

# Bakersfield College 2018-2019

## Program Review – Annual Update

Program Name: Music

**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 fourth year (second, third, and fourth 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.”

**Instructional Programs only:**

- A. List the degrees and Certificates of Achievement the program offers:
- Associate of Arts in Music for Transfer
  - Certificate of Achievement in Commercial Music
- B. 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.
- N/A
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
- We do not currently offer a local degree, but we have considered developing a local degree in order to add requirements that would enhance student success at transfer institutions, specifically keyboard courses and music history courses, which cannot be added to the ADT due to the unit cap of 60 total units for the degree. Such a degree was listed as a “future goal” in our 2017 Comprehensive Review.

**Program Goals:**

- A. 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 (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

**1. Program Goal:**

Current Goals	Which institutional goals from the Bakersfield College Strategic Plan 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 additional Associates Degree programs (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: Leadership and Engagement</p>	<p>1. Curriculum development to occur in Fall, 2017. <b>[Done]</b>                  2. Program development to occur in Spring, 2018. <b>[In progress]</b>                  3. Initial new course offerings in Fall, 2018. <b>[Done]</b>                  4. Explore ADT template in Commercial Music to be presented at the MACCC Conference in November, 2018. <b>[In progress]</b>                  5. First cohort of graduates in Spring, 2020. <b>[In progress]</b>—jazz musicians are currently pursuing the existing ADT in</p>	<p>See action plan.</p>	<p>Kris Tiner, Josh Ottum, John Gerhold</p>

		Music but studying jazz literature. Commercial Music students currently complete a COA]		
<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>3. Continue the process of replacing broken, obsolete, and missing instructional equipment and instruments, including a music filing system for the instrumental music program and a concert grand piano for the Indoor Theatre stage area.</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: Leadership and Engagement</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 type="checkbox"/> 4: 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. <b>[Done]</b></p> <p>2. Continue discussions with affected stakeholders-- Athletics, M&amp;O, etc--to ensure that marching arts programs have adequate rehearsal and storage space. <b>[In progress]</b></p> <p>3. Continue advocating for college support through block grants for expenses listed above. <b>[In progress]</b></p> <p>This goal is currently listed as ongoing, due to the fact that the music library system remains unaddressed. <b>However, much improvement</b> has occurred in the area of instruments and equipment. Thanks to funding from CTE sources and block grants from the office of instruction (Thanks Liz!), 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</p>	<p>Fall, 2017 and continuing.</p>	<p>Tim Heasley, John Gerhold, Emmanuel Mourtzanos</p>

our collection of band and orchestra instruments, purchase additional equipment for the commercial music program, and upgrade instruments for the marching arts programs.

Moving forward our greatest needs in this area include a concert grand piano that will remain permanently in the Indoor Theatre stage area (upstairs) so that the pianos in the rehearsal rooms downstairs (valued at approximately \$150,000) will not be subject to the damage and wear/tear of relocation for each performance. Also we require a concert grand marimba for use by our percussion majors.

B. List new or revised goals (if applicable)

**Program Goal:**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

**Progress on goal achievement:**

**Status Update – Action Plan and link to Resource Requests:**

Future Goals	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
<p>1. Maximize instructional space by identifying and/or acquiring additional storage space for instruments and equipment—including instrument lockers for student use in the downstairs PAC hallway or stairwells AND storage space for large instruments and equipment such as choral risers, acoustic shell units, and large percussion.</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 type="checkbox"/> 4: Leadership and Engagement</p>	<p>1. Request funding for instrument lockers and climate-safe portable storage units in Program Review document (Fall, 2018).  2. Identify appropriate sites within or near PAC for storage units to be rented, bought, or built [BC construction program?] (Fall, 2018).  3. Order appropriate instrument lockers with block grant funding if awarded (Spring, 2019).  4. Install all of the above in and around the PAC (Summer, 2019).</p>	<p>See action plan.</p>	<p>John Gerhold, Fulltime Music Faculty, M&amp;O staff/leadership</p>

<p>2. Address community needs for Area C1 general education classes to be offered at sites other than the Panorama Campus (SW, Inmate Scholars, etc) by adding another fulltime faculty position specializing in such courses (Music Appreciation, Music Fundamentals, History of Rock and Roll, etc).</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 type="checkbox"/> 4: Leadership and Engagement </p>	<p><b>Background:</b> Currently all fulltime music faculty are carrying significant overloads AND we have the service of a one-year, temporary fulltime instructor through Spring, 2019 (although the personnel has changed, the department has had someone serving the temporary fulltime role for two years now). Even so, we cannot meet the demand for classes on the Panorama Campus, much less offer instruction at other sites. These courses require a Master’s degree in Music which is not offered at CSUB. Therefore, the adjunct “pool” is extremely shallow. Further, the need for these courses is during high-demand morning and early afternoon weekday timeblocks, meaning qualified adjuncts with a regular fulltime job cannot fulfill the need.</p> <ol style="list-style-type: none"> <li>1. Request new position (Fall, 2018).</li> <li>2. If approved, advertise and hire (Spring, 2019).</li> <li>3. New instructor begins work (Fall, 2019).</li> </ol>	<p>See action plan.</p>	<p>John Gerhold, Manny Mourtzanos, Tenured Music Faculty</p>
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**Program Analysis:**

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

Headcount for students in music courses dropped (-3%) in 2017-18 for the first time in the last 5 years after 4 consecutive years of double-digit growth.

Unduplicated Headcount <sup>1</sup>	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% Change								
Bakersfield College	2,208	9%	2,503	13%	2,761	10%	3,052	11%	2,969	-3%

Census date enrollment showed a similar dip in the same period after previous consistent growth.

Census Day Enrollment <sup>4</sup>	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	2,895	3,327	3,820	4,163	4,115
<b>Total</b>	<b>2,895</b>	<b>3,327</b>	<b>3,820</b>	<b>4,163</b>	<b>4,115</b>

Although the subject data sheet provided by the district doesn't show it, I know by tracking enrollments in my role as department chair that our general education courses have remained steadily popular (full). The reduced demand is associated primarily with our performance courses (1 unit labs). The department faculty has discussed this issue at department meetings and is of the opinion that this reduced demand is an unintended consequence of Pathways advising.

The institution of Pathways at BC has been a blessing and a curse for the Music program. On the "blessing" side, music major students are much more likely to be taking their major required courses in the proper sequence, finding out about and participating in auditions, and generally having a better grasp of what is expected of them both at BC and upon transfer. Last year was the largest ever single year group of graduates, nearly half of the five-year total.

Awards by Type & Program <sup>10</sup>		2013-14	2014-15	2015-16	2016-17	2017-18	5-Year Total
AA	Music	5	5	5	2		17
	<b>Award Type Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>2</b>		<b>17</b>
AA-T	Music			2	3	9	14
	<b>Award Type Total</b>			<b>2</b>	<b>3</b>	<b>9</b>	<b>14</b>
Cert	Commercial Music					6	6
	<b>Award Type Total</b>					<b>6</b>	<b>6</b>
<b>Total Awards</b>		<b>5</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>15</b>	<b>37</b>

However, all of the performance courses—**choir, marching band, concert band, orchestra, jazz ensemble, piano classes, guitar classes, voice classes**—depend heavily upon participation by non-major students, and these non-major students are being actively discouraged (this statement is based upon actual student feedback) from taking these performance courses—even though each course consists of only 1 unit and students who participate in such courses form a connection to the college that arguably could not be made any other way (can you say "persistence?"). The participation of non-major

students in performance courses increases the quality of our concerts, which are attended by many community members, and also increases the quality of the learning environment for the students that *are* majoring in music. Department faculty are very interested in conveying this message to students and to our faculty and staff advisor colleagues so that we can *encourage* deeper engagement with the college by encouraging student participation in these beneficial programs.

2. How does your trend data (or other data your area collects) impact your decision making process for your program?

Previous consistent growth has resulted in increased sections, increased numbers of faculty (both adjunct and fulltime temporary at present), and pressure on facilities (the PAC is getting packed!).

3. Evidence of Department Dialog of data

See attached email exchanges regarding concerns over students being advised against participating in choir.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

No. These numbers have remained virtually unchanged for several years. The Music program serves a disproportionately male and young student population as compared with the campus at large. Student retention and success almost exactly mirrors the campus data.

Subject Overall Combined	Retention	Success
Music	88%	71%

Collegewide Overall Combined	Retention	Success
Bakersfield College	88%	70%

Subject Gender	Retention	Success
Female	89%	73%
Male	88%	70%

Collegewide Gender	Retention	Success
Female	87%	70%
Male	88%	70%

Subject Age	Retention	Success
19 & Younger	90%	71%
20-29	88%	71%
30-39	83%	66%
40 & Older	81%	68%

Collegewide Age	Retention	Success
19 & Younger	88%	67%
20-29	87%	70%
30-39	88%	77%
40 & Older	88%	78%

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

There were no on-line offerings in the last 5 years. However, one section of on-line MUSC B27 History of Rock and Roll is being offered this fall. This will help establish base-line data for comparison.

6. Equity gaps

- o Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

Program data for retention and success by ethnicity is very close to the campus-wide average. Like the college-at-large, the program is struggling to achieve equitable success for African-American students, although moving in a positive direction--2016-17 success was 47%, while 2017-18 is at 50% with comparable improvement in retention. We hope that our new initiatives in non-exclusively European music (jazz and commercial music) will lead to improvements in participation levels and success for these students and others. In contrast, nearly all other disaggregated ethnicities retain and succeed better in the music program than the campus average.

Subject Ethnicity	Retention	Success
African American	78%	50%
American Indian	82%	72%
Asian/Filipino/Pac. Islander	94%	83%
Hispanic/ Latino	88%	69%
Two or More Races	86%	68%
White	90%	78%

Collegewide Ethnicity	Retention	Success
African American	79%	55%
American Indian	87%	72%
Asian/Filipino/Pac. Islander	91%	78%
Hispanic/ Latino	87%	68%
Two or More Races	85%	68%
White	89%	77%

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

**Jennifer Garrett, DMA**

Combined Choirs:

Performed with the Bakersfield Symphony Orchestra on their "Home for the Holidays" Concert in December 2017.

College Choir:

Premiered "Wondrous Love" by Dr. Ron Kean on the Spring Concert in April 2018

### Chamber Singers:

- One of only 9 performing ensembles to be selected to perform at California All State Music Educators Conference (CASMEC) in San Jose in February 2018.
- Collaborate with local celebrities, Monty Byrom and Lydia Ranger in the Bakersfield Music Hall of Fame for concerts that raised over \$20,000 in March 2018
- Raised over \$120,000 for the Australia Tour
- Toured Australia (Cairns and Sydney) July 8-18, 2018
  - Performed in exchange concerts with 2 local Australian choirs
  - Performed in the Australia Museum
  - Performed on Australia Broadcast Corporation (ABC) Radio in Cairns and for millions of people on the ABC Radio in Sydney behind Grammy-Award Winning Conductor and Composer Craig Hella Johnson
  - Worked closely with American composer Jake Runestad in Australia
  - Premiered Jake Runestad's "Secret of the Sea", an original composition written for the combined choir in the Sydney Opera House
  - International premier of "Swing Low, Sweet Chariot/Follow the River" by Dr. Ron Kean
  - Performed "Leonardo Dreams of His Flying Machine" by Eric Whitacre in the Sydney Opera House
  - Performed with a choir of 300 people from around the world under the direction of Grammy-award winning conductor and composer, Craig Hella Johnson in the Sydney Opera House

### Recognitions:

- Kern County Music Educators Association (KCMEA) Choral Educator of the Year of 2018
- Awarded the Samuel W. McCall Outstanding Professor of the Year (including 2018 Commencement speech)
- Appointed to serve as the Northern Choral Representative for the Music Association of California Community Colleges (MACCC) in 2018

### Adjudications:

- Utah Music Educators Association 3-day Festival in May 2018
- Bakersfield City School District Middle School Choral Festival in March 2018
- Head clinician for the Bakersfield City School District Choral Sharing Festival in October 2018

## **Tim Heasley**

### BC Drumline

1st Place Annual Bakersfield Black American History Parade

Pep & Pageantry Arts Association of Central California (PPAACC) Percussion Champions (Bakersfield, CA) - Championship PIO drum line locally

Winter Guard International (WGI) West Power Regional Percussion Independent Open Champions (San Bernardino, CA) - Championship PIO drum line in the western states

WGI World Championships Finalist (Dayton, OH) - 6th place PIO drum line in the nation

### Golden Empire Drum & Bugle Corps

Drum Corps International (DCI) Open Class World Championships Finalist (Michigan City, IN) - 11th place OC drum corps in the nation

DCI World Championship Prelims (Indianapolis, IN) - 35th place overall

Jim Jones Award - The Jim Jones Leadership Award, named for the founder and director of the Troopers, is given each year to one World and one Open Class drum major for a combination of leadership qualities and conducting skills. The winners are chosen by a committee of DCI Hall of Fame members, following an in-depth interview and evaluation process.

2018's honors were presented Friday and Saturday night at the DCI World Championships in Indianapolis to The Cadets' Claire Albrecht and Golden Empire's Aaron Aragon.

## **Josh Ottum, PhD**

### Publications:

"Between Two Worlds: Amercian New Age Music and Environmental Imaginaries" MUSICultures (peer-reviewed journal) - publication arrives in Spring 2019.

"Compost Listening: Vaporwave and the Dissection of Record Production" Producing Music: Perspectives on Music Production (Routledge) - arrives Spring 2019

### Grants:

Levan Summer Research Grant \$2000

Kern Arts Council (Panorama Creative Music Summit) \$1200

NEH Grant \$100,000

### Events:

Re-recording of BC Fight Song

Panorama Creative Music Summit

Recognition:

Kern County Music Educators Association - 2018 College/University Educator of the Year

Appointed to serve as Southern Commercial Representative for the Music Association of California Community Colleges (MACCCC).

**Ron Kean, DMA**

Commissions:

- Bakersfield College Choirs - an arrangement of “The Star Spangled Banner” which will premiere on Oct. 26 as the concluding piece of the Chamber Singers in their Fall program at Bakersfield College.
- Cuesta College North County Choir - “Normandy,” with poetry by Cyril Crane, an English D-Day survivor of Juno Beach who wrote this moving poem about his experience of D-Day for the 75th anniversary of D-Day, June 6, 2019. I will conduct the premiere at the American Cemetery in Normandy, France.

Significant performances:

- “The Journey of Harriet Tubman,” commissioned by the Bakersfield College Choir, will have 6 performances this year by professional and university choirs, including a performance at Walt Disney Hall in Los Angeles in August, 2019.
- My arrangement of “Swing Low, Sweet Chariot,” commissioned by the Bakersfield College Choirs, was performed throughout Australia by the Bakersfield College Chamber Singers.

Adjudications:

- USC
- La Canada High School
- Las Vegas (four days judging 60 choirs)

**Kris Tiner**

Publications:

“Expanding the Ideal: Systemic Music as a Dialogue of Becoming,” in *The Aesthetics of Imperfection: Improvisation and Other Imperfect Arts*, ed. A. Hamilton and L. Pearson, Bloomsbury Press (2019).

Presentation:

Philosophy of Improvisation Workshop, presented by Gateshead Jazz Festival and Durham University, Durham, England (2016).

Recent Recordings:

Tin/Bag – Evening Hawks (2019 Big Ego Records)

Nico Collins & The Soul Chance - You'll See Me/Alone Today (2018 Funk Night Records)

Dana T - Harsh Forever (2018 Telsrow Records)

Honeybrandy – Deaf Sharp (2017 Harding Street Assembly Lab)

Psychic Temple – IV (2017 Joyful Noise Recordings)

Nathan Hubbard Skeleton Key Orchestra – Furiously Dreaming (2016 Orenda Records)

Psychic Temple – III (2016 Asthmatic Kitty Records)

Psychic Temple – Plays Music for Airports (2016 Joyful Noise Recordings)

Cathlene Pineda – Passing: A California Suite (2016 Orenda Records)

Tin/Bag – The Stars Would Be Different (2015 Epigraph Records)

Grants/Awards:

Arts in the Community Grant from the Arts Council of Kern (2018)

Norman Levan Center Faculty Summer Scholarship Grant, Bakersfield College (2017)

Jazz Educator of the Year, Kern County Music Educators' Association / KCMEA (2017)

ASCAP Plus Award for Writers (2005-2017)

Events:

Tin/Bag Midwest USA Tour – July, 2018

2nd Annual Panorama Creative Music Summit at Bakersfield College – September 21-22, 2018

Adjudicator, Reno Jazz Festival at the University of Nevada, Reno – April 27-28, 2018

Wadada Leo Smith's Rosa Parks Oratorio, Angel City Jazz Festival, REDCAT Theater, Los Angeles – October, 2018

## **John Gerhold, DMA**

### Publication:

Gerhold, John. *A Plain English Guide to Music Fundamentals: An Outcome Based Approach, 4th ed.* (with accompanying website designed and managed by Great River Learning). Kendall Hunt, 2018.

### Presentation:

Music ADT 2.0 (with Peter Knapp, LBCC). MACCC Conference. November, 2017. San Francisco, CA.

### Recognitions:

Elected to 7th (and final) term as Performing Arts department chair. November, 2017

First person ever to be elected to second 6-year term as President of the Music Association of California Community Colleges (MACCC) in its 62-year history (first term 2004-2010).

8. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

John Gerhold and Jennifer Garrett have attended planning meetings for Guided Pathways and participated in the “Finish in 4” process with CSUB. The music 4-year plan is one of the most seamless in the system.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

The Music program is participating in dual enrollment with high school faculty member Rene Gutierrez in Delano, offering both MUSC B22 Music Appreciation (general education Area C1) and MUSC B31 Commercial Music Composition (Certificate of Achievement in Commercial Music component).

### **Analysis of Received Resources from Previous Cycle**

**Discuss the type of resources you received and their Impact on program effectiveness?**

**Facilities: N/A**

*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.*

1: Space Allocation

2: Renovation

3: Furniture

4: Other

5: Beyond Routine Maintenance

**Technology: N/A**

*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?*

1: Replacement Technology

2: New Technology

3: Software

4: Other \_\_\_\_\_

**Other Equipment**

*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.*

The Music program received block grant funding for additional instruments, new choral risers, and marching arts uniforms through an instructional block grant. These enhancements have resulted in a safer (and, let's face it, more attractive) performing environment for the choir and better access to necessary instruments for music majors, leading to greater student success. The block grant decision, however, came so close to the end of the year and the spending cut-off dates that the uniform purchase could not be completed within the time available.

## **Conclusion:**

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 annual program review.

The Music program (within the Performing Arts department) has gone through a 5-year period of tremendous growth. During that time we have moved into a greatly enhanced, renovated space (the SPArC!); transitioned from a local AA degree to an ADT; added the applied music component; added the commercial music component and its COA; increased the fulltime faculty number from 3 to 8 (one of which is temporary this year); increased the number of degrees and certificates awarded per year from 3 to 15 (500%!); re-established an annual collaboration with the Theatre program in the form of the summer musical; sent our choir to Rome to sing in the Vatican and to Sydney to sing in the Opera House; sent our Drumline *and* our Drum and Bugle Corps to World Championships in their respective organizations; and served the college as an ambassador to the public with our concerts, competitions, and performances. As you can see from the above discussion of recent achievements by the ensembles and faculty, our program is dynamic and engaged in the college, state, nation, and beyond.

All of this growth has come at some cost. We have run out of space. We have more events, rehearsals, recitals, concerts, than our beloved SPArC can easily accommodate. We have more students, instruments, music, and equipment than we have storage space. We have the desire to continue growing, to better serve populations in areas other than the main campus (Delano, Dual Enrollment, Inmate Education, SW, etc), but cannot do so without additional faculty. On the other hand, we experienced, for the first time in 5-years, an enrollment contraction that we believe is directly related to students being advised against taking music courses. Selfish desire for more students aside, we believe that participation with performing music in the choir, band, jazz ensemble, orchestra, marching groups or individually with piano, guitar, or singing benefits students greatly and helps to bind students to the college and fellow classmates. That benefit is so meaningful that we are advocating for the college to take a more flexible approach to Guided Pathways and to institutionalize regular *encouragement* for students to participate in these music classes (each only 1 unit per semester), regardless of their major. Let's make STEM into STEAM (add the A for Arts), and counsel all students to engage with the college by participating in BC's music performing courses.