Prepared by: Jeff Seaward, Chaumonde Pyatt, Michael Tackett, Hanna York, Valerie Walden, Cooper Walden, Brian Johnson, and Robert Hinds

What are the strengths of your area?:
The COS Music Dept. offers a comprehensive music program including AA in Music and AAT in Music (TMC) with an emphasis in four areas: Instrumental, Voice, Keyboard or Composition. We also offer a certificate program in Commercial Music. The degree includes courses in Music Theory, Applied Music and Ensemble Performance. We also offer a full range of GE transfer courses: Music Appreciation, History of Jazz, History of Rock and Roll, Music of the World, and Music Fundamentals.

Our Major Performance Ensembles maintain a high visibility in the community and throughout the state of California, performing concerts and at collegiate music festivals; including recruitment tours of the local high schools and Faculty Recitals. Public performances represent the culminating experience of these ensembles. The performance ensembles are filled with both music majors AND non-majors. These performances are integral to the development of the students, as they prepare for transfer or degree completion. The performances are of the highest standards, are well-attended, and are perceived by the community at large as a valuable part of the cultural and social fabric. The Performance Ensembles generate a combined 65.1 FTES and a very strong 93.9% Success Rate.

Our Applied Music Program now boasts 40 students as declared music majors and all are studying (voice, instrumental, keyboard, composition) with the highest caliber professional musicians in the area. This juried program has enabled our students to transfer into University music programs with great success. The students perform in weekly Master classes and four student recitals each semester. The Applied Music Program is open only to music majors who are concurrently enrolled in Music Theory and a Major Performance Ensemble. The Applied Music Program generates 22.9 FTES and boasts a success Rate of 92%.

The Keyboard Program supports and fosters an environment conducive to the professional and artistic growth of our music students. The program provides opportunity for all music majors to be enrolled and prepare for the "piano proficiency examination" required for all music BA degrees. This class generates 17.8 FTES with a 51% success rate.

Music Theory and Musicianship is part of the core of the music major. The music theory course sequence is able to accept students who would not be accepted into four year programs due to lack of prior musical experience and catch them up over the course of the two year sequence through increased accessibility of the instructor and individual tutoring.

Our Commercial Music facilities are the best of any community college or university within a 200 mile radius. Additionally, within the same area, we offer more classes than any other community college.

What improvements are needed?:

What improvements are IMPROVE SUCCESS RATES of our GE offerings: needed?:

Music Fundamentals and the various Music Appreciation courses, which generate a large number of FTES (146.7) have an average Success Rate of 54.6%, showing a definite need for improvement.

INCREASE PERFORMANCE SKILLS AND OPPORTUNITIES FOR STUDENTS IN ALL MUSIC MAJORS TO MEET CORE STANDARDS IN MUSIC THEORY, SIGHT-SINGING AND MUSICIANSHIP:

Since music theory and musicianship is a core subject for all of our music majors, it is important that we have a FT Instructor who can meet the needs of the students with his/her time and guidance. Students need more time with the instructor to develop individual performance skills and/or more opportunity for computer graded skill testing and instruction. We are currently working on three major areas in our commercial music program.

1. Our program is fully technology-based. While this is an exciting time, with many technological advancements happening at such a fast pace, it doesn't take long for equipment and software to become outdated. We are in need of updating our hardware and software.
2. Along with new technologies, COMMERCIAL MUSIC offerings need to be updated to not only reflect the new media changes, but also the needs and interests of our students.
3. COS has been approved as a ProTools testing facility- the only one within a 200 mile radius. However, our teacher with the certification to teach this has moved. We need to get a teacher ProTools certified so we can offer that service again.

IMPROVED REPAIR, MAINTENANCE AND SUPPLY BUDGETS

Music students require the "tools of their trade" to be successful: instruments in good working order, pianos that are maintained and tuned on a regular basis, access
to practice rooms, and an adequate supply of materials. Without these things, students (however talented they may be) will lose interest, receiving a lower grade (or simply drop the class). This creates a negative impact on retention and success. Our new music building is now thirteen years old and the equipment is costing more to maintain. Our instrumental repair and piano tuning and instructional materials budget is actually less than what it was 25 years ago, while costs have doubled. A new replacement plan for instruments is needed.

**PIANO-LAB, PRACTICE ROOM AND CLASSROOM IMPROVEMENTS**

1. Piano-Lab needs to be completed with a Teacher's Piano and bench
2. Replacement of broken microphone headsets.
3. Older pianos in poor condition need to be replaced.

**CAPITAL OUTLAY FOR BAND INSTRUMENTS AND EQUIPMENT**

The District, Athletic Dept and Music Dept. are all in agreement that we need to reinstate the Pep Band Program. This program provides needed performance opportunities, and much needed "Esprit de Corps" on campus which benefits not only the participating musicians, but the student Body as a whole. Involvement in extra curricular activities is proven to increase student learning and success.

Describe any external OPPORTUNITIES

- Applied Music - In 2013, the new TMC transfer degree was established and approval at the state level for four semesters of applied music instruction as a degree and transfer requirement. With this new requirement, we are now able to provide district funding for the applied music students required lessons. Previously, only students who could afford the extra $300 per semester for the lessons could participate in the applied music class. This has opened a new channel for success for our students, who for the most part are in desperate financial need. However, with the new funding (approximately $24-27,000) we are limited to the number of students we can accept as music majors. We will need to incorporate a more refined audition procedure for the future - a nice problem to have!

The KEYBOARD PROGRAM provides service to the educational community throughout the region, as well as committing students to a lifetime of increasing musical awareness, and appreciation in their own lives, and in their respective communities.

**CHALLENGES**

1. To expand outreach programs to public/private schools, and social/cultural organizations throughout the region.
2. To provide visibility of keyboard performances and events into our communities,

The MUSIC DEPT needs a unified effort to create Performance Calendar representing the entire Music Department (rather than individual music disciplines) for the year that is distributed through the media for audience participation from the campus, and near-by communities. More flexible scheduling is needed for access to the COS Theater, and Sierra-812 for music activities, including, but not limited to recital programs, lecture/demonstrations, visiting professional musicians, clinicians, in-service workshops and conferences.

**CHALLENGES**

Repeat-ability - The recent changes in Repeat-ability and the formation of musical "Families" of courses has resulted in the loss of 18.2 FTES in the Music Dept. The following Community Based Performance Classes or elective only courses are no longer offered. This is a big hit to our department and does not bode well for our School Mission Statement "College of the Sequoias is a comprehensive community college focused on student learning that leads to productive work, lifelong learning and community involvement."

The community ensembles could be offered and allowed repeat-ability albeit without the ability to collect apportionment from the state. Our contention is that the positive Public Relations generated by these courses is well-worth the cost. The Community Band, Jazz Band and Chorus were filled with very influential members of the community and by allowing these organizations to be cut is costing COS in negative PR much more than the money needed to fund them.

**MUSIC THEORY**

A supervised room for computer aided ear-training and testing and rhythm drill and testing would provide many hours of needed repetition for skill development and free up more time for individual theory instruction. Currently there have been up to 17 students coming for extended office hour tutoring and proficiency testing of music skill levels. Students are responding very well to the extra instruction but with an enrollment of 50 in music theory even 6 hours of office time per week has proven to be insufficient for the need.

**COMMERCIAL MUSIC**

Opportunities-

Having survived the prolonged economic downturn, the commercial music program is primed for extended growth because of several factors:
a. while we lost our full load of classes for a few years, we did keep our program, and now those classes are coming back online little by little.  
b. unfortunately, other schools and programs were not as fortunate.  Therefore, there are students from surrounding areas looking to COS to continue their education.
Challenges-
Our challenges are all a part of our rebuilding effort.  We can't, and shouldn't, just rebuild the program as it was.  We need to take this opportunity to analyze and make needed changes as we add classes back into our schedule rotation.

**Overall Outcome Achievement: MUSIC MAJORS**
A total of 16 students completed the level IV jury in 2013-2014. In the Scales/Theory portion of the performance exam the success rate was 63%. The overall success rate was 92.2% Of those students - 44% successfully transferred to University, 38% are still attending COS completing GE transfer requirements, 12% working outside of music or teaching music part-time, 6% changed major or pursuing other degree.

**GE OFFERINGS**
Music Fundamentals and the various Music Appreciation courses, which generate a large number of FTES (146.7) have an average Success Rate of 54.6%, showing a definite need for improvement. Further breakdown shows:
- **MUS 1 Fundamentals28.7 FTES  39% Success Rate**
  This course has a large online section with a high dropout rate; I suspect students use this online section as a place holder when registering and trying to crash classes, possibly not being dropped as no-shows and failing to drop before census date.
- **MUS 10 Music Appreciation63.2 FTES 46% Success Rate**
  This is our largest music appreciation group, again with a large online section(s). Splitting the data might give us more information. Success Rates between Instructors very significantly.
- **MUS 11 Jazz Appreciation12.4 FTES 61% Success Rate**
  This has only face to face and the success rate is significantly better. It would be interesting to identify how many withdrawals are pulling the success rate down.
- **MUS13 World Music 6.5 FTES 68% Success Rate**
  This is an online section, and is the highest success rate. Also the smallest. When the Ws are removed from the statistic, the success rate jumps to the more desirable 76%.
- **MUS 14 Rock n Roll 35.9 FTES 59% Success Rate**
In looking closer, DATA from the online sections vs. the face to face sections is needed in order to make any kind of valid judgment.

Mus 20AD Piano 17.8 FTES 51% success rate
The former Mus 21AD (2nd year) had 3.9 FTES with a 67% success rate, while the Mus 22AD (Intermediate-Advance) had 3.9 FTES and a 63% success rate. These two classes are now incorporated into one Mus 20AD class.

**COMMERCIAL MUSIC**
The current data is somewhat skewed because it reflects the middle of economic problems in California. During this period, most of our classes were cut. So, while we did offer a few classes, it did not include the full spectrum required for our certificate. Therefore, while we did meet the outcomes set out for the individual classes, we did not meet the program goals for the students.

**Changes based on outcome**
In order to encourage students to complete required GE courses faster while maintaining skills and continuing in music performance ensembles, (Most students take three or more years to complete transfer requirements) more one on one counseling with students will be done in Applied Music Master Class.

Faculty will be encouraged to drop non-participating students by census date - which will significantly raise the success rate. Faculty who teach sections of the same course as other faculty will be encouraged to work together to come up with a more unified grading policy.

The following degrees have been newly approved by the Chancellor's Office: AA Music, AAT Music, Commercial Music Certificate.

The following courses were updated to meet the new C-ID descriptors. Music Theory 1,2,3, 4. Concert Choir, Symphonic Band, and Symphony Orchestra

**KEYBOARD PROGRAM**
Piano courses have been condensed to meet the new repeat-ability regulations. We now offer only one piano course MUS 20 AD which is a multilevel course. The Piano curriculum has been revised to meet the core skill standards of piano proficiency (melodic, rhythmic and harmonic structure, sight-reading, transposition and improvisation).

**COMMERCIAL MUSIC**
Currently, we are in the middle of rebuilding our complete class structure. This includes classes coming back online, as well as trying to bring our equipment and
Outcome cycle evaluation: We have established a three year cycle for assessment of our outcomes for the 30+ music courses offered, evaluating 10+/- courses each year. In 2013-14 7 of 10 courses have been evaluated, but not all info has been entered in Tracdat. Some of our instructors are adjunct and do not have access, or needed information for evaluating passed outcomes. There has been some confusion on entering information in Tracdat and more training for faculty is clearly is needed. Program Outcomes for our music majors has been very positive.

All piano classes will be assessed by 2015. Assessment shows that students need to practice a minimum of 4.1 hours per week in order to pass with a grade of C or better.

COMMERCIAL MUSIC
Based on student data, we are looking to update our offerings to reflect the needs and interest of our current students and our community.

Action: CREATE A GE MUSIC COURSE SUCCESS PLAN
Music Faculty will devise a plan to improve success rates for our GE course offerings. A comparative study of success rates of online verses face to face courses will be done. We will assess syllabii and adopt uniform language regarding dropping students for non-participation.

**Implementation Timeline:** 2014 - 2015  
**Start Date:** 09/09/2014  
**Status:** New Action  

**Identify related course/program outcomes:** Students will be able to discriminate historical difference in music styles. With this skill and knowledge students will be able to assess musical performances.

**Person(s) Responsible (Name and Position):** All GE Music Course faculty

**Rationale (With supporting data):** There are wide differences between music faculty in grading policies and course expectations. Coming together and adopting a uniform syllabii will create greater consistency and improve course success.

**Priority:** High  
**Safety Issue:** No  
**External Mandate:** No

Action: IMPROVE MUSIC FUNDAMENTALS SUCCESS RATES
Purchase one classroom set of Melodicas.

**Implementation Timeline:** 2015 - 2016  
**Start Date:** 08/10/2015  
**Status:** New Action  

**Identify related course/program outcomes:** Students will be able to implement the concepts of musical theory and analyze examples from a musical score.

**Person(s) Responsible (Name and Position):** Music Fundamentals Instructors

**Rationale (With supporting data):** The Melodica is an inexpensive small keyboard instrument that can help as a visual aid in which students can perform simple scales, and melodies to improve their understanding of music theory.

The success rate of students in Music Fundamentals has been very low (39%), many students do not understand basic math principles fractions and struggle with rhythm and the concept of musical keys. It is anticipated that using the Melodica will help improve their understanding of musical concepts by using the auditory, visual and kinesthetic skills when playing an instrument.

**Priority:** High  
**Safety Issue:** No
Action: IMPROVE STUDENT SUCCESS AND EFFICIENCY OF PROGRAM TO MEET CORE STANDARDS IN MUSIC THEORY, SIGHTREADING AND MUSICIANSHIP
Hire a Full Time Music Theory / Commercial Music Instructor or Music Theory / Jazz Instructor

Implementation Timeline: 2016 - 2017
Start Date: 09/11/2014
Status: New Action

Identify related course/program outcomes:
- Music Theory and Musicianship I, 2, 3, and 4
- Music Appreciation, Music Fundamentals
- Jazz Ensembles, Jazz Appreciation
- Recording Arts, The Music Business

Program Outcome #1 Students will be able to discriminate historical differences in music styles. With this skill and knowledge students will be able to assess musical performances.
Program Outcome #2 Students will be able to implement the concepts of musical theory and analyze examples from a musical score.

Person(s) Responsible (Name and Position):
Division Chair and Dean of Fine Arts

Rationale (With supporting data):
Music Theory and Musicianship is a core subject for all of our music majors, it is important that we have a FT Instructor who can meet the needs of the students with his/her time and guidance. Our current adjunct Instructor spends six hours each week free gratis, tutoring students to bring them up to necessary skill levels for University level Theory and Musicianship.

Our current Instrumental Music Instructor is teaching a very large overload. A new FT faculty would relieve some of this added burden on one Instructor and share the load. The Commercial Music program has a great facility but is severely under utilized. The current curricula is being revised to better serve the needs of our students.

Priority: High
Safety Issue: No
External Mandate: No

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Add Resource Request for Action

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
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<tbody>
<tr>
<td>One classroom set of Melodicas</td>
<td>The purchase of this small musical instrument will improve student success rates. Students will be using auditory, visual and kinesthetic skills which will improve student comprehension of musical concepts taught in the Music Fundamentals class.</td>
<td></td>
<td>Yes</td>
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<tr>
<td>45 Hohner S37 Performer 37 Key Melodica</td>
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<tr>
<td>B &amp; H #H0S37.mfr#S37</td>
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<tr>
<td>45 @ $60.80 (Tax included) = $2736</td>
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Resource Type: Instructional equipment

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Add Resource Request for Action

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<tr>
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<tbody>
<tr>
<td>Hire full time replacement faculty</td>
<td>Current Full Time Instructors are teaching large overloads and all Adjunct Instructors are at their limits. The Music program is anticipating growth in all areas, especially since the Applied Music program is now fully funded. A Full Time Music Theory /Commercial Music Instructor would allow the dept to fully utilize the incredible facility we have.</td>
<td>We realize this is an action plan for anticipated future growth in the theory and commercial Music Program, and is not likely to be funded for next year, but feel the need to include in this Program Review.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Action: IMPROVE STUDENT COMPLETION RATES

Provide advising and early registration for Music Majors

1. Music Faculty will provide one on one advising (through Applied Music Master Class), meeting at least once each semester to discuss transfer requirements and progress toward their educational goals.

2. Allow early registration privileges for declared music majors.

3. Allow music majors to continue to enroll additional semesters in performance ensembles, until transfer, provided they are showing progress toward transferring. (no apportionment may be claimed)

   Implementation Timeline: 2015 - 2016
   Start Date: 09/12/2014
   Status: New Action

Identify related course/program outcomes: MUS 4,5,6,7
   - MUS 34,54,72,74
   - MUS 41

Program Outcome #1 Students will be able to discriminate historical differences in music styles. With this skill and knowledge students will be able to assess musical performances.

Program Outcome #2 Students will be able to implement the concepts of musical theory and analyze examples from a musical score.

Program Outcome #3 Students will be able to interpret the musical score and perform with technical accuracy, expression and artistry.

Person(s) Responsible (Name and Position):
   Music Faculty, Division Chair, Fine Arts Dean

Rationale (With supporting data):
Most of our students require six or even eight semesters at COS to complete all of the necessary GE transfer courses. Since all of the required music major courses are singletons, scheduling GE classes is a nightmare. Required GE courses are filled before music majors can sign up.

Universities require eight consecutive semesters of major performance ensemble or continuous enrollment until completion of the Senior Recital for Bachelors degree, so while music students have completed the four required semesters or major performance ensemble for transfer, they need to continue till they actually do transfer. If there is a lapse in their performance course, they may be forced to complete eight semesters after they get to the University program.

Priority: Medium
Safety Issue: No
External Mandate: Yes

Mandate Explanation: Universities require continued participating in performance ensembles through completion of the Senior Recital.

Here is the policy for CSUFresno

Policy on Auditions/Ensemble Participation by Music Majors

1. All music majors must audition on their primary instrument/voice for placement into an appropriate major ensemble every semester through the senior recital, except where indicated by option. Guitarists and pianists must follow the guidelines outlined in their Catalog.

2. All music majors must play their primary instrument/voice in a major ensemble every semester through the senior recital, except where indicated by option. Guitarists and pianists must follow the guidelines outlined in their Catalog.

3. Music majors who do not earn a spot via audition in an appropriate major ensemble will be placed in an appropriate alternate minor ensemble at the discretion of the studio professor and in consensus with the Department Chair and the major ensemble director.

Action: COMMERCIAL MUSIC UPGRADE

Currently, we are in the middle of rebuilding our complete class structure. This includes classes coming back online, as well as trying to bring our equipment and software up to date, as funding wasn't available over the past few years. Additionally, we are surveying current and past students to evaluate our class offerings. The plan being to confirm, adjust, or replace all of our offerings.

Implementation Timeline: 2015 - 2016
Start Date: 09/11/2014
Status: New Action

Person(s) Responsible (Name and Position):
   Commercial Music Instructor
Action: IMPROVED REPAIR, MAINTENANCE AND SUPPLY BUDGETS

Increase budgets

Implementation Timeline: 2015 - 2016
Start Date: 09/11/2014
Status: New Action

Identify related All music courses.

Rationale (With supporting data): Music students require the "tools of their trade" to be successful: instruments in good working order, pianos that are maintained and tuned on a regular basis, access to practice rooms, and an adequate supply of materials. Without these things, students (however talented they may be) will lose interest, receiving a lower grade (or simply drop the class.) this creates a negative impact on retention and success. Our new music building is now thirteen years old and the equipment is costing more to maintain. Our instrumental repair and piano tuning and instructional materials budget is actually less than what it was 25 years ago, while costs have continued to rise. We have 20 pianos vs 12 fifteen years ago and double the number of Musical instruments.

Priority: High
Safety Issue: No
External Mandate: No

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<thead>
<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
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<tbody>
<tr>
<td>Resource Budget for Piano Lab</td>
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<tr>
<td>1- Yamaha Clavinova (CVP 609B) Teachers Piano and Bench $9,465</td>
<td></td>
<td>Required maintenance and replacement of old equipment. Piano lab has 22 stations, existing headsets are 14 years old and cannot be repaired. Piano dolly is a safety issue for the piano in Lecture Hall.</td>
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<tr>
<td>30- Yamaha LC2-CM500 Microphone Headsets for lab ($65) $1,950</td>
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<td>This request could be broken down into several smaller requests and prioritized.</td>
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<td>1 - Jansen Piano Dolly J4010 Heavy-Duty Truck with locking wheels $692.03</td>
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<tr>
<td>1- Estimated service costs to repair existing pianos $1,600</td>
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<td>On-going piano tuning and maintenance $20 @ $150 = $3,000</td>
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<td>Instrumental maintenance $3,400</td>
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<td>TOTAL: $20,107.03</td>
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Resource Type: Instructional equipment

Action: CAPITAL OUTLAY FOR BAND INSTRUMENTS AND EQUIPMENT

Provide necessary equipment for reinstatement of Pep Band Program

Implementation Timeline: 2013 - 2014
Start Date: 09/11/2014
Status: New Action

Identify related All instrumental music courses.

Rationale (With supporting data): The District, Athletic Dept and Music Dept. are all in agreement that we need to reinstate the Pep Band Program. This program provides needed performance opportunities, and much needed "Esprit de Corps" on campus which benefits not only the participating musicians, but the student Body as a whole. Involvement in
Extra curricular activities is proven to increase student learning and success. the current estimate to supply the needed instruments and equipment is $55,000.

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<tr>
<td>COS Pep Band Budget</td>
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<tr>
<td>Start-up Essentials</td>
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<td>2014-15</td>
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<tr>
<td>Tuba3 x $7,000.00</td>
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<td>Mellophone3 x $1,700.00</td>
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<td>Baritone5 x $2,600.00</td>
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<td>Snare Drum3 x $500.00</td>
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<tr>
<td>Tenor Drum2 x $1,200.00</td>
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<td>Bass Drum5 x $600.00</td>
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<td>Bass Drum Case5 x $175.00</td>
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<tr>
<td>Total=$51,860.00</td>
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</table>

*Polo Shirts Provided by Athletic Department.
*Music borrowed by local High Schools and some useable in COS music library.

Prepared by Michael Tackett on 9/10/2014