December 4, 2013

To: Anne Ku, UH Maui College
From: John Morton, Vice President for Community Colleges
Subject: Spring 2014 Part Time Student Innovation Projects

The UHCC System is pleased to support the project, “Piano Ensemble for Part Time Students” in the amount of $17,335.00. The project focuses on developing a stronger network of support to meet the needs of the part time students by engaging students through music.

The project funding is subject to the following requirements:
1. Implementation will occur in Academic Year 2013-14.
2. All funds must be expended, not just encumbered, by June 30, 2014.
3. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii (gaylei@hawaii.edu) with a copy to Suzette Robinson (suzetter@hawaii.edu) and to Cory Ando (cando@hawaii.edu) not later than September 30, 2014.

The final report should outline:
2. Results on the measurable outcomes compared to baseline data identified in your application.
3. Data aggregated by those students who were part time versus full time.

Tuition and Fee Special funds will be transferred to your campus for this project after January 1, 2014. Any adjustments to the budget submitted in your proposal must first be approved by Cory Ando and Suzette Robinson. The project proposal and reports will be published on the UHCC website.

Thank you for your work in developing innovations to increase student success amongst students enrolled at the part time level. We look forward to working with you as the project unfolds.

cc: Clyde Sakamoto, Chancellor
    Peter Quigley, AVPAA
    John McKee, VCAA
    David Tamanaha, VCAS
    Cindy Yamamoto, Fiscal Officer
    Suzette Robinson, Director for Academic Programs
    Gayle Ishii, Academic Support
    Lisa Tsuchako, Budget Specialist
    Cory Ardo, Part Time Initiative Committee Chair

Att: Final Report template
Spring 2014 UHCC Part Time Student Project Proposal Form
Deadline for Proposal Submission: October 1, 2013

Project Title: Piano Ensemble for Part Time Students
Proposer’s Name: Anne Ku
Budget Request: $17,334.50
College: UH Maui College
Proposer’s Email Address: anneku@hawaii.edu
Date: 30 September 2013

I have submitted a proposal to have this project funded to the following Advisory Board(s):

☐ UHCC Developmental Education Innovations
☐ UHCC Financial Aid Innovations
☐ UHCC Perkins
☐ UHCC Developmental Education Innovations
☐ Achieving the Dream
☐ Other: ________________________________

1. Project Summary (3 points)

GROUP PIANO CLASS AS LOW-RISK, HIGH-REWARD ENTRY TO COLLEGE:

Going to college for the first time or returning to college as an adult can be an intimidating experience. The challenges of juggling work, family, and other responsibilities often conflict with the time commitment and concentration required to pass a demanding course. These are some of the reasons adults opt to enter college on a part-time basis i.e. minimize the risk of failure, financial outlay, and time commitment. Nearly 65% of the students currently enrolled at UHMC this semester (Fall 2013) are part-time students (11 credits or less).

Fortunately, learning a musical instrument is perceived as fun, social, and stress-relieving, offering a low-risk way to encourage an adult to enter the college environment or return to school. There is no math or English pre-requisite or prior musical knowledge required to learn a musical instrument. Learning to play the piano, compared to the guitar or ukelele, can be more rewarding because of the relative ease and speed of making music with melody, harmony, and rhythm altogether. It’s a one-to-one correspondence: each key represents a note, played by one single finger, unlike stringed and wind instruments.

A two-credit group piano class, which meets once a week for 2.5 hours or twice a week at 1 hour 15 minutes each, offered for 16 weeks a semester is far more affordable at $106 per credit for residents and $304 per credit for non-residents compared to private one-on-one lessons, which typically cost upwards of $60/hour at current market rates in Maui.

Group piano class is also an cost-effective way to get beginning piano students to quickly learn basic note reading and piano playing skills and to achieve a level of satisfaction that encourages them to register for more advanced piano courses, other music courses, and non-music courses at college level.

Making music in the manner of participating in a piano ensemble, i.e. a small orchestra made up of only pianists, is a new and growing phenomenon. Most pianists never get to experience the magic of playing music together as equals, i.e. what chamber musicians such as string and wind players regularly do. Piano lessons...
have been traditionally given as one-to-one, following the master and apprentice model, producing soloists or accompanists, not chamber or orchestral musicians. In a group piano class, the teacher becomes the conductor of a piano ensemble and facilitator of collaborative learning.

Working together to make music requires listening to each other, playing together, scheduling rehearsal times, and discussing the music. This kind of collaboration develops a more closely-knit class than say a lecture-only class. Having to work with each other brings about peer expectation and accountability thus lowering attrition rates. This type of collegiate, collaborative working environment provides the support network useful for a student’s continued enrollment at college, accelerating time to degree completion.

Making music together in the manner of a piano ensemble is very different from playing the same piece with earphones on while listening to the instructor’s accompaniment or trying to play in unison to one soloist. A piano ensemble requires participants to take off their headsets and hear each other. This is true collaborative learning and music playing.

CHALLENGES: DIFFERENT LEVELS IN ONE CLASS, LACK OF INTERESTING MUSIC FOR ADULTS IN GROUP PLAYING, ACCESS TO INSTRUMENT FOR REGULAR PRACTICE, PREVIEW OF WHAT’S IN A PIANO CLASS

Because of historic low enrollment in piano at UHMC, it has not been possible to offer separate level classes in different time periods. In other words, each piano class has mixed levels of students. The three piano courses (MUS121C, MUS122C, and MUS216) allow an individual to take up to a maximum of 3 semesters of piano instruction. But each class may consist of students enrolled in all three courses. Within each course are different levels. While there is no pre-requisite to enroll in MUS121C, the actual starting level of students are not the same (some can read notes, some cannot; some have had lessons long ago but want to start again; some never touched the keyboard, etc). The open admissions policy of Maui College invites students with widely different musical backgrounds who learn at different pace. By the fifth week of class, the students who started at the same level have advanced to different individual levels, making it impossible to have all students on the same page in the textbook.

Part-time students find evening and Friday late afternoon classes that meet once instead of twice a week particularly appealing and conducive to their other time commitments. However, often, these are the very students that withdraw before the end of the semester. For instance, more than half registered are part-timers but by the 5th week, half of those part-timers have withdrawn because they cannot get access to regular piano practice. Students have mentioned that they studied better on campus than elsewhere.

The majority of adults desire to be able to play familiar music and demand instant gratification (Fisher, 2010). While it’s possible to find printed music for solo piano, it’s much harder to find familiar music for students at different levels to play together. To get the entire class to make interesting music together requires music written for the different levels, e.g. different parts of an ensemble, not just one part for all students to play in unison and the accompaniment part for the teacher. Published textbooks for adult group piano introduce music in the latter category, i.e. not true group piano playing, which caters to different levels.

Students who do not have access to a piano or electric keyboard for regular, daily practice quickly fall behind. Regular practice is required to progress in learning a musical instrument. The purchase of four new electric pianos, to be placed in two locations (the library and TLC) on campus, will alleviate the current situation and signal to students of the college’s commitment to providing support and access.
In my fourth consecutive semester of teaching group piano classes at UHMC (Spring 2012, Fall 2012, Spring 2013, and Fall 2013), I observe the following barriers that, when removed, can increase enrollment and retention rates.

- **Limited access to piano and keyboard to practice.** Although students are required to have access, the reality is that many cannot afford a piano or a keyboard at home for reasons of space, budget, and the ability to practice without disturbing others or being disturbed. First-time piano students are also reluctant to invest in an instrument if they cannot take more than three piano classes. Currently, students can only practice in the classroom (Kupa’a 104) while other classes that do not use the electric pianos are in session or if an instructor is available to unlock that classroom. This precludes Saturdays and Sundays, and most times when there are no classes in Kupa’a 104 (Tuesday afternoon & evening; Thursday evening; Friday morning). This is particularly a problem for part-time students who are unable to practice at home because of lack of time, space, and inadequate environment.

- **Non-existence of sheet music for group piano such that students of different levels can play different parts at the same time, i.e., piano ensemble.** The existing library of sheet music in Kupa’a 104 contains mainly works for solo piano and at most, piano duets, at much higher levels than those enrolled in the piano classes. A new repertoire needs to be developed for piano ensemble – one that emphasizes playability for the different levels in the class. Scores for many pianists on many pianos are available for advanced pianists. Any written for beginner pianists fall into that of music for children, one-handed transcriptions from string quartet or other ensembles. To meet the needs of adults of different levels, the best way is to customize the music, i.e. compose, arrange, or adapt to the level and individual at hand.

- **High absenteeism, tardiness, and dropouts.** Expectations of the course should be communicated BEFORE enrollment. Students register for piano with different expectations. After day one of communicating the requirement to have access to piano for regular practice, some students withdraw because they cannot afford to buy a piano, which can cost far more than the resident tuition fee. Part-time students, in particular, may have financial constraints that prevent them from investing in their own piano.

This proposal reduces and removes the above three barriers through accessibility, visibility, and playability, in the form of four actions below.

a) **Purchase 4 electric keyboards to situate in the campus library (open Monday to Friday) and The Learning Center (TLC) (open 7 days a week) so that students can use online sign-up sheets to make reservations and monitor any cancellations.** Give priority to Part-Time Students, i.e. they get to sign up first. In contentious cases, they get first priority. When in use, the student must also indicate on the online reservation system. Purchase 12 headphone adaptors, 6 splitters, and 6 noise-blocking headphones to give flexibility for those Part-Times students who did not bring their own. Students who practice on pianos in the Library and TLC give a kind of visibility that will not only show the existence of the group piano courses but also raise awareness, curiosity, and interest in other students.

b) **Purchase Sibelius 7.0,** the professional notation software (what composers use), to enable the instructor to compose, arrange, and adapt music that’s interesting and playable by students in the class. Purchase black & white laser printer (toner & paper) for instructor to print compositions, arrangements, and download music for the class in Kupa’a 104. Currently we have to borrow printers from other offices. Purchase textbooks and sheet music for adult group piano repertoire and build a “library” for shared use.
c) Compensate the instructor for composing, arranging, and adapting music to students in the class (above). Expected output: 3 technique pieces for ensemble and 5 recital works for ensemble.

d) Compensate the instructor to design, develop, promote and provide THREE free one-hour “taster” workshops to encourage new students to participate and get a “taste” of what learning to play the piano in a group setting is like. Market and promote these workshops through the Concertblog, social media, appearing on UHMC’s MCTV Maui College “Learning That’s Real” program, and the local press. Schedule these three one-hour “taster” workshops the first week of December 2013, to coincide with current class recitals, the week before Spring 2014 semester starts, and first week of May 2014.

2. Effectiveness Indicators/Outcomes and Benchmarks (3 points)

EFFECTIVENESS INDICATORS:

- Electric piano usage: use online sign-up sheets to reserve electric pianos for individual practice; give priority to Part Time students who are more constrained and less available on campus than Full-time Students --- allow a window for Part-Time students to sign up BEFORE Full-Time Students, in case of conflict, part-time students get priority; track online sign up sheets for effectiveness; check log-in and log-out sheets and compute / assess frequency, duration, and monitor progress and usage.

- Completion rates: the percentage of students enrolled in the class that pass and get a grade at the end.

- Continuation rates: the percentage of students who pass and register for the next level piano course.

- Absenteeism and tardiness: a piano ensemble cannot start until every part is present. Attendance and tardiness are tracked on an ongoing basis and graded.

- Effectiveness of compositions or arrangements custom-tailored to the particular group piano class: successful rehearsals (the amount of time it takes to get a piece ready for performance), feedback from performers (the students) and the audience, and usability of these works for other groups.

EFFECTIVENESS OUTCOMES:

- Desirable to have higher completion and continuation rates than in the past.

- Desirable to have lower attrition rates (withdrawals or dropouts).

- Desirable to have higher attendance rates than in the past.

- Desirable to have zero or low lateness in arrival to class.

- Desirable to have students continue to get a degree or certificate.

- Desirable to see part-time students become full-time students.

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BENCHMARKS:

- Minimize absenteeism, tardiness, and attrition, ideally to zero (non-existence).
- Increase completion rate by 20%.
- Increase continuation rate (register next semester for the next level piano course) by 100%.
- Increase registering for another music course by 100%.
- Increase registering for another non-music course by 100%.
- Increase the number of Part Time students registering Full Time in subsequent terms by 50%.

ASSESSMENT METHODS AND FREQUENCY:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>First Day of Class</th>
<th>Every Class</th>
<th>Last Day of Class</th>
</tr>
</thead>
</table>
| Survey            | • Motivation for taking the course  
                    • Prior musical knowledge  
                    • Prior piano playing experience  
                    • Prior performance experience  
                    • Expectations of the class  
                    • Access to piano for practice | Progress worksheet:  
Textbook page (where you’re at and which assignments to complete)  
Technique & skills checklist  
New vocabulary and concepts  
Ensemble work  
Practice regimen  
Other feedback | • Progress since 1st day of class – checklist:  
Vocabulary  
Keys: scales, chords  
Improvisation  
Repertoire  
Ensemble works - feedback  
Performance  
Next steps: continue at college, take individual piano lessons, wait a semester, or full stop |
| Interview         | If not a complete beginner, assess the level. | Every other class:  
Check Part Time student progress and usage of electric keyboards for practice | • Individual challenges  
How to improve the course |
| Other             | • Attendance taking  
• Tardiness tracking | • Collate effectiveness outcomes  
Compare with benchmarks  
Check usage of electric keyboards in Library and TLC |

3. Background Research (1 point)

Numerous scientific studies have established universal benefits of learning a musical instrument, specifically the piano for adults. Some of these benefits include improved concentration and attention, stress relief, relaxation, memory enhancement, spatial task performance, linguistic capability, personal growth, enjoyment, aesthetic appreciation, musicianship, and fun.

Compared to other instruments, the piano is relatively easy for an adult to learn the basics quickly. It also has the largest repertoire of any instrument. Free sheet music for solo piano is readily downloadable from the Internet. Free tutorials on how to play popular songs are widely available on Youtube. This Internet Age of peer-to-peer sharing of music and tutorials has given a short cut to learning an instrument, without having to
start young. This is not to say that the adult learner will become a virtuoso but that he/she will learn sufficiently to study and enjoy the music experience independently.

Learning to play the piano can be considered a low-risk, affordable path for a non-traditional student to return to the school environment and acquire a college education. Unlike mathematics, science, and other more "rigorous" entry-level courses, learning to play the piano is motoric and holistic, involving both mind and body, and helps with coordination.

In recent years the popularity of adult group piano classes has seen a rise in enrollment at music schools, community colleges, and conservatories. In recreational music making (RMM) where the focus is on the person and process rather than the final product, group music-based activities unite people of all ages regardless of their challenges, backgrounds, ethnicity, ability, or prior experience. The participant's attitude toward learning is shaped by a desire to make music purely for enjoyment and pleasure as well as a means to socialize with peers who have a common interest.

Unlike traditional approaches to teaching piano where individual, private lessons are given to a "young" student on a weekly basis over many consecutive years, the college format of group piano classes offers the adult learner a social environment with peers to challenge and motivate. A group can provide a wider range of experience, discussion, critical listening, study of historical contexts, and collective decision making.

One way of retaining adult piano students is offering interesting, playable repertoire. The adult student gets bored with "child-like" music --- it should be interesting to play and hear. There is a shortage of suitable sheet music for adult piano students in a group situation i.e. ensemble. One has to adapt, arrange, or compose for the different levels in a group.


4. Relationship to Campus and UHCC Strategic Plans (1 point)

Note: Relationship to strategic plans and supporting argument are listed in italics in brackets [ ].

This proposal supports the UHCC Strategic Plan in addressing Goal A (part 1): Educational Effectiveness and Student Success

- Special emphasis on part time student access and success of adult learners [collaborative learning of piano ensemble]
- Increase the student course completion rates [regular access to piano or keyboard]


Whilst UHMC College Strategic Plan is currently being revised, this proposal addresses the first objectives of goals 2 and 3 in the current strategic plan and also aligns with the new Student Success Committee (formerly known as Achieving the Dream) that is committed to creating a campus plan for student success.

Goals 2 and 3 in the current UHMC Strategic Plan (2003 – 2010), available at http://maui.hawaii.edu/faculty/StrategyPDF/StratPlanAllMay2803FINAL.pdf are as follows:

- **Goal 2: A Learning, Applied Research, and Service Network**
  Engage in intellectual and educational activities that enable the county of Maui and the state of Hawai‘i to flourish.
  
  **Objective 1**
  Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH system and with other public and private educational, governmental, and business institutions.
  
  **Action Strategies**
  3. Include liberal arts education as the foundation for an educated community and a competent workforce. [Traditionally, music is one of the seven so-called "liberal arts." Music is not only an essential liberal art but also a liberating art (Kalkavage, 2006)]

- **Goal 3: A Model Local, Regional, and Global College**
  Transform the profile of the College, positioning it as one of the world’s foremost multicultural centers

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for island and indigenous studies.

Objective 1
Establish Maui Community College as a preferred educational and training destination for local, national, and international students.

Action Strategies
10. Provide academic support services to promote student retention and academic success. [Making available four electric pianos that students can use to practice outside of class but still on campus 7 days a week, increases accessibility and visibility, serving as testimony to others of the college’s commitment to cultural awareness and the liberal arts.]

5. Scalability (1 point)

Historically, the risk of low enrollment and last minute class cancellation makes it ineffective to offer additional piano classes at other times. Once this risk is reduced through the measures proposed here, as many as eleven time slots i.e. 11 classes can be offered: Tuesday afternoon and evening, Thursday evening, Friday morning and evening, and all day Saturday and Sunday. Evening and weekend classes that meet once a week are particularly attractive to part-time students.

Currently there are several courses that do not require the electric pianos, just the one piano for demonstration. If scheduled in another room with a single acoustic or electric piano, these courses (world music, music literature, music theory, history of rock and pop, choir, and experience of music) could free up the Kupa’’a 104 classroom for piano ensemble rehearsals.

The findings from this project may benefit instructors of group piano classes at other UHCC institutions, via sharing of sheet music produced and best practices for student retention and recruitment. Altogether 7 UH institutions offer group piano classes. The instructor will contact instructors of piano classes at other 6 campuses to start a dialogue and exchange of best practices as well as share music for piano ensemble.

Table 1: UH Systemwide Fall 2013 Piano or Keyboard courses and classes

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total enrolled</th>
<th>Number of courses*</th>
<th>Number of classes**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kapiohanti</td>
<td>104</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Kaua’i</td>
<td>15</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Leeward</td>
<td>44</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Windward</td>
<td>51</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>UHMC</td>
<td>30</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>UH Manoa</td>
<td>N/A</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

* a course is a unique name and CRN number  ** a class is a time period in a particular room

6. Sustainability (1 point)

Group piano music composed and arranged for the Spring Semester 2014 piano classes under funding from this grant can be reused for future semesters. Music purchased for the Kupa’’a 104 library can be used again. Electric pianos and keyboards purchased under this grant for campus use can continue to be used and maintained under warranty. The Sibelius notation software for professional composers and arrangers can continue to be used to create new arrangements for group piano ensemble.
SIGNATURE PAGE
Spring 2014 UHCC Part Time Student Project Proposal Form
Deadline for Proposal Submission: October 1, 2013

Project Title: Piano Ensemble for Part Time Students
College: UH Maui College
Budget Request: $17,334.50

Proposer's Name: Anne Ku
Date: 30 September 2013

Certification by Proposer
I certify that I have consulted with and submitted this proposal in a timely manner to the appropriate (A) institutional research office, (B) business office, and (C) human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal. I understand I will have primary responsibility for monitoring any funds awarded and agree to maintain accurate and current records of expenditures consistent with the attached budget.

Signature: [Signature]
Date: 9-30, 2013
Name: Anne Ku
Title: Instructor (Adjunct Lecturer)

Confirmation of Support by Dean or Division Chair
I have reviewed and support this proposal.

Signature: [Signature]
Date: 9-30, 2013
Name: Kahele Dukelow
Title: Head of Humanities

Confirmation of Campus Approval by Chancellor/Vice Chancellor of Academic Affairs/Vice Chancellor for Student Affairs
The campus approves the proposal and is committed to advance the amounts, if any, described in the proposal as being funded by the campus and is committed to sustaining the project if evidence of its success is warranted and funding is available.

Signature: [Signature]
Date: 9-30-13, 2013
Name: John McKeef
Title: Vice Chancellor of Academic Affairs
**Attachment 2**

**BUDGET SUMMARY**  
Spring 2014 UHCC Part Time Student Project Proposal Form  
Deadline for Proposal Submission: October 1, 2013

**Name of Project:** Piano Ensemble for Part Time Students  
**Campus:** UHMC

**Instructions:** Complete the following, inserting and/or deleting rows as needed.

**General guidelines:** Funds may be used for faculty and staff assigned time; for pilot projects; for consultants; for financial aid audits; for related equipment, software, or curriculum materials; or similar one-time expenses. Funds may not be used to hire new full-time faculty or staff.

For projects involving more than one campus, budget must include a breakdown of costs by campus in addition to a total project budget. Single requests over $2,500 require Superquote.

The relationship between the requested expenditures and the project's effectiveness indicators/outcomes and benchmarks **must be addressed specifically** in the project proposal.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>BUDGET</th>
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<tbody>
<tr>
<td><strong>PERSONNEL</strong></td>
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</table>
| A1 | Instructor time to compose/arrange sheet music – 2 credit hour at Lecturer B-level  
Instructor time to market, promote, design, conduct 4 x 1-hour “taster” workshops in Kupa’a 104 | $1,603.00 |
| A2 | Fringe Benefit Rate at 41.49% above | $1,995.25 |
| **TOTAL PERSONNEL** | | **$6,804.25** |
| **SUPPLIES** | | $599.95 |
| B1 | *Sibelius 7* – professional music notation software for composers and arrangers  
B&W Laser Printer ($250 - $300), toner cartridges ($180 - $300), white paper ($9 per ream) for Kupa’a 104  
Alfred's Adult Group Piano I & II (books with CD $59.95 + 36.43)  
Hal Leonard & Other Piano Ensemble Collections | $600.00 |
| B2 | 4 x *Yamaha Arius YDP161 YDP-160 88-Key Digital Piano Delux* ($2,199)+ 3 year warranty ($162.47) – free shipping from Amazon.com | $96.42 |
| | 12 x *Hosa GPM-103 3.5mm TRS to 1/4" TRS Adaptor* to allow normal headphones to plug into keyboard ($3 each + free shipping if ordered with above)  
6 x 3.5mm Jack Splitter to allow two normal headphones to plug into one plug (which can | $160.00 |

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1 **Personnel:** Personnel costs include, but are not limited to, faculty or staff overload, student assistants, casual hires, and/or lecturer replacement. Unlike federal regulations, these funds do not require that the person doing the work be paid from this funding source. Personnel fill requests are required to be in the form of a lecturer B step.

Indicate fringe percentage and cost as a separate line item. Fringe benefits rate (for FY2013) are as follows: faculty/staff 41.49%; graduate assistant 9.55%; casual hire/overload 2.06%; student 0.46%. Please confirm the current fringe benefits rate with your human resources or business office because the rates are subject to change.

2 **Supplies:** Supplies include, but are not limited to, office supplies, travel, conference fees, mileage, and computers.

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<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost</th>
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<tr>
<td></td>
<td>then use the adaptor to connect to the keyboard) ($2 each)</td>
<td>$12.00</td>
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<td></td>
<td>• 6 x Sennheiser HD 202 II Professional Headphones (Black) ($30 each)</td>
<td>$180.00</td>
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<td></td>
<td><strong>TOTAL SUPPLIES</strong></td>
<td><strong>$10,530.25</strong></td>
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<td>C</td>
<td><strong>EQUIPMENT</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>C1</td>
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<td>C2</td>
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<tr>
<td></td>
<td><strong>TOTAL EQUIPMENT</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL BUDGET REQUEST</strong></td>
<td><strong>$17,334.50</strong></td>
</tr>
</tbody>
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<sup>3</sup> Equipment: Equipment is defined as any one item costing $5,000 or more.
ADDITIONAL INFORMATION REQUESTED BY COMMITTEE:

Evidence that the improved access to piano courses will help to accelerate part time students' time to degree.

Two-thirds of our students at UH Maui College are part-time. Not all are degree seeking, however. It is not evident from our online records if they are degree seeking or not, as they do not have to declare a major nor do they need to indicate that they are seeking a degree when they register into a course.

The two credits for each piano class fulfill requirements for liberal arts and other majors. By passing the piano class, they are closer to getting their degree, if that is their intention. If they take and pass each piano class offered each semester, they can accrue up to 6 credits total. In other words, they can take up to 3 semesters of piano class.

By offering piano classes on days and at times favorable to part-time students, we are more likely to get part-timers to enroll. We have seen the popularity of Wednesday evening and Friday afternoons as being attractive to part-time students (last table below). In a poll of my part-time students, most said that they have other commitments, such as day-time full-time work and caring for their elderly parents. This is one reason why they prefer to come to campus once a week for a 2.5 hour period instead of twice a week for a shorter 1.25 hour period.

Because part-time students are not present on campus as often as full-time students, it's important that they make the best use of their time, such as getting access to electric pianos to practise in a conducive environment. My part-time students have said that even though they may have an instrument at home, it's not always the best environment. They prefer to practice at the college, currently possible only when another non-piano class is in session and the teacher does not object. The classroom with the pianos is heavily used for instruction.

In a survey of my 14 part-time piano students, I also learned that the piano class complements their course load to give variety and extra-musical benefits. The quotes below give a flavor of this sentiment:

- "Taking piano is fun. I'm learning how to play, read notes, learn theory, and play with other classmates. It's not like listening to a boring lecture. You get to do things."
- "It balances my course load - so it's not all lecture, homework, input - input."
- "Piano is therapeutic. I can relax and learn at the same time."
- "I enjoy it. I'm happy when I come to this class."

In discussing this question with my colleagues, one administrator pointed out that her son's confidence in other subjects grew when he became satisfied with his progress in piano playing. Thus, there's a ripple effect. A recent New York Times article cites well-known successful public figures who have been classically trained in music. There is also evidence that music training helps students with mathematics. The link between music and math has been shown in numerous studies. The benefits of music training extend beyond a direct effect on a particular subject, but also discipline, concentration, and other skills needed for students to accelerate to successful course and degree completion.
Data (number and percentage) of students who are classified (in a degree seeking major) in piano classes.

<table>
<thead>
<tr>
<th>Major</th>
<th>Part-time (as proportion of total registered) %</th>
<th>Part-time</th>
<th>Total Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>100%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Unclassified</td>
<td>50%</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Business Careers</td>
<td>25%</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>58%</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>54%</td>
<td>14</td>
<td>26</td>
</tr>
</tbody>
</table>

Evidence that at least 50% of students in piano classes are part time students.

Part-Time students in my 4 piano classes Fall 2013 at UH Maui College

<table>
<thead>
<tr>
<th>Class</th>
<th>Part timers</th>
<th>Total in class</th>
<th>Part Timers</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW 9 am</td>
<td>4</td>
<td>7</td>
<td>57.14%</td>
</tr>
<tr>
<td>MW 10:30 am</td>
<td>3</td>
<td>7</td>
<td>42.86%</td>
</tr>
<tr>
<td>Wed 6 pm</td>
<td>4</td>
<td>7</td>
<td>57.14%</td>
</tr>
<tr>
<td>Fri 1:30 pm</td>
<td>3</td>
<td>5</td>
<td>60.00%</td>
</tr>
</tbody>
</table>

References:


Concertblog – on cultural economics, music performance and education: [http://concertblog.wordpress.com](http://concertblog.wordpress.com)

Anne Ku website: [http://www.anneku.com](http://www.anneku.com)