

Faculty Request Form - Spring 2025

Department/Area and Name of Submitter

Music Department - Kristin Skager

Details on Faculty Positions Requested

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
Music Instructor: Vocal and Choir Director	Replacement	3/31/25	Instruction		

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles above, please refer back to the comprehensive program review and annual program review update to inform your response below (see the following areas in the comprehensive program review: Reflect on Enrollment Trends, CTE Programs - Statewide and Regional Labor Market Trends, Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies, Trends in Awards and Staffing Needs).

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2019-20 to 2025-26

Fill Rates

Creative Arts - Music-DA

	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments	1,535	1,222	970	1,071	1,282
Sections	111	86	71	74	81
Fill Rate	81%	82%	68%	83%	87%

Success and Equity

Creative Arts - Music-DA

	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	77%	75%	77%	82%	79%
Withdraw Rate	12%	14%	13%	10%	9%
Equity Gaps	-21%	-18%	-18%	-15%	-13%

Faculty Load Ratios

Creative Arts - Music-DA

	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	49%	40%	59%	33%	20%
Part Time	49%	58%	41%	67%	80%
Overload	1%	2%	0%	0%	0%
FTEF (full time only)	2.1	1.3	1.9	1.0	0.7

Awards

Creative Arts - Music-DA

	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	0	0	0	0	0
Associate Degrees	2	2	1	3	2
Associate Degree for Transfer	0	0	0	0	0

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities? Be sure to refer back to your Comprehensive Program Review form and Annual Program Review Udpate form to inform your response.

The Music department serves the interests of returning students and community members, both populations California community colleges (including ours) are prioritizing. It is also uniquely positioned to offer noncredit courses to enrich the lives of older adults. The revised goals in the department’s Program Review reflection focus on opportunities for students to earn work skills with certificates. As the Chancellor’s office encourages colleges to create ADTs that streamline course loads for students, Music is making progress in this area.

The Music department at De Anza is unique in that it showcases student concerts and recitals to benefit students and our community. Distinguished between two major programs: instrumentals and vocal, one instructor focuses on orchestra, concert band, jazz and another teaches courses in singing and choir. To thrive and continue to offer these valuable concerts and recitals, we must replace the vocal/choir director position that is vacant due to a resignation/retirement in March 2025.

The gap between FT and PT positions remains high: 20% FT vs. 80% PT. Remarkably, enrollment is increasing, moving closer to pre-pandemic levels. In 2019/20 Music had 1,535 enrollments; enrollment dipped during the Pandemic. In 2023-24, enrollment made gains to 1,282. The department offered fewer sections, and the fill rate rose to 87%. This shows sustainability and growth potential. Moving forward, the department wishes to increase interest in music classes by writing a new GE Music Appreciation course that centers on music for video games; the department is also working to sustain and grow jazz band and

ensemble enrollment as an essential genre rooted in African American culture. The department is reviewing their AA degree and developing an ADT in Music. To grow, music needs a full-time choir director/vocal who makes significant contributions to the department through curriculum, marketing, certificates and degrees.

B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards, be sure to refer back to the program review where applicable).

n/a

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan? (refer back to the comprehensive program review areas: Mission and Program Goals and annual program review questions 2-4).

This request for a replacement aligns with the goals of the Educational Master Plan. The vocal instructor / choir director position is essential to the college’s outreach goals. Music is a key program with a vibrant history which appeals to students of all ages and backgrounds. Music concerts help De Anza stand out in the community.

We can no longer rely on high numbers of students graduating from high schools. We must look to returning students and community members to fill our courses. Music is the perfect department to promote. For example, students taking Choral range in age from first year college students to septuagenarians.

Retention is significant. Music students are dedicated to their craft and engage with the campus community through performance. Students take ensemble courses multiple times and continue to grow musically. Music is truly student-centered *and* a service to the college and community.

The department recently revised goals and provided reflection. Data proves they are fulfilling their first goal: “continue to grow enrollment in applied music and ensemble classes.” Orchestra and concert band fill each quarter; Jazz enrollment is improving, thanks to an impressive instructor who has a following among students. Enrollment is gaining momentum in the first series of comprehensive musicianship for majors (Music 3ABC). Piano classes are thriving and having their own recitals for the De Anza community. The next step is to work on supporting music majors, which is only possible with full-time instructors. Their second revised goal, to establish an ADT, began with research on ADTs offered at other community colleges and meeting with Articulation. Hiring a second full-time faculty member is vital to fulfil this goal. The last revised goal (creating and offering music certificates) shows the department’s desire to be part of the movement for noncredit courses and work skill development.

2. How does this request align with the College’s Equity Plan Re-Imagined? (refer back to the comprehensive program review areas: Exploring Gaps in Successful Course Completion by Ethnicity and Teaching and Learning Strategies)

Student-centered instruction, culturally responsive Music Appreciation classes, and restoring jazz classes all contribute to the college’s goals for equity. Music instructors provide one-on-one support for students. Music is the universal language and is transformative for both musicians and audience members. Music can intersect with social change; instructors can create themes for concerts that focus on diversity and equity.

Music students are empowered and celebrated at our combined vocal and instrumental concerts, our jazz performance, and many recitals.

Music as a discipline is accessible to students because we offer instruments, collaborative learning, and as much one-on-one instruction as possible in workshop formats. Like all college courses, music requires time for practice and attention to course work which can be difficult when struggling financially. Our instructors provide regular check-ins to students who are struggling. Music is an accepting and nurturing environment. Equity gaps in music classes overall are still unacceptable, but they are decreasing from -21% to -13% in 2023/24. Since music requires an on-campus presence, students feel a sense of community and belonging. The data is showing the positive effect of instruction and performance for music majors and non-majors.

3. How does the position support on-going college operations and/or student success? (refer back to the comprehensive program review areas: Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies)

Equitable teaching practices have improved the equity gap since 2018-19 when it was just 62%. Overall in 2023-24, the success rate was 79% whereas the success rate for Black, Latinx, and Filipinx students was 72%. Music is a challenging major and needs full-time faculty mentors. Comprehensive Musicianship is gaining enrollment. The instructor has close relationships with her students, and they follow her from class to class. The demographics of the students are like that of the college: Asian students make up 39% of the students. Black students are 5%, Filipinx are 6% and Latinx are 24%. The department is working on updating their curricula to appeal to students of color. While Western music traditions are important, an emphasis on global perspectives and diverse musical identities is celebrated. Integrating Jazz into the quarterly concerts this year showcase diversity.

Productivity is high for the GE courses (Music Appreciation 1A, etc.) at 450 in 2023/24. Returning and continuing enrollment is increasing. Continuing students increased from 164 to 237 from 2019/20-2023/24. Returning students increased from 26-31 in the same period. Many of the students come from the Cupertino, Sunnyvale, Los Altos, and Mountain view area showing the department is tapping into the local community and possibly returning or older students.

The music department partners successfully with the VPAC on a quarterly basis to offer student concerts for our community. The quarterly concerts make the VPAC a vibrant, student-centered, community-based venue, well known among families of music students. The concerts provide a small revenue for faculty to hire accompanists and outside musicians to fill in when instruments are missing from the repertoire. Students are exposed to professional musicians which is instructional. The music department contributes to a vibrant, artistic community, a service to college operations.

4. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program? (refer back to the comprehensive program review area: Staffing Needs and annual program review questions 5 & 6)

The department needs a second full-time position to help mentor students who are considering majoring in music. The decline in degrees is the result of losing dedicated full-time faculty who had the time to work closely with students. A full-time choir director is an essential position in the music department. It is not fair to expect a part-time faculty member to take on the myriad responsibilities, dedication, and commitment. The choir director works hours beyond the classroom, tutoring students, and rehearsing for quarter music concerts. In fact, smaller vocal groups who perform at De Anza in several events (such as open house, welcome day, and Taste of History) are made up of students from different music classes. These small singing ensembles need a full-time faculty mentor.

5. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program. (refer back to the comprehensive program review area: Staffing Needs and annual program review update questions 5 &6)

Referring to the comprehensive program review, the music department, like many disciplines, cannot offer as many courses on a regular basis. These include ensembles such as jazz band and mariachi. Other courses offered every two years are electronic music, jazz piano, music business, composition, conducting, songwriting, and others. In addition, some courses are only offered once a year, and we have gone down to one or two sections in applied music offerings (piano, voice and guitar). Continued spiraling FTEF reductions and department reductions from 6 full timers to now 0 full-time instructors (one is slated to be hired for instrumental courses this spring 2025) have significantly reduced the number of courses we have been offering. Total FTEF has decreased from 4.3 in 2019-20 to 3.4 in 2023-24 which also confirms we have the load for two full-time faculty members.

6. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs and annual program review update questions 5 & 6)

The department will continue to work on the goals outlined in their 2025 Program Review Reflection, yet the process and the success will be slow and perhaps stagnant. One full-time music instructor (to be hired this Spring 2025) cannot support and sustain all of what is required to mentor students, work one-on-one with them as a tutor in addition to an instructor, not to mention to perform all the duties associated with quarterly recitals and concerts that are required for music majors and embedded in course outlines. Burn out will be the result, unfortunately, and students will not be served or accommodated due to the difficulty of supporting both instrumental and vocal majors. More than one instructor is needed to even consider music as a CTE program or develop noncredit classes for older adults or returning students. An ADT which requires Music 25, a concentrated focus on individual instrumental and vocal practice could not be considered.

7. Other information, if any.

N/A

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

Since the department only has a temporary full-time faculty member who is taking on all new duties as de facto chair of the department, I completed this position request. Thank you for your consideration.

This form is completed and ready for acceptance.