

Bakersfield College

Program Review – Annual Update

MUSIC

Attachments (place a checkmark beside the forms listed below that are attached):

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|--|--|--|
| <input checked="" type="checkbox"/> Faculty Request Form | <input type="checkbox"/> Classified Request Form | <input checked="" type="checkbox"/> Budget Change Request Form |
| <input checked="" type="checkbox"/> ISIT Form | <input checked="" type="checkbox"/> M & O Form | <input checked="" type="checkbox"/> Best Practices Form (Required) |
| <input type="checkbox"/> Other: _____ | | |

I. Program Information:

Program Name: Music (a segment of the Performing Arts Department)

Program Type: Instructional Non-Instructional

Program Mission Statement: The Bakersfield College Music program is an essential part of BC's commitment to being a "comprehensive college." Its mission is to provide multi-cultural learning and performance opportunities necessary for the aesthetic, intellectual, emotional, and cultural well-being of the college and its community by offering a comprehensive lower division program in music which includes as educational experiences high quality performances.

Program Description: The Music program offers courses leading to an AA degree or transfer in Music which are also designed to match, as closely as possible, the lower-division requirements for this major typically established by public and private four-year degree granting institutions. Upon approval of the course outline for applied music (Fall, 2013), the Music program will submit a proposal to offer an AA-T in Music to the Chancellor's Office. Most of the courses in the Music program intended for major preparation have already received C-ID approval. In addition, the program offers coursework that satisfies BC General Education category C. A primary activity of the department is performing, as highlighted in the mission statement. The department produces music performances throughout the year both on and off-campus as the culminating activity of its performance courses in choral music, orchestra*, concert band, jazz band, and drumline. The Music program's "learning and performance opportunities" referred to in the mission statement have the potential to develop in students the ability to address the following institutional outcomes:

- Pursue knowledge and evaluate its consequences
- Think critically, abstractly, logically, and algorithmically to evaluate and solve problems
- Integrate new information to formulate principles and theories and display openness to different opinions
- Share the desire for intellectual creativity and acquisition of knowledge
- Demonstrate knowledge and abilities in a chosen area of study
- Demonstrate an understanding of resources and procedures of a field and the ability to use them
- Demonstrate ability to use current technology to acquire, organize, and analyze information appropriately
- Possess a core of knowledge and skills in a chosen field
- Appreciate their civic responsibilities
- Reflect upon the cultural and ethical dimensions of life
- Contribute to society as an actively engaged citizen

Additionally, the mission of the Music program supports the college mission in its emphasis on "excellent learning opportunities in...career...and transfer courses." Also, education in music develops self-confidence, teamwork, creativity, and critical thinking—all skills necessary "to thrive in a rapidly changing world." Further, the Music program touches on many of the values of Bakersfield College such as:

- Assisting students to achieve informed educational goals
- Meeting the highest standards of performance in everything we do
- Fostering a learning environment that respects and supports the diversity of people, ideas, learning styles and instructional methodologies
- Honoring the traditions and community involvement of Bakersfield College

In particular, the Music program addresses our values of “diversity of people, ideas, learning styles and instructional methodologies” and “honoring the traditions and community involvement of Bakersfield College” with our multi-cultural concert programming and the engagement of the community in our public performances.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

The Music program currently offers an AA degree. The AA-T degree in music is under development with a target implementation date of Fall, 2014.

II. Program Assessment:

- a. How did your outcomes assessment results inform your program planning?

We had a low percentage of students achieving the program outcome pertaining to “describing and/or producing elements of an art form (music)” in our capstone academic class, MUSC B4C. We believe this is attributable to the lack of an applied music component in our curriculum. Students are studying about music, but do not have coursework in applying that knowledge to their specific instrument or voice. We believe this disconnect is leading to lower success rates. To address this, we are adding the applied music component to the degree requirements as this course is also a required element of the AA-T in Music.

- b. How did your outcomes assessment results inform your resource requests this year?

We are requesting a budget increase to fund the applied music course.

- c. Note any significant changes in your program’s strengths since last year.

Our strengths remain constant:

- Diverse high quality public performances: Choir, Band, Jazz Ensemble, and Drumline
- Progress toward implementation of transfer degrees
- Good use of instructional technology
- SLO’s and PLO’s established
- Choir director Jennifer Garrett intends to continue Ron Kean’s practice of making an annual visit to each area high school to recruit singers, listening to each graduating senior regardless of their plans for college

- d. Note any significant changes in your program’s weaknesses since last year.

We are making headway in addressing our weaknesses as outlined in last year’s document, in some cases with requests in this year’s document. Here are the weaknesses we previously identified with a summary of our progress.

- Lack of fulltime faculty member responsible for instrumental music program
This remains a weakness, though we are requesting a position in this cycle (
- Need for fulltime theatre technical staff to support soon-to-be renovated facility
Addressed in the 2013-14 Theatre program review document with a position request
- Lack of commercial music component (music business course, recording and engineering courses)

Although this limitation remains a weakness, the SPArC will have a space designed for computer/music/keyboard instruction. Now is the time to begin addressing this issue. Our position request will be for a full-time instructor of both instrumental and commercial music.

- Lack of applied music course offerings
In progress—curriculum to be completed this fall
- Low graduation rate
Although our graduation rate is improving (from 0-2 per year up to 3-5 per year), it is still clearly not where we or the college would like it to be. We believe that the addition of applied music will allow us to make more significant progress on this indicator.
- Need to replace choir director pending potential retirement
Done! Dr. Jennifer Garrett has joined the faculty as of this summer. We look forward to her contributions to the program.

e. If applicable, describe any unplanned events that impacted your program.

The delay of the SPArC remodel has placed considerable stress on our program. We continue to be as cheerful and creative as possible as we make the best of the facilities we currently share with other programs (PE, Agriculture, etc.).

We are also navigating through changes to repeatability regulations. Students now cannot receive credit for more than four total semesters in an ensemble. Since many, if not most, students take more than two years to complete a degree or transfer, this means that students have to find other means of maintaining their performance skills up to the actual date of graduation or transfer. We are working with the Academic Senate and college administration on a practical approach to using audits for this purpose.

III. Technology and Facilities Analysis

- a. Has your program received new or repurposed technology in this cycle? NO
- i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?
 - ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?

We currently have a music computer lab housed in FA 73E with 8 stations of Apple computers and an assortment of music software. The computers in this space are more than 8 years old and can no longer be upgraded. Due to the budget picture at the time of the last program review, we did not request replacements in the last cycle, but will be requesting them this time. Also, we will be moving into the SPArC keyboard/computer lab next fall which is designed for 17 stations, so we are requesting new computers and software for this entire facility.

In addition, FA 60, one of the classrooms dedicated to music instruction (there are keyboards in the room and staff lines on the boards, making the room ill-suited to other instructional uses), needs to be outfitted with a ceiling-mounted projector, a sound and video system, and computer.

We will continue to assess both SLO's and PLO's and expect the above additions to help us improve our success rates in both.

iii. How might other areas use this technology?

As we begin to offer coursework in commercial music in an adequately-equipped lab (which will likely include content in media composition), it will become possible to foster collaborations with coursework in web-design, animation, or other media.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?

Our thanks to anyone responsible for the renovation of FA 30! This repair resulted in a much safer learning environment with more seating capacity. Although we cannot yet assess the positive impact of this improvement, we expect it to be significant.

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

IV. Trend Data Analysis:

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

- a. Changes in student demographics (gender, age and ethnicity)
- b. Changes in enrollment (headcount, sections, course enrollment and productivity)
- c. Success and retention for face-to-face, as well as online/distance courses
- d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)
- e. Other program-specific data (*please specify or attach*)

In 2012-13, trend data for Music was statistically unchanged from 2011-12. Productivity remains very high relative to the college average for face-to-face classes with a 22.8 FTES/FTEF ratio as compared to the campus average of 17.5. Degrees awarded were +3 above the previous year and -1 compared to the high mark set in 2009-10.

V. Progress on Program Goals:

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal 1: Replace retiring choir director

Progress on Goal:

Completed: Summer, 2013 (Date)

Revised: _____ (Date)

Comments on Goal 1: Thanks to all involved in this process! Dr. Garrett promises to be an outstanding addition to the BC family and to the music program in particular.

Previously Established Goal 2: See curriculum revisions through to approval and C-ID submission, including applied music course (new).

Progress on Goal: In progress. Portions completed. On-going

Completed: C-ID submission of existing updated curriculum 5/13 (Date) Revised: _____ (Date)

Comments on Goal 2: All Music coursework with a C-ID descriptor has been submitted to C-ID and all but one approved. Applied Music (MUSC B7) to be completed and submitted Fall, 2013.

Previously Established Goal 3: Establish AA-T in Music

Progress on Goal: In progress—on going

Completed: _____ (Date) Revised: _____ (Date)

Comments on Goal 2: All that remains to do is to complete/approve the Applied Music curriculum and submit. Will be done in time to implement for Fall, 2014.

VI. Curricular Review (Instructional Programs only):

- a. List each of the courses offered within the discipline's academic program in the first column, using one row per course. Place an X in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
<u>MUSC B2</u>				X		
<u>MUSC B4A</u>				X		
<u>MUSC B4B</u>				X		
<u>MUSC B4C</u>		X				
<u>MUSC B5A</u>		X				
<u>MUSC B5B</u>		X				

<u>MUSC B6A-D</u>		<u>X</u>				
<u>MUSC B9A</u>			<u>X</u>			
<u>MUSC B9B</u>			<u>X</u>			
<u>MUSC B10A</u>			<u>X</u>			
<u>MUSC B12A</u>			<u>X</u>			
<u>MUSC B13A</u>				<u>X</u>		
<u>MUSC B14A</u>			<u>X</u>			
<u>MUSC B15A</u>					<u>X</u>	
<u>MUSC B15B</u>					<u>X</u>	
<u>MUSC B15C</u>	<u>X</u>					
<u>MUSC B17A</u>			<u>X</u>			
<u>MUSC B18A</u>		<u>X</u>				
<u>MUSC B21A</u>					<u>X</u>	
<u>MUSC B21B</u>					<u>X</u>	
<u>MUSC B22</u>				<u>X</u>		
<u>MUSC B23</u>	<u>X</u>					
<u>MUSC B24</u>	<u>X</u>					
<u>MUSC B27</u>				<u>X</u>		
<u>MUSC B54A</u>			<u>X</u>			
<u>MUSC B230A</u>		<u>X</u>				
<u>MUSC B230B</u>		<u>X</u>				
<u>MUSC B230C</u>		<u>X</u>				

- b. List courses that are proposed for addition.

MUSC B7 Applied Music
MUSC B25 Guitar Ensemble
MUSC B28 Brass Ensemble

- c. List courses that are proposed for deletion.

MUSC B13d should have been deleted already, but is listed on the Curriculum Inventory dated 5/13.

- d. List any changes the program has made to online/hybrid/distance education courses.

NONE

- e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum \(AA-T or AS-T\)](#), if applicable.

Curricular Updates:

The Music AA-T based upon the approved TMC consists of four semesters of each of the following components: applied music, performance ensemble, music theory, ear-training/musicianship. The BC Music program offers all of these components except applied music (individual lessons). Therefore a new course must be created, proposed as MUSC B7 Applied Music (1 unit lab; repeatable to four total attempts). This course must be ready for board approval by the end of the fall 2013 semester. MUSC B2, B4A, B4B, B4C, B15A, B15B, B15C, B22 have already been submitted for C-ID approval (all approved with the exception of B15C in progress), a necessary step in AA-T submission and approval. Other additions under consideration in support of this initiative include MUSC B25 Guitar Ensemble and MUSC B28 Brass Ensemble.

Marketing Plan:

Using the list of self-declared music majors as well as the enrollments in other music classes to recruit internally from BC. We will also recruit from area high schools, private instructors, youth symphony, etc. through mailings and personal visits to groups and campuses. Auditions into the Applied program will be held in mid-spring (Mar-Apr) and again in early August. Each full-time faculty member and those adjunct faculty with an ensemble assignment will serve as "assigned mentors" for all students admitted to the applied music program. We will also maintain and /or develop clubs for music students, such as the already extant BC Composers' Club and Choir Club

There are already several funded scholarships for music to aid in recruiting, including the Buck Owens Scholarship (two \$1,000 awards per year). We will work with the Foundation to increase this type of funding. Scholarships will help us recruit students of greater skill (possibly luring them away from 4-year alternatives) further strengthening our program into the future.

Metrics:

Corrected table of degrees awarded 2008-2013 (see appended list)

Degree	2008	2009	2010	2011	2012	2013
Music AA	2	2	6	2	1	5

Anticipated AA and AA-T degree completion 2014-2018. Based upon current trends and planned Applied Music Student enrollments (see below)

Degree	2014	2015*	2016	2017	2018
Music AA	8	8	2	1	0
Music AA-T	0	0	10	12	15
Total	8	8	12	13	15

*Spring 2015 is the end of the first year of planned AA-T implementation.

Anticipated Applied Music Student Enrollment 2014-2019. Assumes slow first year with maximum annual addition of 30 new students and +/-10% semester attrition.

	2014	2015	2015	2016	2016	2017	2017	2018	2018	2019
Years in program	Fall	Spr								
1 st (freshmen)	20	22	30	27	30	27	30	27	30	27
2 nd (sophomores)	0	0	20	18	25	23	25	23	25	23
Total	20	22	50	45	55	50	55	50	55	50

Revenue generated by each applied student \$2175 based upon the following:

Minimum enrolled hours per student/semester 3.5 units lab+3 units lecture=243hrs=0.46FTE

0.46 X \$4700 = \$2175

Cost per applied student per semester \$450 based upon the following:

15 lessons per semester X \$30 = \$450. \$30 lesson rate based upon 0.033 XPAY (.5 hour)

This assumes no lessons provided by full time faculty as part of their regular duties.

VII. Conclusions and Findings:

Present any conclusions and findings about the program.

The Music program is vibrant, productive, and ready to move forward with the AA-T in Music. The inclusion of applied music in our curriculum will help us attract, retain, and prepare a more competitive group of students, leading to a much improved outlook for completions (degrees/transfers). We look forward to the completion of the SPArC, the new facilities for rehearsal and performance, the new facility for computer instruction in music, and an opportunity to grow into the jewel in BC's crown we have the potential to be.