

Bakersfield College

Comprehensive Program Review

Program Information:

Program Name: **Music** (a segment of the Performing Arts Department culminating in an ADT in Music or AA in Music [pre-2015 catalog rights])

Program Type: Instructional Student Affairs Administrative Service Other

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The Music program supports the college mission by providing “opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate ... degrees..., workplace skills, and preparation for transfer.” The program offers a wide array of music appreciation and music literature courses, such as history or appreciation of Western art music, appreciation of jazz, history of rock and roll, and a course about the music of world cultures, as well as genre specific performance ensembles. These courses address diversity directly, giving students an opportunity to explore many aspects of many cultural heritages. Also, the Music program is now in the third year (second and third cohort) of offering an Associate Degree for Transfer (ADT), which includes a college funded individual lesson component (called applied music) that allows the program to better serve economically disadvantaged students pursuing a degree in music. The applied music program is a prime example of a “rigorous and supportive learning environment [that] fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills.” Many Music program graduates and former students have completed bachelor degrees and beyond, a number of whom now teach the next generation of young musicians here in Bakersfield and Kern County, showing their ability to “engage productively in their communities and the world.”

The Music program also advances the vision of Bakersfield College by contributing “to the intellectual, cultural, and economic vitality of the community it serves.”

Further, the Music program touches on many of the core values of Bakersfield College such as:

- **Learning:** The Music program clearly “fosters curiosity, inquiry, critical thinking, and creativity within a safe and rigorous environment.” And no one that has been to one of our choir, band/orchestra, jazz ensemble, or marching arts performances could deny the ability of those events to give “voice and power to all people.”
- **Integrity:** The very nature of group performance, whether it be vocal or instrumental, “places the collective wellbeing and health about the self.” Students learn to be accountable, not just for their own good, but for the good of the group. Such an environment also inevitably “teaches us to trust each other’s vision” as the group strives to communicate collectively the artistic intent of the composer and themselves.
- **Wellness:** Making music is a natural and healthy expression of emotion, a far more constructive channel for pent up emotion than so many destructive alternatives, improving “all aspects of the individual and the society including the mind, body, and spirit.”

- **Diversity:** The Music program’s diverse array of music appreciation courses covering Western art music, jazz, rock and roll, and most especially world music provide the “multiple perspectives [that] lead to a better education and knowledge of the world.” Additionally, our multi-cultural concert programming allows for “listening and witnessing different experiences” in ways that can expand the community’s capacity to embrace diversity.
- **Community:** A musical ensemble is a community in and of itself. However, through these ensembles and their performances “we maintain strong ties with the surrounding community.”

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 wide variety of exceptional general education courses (Area C.1) and an Associate Degree for Transfer in Music, which includes as educational experiences high quality performances.

Instructional Programs only:

- List the degrees and Certificates of Achievement the program offers
 - Associate’s Degree for Transfer in Music
 - Certificate of Achievement in Commercial Music
- If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
 - Students with catalog rights dating back before 2015 remain eligible for the local Music AA degree.

Progress on Program Goals, Future Goals, and Action Plans:

- List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two goals, please duplicate this section.

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
1. Add fulltime tenure-track position in Jazz Studies	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>Summer 2017</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	The Performing Arts Department welcomed long-time adjunct faculty member and world-class jazz performer/composer Kris Tiner to a tenure-track position. Already enrollments in the jazz courses are up and plans for

			expanding the curriculum and concert offerings are in full “swing.”
<p>2. Continue the process of replacing broken, obsolete, and missing instructional equipment and instruments, including a music filing system for the instrumental music program.</p>	<p> <input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement </p>	<p> <input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date) </p>	<p>This goal is currently listed as ongoing, due to the fact that the music library system remains unaddressed. However, much improvement has occurred in the area of instruments and equipment. Thanks to funding from CTE sources and block grants from the office of instruction (Thanks Nan!), we have been able to install white boards in place of chalk boards in FA 60 and FA 65 (our primary lecture rooms) replace our obsolete practice room keyboards, add to and/or replace our collection of band and orchestra instruments, purchase additional equipment for the commercial music program, and upgrade instruments for the marching arts programs.</p>

B. List the program's goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College's strategic goals. Each program must include an action plan.

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
<p>1. Develop an additional Associates Degree program (either ADT or local degree depending upon curriculum needs) in Jazz Studies and Commercial Music.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p>1. Curriculum development to occur in Fall, 2017. 2. Program development to occur in Spring, 2018. 3. Initial new course offerings in Fall, 2018. 4. First cohort of graduates in Spring, 2020.</p>	<p>See action plan.</p>	<p>Kris Tiner, Josh Ottum, John Gerhold</p>
<p>2. Continue process of "institutionalizing" the Marching Arts program by addressing resource inequities. Currently, <u>students</u> fundraise for nearly all of the operational costs of the programs, as opposed to similar programs that have their basic needs met through GU001 funds. In addition, the Marching Arts programs have significant facilities needs that include sufficient appropriate rehearsal space and appropriate space for equipment storage.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p>	<p>1. Include basic needs resource request in 2017 program review document, including a budget for coaches (PEs), supplies, equipment, costumes/uniforms, and arrangements/show development. 2. Continue discussions with affected stakeholders-- Athletics, M&O, etc--to ensure that marching arts programs have adequate rehearsal and storage space.</p>	<p>Fall, 2017 and continuing.</p>	<p>Tim Heasley, John Gerhold, Emmanuel Mourtzanos</p>

The Music ADT program has, as one of its core courses, something called Applied Music (MUSC B7). This course is repeatable for credit up to 4 total enrollments. All students that have auditioned into Applied Music meet together as a group once per week to develop their ability to perform solo literature on their instrument (or voice), taking turns performing for one another and receiving faculty feedback as well. As a result, students joining the program any given semester become a cohort that will be together in most of their 24 units of music courses over the next 4 semesters. Each of these entering cohorts also interact weekly with the cohorts 1-3 semesters ahead of them in the program, learning what it is to be a music major and building a strong sense of community within the group. We use this venue to teach more than just how to play music. Students complete assignments in financial aid research, transfer planning, professionalism; and also witness performances by professional and soon-to-be professional musicians. Outside of this once per week experience, each student receives an individual lesson on their instrument or voice every week. The “final” for the course is both a public recital in the Indoor Theatre and a juried exam, in which each student performs before a group of faculty evaluators. Talk about intense! This is the single most life-changing course of study for our students.

Of course, not all disciplines would be able to emulate this activity. In order to use this model with other majors, a discipline would need to create a non-credit course (and therefore repeatable) that all of the students majoring in a discipline would be required to take. The course could be taught by multiple faculty within the discipline and focus on what it means to be a professional in that field.

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

3 Year Program Analysis:

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

1. Changes in student demographics (gender, age and ethnicity).

The demographics for the music program have changed very little over the last three years in general. An unusual characteristic of the music program is that its students are disproportionately male (55% male, 44% female in 2016-17) in comparison to the collegewide average (55% female, 44% male). This has remained true over the last three years, although in 2015-16 the number was nearly equal at 52% male and 48% female. The distribution of ethnicities of the students in the program almost exactly matches the collegewide distribution with only slightly different percentages of Hispanic/Latino (64% compared to 67% collegewide) and White (22% compared to 20% collegewide). The only demographic category showing a persistent change in a particular direction is the proportion of younger students (19 years and younger), which is steadily increasing over the last three years up to 49% in 2016-17 (compared to 36% collegewide). Overall the music program has maintained a population that is more than 90% under 29 years of age (compared to 81% collegewide).

Gender	Music										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	946	47%	1,017	46%	1,115	45%	1,327	48%	1,337	44%	17,704	54%
Male	1,077	53%	1,190	54%	1,387	55%	1,433	52%	1,671	55%	14,502	44%
Not Reported	4	0%	1	0%	1	0%	1	0%	44	1%	439	1%

Ethnicity	Music										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	145	7%	111	5%	114	5%	136	5%	159	5%	1,350	4%
American Indian	5	0%	12	1%	10	0%	6	0%	15	0%	126	0%
Asian/Filipino/Pac. Islander	88	4%	92	4%	101	4%	102	4%	133	4%	1,460	4%
Hispanic/ Latino	1,171	58%	1,374	62%	1,621	65%	1,777	64%	1,956	64%	22,004	67%
White	524	26%	515	23%	572	23%	642	23%	684	22%	6,452	20%
Two or More Races	87	4%	98	4%	84	3%	97	4%	104	3%	862	3%
Not Reported	7	0%	6	0%	1	0%	1	0%	1	0%	391	1%

Age	Music										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	915	45%	1,005	46%	1,171	47%	1,296	47%	1,500	49%	11,845	36%
20-29	906	45%	1,014	46%	1,098	44%	1,230	45%	1,312	43%	14,740	45%
30-39	121	6%	103	5%	122	5%	130	5%	134	4%	3,611	11%
40 & Older	85	4%	86	4%	112	4%	105	4%	106	3%	2,449	8%

2. Changes in enrollment (headcount, sections, course enrollment, and productivity).

Music program headcount has seen double digit increases in each of the last three years--13% increase in 2014-15 (2503), 10% increase in 2015-16 (2761), and 11% increase in 2016-17 (3052)--a total increase since 2013-14 (2208) of 38%! Students per section (38) is significantly above the collegewide average (30) in 2016-17. Productivity for the music program has remained above the collegewide average in each of the last three years, despite very large growth in FTEF (18.5 in 2014-15, 23.2 in 2015-16, and 26.6 in 2016-17). This indicates that the college is making a wise investment in the program by hiring additional faculty and opening additional sections, all resulting in the expected increases in enrollments.

Unduplicated Headcount ¹	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Bakersfield College	2,027	-3%	2,208	9%	2,503	13%	2,761	10%	3,052	11%

Subject Productivity (FTES/FTEF) ⁸	Subject				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	22.8	21.8	18.9	16.9	17.0
Productivity (FTES/FTEF)	22.8	21.8	18.9	16.9	17.0

Collegewide Productivity (FTES/FTEF) ⁸	Collegewide				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	17.5	17.1	16.8	16.8	16.9
Distance Ed	24.1	23.6	25.8	24.8	22.7
Productivity (FTES/FTEF)	17.9	17.5	17.3	17.4	17.4

3. Changes in achievement gap and disproportionate impact.

Change over time in this area is difficult to assess with the data provided by the KCCD for program review (only one year is reported on this document). However, the music program is under the collegewide average in success and retention for African American and American Indian students, but above the collegewide average in success and retention for all other disaggregated ethnicities.

Subject Overall Combined	Retention	Success
Music	87%	70%

Subject Gender	Retention	Success
Female	87%	71%
Male	87%	68%

Subject Age	Retention	Success
19 & Younger	89%	71%
20-29	86%	69%
30-39	81%	66%
40 & Older	80%	67%

Subject Ethnicity	Retention	Success
African American	75%	47%
American Indian	73%	61%
Asian/Filipino/Pac. Islander	93%	81%
Hispanic/ Latino	87%	68%
Two or More Races	86%	70%
White	89%	77%

Collegewide Overall Combined	Retention	Success
Bakersfield College	87%	69%

Collegewide Gender	Retention	Success
Female	86%	69%
Male	87%	69%

Collegewide Age	Retention	Success
19 & Younger	88%	66%
20-29	86%	69%
30-39	87%	76%
40 & Older	87%	77%

Collegewide Ethnicity	Retention	Success
African American	77%	52%
American Indian	85%	69%
Asian/Filipino/Pac. Islander	90%	77%
Hispanic/ Latino	86%	67%
Two or More Races	84%	67%
White	89%	76%

4. Success and retention for face-to-face as well as online/distance courses.

Success and retention rates for the music program have remained at or near the collegewide average over the last three years. The program does not currently offer any distance education courses, so all figures reported here are for face to face delivery.

Subject ⁹	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	84%	66%	87%	70%	87%	70%	89%	71%	88%	70%
Total	84%	66%	87%	70%	87%	70%	89%	71%	88%	70%

Collegewide ⁹	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	86%	69%	87%	70%	87%	70%	88%	71%	89%	72%
Distance Ed	76%	54%	77%	53%	79%	55%	80%	55%	84%	58%
Total	85%	68%	86%	69%	86%	69%	87%	69%	89%	71%

3. Any unplanned events that affected your program.

None noted.

4. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

After a high of 7 total degrees awarded in 2015-16, the total number of degrees awarded in 2016-17 fell to 5. However, ADTs awarded in 2016-17 increased 50% (from 2 to 3!). See attached summary of student progress since 2012.

5. Reflect on any changes you would like to see in your program in the next 3 years.

See "Program Goals above.

6. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Awards by Type & Program ¹⁰		2012-13	2013-14	2014-15	2015-16	2016-17	5-Year Total
AA	Music	3	5	5	5	2	20
	Award Type Total	3	5	5	5	2	20
AA-T	Music				2	3	5
	Award Type Total				2	3	5
Total Awards		3	5	5	7	5	25

Full Name of Degree or Certificate	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020
Associate of Arts in Music (local degree)	5	5	2	2	1	1
Associate of Arts Degree for Transfer in Music	0	2	3	7	10	12

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</p>	<input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	<p>In 2016-17, the music program was approved to hire a fulltime tenure-track position in Jazz Studies. The positive impact of hiring Kris Tiner was immediate. The enrollments in both the Jazz Ensemble and the Jazz Appreciation courses are at historically high levels. Additionally, this addition is allowing the program to create additional opportunities for students with strengths outside the classical music canon. This will likely help the program address current achievement gaps.</p>
<p>Professional Development: Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</p>	<input type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>The music program has prioritized attendance at the Music Association of Community Colleges (MACCC) conference. As a result, Josh Ottum has been appointed as an Executive Board member representing southern California colleges as the Commercial Music Representative. John Gerhold is also on the Executive Board as the Statewide Curriculum Representative.</p>

<p>Facilities: <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</i></p>	<input type="checkbox"/> 1: Space Allocation <input checked="" type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input checked="" type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>During summer of 2017, M&O assisted the commercial music program by demolishing a wall between PAC 114 and 115. This was to facilitate the installation of a soundproof recording booth in the space for use by the studying recording techniques as part of the COA in Commercial Music. This was a major identified need for that program in the last program review document and will benefit commercial music students immensely. The downside of the project is the loss of PAC 114 as a practice room and studio teaching space. We are looking at ways to share the recording studio for both purposes. M&O also has worked hard at upgrading the classrooms FA 60 and FA 65, both “priority” rooms for Performing Arts course scheduling. The renovations involved removing chalk boards and replacing them with dry erase boards. The chalkboards, sporting music staff lines, were original equipment in the rooms from construction in the 1960s. The lines had nearly been erased away. The new white boards are greatly improving the ability for students to see and write on staves during instruction. Also, white boards without lines have facilitated the installation of new computer projection equipment (see Technology below) which also helps faculty instruct students in these rooms.</p>
<p>Technology: <i>If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i></p>	<input checked="" type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>Media Services and Information Systems staff have worked cooperatively to install new computers and projectors in FA 65 (replacement equipment) and in FA 60 (new equipment). These classrooms are scheduled with classes from 8am to 9:10pm M-Th in many cases with courses that have 60 or more students per section. These improvements benefitted literally hundreds of students per semester.</p> <p>Media Services is also working currently to upgrade audio playback in PAC 2 Band Room and PAC 8 Choir Room. These are rehearsal spaces as well as lecture teaching spaces. In both settings for music curriculum, quality audio is an essential aspect to student success. For our ensembles, the speakers are often used to allow students hear recordings of their own performances in order to allow students to assess their own strengths and weaknesses, leading to improved learning and skill acquisition. Speakers also produce the sounds of music being studied by students in lecture courses in which the nature of the music <i>is</i> the topic under discussion. Obviously, high quality sound provides a richer experience for these students.</p>

Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<input checked="" type="checkbox"/> 1: Replacement <input checked="" type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	<p>The music program, using funding from a variety of sources such as block grants and CTE funds (for commercial music), acquired or replaced new band and orchestra instruments as well as marching arts ensemble instruments. The commercial music program acquired additional recording studio equipment and a modular recording booth for installation in the newly renovated PAC 114-115 space. Finally, block grants also paid for staff-lined white boards for FA 60 and FA 65 as referenced above under Facilities. All of these acquisitions will greatly improve instruction and student success by placing students in more optimal learning environments and giving them access to the appropriate tools with which to learn.</p>
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>	<p>See below. Additional budget detail in budget attachment.</p>	<p>With three Marching Arts ensembles serving over 200 participants year-round, there is a need for funding to support the essential functions of each course. To date, the Drumline and Drum & Bugle Corps have fundraised and spent over a million dollars to cover these basic expenses (equipment, supplies, professional expert "coaches") and to fund travel to competitions (vans/buses, airfare, fuel, food, lodging). Even partial funding would ensure the allocation generated by these ensembles was flowing back to support the students.</p>

	Fall Semester Renegade Band (B40) and Drumline (B18A)	Spring Semester Drumline (B18A)	Summer Semester Drum & Bugle Corps (B28)	Total
Staff	\$8,630	\$7,532	\$35,846	\$52,009
Design	\$1,000	\$10,450	\$17,000	\$28,450
Uniform/Costume	\$1,000	\$6,480	\$12,600	\$20,080
Equipment	\$960	\$0	\$6,880	\$7,840
Supplies	\$1,000	\$5,250	\$15,740	\$21,990
Travel		\$39,275	\$108,043	\$147,318

Food		\$1,500	\$46,420	\$47,920
Admin		\$1,800	\$1,875	\$3,675
Total	\$12,590	\$72,287	\$244,404	\$329,281

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your Comprehensive Review.

Since 2014, with the completed (and not-so-completed) renovations to the Simonsen Performing Arts Center (SPArC), the music programs have undergone tremendous growth that has been both euphoric and, at times, traumatic. The number of fulltime faculty has more than doubled from three positions to seven positions. The number of parttime faculty has increased even more, from seven individuals to, at last count, 26 people. FTEF also more than doubled from 12.2 in 2012-13 to 26.6 in 2016-17. That number will likely be near 30.0 for the current year, 2017-18. This growth has taken place in an environment of other rapid change—the move-in and fine tuning for instruction and performance of the SPArC in 2014; the transition from a local AA degree to the ADT in 2014-15; the inauguration of the Certificate of Achievement in Commercial Music in 2016, the separate focusses on Marching Arts ensembles (Drumline, Renegade Band, Drum and Bugle Corps) and Concert ensembles (Concert Band and Orchestra) each with fulltime faculty leadership in 2016; and now, in 2017, the beginning stages of a Jazz Studies program, aligned with the Commercial Music program, and resulting in a planned additional AA degree. Student enrollment increases have accompanied this growth and change, from census day enrollment of 2,895 in 2013-14 to 4,164 in 2016-17 (numbers for fall 2017 unavailable at this writing) representing an increase of 43.8%! Roughly 15 of every 100 students attending Bakersfield College are enrolled in a music class. In 2016-17, 237 students identified themselves as music majors. As impressive as all of this growth is, it is all the more impressive given the ever-improving high quality of instruction and public performances the program provides its students and the community. Our concerts function as mid-term and final exams for our students (How many other disciplines would invite the public to enjoy the success or failure of its students at a final exam?). And yet, through it all, our faculty remain engaged in campus committees and discourse; sought after and recognized as experts at the local, state, national, and even international level (you go, Kris Tiner!); and available and caring for the students under our tutelage.

Our most pressing current need is to find ways to support all of this growth and excellence into the future. Our Marching Arts programs in particular, which include our Fall Drumline and Renegade Band supporting the football program and performing for the community; our Indoor Drumline, which regularly competes at the World Championships in Dayton, Ohio; and our Golden Empire Drum and Bugle Corps (a spring and

summer activity) are very expensive to run, due to travel costs related to competition, labor costs for coaches for each section, instruments (equipment), and uniforms/costumes. All of the costs for these programs are borne by the students through fundraising activities, despite the fact that these courses generate significant FTES. These programs were founded on this self-funded model and operated in this manner for multiple years, but when the programs were “brought into the fold” of the music program with the fulltime hire of director Tim Heasley in 2015, a budget to support the programs was not established through the GU001 budget process. This is an inequity that must be addressed. We, the college community, wouldn’t expect all of the members of the each of our competitive sports teams to fundraise for all of their program expenses, such as uniforms, pads, coaches, balls, and travel. We expect some minimum level of support from the college and district for all of those items in order for our teams to be competitive and for their educational experience to be meaningful. This must become true for our Marching Arts programs also.

The next three years will hopefully solidify and also justify the college’s investment in the music program and, with a truly institutional commitment to all of our performing ensembles, including Marching Arts, will bring continued growth and impressive improvement. We are likely witnessing the beginning of a “golden age” for music programs at Bakersfield College. Let’s keep it going and, by all means, join us at our exams—I mean concerts!