



Date: February 21, 2020

To: John Stalvey, Interim Provost

From: John Petraitis, Interim Dean, College of Arts and Sciences

Cc: Mari Hahn, Professor
Grant Cochran, Professor; Chair, Department of Music

Re: AY20 Expedited Program Review Findings

Program/s in this review: Music BA

Specialized accrediting agency (if applicable): National Association of Schools of Music (NASM)

Campuses where the program is delivered: Anchorage

Members of the program review committee:

Mari Hahn, Professor
Grant Cochran, Professor and Department Chair

Centrality of Program Mission and Supporting Role

UAA's mission is to discover and disseminate knowledge through teaching, research, engagement and creative expression. UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. It is also committed to instruction at multiple academic levels, success of all students regardless of their higher education goals, and service to the diverse peoples and communities of the state. UAA's core themes are (1) Teaching and Learning, (2) Research, Scholarship and Creative Activity, (3) Student Success, (4) UAA Community, and (5) Public Square. UAA values international and intercultural education, diversity of experiences and perspectives, and the diversity of our unique location in Southcentral Alaska that comes from the Alaska Native peoples of this area.

The College of Arts and Sciences contributes to UAA's mission with a suite of programs that provide, among other things,

1. general education courses for undergraduates in CAS and other Colleges,
2. opportunities for undergraduates to pursue majors in the humanities, social sciences, natural sciences, and the arts, and

3. opportunities for faculty and students to pursue research and creative activities in CAS's academic disciplines,
4. graduate programs for advanced studies.

Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's missions with only 75% of the funds it had in 2018-2019. CAS's shrinking budget is especially challenging for programs that rely on state financial appropriations through CAS because the programs have a gap between (a) the total costs of everything the program does and needs, and (b) the tuition CAS receives to cover those costs. This describes most programs in CAS: most rely on state appropriations and CAS has 30% less than it had two years ago.

The Music Department contributes to CAS's and UAA's mission by providing four courses as general education options for all undergraduates. The BA in Music then gives a wide range of students the opportunity to study music, doing so with fewer studio-based lessons and fewer required credits than students in the Bachelors of Music (BM) program. Although the path from a BA in Music to becoming a K12 music teacher is not smooth, students with a BA in Music can become professional musicians.

Program Demand (including service to other programs), Efficiency, and Productivity

One indicator of demand is the number of incoming students who select Music as their initial major. Combining those seeking the Music BA with the Music BM, about 13 incoming students per year pick one of these options, a number that is slightly above the median (10) for CAS's undergraduate programs. Another indicator of demand is the number of majors. Institutional Research data shows that 22-28 students were Music BA majors each between 2013 and 2018, however, the number dropped sharply in 2019 to only 15 students.

Unfortunately, it is impossible to assess efficiency of the Music BA by itself because most of the courses taken by BA students overlap with courses taken by BM students. But, when all Music courses are looked at together, CAS received enough tuition to cover 99% of the instructional costs of Music course in 2019, an improvement over recent years that came about when faculty worked hard to significantly reduce their instructional costs without significantly decreasing their enrollments. That said, when all costs are considered for everything Music faculty do (teaching, research/creative activity, and service), the full costs of the Music Department are not covered by the tuition revenues, therefore, requiring state appropriations through CAS to fill the gap.

As to productivity, the BA in Music shows very low productivity in terms of graduates, producing no more than 4 students in any year since 2013.

Program Quality, Improvement and Student Success

There is little doubt that the program quality is strong. The faculty are all highly-skilled professional musicians, and students get broad exposure to this academic field. Additionally, the BA becomes an attractive option for students who are not accepted into the more-selective BM degree.

Program Duplication / Distinctiveness

Like UAA, UAF also offers a BA (and BM) in Music. Combined, the programs award about 4 BA's per year with roughly equal numbers coming from UAA and UAF. Given the importance of face-to-face instruction, however, there is some merit in having two programs. To the faculty's credit, they did point out that there is opportunity to collaborate on sharing some online classes where appropriate. This collaboration might be more feasible with UAA and UAF's BA degrees than their BM degrees.

Commendations and Recommendations

Faculty are commended for individualized and group work with a range of students. Faculty are also commended for hard work to significantly decrease their costs with modest impact on students. The

faculty also should be commended for the hard work they put into their expedited program review submission.

Decision

Continued review.

Given CAS's budget challenges, the program should focus on three things. First, it should continue to narrow the gap between the program's overall costs (not just instructional costs) and its revenue while aiming to minimize, where possible, the impact on students. Second (and perhaps related to the first task), it should focus on more collaboration with UAF's BA program in Music. More course sharing might be possible. Third, the program should also conduct an objective cost-benefit analysis of having accreditation with NASM. Although such accreditation is a point of pride, it is not required. As such the faculty should fairly address the following questions:

1. What are the various costs and obligations that come from NASM accreditation?
 - a. How does that accreditation impact what the Music Department must do in terms of courses, faculty hiring, facilities, equipment, etc.?
 - b. How does it impact the duties faculty and staff must do to apply and retain accreditation?
2. What are the various benefits of having NASM accreditation?
 - a. Among UAA's peer institutions with NASM accreditation, what benefits do those institutions and its graduates gain?
 - b. In what ways are non-accredited institutions no different than NASM-accredited ones?

The program should report on its progress by Spring 2022.