



Music - Instrumental

PROGRAM REVIEW REPORT 2014-2015

Faculty and Staff

Full Time	Adjunct	Support Staff
Galvan, Alexander	Steve Cotter	Autumn Leal
Hoehne, William		Denise Mitchell
		Mike Lebrun
		Ann Heming
		Renea Ugarte



Music - Instrumental

I. Executive Summary

Program Description:

The instrumental music program at Citrus remains robust despite budgetary and scheduling constraints continuing campus-wide. Fortunately, some previously reduced or eliminated instruction in some curricular categories (percussion, piano, guitar) have been restored to some extent and the Instrumental Music Program as a whole has regained ground, especially in efforts to effectively prepare students for transfer. Concerns regarding the increasing need for remedial instruction for the students coming to the program have been recently addressed by the development of innovative curriculum. Goals for 2014-2015 include the completion of the extensive curricular reorganization that was instigated to address such needs as well as comply with new repeatability regulations.

Strengths/Effective Practices:

- Music course sequences were developed by the Citrus College music faculty to inform student success in their chosen area of emphasis: Winds or Percussion, Jazz Studies, Vocal/Choral, Vocal/Musical Theatre, and Commercial Instrumentalist. These suggested curricula do not specify the general education courses or requirements for any specific degree or certificate, but will go far to help music students develop the skills and knowledge required for successful transfer to bachelor degree-earning institutions and entry into the music industry. Students must meet with Citrus College counseling for development of their individual Student Educational Plan (SEP.)
- Music Department faculty leaders (Instrumental, Choral and Commercial) have worked feverishly to comply with new repeatability regulations and develop curricula to better prepare students for transfer and employment. The resulting music curriculum design is innovative and noteworthy.
- For instrumental musicians on any career path, Citrus College provides superior instruction taught by world class faculty.
- The Fine and Performing Arts department faculty (including instrumental music, commercial music, choral music, music theory and history, recording arts) maintains admirable camaraderie, collaborates regularly on numerous projects, and is cooperative, communicative and flexible in efforts to coordinate facility use.
- The range and quality of individual and ensemble instruction and performance has produced outstanding results: Gwen Stefani, recordings, concert and television appearance; Wind Symphony recognition at the Annual Lawrence Sutherland Wind

Symphony Festival at California State Fresno; Citrus College is a destination for United States Armed Forces performing groups and honor ensembles of local music education associations; Citrus College Jazz ensemble is called upon to perform regularly with numerous professional artists and for national music associations.

- Both full-time and adjunct instrumental music faculty continue to maintain a high profile in the professional arena and educational community, assuring a balance of academic and practical experience for the instruction and guidance of instrumental music students.

Weaknesses/Lessons Learned:

- Curriculum developments have included reconfigured lecture, scheduled and arranged lab hour instruction. Coordinating the schedule of a flexible and constantly evolving instructional schedule with facility availability is proving to be very challenging.
- The inventory of college-owned instruments is aging and not meeting the needs of the students and curriculum.
- The instrumental music program has continued to grow, but facilities and funding are not available to address the need for adequate classrooms and individual practice rooms.
- Adequate instrumental music library space and storage for instruments, both individually owned and school-owned, is severely lacking.

Recommendations/Next Steps:

1. To better prepare students for successful transfer at the junior level and comply with new repeatability regulations, an innovative re-design of the instrumental music curriculum has been initiated. Only a few courses remain to be modified or created to complete the task.
2. The ongoing challenge of a flexible and constantly evolving instructional schedule with facility availability may require the development of a more intricate and sophisticated facility use system.
3. Hire new full time and adjunct faculty to staff the new curricular configuration.
4. Establish a stable funding source and an inventory development plan for a complete symphonic wind and percussion instruments and equipment inventory.
5. Establish a stable funding source and a development plan for facility-wide musical instrument and equipment cabinetry and storage.
6. Establish a stable funding source and a development plan for the purchase and installation of secure individual student instrument storage lockers.

7. Establish a stable funding source and a development plan for instrumental music library storage.
8. Establish a stable funding source for the development of instrumental music library content.
9. Establish a liaison from Counseling to Fine and Performing Arts (including Instrumental Music) students.
10. Remodel and acoustically treat rehearsal spaces to meet Acoustical Society of America (ASA) standards and requirements.
11. Develop stronger relationships with four-year institutions and conservatories to better articulate pedagogical literature requirements for matriculation.
12. Encourage a broad range of styles and diverse themes in classes and concerts.
13. Work with librarians to provide students with additional music research materials, including audio and video resources.



Music Instrumental

II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
MUSE 120 Elementary Piano I	S08	0	5	2	3	S12
MUSC 122 Jazz Ensemble	S13	0	0	0	0	S12
MUSE 140 Beginning Guitar I	F08	0	2	2	2	F13
MUSE 161 World Percussion Instrumentation/ Techniques	S13	0	1	0	0	Not Offered
MUSC 142 Jazz Combos	S13	0	0	0	1	F13
MUSC 146 Chamber Jazz	S12	0	1	0	0	F13
MUSC 140 Jazz Improvisation I	F11	0	1	0	1	F12
MUSP 136 Percussion Ensemble I	S13	0	0	0	0	Not Offered
MUSC 120 Studio Laboratory Band I	S13	0	1	0	0	F13
MUSC 130 Studio Orchestra I	F08	0	0	1	0	S12
MUSP 140 Chamber Winds I	F11	0	0	1	0	S13
MUSE 180 Summer Music Academy	F11	0	0	0	0	S13
MUSP 145 Wind Symphony I	F11	0	0	0	1	Not Offered
MUSP 146 Wind Symphony II	F11	0	0	0	0	F13
MUSC 144 Fusion Ensemble	S10	0	1	0	0	Not Offered

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Fine Arts	AA	1970	88	99	103	
Liberal Arts: Arts and Humanities	AA	2009	7	18	20	
Music	AA	2010	2	9	10	

TYPE: **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award
AA-T = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

Citrus College has, for years, been one of the foremost of the California Community Colleges in preparing students for successful professional performance and a career in the music industry. Unfortunately, however, because of the unique nature of Bachelor of Music and Bachelor of Fine (or Liberal) Arts degree programs, especially with regards to entrance and proficiency requirements, the current Citrus College Associate of Arts - Music degree structure could better prepare students for transfer into, and successful completion of those programs.

Citrus College currently offers an Associate of Arts - Music degree, which is granted upon the completion of 60 degree-applicable units of work, including 18-19 units of categorized music courses, and the fulfillment of academic competency requirements. The Associate of Arts - Music contains five key music elements: Music Theory (5 units), Music History (3 units), Piano (2-3 units), Techniques/Application (2 units), and Performance (6 units.) Students completing this degree will acquire rudimentary knowledge/skills in each of these areas, which are fundamental for transfer success and eventual Bachelor of Music and Bachelor of Fine (or Liberal) Arts degree attainment.

Upon successful completion of the current Associate of Arts - Music degree, the student should be able to:

- Demonstrate a foundational knowledge in music theory through successful completion of Musicianship and Harmony Student Learning Outcomes (SLOs.)
- Exhibit perspective on historical and stylistic components of music and musical literature through the successful completion of Music History SLOs.
- Demonstrate a rudimentary piano proficiency through successful completion of Piano SLOs.
- Demonstrate competency in performance skills and pedagogical training through successful completion of Performance SLOs.

- Display basic proficiency in a specific instrumental, vocal, or creative techniques or styles through successful completion of Techniques and Application SLOs.

However, successful transfer to the final four semesters of upper division work in music and the attainment of a BM degree realistically demands more preparation than the 18 - 19 units of lower division course work required for a Citrus College Associate of Arts - Music degree.

All students entering or transferring to California State University or University of California music programs must take entrance examinations in music theory, and must pass proficiency examinations in traditional harmony and musicianship (sight-singing, dictation, keyboard and paperwork) and piano before being approved for graduation. Also, each student must present an audition for acceptance to the appropriate principal performance area (instrument or voice) and a placement audition for class piano (unless the student's principal instrument is piano or organ.) The 18 - 19 units of lower division music preparation required for the Citrus College Associate of Arts - Music degree prepares transfer students to enter the CSU or UC system only at the second semester freshman year level in Music Theory, Music History and Piano, not the first semester junior level.

Citrus College Associate of Arts - Music degree candidates are not required to take Applied Music, and are required to qualify for ensemble performance for possibly only two semesters. These program requirement deficiencies do not support transfer entrance audition success or eventual performance proficiency (especially Recital) requirements.

The development of an Associate of Arts - Music Transfer degree is recommended. to better prepare our students for the realities of successful transfer at the junior level and eventual attainment of Bachelor of Music and Bachelor of Fine (or Liberal) Arts degrees offered by the California State University and the University of California music programs.

IV. Sections Offered

Instrumental Music Section counts increased 220 - 275% for Fall 2013 compared to Fall 2010, 2011, 2012 and 2013; increased 200 - 500% for Winter 2014 compared to Winter 2010, 2011, 2012, 2013 and 2014; and increased 8 - 116% for Spring 2014 compared to Spring 2010, 2011, 2012, 2013 and 2014

Enrollment in pre-college level courses was 12% of Instrumental Music enrollment in Fall 2013 and 16% in Spring 2014. Pre-college level music courses were not offered prior to Fall 2013.

The offered combination of daytime lecture and evening lab hours continues to meet student needs.

V. Student Demographics

The demographics of Associate of Arts - Music degree recipients are proportionally consistent with the gender, ethnicity and age characteristics of student enrolled. The Instrumental Music Program has consistently exceeded college wide rates for retention and success for all students regardless of age, ethnicity, or gender. The number Associate of Arts - Music degrees awarded has steadily increased more than fivefold since 2010-11.

VI. Student Accomplishments

Individual student success or instructional strategies that have been effective:

- 1) Scale juries (a technique assessment and practice regimen development strategy) for all wind and percussion instrumentalists in Wind Symphony, Musical Theatre Orchestra, Studio Orchestra, Chamber Winds, Jazz Ensembles (Competitive Collegiate Jazz Ensemble, Studio Lab Band, Jazz Ensemble, Chamber Jazz) and Applied Music guitar and piano students.
- 2) Continued and enhanced collaboration with the Recording Arts program to record various instrumental and commercial ensembles, allowing for greater and more authentic self-assessment by student ensembles and individual student performers. Access to the recording process has been an especially effective instructional strategy for Summer Instrumental Music Academy MUSE 180 (MUS 229,) Chamber Winds MUSP 140 (MUS 217,) Studio Laboratory Band MUSC 120 (MUS 207,) Jazz Combos MUSC 142 (MUS 152,) Fusion Ensemble MUSC 144 (MUS 252,) and Studio Orchestra MUSC 130 (MUS 208.)
- 3) Continued increased number of regular in-house performances by instrumental music ensembles, providing opportunities to perform more, and explore more stylistic, cultural and historically varied literature.
- 4) In-class viewing of easily accessible online video has been increasingly utilized with great success in many instrumental music courses.

VII. Student Learning Outcomes Assessment Reflection

An extensive development and revision of instrumental music courses, including the revision of most course SLOs, has been in process since 2012. Conclusions drawn from course level outcomes assessments demonstrate that instrumental music program courses are consistently meeting SLO goals.

A need for the adjunct faculty to be more engaged in the SLO assessment process has been identified.



Music - Instrumental

VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
Goal 5 2005-06	Update and replace sound and video equipment in multiple classrooms.	Robert Slack	I	1.2.1 3.1.4
Goal 6 2005-06	Continue to produce performances relevant to current techniques used in the commercial field with combined performing arts ensembles.	Multiple collaborative productions annually/Doug Austin, Martin Green, Bill Hoehne, Gino Munoz, Alan Waddington	I	1.2.4 6.2.4
Goal 8 2011	Re-instate concert production "Preview Performances" to support Outreach efforts	Annual Preview Performance for local schools for the Annual Night of Music from Film production was maintained for Fall 2012.	C	2.1.1 2.1.2 6.1.1
Goal 1 2012	Address new repeatability regulations by developing families of courses.	Completed Winter 2013	C	1.1.5
Goal 2 2012	Develop curricula to address the increasing need for instrumental music skills remediation.	Most planned courses were written, approved and implemented by Winter 2013	I	1.1.5 2.1.2 2.2.1 2.3.4

During 2014-2015, we plan to:

	Description	Actions / Target Date	Status	Institutional Goal**
Goal 1	Hire new full time and adjunct faculty to allow restoration of recently eliminated percussion, piano, brass, and guitar classes.	Hiring of new faculty for these purposes is on hold	I	2.2.4
Goal 2	Establish a stable funding source and an inventory development plan for a complete symphonic wind and percussion instruments and equipment inventory.	A annually updated instruments and equipment needs list is available for review (See Section IX, Budget Recommendations/Equipment.)	P	4.1.1 5.2.1
Goal 3	Establish a stable funding source and a development plan for facility-wide musical instrument and equipment cabinetry and storage.	Schedule meetings to begin to research and plan for the realization of this goal/Fall 2014	P	4.1.1 5.2.1
Goal 4	Establish a stable funding source and a development plan for the purchase and installation of secure individual student instrument storage lockers.	Schedule meetings to begin to research and plan for the realization of this goal/Fall 2014	P	4.1.1 5.2.1
Goal 5	Establish a stable funding source and a development plan for instrumental music library storage.	Schedule meetings to begin to research and plan for the realization of this goal/Fall 2014	P	4.1.1 5.2.1
Goal 6	Establish a stable funding source for the development of instrumental music library content.	Schedule meetings to begin to research and plan for the realization of this goal/Fall 2014	P	4.1.1 5.2.1
Goal 7	Establish a stable funding source and plan for the development of a fully-equipped small ensemble room.	Schedule meetings to begin to research and plan for the realization of this goal/Fall 2014	P	4.1.1 5.2.1
Goal 9	Re-establish Guest Artist Master Class Series for Instrumental Music	The Guest Artist Master Class Series for Instrumental Music hosted two master classes in 2011-2012, none in 2012-2013, 2013-2014	I	2.2.4 5.2.4
Goal 10	Develop a Music Certificate program	In Progress/Robert Slack	P	1.1.4 2.2.6
Goal 11	Provide a sequential instrumental music curriculum as a component of an associate arts degree.	Instrumental Music Student Paths available for review/Bill Hoehne	P	1.1.5 2.2.2 5.2.4
Goal 12	Monitor the curriculum, performances, and successful	In Progress/Robert Slack	P	5.1.4

	<p>experiences of transferred students and former Citrus students at four year institutions with quality instrumental music departments such as USC, UC Los Angeles, CS Long Beach, CSU Fullerton, and LaVerne University, to assure appropriate continued student preparation within the discipline.</p>			
--	---	--	--	--

**For institutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

***For Educational and Facilities Master Plan, use table below.*

<p>EFMP 1 – Evaluate and expand curriculum as warranted to fuse disciplines in ways that create collaborative, interdisciplinary production teams</p>
<p>EFMP 2 – Develop a core course that incorporates the business aspects of all areas of the entertainment industry</p>



Music - Instrumental

IX. Budget Recommendations for 2014-2015

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Instructor- Percussion	See "VIII. Student Learning Outcomes Assessment Reflection" 1) Communication and 6) Discipline/Subject Area Specific Content Material, above.	M, N, Q, F	2
Instructor - Class Piano	To prepare students for successful transfer at the junior level into various bachelor of music degree programs at four year institutions.	M, N, Q, F	2

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Facility-wide (PA and VT buildings) musical instrument and equipment cabinetry and storage.	The growth of the Instrumental and Commercial Music programs has created a clutter of school owned instruments and equipment in the classrooms. The learning environment is negatively impacted and classroom management is challenging. Instrument and equipment security is compromised.	PA 154 VT 117 PA 151 VT 208 VT 215 VT 319 VT 314	M, N, Q, F, C (safety)	1
Secure individual student instrument storage lockers.	The growth of the Instrumental and Commercial Music programs has created a clutter of student owned instruments and equipment in the classrooms. The learning environment is negatively impacted and classroom management is challenging. Student owned instrument and equipment security is compromised.	PA 154 VT 177 VT151 VT314	M, N, Q, F, C (safety)	1
Instrumental music library storage.	The instrumental music library is currently housed in classroom space (or hallway!) exacerbating instrument and equipment storage and challenging and compromising classroom safety/security.	PA 154 PA151	M, N, Q, F, C (safety)	1

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Musical Instrument Inventory Software (web-based)	The inventory of college-owned instruments is aging and not meeting the needs of the students and curriculum. Better management of instrument inventory will support more efficient distribution and collection, maintenance, storage, and replacement of the school instrument inventory.	\$675	Q, F	3
Instrumental Music Library Software (Symphonic and Jazz) Product: Small Library Organizer Pro	The Instrumental Music Library (Symphonic and Jazz) currently occupies classroom space, exacerbating issues of storage, classroom management and classroom safety.	\$195	F	3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Bass Clarinet to low C Yamaha YCL622II	The inventory of college-owned instruments is aging and not meeting the needs of the ensembles, the students and curriculum.	\$7,423.98 Tax included	Q, F	3
Baritone Saxophone to low A Selmer Mark VI	The inventory of college-owned instruments is aging and not meeting the needs of the ensembles, the students and curriculum.	\$5,392.50.00 Tax included	Q, F	3
Bassoon High/D 3rd Finger R/H Ring R/H Whisper Lock Renard 222	The inventory of college-owned instruments is aging and not meeting the needs of the ensembles, the students and curriculum.	\$6,561.98 Tax included	Q, F	3
Euphonium 4 valve top action non- compensating Eastman EEP421	The inventory of college-owned instruments is aging and not meeting the needs of the ensembles, the students and curriculum.	\$986.99 Tax included	Q, F	3
CC Tuba 4/4 size 4 rotary valves Yamaha YCB621	The inventory of college-owned instruments is aging and not meeting the needs of the ensembles, the students and curriculum.	\$6,896.00 Tax included	Q, F	3
Double French Horn nickel/lacquer Conn 8-D	The inventory of college-owned instruments is aging and not meeting the needs of the ensembles, the students and curriculum.	\$3,730.31 Tax included	Q, F	3
English Horn Renard 555 Artist	The inventory of college-owned instruments is aging and not meeting	\$6,114.81 Tax included	Q, F	3

	the needs of the ensembles, the students and curriculum.			
Eb Soprano Clarinet Buffet BC1531-2-0 "R-13"	The inventory of college-owned instruments is aging and not meeting the needs of the ensembles, the students and curriculum.	\$3,728.15 Tax included	Q, F	3
Percussion instruments and equipment (please see below)	The inventory of college-owned instruments is aging and not meeting the needs of the ensembles, the students and curriculum.	Please see below	Q, F	3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Percussion Instruments and Equipment

Percussion Sticks, Mallets and Beaters

Timpani:

Vic Firth T3 \$25

Vic Firth T1 \$24

Marimba:

2x Innovative IP706 \$72

Drum Heads

Snare Drum:

2x Evans EVA-B14GCS \$28

Other Percussion accessories:

5x Black Hand Towels Price Varies

Allstar Performance ALL14253 Black 2"x180' Gaffer's Tape \$20-25

Replacement nuts, bolts, screws, tension rods, washers, felts, and cym sleeves \$30-70

Percussion Hardware

Gibraltar 7614 Concert Cymbal Cradle \$60

Pearl Goose Neck Cymbal Stand C1000SC \$85

Percussion Instruments:

Cymbals

Sabian 18" AA French Cymbals \$419

Sabian 20" AAX Suspended Cymbal \$225

Sabian 16" AAX Suspended Cymbal \$165

Ziljian Cymbal Straps Pair \$9

Symphonic Percussion

Musser 3.0 Gold Pro-Traveler Vibraphone	\$4,790
Pearl Philharmonic Concert Snare Drum Aluminum 14x5	\$550
Adams 3.5 Octave Soloist Rosewood Xylophone XSHV35	\$2,250
Ziljian Low and High Octave Crotales (13+13 notes)	
with Ziljian Low and High Octave mounting bars	\$2,280
Yamaha Concert Tom Set w/Stands. High and Low Range	\$1,870
Yamaha 5 Octave Professional Rosewood Marimba	\$12,480

World Drumming Percussion

LP Generation II Bongos – Comfort Curve Rims	\$280
LP Tri-Tone Samba Whistle – Gold (LP352)	\$32
Meinl 06" Aluminum Tamborim	\$40
Meinl 10" Wood Pandeiro	\$100
Meinl 12" Aluminum Requinique	\$135
Meinl 22" Wood Surdo	\$300
Meinl Aluminum Double Samba Shaker MEI-SSH2-L	\$33
Meinl Aluminum Single Samba Shaker MEI-SSH1-L	\$17
Meinl Aluminum Triple Samba Shaker MEI-SSH3-L	\$50
Meinl SB3 Wood Felt Samba Beater	\$15
Pearl Traditional Natural Gourd Shekere – Large	\$100
Meinl African Style Djembes: 12", Extra Large, Large	\$170, \$270, \$220
LP Talking Drum Medium and Large	\$200, \$240
LP Clave – African Exotic Hardwood (LP212R)	\$31
LP Clave – Grenadilla (LP261)	\$20

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.

