building closest to Mendocino Avenue and the parking structure. Many people pass through the building who are not taking classes here, and some are not even students. A responsible adult employee at the southern entrance is a necessity for the safety of the students and staff, and for the security of expensive equipment.

As such, the Music Department implores that the Music AA become a full-time 100% contract position. If necessary, the Department is willing to negotiate an exchange of some student worker funding in order to increase hours for the Music AA.

According to the Budget Coordinator, here are the budget figures to raise the position incrementally. The Department would like to increase the current position in 2012-13 to .85 using \$2000 in student worker funds. The rest (\$3542) would have to be allocated from the District. If this were to be allocated to 1.00FTE, the cost to the District would be \$11,882.:

FTE:	0.75	0.80	0.85	0.90	1.00
Salary	26,312.80	28,066.99	29,821.17	31,575.36	35,083.73
Benefits	15,333.07	16,355.27	17,377.48	18,399.68	20,444.09
Total	41,645.87	44,422.26	47,198.65	49,975.04	55,527.83

Increase Hours for the Theatre Box Office Manager

The Music Department strongly supports the Theatre Department's request to increase the Box Office Manager's contract from 47% to 75% – 100%. The Music Department believes that the entire college (and community) would benefit immensely from having tickets for all Music Dept. events sold through the Theatre Box Office, which could be accomplished with a 75% position.

Benefits to the District:

- Redirects box office-related workload currently shouldered by Music Dept. faculty, staff and students to a professional Box Office Manager specifically trained in handling ticket sales and dealing with the public. Allows Music Dept. faculty and staff to better focus on the needs of their program.
- Increased level of professionalism and better public relations for Music Dept. events.
- Centralized location for patrons wishing to purchase tickets for academic performing arts programming (Theatre Arts/SRT, Music, Dance, etc.).
- Online and pre-event ticketing made available for Music Dept. events.
- Computerized accounting of ticket revenue for Music, Theatre Arts, and Dance events.

If this position could be increased to 100%, this would allow for the creation of a single, centralized District Box Office that could potentially handle ticket sales for Theatre/SRT, Music, Dance, Athletics, and other district entities such as Arts and Lectures, Community Education, the Planetarium, and Associated Students.

Benefits to the District:

- Potential cost savings by using only one online ticketing service rather than multiple programs paying for separate services.
- Centralized location for patrons wishing to purchase tickets for performing arts and special event programming.
- Increased level of professionalism and better public relations for district performing arts and special events.
- Online ticketing for district performing arts and special events programming.
- Computerized accounting of ticket revenue for district performing arts and special events programming.
- Increasing student positions in the Box Office would provide occupational training for students, supervised by the Box Office Manager.

Restoration of the Promotions (Publicity) Specialist Position

The Music Department strongly supports the Theatre Department's request to restore the position of Promotions Specialist with an increase to a 100% full-time contract. The college is in desperate need of a dedicated publicity specialist focused on the Arts. Such an individual could support not only the Theatre, SRT, and Music programs, but potentially Dance, the Art Gallery, and the Museum as well. These are high-profile public programs that require quality promotional support. The position would encompass public relations, marketing, social media, basic website maintenance (more substantial website work would continue to be handled by IT), and basic graphic arts (more sophisticated graphics needs would continue to be handled by the district's Graphic Artist).

Restoration and expansion of this position would make a substantial positive difference in the overwhelming workloads of the faculty directors of Theatre Arts, SRT, and Music, as well as the Administrative Assistant IIIs for these programs. Redirecting the bulk of the publicity work to a dedicated classified position would allow these individuals to focus on the many other demands their positions require.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	01	Music Administrative Assistant II	Staff and increase to 100% Contract	Classified
0002	Santa Rosa	08	01	Theatre Box Office Manager	Increase to 75% - 100% Contract	Classified
0003	Santa Rosa	01	05	Performing Arts Publicity Specialist	Reinstate/Increase to 100% Contract	Classified

2.3a Current Contract Faculty Positions

Position	Description
Contract Faculty: Mark Anderman	Music Theory Coordinator (anchor), Department Chair
Contract Faculty: Jody Benecke	Director of Choral/Vocal Music (anchor)
Contract Faculty: Bennett Friedman	Director of Jazz Studies (anchor)
Contract Faculty: Jerome Fleg	Director of Instrumental Music (anchor)
Contract Faculty: Rudolf Budginas	Coordinator of Piano and Digital Audio (double-anchor)

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Music	4.5700	51.0000	3.0700	49.0000	The Music Department had 5 full-time and 21 adjunct faculty members actively teaching in Spring 2016.

2.3c Faculty Within Retirement Range

No retirements are anticipated this year. Two faculty members, the Director of Jazz Studies, and the Director of Choral/Vocal Music are eligible for retirement.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Contract Faculty:

We do not have any urgent staffing needs for FT faculty. When further expansion is possible, we would seek to add a position in Music History/Ethnomusicology.

Adjunct Faculty:

We need to expand our adjunct faculty pool in the areas of World Music, Digital Audio, Applied Jazz Piano, Applied Bassoon, Applied Low Brass, and Applied Harp.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Music Performance

- Media enhanced classroom: Forsyth 189. **Funding allocated: in progress.**
- A storage unit is needed for our choral risers. We have been using space in the parking garage, but a better long-term solution is in order.
- Although our timpani set has been repaired, it will eventually need to be replaced. The tuned drums are a major element in the performance of the orchestras and symphonic bands that utilize room 115. They are an absolute necessity for the training of our student percussionists.

Digital Audio

- All of our Digital Audio software: Pro Tools, Komplete, Ableton Live, Sound Forge, and others will require regular software and (eventually) hardware upgrades. This is a recurring expense (annual upgrades are typical) that needs to be budgeted for. The Music Department cannot absorb this cost alone.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	01	Spinnet pianos	2	\$1,500.00	\$3,000.00	Bennett Friedman	115	Mark Anderman
0002	Santa Rosa	04	01	Wenger "musician" chairs for band/orchestra	80	\$206.00	\$16,480.00	Jerome Fleg	115	Mark Anderman
0003	Santa Rosa	04	01	Wenger chair moving and storage carts	6	\$335.00	\$2,010.00	Jerome Fleg	115	Mark Anderman
0004	Santa Rosa	01	01	Boston baby grand piano	1	\$14,000.00	\$14,000.00	Rudolf Budginas	115	Mark Anderman
0005	Santa Rosa	04	01	Sound system for rooms 167, 173, & 122	3	\$500.00	\$1,500.00	Bennett Friedman	167, 173, 122	Mark Anderman
0006	Santa Rosa	01	01	Buffet R13 Bb clarinet	1	\$3,000.00	\$3,000.00	Jerome Fleg	115	Mark Anderman
0007	Santa Rosa	01	01	Holton F179 "Farkas" model French horn	1	\$4,259.00	\$4,259.00	Jerome Fleg	115	Mark Anderman
0008	Santa Rosa	01	01	Selmer baritone saxophone w/ low A key	1	\$12,000.00	\$12,000.00	Bennett Friedman	115	Mark Anderman
0009	Santa Rosa	01	01	Selmer Paris Reference 54 alto saxophone	1	\$6,849.00	\$6,849.00	Bennett Friedman	115	Mark Anderman
0010	Santa Rosa	01	01	Selmer Paris Series III model 54 tenor saxophone	1	\$7,609.00	\$7,609.00	Bennett Friedman	115	Mark Anderman

0011	Santa Rosa	01	01	Set of Adams professional timpani	1	\$11,374.00	\$11,374.00	Jerome Fleg	115	Mark Anderman
0012	Santa Rosa	04	01	Macintosh computers for Music Library/Lab	11	\$1,500.00	\$16,500.00	Mark Anderman	136	Mark Anderman
0013	Santa Rosa	04	01	Digital audio software updates	30	\$1,000.00	\$30,000.00	Rudolf Budginas	2926	Mark Anderman
0014	Santa Rosa	04	01	Wenger shelving for music / instrument storage	1	\$6,000.00	\$6,000.00	Jerome Fleg	115	Mark Anderman

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	New choral literature cabinetry in choral library	3	\$7,035.00	\$21,105.00	Jody Benecke	105A	Mark Anderman
0002	Santa Rosa	04	07	Upgrade performance apparel storage cabinets	1	\$10,000.00	\$10,000.00	Jody Benecke	105A	Mark Anderman
0003	Santa Rosa	04	07	Shelving for music / instrument storage	1	\$60,000.00	\$60,000.00	Jerome Fleg	115A	Mark Anderman
0004	Santa Rosa	04	07	Shed for storage of choral risers	1	\$2,400.00	\$2,400.00	Jody Benecke	Outside Forsyth	Mark Anderman

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	07	Urgent	Forsyth	Classrooms & hallways	\$10,000.00	Repair pits/holes in Forsyth upstairs floor, particularly in/around 189
0002	Santa Rosa	04	07	Urgent	Forsyth	Classrooms & hallways	\$10,000.00	Replace severely worn and discolored carpeting.
0003	Santa Rosa	04	07	Urgent	Forsyth	Classrooms & hallways	\$2,000.00	Re-paint walls and lockers (color-matched to new carpeting).
0004	Santa Rosa	04	07	Urgent	Forsyth	Classrooms & hallways	\$3,000.00	Install sound baffles in the percussion studio (room 122).
0005	Santa Rosa	04	07	Urgent	Forsyth	105A	\$10,000.00	Provide a secure entrance into the Choral Library from outside.
0006	Santa Rosa	04	07	Urgent	Forsyth	130	\$30,000.00	Remodel the Music administration office, instructional offices, and the student media library. Securing literature and work/interview room spaces.
0007	Santa Rosa	04	07	Urgent	Forsyth	Classrooms & hallways	\$10,000.00	Replace severely worn and discolored linoleum.
0008	Santa Rosa	04	07	Urgent	Forsyth	105	\$2,000.00	Repair desk arms on seats
0009	Santa Rosa	04	07	Urgent	Forsyth	105	\$100.00	Retractable stage curtain
0010	Santa Rosa	04	07	Urgent	Forsyth	105	\$1,000.00	Improved track lighting

2.5b Analysis of Existing Facilities

The single most pressing Facilities issue for Forsyth Hall is the state of the flooring. Dips, pits, and holes have been forming in the upstairs floor under the carpet for some time now, particularly in and around room 189. These need to be repaired, and whatever is causing them needs to be addressed before they become a serious safety issue. The building is covered in old, worn, stained, and discolored red-orange carpet. This detracts substantially from the overall appearance of this facility, and from its function as a creative learning environment. The replacement of this carpet with simple grey or Earth-tone carpeting (as we have in the newer District buildings) would drastically improve both the aesthetics and functionality of Forsyth Hall. A simple repainting of the orange doors to complement the new carpet color would reinvigorate this facility at a relatively small cost.

Forsyth Hall does not contain a recital hall. Music Dept. groups presently have to use Newman Auditorium (which is often over-booked and too small for larger groups), or go off-campus to perform. The Choral Room doubles as a lecture/presentation hall and is, thus, not able to be configured appropriately for its primary purpose as a vocal music education facility. A plan to remodel Forsyth 105 effectively as a space appropriate for its primary function as a vocal education space will have to take into consideration the other uses of the space. Instructional offices and libraries need to be redesigned to meet the needs of instructors and students who use them. There is a great deal of wasted space available, but it will require an overall redesign and remodel of the building as a whole.

Areas that are most critically in need of redesign and updating are the band and choral library annexes, as well as the Music Library/Lab. The floor plan and storage areas of the music offices should be reconfigured and updated. There is a great need for more effective use of reception, meeting, work and storage spaces. A plan for each area could be developed and implemented incrementally over the next several years. The district will need to provide guidance and resources in order for improvements to be possible.

3.1 Develop Financial Resources

3.2 Serve our Diverse Communities

The study of music, in itself, promotes sensitivity to diversity through the appreciation of the music of many cultures. Most notable are the works of African-Americans and Latin-Americans studied in our jazz courses, and the many cultures surveyed in the Introduction to World Music course. All applicants for jobs in the Music Department must address the issue of cultural diversity in a written statement on their job application.

3.3 Cultivate a Healthy Organization

All Department faculty and staff regularly attend Department meetings and actively participate in training seminars offered by the District.

3.4 Safety and Emergency Preparedness

Injury and Illness Prevention Program (IIPP)

The District's updated IIPP is currently going through the final stages of review and approval. The Music Department will comply upon further guidance.

Safety Trainings

Several members of the Music Department participated in "Stair Chair" evacuation procedures training in the Fall 2012 semester. In Spring 2013, the Chair and AA attended the training session on active shooters and hostage situations.

Building and Area Safety Coordinators

The Chair, the AA, and some other faculty have received nominal Building/Area Safety Coordinator training. However, directions from the District remain unclear as to how to classify our BSC/ASC "areas of responsibility." This is currently under discussion.

3.5 Establish a Culture of Sustainability

The Music Department has several measures underway to increase sustainability:

Paper Reduction

- The Department achieved a 52% reduction in graphics costs from 2008-2012.
- The Department website contains online concert announcements, departmental information, and a faculty contact information, reducing the need for printed directories and announcements.
- Several instructors have developed websites through CATE and/or Moodle to present syllabi and course materials to their students without the need to print them.
- A login system was implemented on the Department's copier to track paper usage.
- Intradepartmental communication is handled by District email rather than printed documents as much as possible.
- The AA has been making efforts to electronically submit as many District forms as possible to avoid printing. We are also increasing the use of electronic signatures and making PDF copies of important documents.
- The college has generated a substantial amount of printed material that is only printed on one side. This paper is collected and used for draft printing and/or scratch paper.
- Many instructors are allowing students to turn in assignments on recycled paper.
- Music staff paper is also collected and re-used whenever possible.

Recycling

- Paper, magazines, and cardboard are all recycled through a bin in the Department office.
- Batteries are collected and recycled in the Department office.

Other Measures

- The Department uses a centralized laser printer, which is more efficient than inkjet printers. We are trying to direct as much printing as possible to the laser.
- When inkjet printing is needed, the "draft" setting is used as much as possible to save ink.
- The kitchenette area in the Department Office has an assortment of plates, cups, and silverware that can be washed and re-used to cut down on the use of disposable eating ware.

4.1a Course Student Learning Outcomes Assessment

Music Department SLO Assessment Plan (Revised Spring 2015)

In Spring 2015, the Department achieved the benchmark of 100% of courses with at least one assessment. Our formal plan to assess all active courses within the next 6-year cycle is presented below.

	F15	S16	F16	S17	F17	S18
Anderman	3A	3B	3C	3D	2A	2B
Benecke	(81A)	17B	21ABCD		23ABCD	
Budginas			60A	60B		50
Fleg	1		30ABCD		32ABCD	
Friedman	5C	5D	9	15	5A	5B
Blum			51A	51B		
Digman						
Dvorin-Spross			8			
Menke			17A			
Weichel	6.1	6.2				

	F18	S19	F19	S20	F20	S21
Anderman	2C	2D	40.x	40.x	49	
Benecke	18.1	18.2	18.3	18.4		
Budginas	11A	11B	11C	11D		
Fleg	7		33ABCD			
Friedman	4A	4B	42ABCD			
Blum						
Digman	19.1AB					
Dvorin-Spross						
Menke						
Weichel						

4.1b Program Student Learning Outcomes Assessment

Music: Instrumental

	S11	F11	S12	F12	S13	F13	S14	F14	S15	F15	S16	F16
MUSC 2A						X						
MUSC 2B							X					
MUSC 2C								X				
MUSC 2D									IP			
MUSC 3A		X								IP		
MUSC 3B			X								IP	
MUSC 3C				X								
MUSC 3D					X							
MUSC 6.1		X										
MUSC 6.2	X											
MUSCP 11A								X				
MUSCP 11B								X				
MUSCP 11C								X				
MUSCP 11D							X					
MUSCP 21ABCD					X							

MUSC 3C				X									
MUSC 3D					X								
MUSC 6.1		X											
MUSC 6.2	X												
MUSC 18								X					
MUSC 18.1													
MUSC 18.2													
MUSC 18.3													
MUSC 18.4													
MUSCP 11A									X				
MUSCP 11B									X				
MUSCP 11C									X				
MUSCP 11D								X					
MUSCP 21ABCD					X								
MUSCP 23ABCD						X							
MUSCP 40.2	X												

Digital Media: Audio

	S11	F11	S12	F12	S13	F13	S14	F14	S15	F15	S16	F16
MUSC 1	X										IP	
MUSC 2A						X						
MUSC 50								X				
MUSC 51A								X				
MUSC 51B							X					
MUSC 60A								X				
MUSC 60B							X					
MUSCP 11A								X				

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	MUSC 1 MUSIC FUNDAMENTALS	Spring 2011	Spring 2011	Spring 2011
Course	MUSC 2A MUSIC THEORY 1	Fall 2013	Fall 2013	Fall 2013
Course	MUSC 2B MUSIC THEORY 2	Spring 2014	Spring 2014	Spring 2014
Course	MUSC 2C MUSIC THEORY 3	Fall 2014	Fall 2014	Fall 2014
Course	MUSC 2D MUSIC THEORY 4	Fall 2008	Fall 2008	Fall 2013
Course	MUSC 3A MUSICIANSHIP 1	Fall 2011	Fall 2011	Spring 2014
Course	MUSC 3B MUSICIANSHIP 2	Spring 2012	Spring 2012	Spring 2014
Course	MUSC 3C MUSICIANSHIP 3	Fall 2012	Fall 2012	Spring 2014
Course	MUSC 3D MUSICIANSHIP 4	Spring 2013	Spring 2013	Spring 2014
Course	MUSC 4A JAZZ/ROCK/POP THEORY 1	Fall 2011	Fall 2011	Fall 2011
Course	MUSC 4B JAZZ/ROCK/POP THEORY 2	Spring 2012	Spring 2012	Spring 2012
Course	MUSC 5A JAZZ IMPROVISATION 1	Spring 2011	Spring 2011	Spring 2011
Course	MUSC 5B JAZZ IMPROVISATION 2	Fall 2013	Fall 2013	Fall 2013
Course	MUSC 5C JAZZ IMPROVISATION 3	N/A	N/A	N/A
Course	MUSC 5D JAZZ IMPROVISATION 4	N/A	N/A	N/A
Course	MUSC 6.1 HISTORY & LIT: BCE-17	Fall 2011	Fall 2011	Fall 2011

MUSC 9		X	X					X	X	X	X	X	X	X	X	X
MUSCP 21ABCD				X	X	X	X					X	X	X	X	X
MUSCP 30ABCD				X	X	X	X	X				X	X	X	X	X
MUSCP 40.1-40.8			X	X	X	X	X	X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

Because we are training our students to be music professionals, every performance is an outcome assessment. Problems or deficiencies in musical performance are addressed immediately in subsequent rehearsals and/or future course offerings. If any problems are assessed in the core curriculum, lesson plans and/or course outlines are modified to address them.

5.0 Performance Measures

Not applicable. See 5.1-5.11b

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Most Music courses are held in Forsyth Hall on the Santa Rosa campus. We currently offer only three courses at the Petaluma campus: MUSC 1 *Music Fundamentals*, MUSC 8 *Introduction to World Music*, and MUSC 9 *Jazz Appreciation*.

The Music Department has intentionally limited course offerings at other sites for many reasons such as special equipment needs, the need for maximum enrollment in centralized performing groups, the need to attract players of diverse instruments for the instrumental groups, and the need to offer the entire sequence of transfer courses at one site.

The Department offers most of its GE courses and Music Major core theory curriculum during morning hours, when demand for them is greatest. Performance ensembles are scheduled in the afternoons and evenings. Piano classes are scheduled throughout the day and evening. On Fridays, we offer MUSC 9 *Introduction to World Music* in the morning and the Applied Music recital hours in the afternoon. These have proven to be effective times for these courses. Our only online course (MUSC 7 *Classical Music Appreciation*) enrolls well.

Several of our Digital Audio courses (MUSC 50, MUSC 51A, MUSC 51B) are scheduled in the Macintosh Lab in Maggini hall. There has been some discussion of perhaps opening up sections on the Petaluma campus when the budget improves.

Over the last several years, some experimentation with scheduling has proven effective. We moved MUSCP 33ABCD *Orchestra* from a late afternoon time slot to Monday evenings. This produced a 100% increase in enrollment. In 2008, MUSC 5A changed from three days a week to two, and enrollment increased by 50%.

5.2a Enrollment Efficiency

Music (MUSC + MUSCP) Student Headcounts—All Locations

Semester	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013
Headcount	1415	65	1264	1165	45	1083	1039	25	1010

Mandated class cuts have affected the student headcount statistics as we have seen a slight decline over the last three years. The fact that our headcount remains so high in spite of substantial cuts to the schedule is a testament to the success of the program. Over the last year, changes in repeatability regulations have also harmed our headcount numbers significantly.

Music (MUSC + MUSCP) Enrollment Efficiency—All Locations

Semester	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013
Efficiency	81.7%	86.7%	90.9%	75.4%	100%	86.8%	73.2%	55.6%	74.2%

Enrollment efficiency numbers for Music are highly inaccurate due to inconsistent class maximum enrollment numbers and the problem of combined sections. The Department is currently working with the administration to adjust class maximums to obtain more accurate and reliable efficiency statistics.

5.2b Average Class Size

The average class size for Music has been fairly stable over the last three years, with a slight decline in Spring and an increase in Summer. Our current numbers are the likely result of: (a) reductions in the number of sections offered, leading to more students enrolling in the remaining sections; (b) the success of our online Music Appreciation courses; and (c) increased enrollment of Music majors with the implementation of the Applied Music program and the AA degrees. The lower numbers in Spring are likely due to course rotation, which means that our more advanced courses (with smaller enrollment) are offered in the Spring.

Music (MUSC + MUSCP) Average Class Size—All Locations

Semester	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013
Class Size	24.8	32.5	30.1	22.8	45.0	29.3	22.6	25.0	24.6

There are size limitations for some courses. Forsyth Hall only has two classrooms (rooms 105 and 115) able to accommodate more than 20 students at a time. Seats are also limited in our lab facilities including the Forsyth Piano Lab (room 199), Maggini Digital Audio Lab (room 2926), and the Forsyth Recording Studio (room 150).

5.3 Instructional Productivity

The Music Department's Instructional Productivity ratio has been trending slightly downward for the last three years. This is likely due to the nature of the class cuts during that time: large, community-based ensembles have been cut (or moved to Community Education) while the smaller courses required for majors have been retained.

Music (MUSC + MUSCP) Instructional Productivity—All Locations

	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013
FTES	162.32	8.56	147.22	135.59	4.5	125.97	120.62	2.5	120.65
FTEF	10.26	0.45	8.91	9.26	0.21	8.67	8.42	0.21	8.59
Ratio	15.82	19.02	16.52	14.64	21.43	14.53	14.33	12.15	14.05

As to why Music is below the "target" of 18.1, the 2nd, 3rd, and 4th semester core courses for Music Majors (Music Theory, Musicianship, Class Piano, and performance ensembles) typically have lower enrollment due to the natural narrowing that occurs in prerequisite sequences.

Further, music pedagogy requires some smaller classes, such as the Class Piano sections that are limited to 16 by the equipment in the Piano Lab.

In contrast to these courses with low enrollments, there are a number of Music courses that typically have very large enrollments: MUSCP 21ABCD *Concert Choir* generally has about 65–80 enrolled, MUSC 9 *Jazz Appreciation* often starts the semester above 70, MUSC 2A *Introduction to Music Theory* typically has over 50 students, and our MUSC 1 *Music Fundamentals* classes have likewise been pulling large enrollments.

5.4 Curriculum Currency

The Music Department underwent a complete curriculum overhaul from Spring 2008 to Fall 2008. At that time, we:

1. Renumbered all Music courses with new prefixes to bring the curriculum into compliance with new state guidelines on credit hours.
2. Finalized the Music Majors and certificate, addressing the new state guidelines on stand-alone courses.
3. Finished the ABCD repeatability project and phased out the MUS 45, 46, and 48 courses.
4. Communicated and collaborated with Department faculty regarding specific curricular issues in Piano, Music History, Vocal Music, Guitar, and Digital Audio.
5. Communicated with MACCC, NASM, and other organizations to ensure that SRJC's curriculum meets statewide and national standards in Music Education.
6. Developed program-level SLOs and incorporated SLOs into all new and revised courses.

In Spring 2013, the Department responded to the new state mandates on repeatability and the new C-ID descriptors by once again revising our entire course catalog. As such, all of our courses are up-to-date within the 6-year curriculum cycle. We are still examining our courses in light of the new TMC guidelines regarding maximum units, and further revisions are planned.

5.5 Successful Program Completion

At last count, we had approximately 195 self-declared Music majors with about 150 actively taking courses. We are currently implementing plans to improve tracking of our majors to assist them in completing the requirements for their academic plan.

Historically, the majority of our Music majors have chosen a transfer path rather than completing an AA degree at SRJC. When the General and University Transfer AA degrees were still available, they were popular with our students. Our students have successfully transferred to wide variety of institutions that include: Cal Arts, CSU Chico, CSU Dominguez Hills, CSU East Bay, CSU Fresno, CSU Long Beach, CSU Sacramento, CSU San Diego, CSU Stanislaus, Humboldt State University, San Francisco State University, San Francisco Conservatory, Sonoma State University, UC Berkeley, UC Irvine, UC Santa Cruz, University of the Pacific, USC Thornton School of Music, Arizona State University, Berklee College Of Music, Brigham Young University, Chapman University, Cornish College of the Arts, Indiana University, McGill University, Oregon State University, Portland State University, University of North Texas, and others.

In Spring 2009 we implemented four AA degrees in Music and one vocational certificate:

Music: Instrumental (AA)
Music: Jazz Studies (AA)

Music: Vocal (AA)
 Digital Media: Audio (AA)
 Digital Media: Audio (Certificate)

Since 2009, ten (10) students have earned our AA degrees in Music (two each in Vocal, Instrumental, and Jazz Studies, four in Digital Audio) and eight (8) have earned the Digital Audio certificate. 2012-13 was a banner year for our programs, as we awarded 5 AA degrees and 7 certificates. We anticipate that these numbers will continue to grow.

5.6 Student Success

5.6a Retention and 5.6b Student Success

Student Retention—All Locations

Discipline	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013
Music (MUSC+MUSCP)	77.4%	69.8%	74.7%	77.9%	68.2%	76.7%	76.4%	50.0%	77.2%
District Total	77.3%	85.1%	77.9%	78.6%	84.0%	76.9%			

Successful Course Completion—All Locations

Discipline	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013
Music (MUSC+MUSCP)	75.0%	69.8%	70.7%	75.3%	54.5%	72.0%	73.4%	45.8%	74.4%
District Total	73.0%	81.7%	73.2%	74.0%	80.9%	72.1%			

5.6c Grade Point Average

Grade Point Average—All Locations

Discipline	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013
Music (MUSC+MUSCP)	2.89	3.16	3.00	3.17	2.74	2.96	3.09	2.25	3.03
District Total	2.60	2.60	2.63	2.65	2.64	2.63			

5.7 Student Access

1. Do students from diverse ethnic backgrounds enroll in the disciplines at rates equal to their participation rates in the District as a whole?

The ethnic breakdown of the Music students (MUSC and MUSCP courses) (2012-13) is as follows: White 63.3%; Asian 3.5%; Black 2.0%; Hispanic 10.7%; Native American 1.3%; Pacific Islander 0.2%; Filipino 0.8%; Other Non-White 0%; Decline to State 18.3% This represents a higher percentage of Whites and Asians than the district as a whole (55.3% and 3.3%) and a slightly lower percentage of other ethnicities.

2. Do male or female students constitute 75% or more in this discipline? If so, what strategies are being used or planned to increase enrollment of the non-traditional gender?

The gender breakdown of Music students (MUSC and MUSCP courses) for 2012-13 was 61.8% male and 36.8% female, with 1.5% "Decline to State." This is a slight increase in males

from 2007-08 (up from 56.8%); however, we are nowhere close to the 75% threshold and are unaware of any barriers for female students.

3. Has the program/unit experienced changes to its student population or changes in the needs of students in the last four years?

As stated above, the ethnic and gender breakdown of Music students has been fairly stable over the last few years. Regarding the needs of our students, more and more prospective Music majors are being turned away from CSU and UC due to the recent budget cuts. To accommodate them, we now have a full, transfer-level Applied Music program and four Music AA degrees in place. In addition, we are now offering a vocational certificate in Digital Audio to service the growing multimedia and gaming industries in the Bay Area.

4. What types of outreach or retention efforts are occurring or should be implemented to better serve underserved or under-represented populations in this program?

Our Band and Choir directors are actively involved in recruitment at the local high schools, and regularly participate in statewide Music organizations. We also seek to reach as diverse a community as possible by offering public performances in a wide variety of venues.

5. How does this program/unit serve students that are often underrepresented in college including various ethnic groups, lower socioeconomic groups, English language learners?

Our musical ensembles are open to all qualified players and/or singers regardless of ethnicity or socioeconomic status. We provide piano practice rooms, and are occasionally able to provide other instruments to students who cannot afford them themselves. Reserve copies of many music textbooks are available in the main library and Forsyth music lab for those facing financial hardship to attend school.

5.8 Curriculum Offered Within Reasonable Time Frame

We are currently offering Music Theory 1-4, Musicianship 1-4, Class Piano 1-4, Music History 1-2, Audio Recording 1-2, and Digital Audio 1-2 classes on a Fall-Spring rotation. Nevertheless, students should still be able to complete the required courses for any of the Music majors in two years if they plan their schedules carefully.

5.9a Curriculum Responsiveness

Nearly the entire Music catalog (including our degrees and certificate) was updated in Spring 2013 due to new regulations on repeatability, and the implementation of C-ID. We examine the entire program each year for any needed revisions, which are addressed in a timely manner.

5.9b Alignment with High Schools (Tech-Prep ONLY)

Not applicable.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Our Music AA degrees with Instrumental, Vocal, and Jazz Studies emphases were designed to meet the lower-division Music requirements of the CSU system. Specifically, our major

requirements correspond to the lower-division Music major requirements at Sonoma State University, CSU Chico, and CSU East Bay. We are currently examining the Transfer Model Curriculum, though there are some difficulties in aligning the TMC with our local courses.

5.11a Labor Market Demand (Occupational Programs ONLY)

From the California LMI Database:

The Artist/Performers category (occupational code# 131011) grew between 2001-14 from 1720 to 4040 individuals.

The Arts/Design/Entertainment (#270000) category grew from 235,000-290,000 individuals.

Music Directors/Composers (#272041) grew from 950-2480 with a median wage growth from \$31,000 per year in 2001 to \$57,000 in 2014.

Audio/Video Technicians (#274011) grew from 4680-9520 individuals with a median yearly wage growth of \$ 40,000-48,000.

Sound Engineering Technicians (#274014) grew from 1840 to 3690 individuals with the median wage growing from \$44000 to \$68,000.

Although these data give a good picture of the overall trends, the LMI contains only larger size businesses and does not include smaller businesses and home studios where many artists of all kinds actually work.

5.11b Academic Standards

Academic rigor has been a constant topic in our departmental discussions as we have continued to update the Music curriculum.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	01	01	Staffing: Administrative Asst II	Replace AA II Office Manager and increase contract to 100%	2016-17	Administration approval required
0002	Santa Rosa	01	01	Staffing: Box Office	Increase position from 47% to 75% or higher to handle Music Dept events	2016-17	Administration approval required
0003	Santa Rosa	01	01	Staffing: Publicity Specialist	Restore the position with a 100% contract	2016-17	Administration approval required
0004	Santa Rosa	01	01	Student recruitment	More outreach to local high schools	ongoing	Increased advertising needed
0005	Santa Rosa	01	01	Concerts/Tours	Increase band and choir festival participation	2016-17	Increased financial support needed to defray student costs
0006	Santa Rosa	01	01	Recording	Recording of school groups	2016-17	Discussions underway
0007	ALL	01	01	Digital Audio Advisory Board	Increased interaction with advisory board for Digital Audio	2016-17	Making progress
0008	ALL	01	01	Digital Media Program	Increase interdisciplinary collaboration for the Digital Media Program	ongoing	Substantial improvement
0009	ALL	01	01	Curriculum Updates	Keep course outlines updated	ongoing	Currently addressing C-ID/TMC
0010	ALL	01	01	Transfer Model Curriculum	Stay current with STAR/SB-1440/TMC	ongoing	Possible need for travel to conferences

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	The Music Department offers programs for all students and serves five distinct constituencies of the College: terminal degree (AA) majors, CSU/UC transfer majors, general education students, CTE/Vocational students, and lifelong learners. The Music Department is one of the public faces of the college, regularly interacting with the entire community.
ALL	<p>We have been carefully scrutinizing our programs and curriculum for many years now, and we believe that we are on the right track. We do not foresee any drastic changes in curricular direction at this time. What we do foresee is building on our success and expanding student opportunities. Over the next 3–5 years we hope to:</p> <ul style="list-style-type: none"> • Restore courses and programs that have been cut • Increase our classified staff support • Continue to grow and expand our Digital Audio program • Increase our budget and other financial resources • Increase publicity, public relations, and advertising for our concerts and events • Improve the Forsyth facility • Maintain, repair, and replace our instruments as needed • Increase travel opportunities for our students • Improve tracking of Music majors and assist them with completion of the requirements for transfer or an AA or certificate
ALL	One curricular problem that we would like to resolve in the near future is reducing the units allocated to certain Music courses, particularly performance courses. Presently, the units are too high due to a negotiated agreement between AFA, the Curriculum Committee, and the Department. Reducing these units would have the dual effect of increasing student access and bringing us closer to the Transfer Model Curriculum (TMC) for Music. This is a complex issue where curriculum and workload intertwine, and will require the cooperation and collaboration of the Department, the Administration, the All Faculty Association, and the Curriculum Committee. The Lab Equity Committee's recent recommendation to classify our lab courses as 1.0 may be key to solving this problem.
ALL	With our two recent FT hires the Music Department is back up to five full time faculty. This is adequate for the amount of FTEF in our program at the present time. If the program is able to expand in the future, another FT faculty member may be needed.
ALL	Our biggest need now is increased classified support. The accompanist/coach position is now filled, but we must fill the AA II position get the hours increased to 100%. We also support the Theatre Department's request to increase the Box Office position to at least 75%, and reinstate the Publicity Specialist position. These staffing needs are thoroughly explained in sections 2.2d and 2.3d.
ALL	Our budget needs are documented in sections 2.1a and 2.1b. We have at least five areas where increased financial support is needed: publicity and advertising, student travel, maintenance/repair/replacement of instruments, guest artists, and digital audio software/hardware. Our instructional equipment requests are documented in sections 2.4b – 2.4d.
ALL	Our facilities needs are documented in sections 2.5a and 2.5b. Our top priority is repair of the second story floor, replacement of the carpet, and repainting the interiors of Forsyth Hall. We need to install a second door into 105a that will allow for access from the outside, and the Music Office needs to be remodeled for better access and functionality.
ALL	We currently have two media-enhanced classroom in Forsyth Hall (105 and 115). Plans to convert room 189 into media-enhanced classroom has been funded but remains stalled. This must be completed. We have computers in the music library/lab that will need upgrading and replacing. Keeping the software and hardware necessary for our Digital Audio program up-to-date will be an ongoing need.
ALL	We would also appreciate increased logistical support from the other agencies of the District including Publicity/PR, Facilities, and Media Services. We would also like to see the Foundation take a more active role in fundraising for Music and the Arts at SRJC.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	01	01	Staffing: Administrative Asst II	Replace AA II Office Manager and increase contract to 100%	2016-17	The 75% position replacement has been approved and the hiring process started
0002	Santa Rosa	01	01	Staffing: Box Office	Increase position from 47% to 75% or higher to handle Music Dept events	2016-17	Administration approval
0003	Santa Rosa	01	01	Staffing: Publicity Specialist	Restore the position with a 100% contract	2016-17	Administration approval
0004	Santa Rosa	01	01	Student recruitment	More outreach to local high schools	ongoing	Increased advertising needed
0005	Santa Rosa	01	01	Concerts/Tours	Increase band and choir festival participation	2016-17	Increased financial support needed to defray student costs
0006	Santa Rosa	01	01	Recording	Recording of school groups	2016-17	Additional support and assistance from Media Services
0007	ALL	01	01	Digital Audio Advisory Board	Increased interaction with advisory board for Digital Audio	2016-17	Possible travel funds for Digital Audio Coordinator
0008	ALL	01	01	Digital Media Program	Increase interdisciplinary collaboration for the Digital Media Program	ongoing	Digital Audio Coordinator is working on this
0009	ALL	01	01	Curriculum Updates	Keep course outlines updated	ongoing	Currently addressing C-ID/TMC
0010	ALL	01	01	Transfer Model Curriculum	Stay current with STAR/SB-1440/TMC	ongoing	Possible need for travel to conferences