

Submission date: 02/11/2019

Program/s in this review: Bachelor of Music

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 (Principal Author). Professor of Music. Anchorage
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**1. Centrality of Program Mission and Supporting Role (700 words or less)**

Relevancy

The Bachelor of Music degree (BM) offers comprehensive programs in three tracks: Performance, Education, and Jazz. The BM Education prepares students for certification as public-school teachers while the Performance and Jazz emphases provide professional-level training. As the largest city in the state, Anchorage offers an exceptional wealth of performing and teaching opportunities, and the UAA Department of Music (The Department) and the broader Anchorage music community are deeply interwoven. The BM Education was lauded by the 2016 Prioritization report as having “very high-quality inputs,” and “excellent outcomes by both students and faculty.” All tracks of the BM continue to have excellent alignment with the UAA Mission, especially in community engagement and outreach.

Internal Support

Music Appreciation (MUSA121) is one of UAA’s most popular GER courses with two or three sections of 100 caps every semester. History of Jazz (MUSA224) also attracts 40 non-music majors per semester and is required for the BM Jazz. Music history classes (MUSA221, 222) are required for the BM, but also serve as GER’s for students with some prior knowledge of music. The Alaska Native and World Indigenous Music GER’s fulfill the Fine Arts requirements for BM students and offer non-music majors exposure to other cultures. BM voice and instrumental majors have supported Department of Theater and Dance productions. Student ensembles perform at Convocation and Graduation

Partnerships

- Anchorage Opera: Opera Ensemble tours shows as part of the AO2GO outreach program
- Sitka Chamber Festival: masterclasses and performances
- Anchorage Classical Guitar Society and Anchorage Parks and Recreations: masterclasses, teaching, and performances
- National Association of Teachers of Singing: competitions, masterclasses
- United States 9th Army Band: collaborative performances
- CEL and the Anchorage Museum: new course taught by music faculty

Performance and internship experiences:

- Orchestral: Anchorage Symphony, Anchorage Bowl Chamber Orchestra, Anchorage Civic Orchestra, Anchorage Youth Symphony
- Vocalists and instrumentalists: Anchorage Opera, Anchorage Concert Chorus, Alaska Chamber Singers, Anchorage Concert Association, Enchanted Alaska
- Jazz: Power of Ten, Anchorage Jazz Ensemble, Spenard Festival, Alaska Jazz Workshop

- Teaching: Alaska Fine Arts Academy, Anchorage Music and Dance, Muse School of Music, Alaska School of Music.

#### Workforce Development

Graduates regularly win ASD positions through national searches. Since 2013, 31 alumni have been teaching in ASD, and at least 12 in private schools and other districts. One of UAA's 2020 goals was to graduate more students to fill Alaska high-demand jobs. These numbers reflect the significant role that the Department plays in filling those positions. Regardless of programmatic realignment at the state level, there will always be a need for a music education program for students who need or elect to remain in Anchorage for a university education.

The high demand for private lessons in Anchorage is largely met by BM students and alumni. Many have established private studios, working with vendors such as Individuals with Disabilities Education Act, Family Partnership Charter School and Frontier.

The Anchorage community provides an exceptional wealth of opportunities for students wishing to pursue a performance or administrative career. Notably, there are currently 11 UAA students and grads with full-time positions in the Anchorage Symphony.

#### Extramural support and funding

The Department regularly engages in large-scale events with assistance from state and private organizations. They not only enhance the quality of performing opportunities but offer significant financial support. The Defiant Requiem, funded by a \$25,000 grant, enabled students to perform under the direction of a world-renowned conductor. An \$18,000 Rasmuson Fellowship, and an Elizabeth Tower Endowment Grant funded a guest artist and CD recording. The Clinton, Downey, Massey and Kapingen Foundations have actively supported projects, performances, instrument maintenance, and scholarships. Anchorage Opera and the Massie Foundation have provided \$10,000 annually for production support, touring funds, and stipends for students who are involved in school tours.

#### High Demand Job Designation

There are 133 music education positions in the Anchorage School District, serving 46,000 students in classroom music. Approximately 8 positions open every year. Dr. Bruce Wood, the ASD Director of Fine Arts, designates music education as a "hard to fill" area in the state, and affirms that our BM Ed program is essential to training appropriate candidates for these positions. The Department of Labor statistic provided by IR shows a 92% placement of BM graduates in the first year.

## **2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)**

#### Degree Awards

The number of awards has fluctuated between six and 13 over the last 7-year period, the latest statistic being nine graduates. This fluctuation can be explained by several facts:

1. UAA's non-traditional students often need to take temporary leave from their studies, and typically take between five and six years to complete their degrees.
2. Being an Open Enrollment University, many incoming students do not have sufficient prior training in music and need to take remedial classes such as Fundamentals of Music (MUSA111) or repeat Functional Piano classes (MUSA154) to prepare for proficiency exams. This necessitates a longer timeline than eight semesters to complete their requirements
3. The Department has attracted students who are serving in the military. Deployment can delay degree completion.

Despite the decrease in credit hour production and diminishing GF during the 7-year review period, the number of graduates has not significantly decreased. Furthermore, our retention rate is very favorable at an average of 77.7% over an 11-year period.

#### Credits per degree

Credit numbers fluctuate between 143 and 154. After Prioritization, the department merged two BM degrees into one, and decreased the number of required credits to 120-124 depending on the division. Despite this, the latest credit numbers are quite high. This can be explained by students who take 5-6 years to complete their degrees, and who frequently continue with private lessons and small/large ensembles after they have fulfilled their requirements. Although not required to do so, students are motivated and encouraged to gain further skill acquisition and performing experience, and further contribute to the excellence of our programs.

#### Student major count or program enrollment trend

The fact that the SCF/FTET numbers have not dropped proportionately suggests that the count of majors has not been accurately captured by the IR data. Nevertheless, there has been a drop of the number of BM majors during the 7-year period from 93 to 56. This can be partially explained by several factors:

1. The termination of the School of Education programs at UAA and the transitional year created an instability in the prospect of Music Education students eventually being certified in the state. However, now that the MAT program has been re-established at UAS, students are assured of a seamless transition towards certification and the numbers should continue to rise.
2. The merging of the two BM degrees in 2016 as a result of Prioritization.
3. Loss of six full-time faculty positions since 2015
4. Since the pre-major status was dropped in 2016, non-majors often wait to declare their major as late as their junior year.
5. Instability in the future of music programs and the university in general, due to budget cuts

#### Course pass rates

The Course Pass rate averages at a favorable 85.1%. This is higher than the institutional average of 83.47% and indicates that faculty mentoring and advising have been successful. The department upholds a high standard of instruction that students are inspired to meet.

#### Internal demand

The SCH total for Music is 31,497 with 20,289 being outside of the major. This demonstrates the significant value that music holds to students outside of the major:

1. The Department's GER offering of Music Appreciation (MUSA121), is a Fine Arts GER for non-music majors. This is one of the most popular GER's at UAA, with 2-3 sections per semester filling at a 100-seat capacity.
2. History of Music I and II (MUSA221, 222), required for all BM students also serve as GER's for non-majors.
3. History of Jazz (MUSA224), required for BM Jazz majors is also a GER for non-majors.
4. Out-of-major students frequently take electives in music ensembles such as the University Singers (MUS301), Sinfonia (MUSA307), Wind Ensemble (MUSA303), Jazz Ensemble (MUSA405), Chamber Music (MUSA302), Guitar Ensemble (MUSA409), and Opera and Music Theater Ensemble (MUSA313)
5. World Indigenous Music (MUSA216 GER) is cross-listed with Alaska Native Studies
6. The Department has a suite of 5 Alaska Native themed music courses that are cross-listed with Alaska Native Studies:
  - Yup'ik Music and Dance Ensemble (MUSA356)
  - Inupiaq Music and Dance Ensemble (MUSA357)

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- Music of Alaska Natives and Indigenous Peoples of Northern Regions (MUSA215, GER)
- Alaska Native Drum Making Techniques: Athabascan and Southeast style (MUSA218A)
- Alaska Native Drum Making Techniques: Inupiaq and Yup'ik Style (MUSA218B)

These classes fulfill the UAA mission of acknowledging our local cultures, which was a commendation in the most recent NWCCU accreditation report.

#### Seven-year SCH production trend

The Department's productivity has risen steadily since 2016. Despite the reduced SCH, the Department has been producing more revenue. Instructional cost has dropped with the loss of six full-time faculty positions and the increased teaching loads of the remaining four faculty members. (The average teaching load for music faculty in AY 20 is 25 units.) The latest statistics for fiscal year 2019 shows a profit of \$169,198. By comparison, UAA Theater and Dance operated at a deficit of \$83,410 in the same year. UAF's Music Department had a deficit of \$25,171.

#### SCH/FTEF, Enrollment/FTEF, FTES/FTEF

Assistant Vice Provost Erin Holmes and Senior Research Associate Yuan-Fang Dong informed the Music Department that our program was difficult to capture in data due to the fluctuating credit numbers for our ensemble courses and private lessons. In truth, the SCH/FTEF and Enrollment/FTEF numbers should be more favorable. Despite this, we see that our Cost/SCH has dropped and the Tuition/SCH has increased.

Notable is the Department's efficient management of private lessons, an important component of the program. The Department follows the national model for university music programs, and one-on-one specialized instruction is in fact mandated by NASM. The BM requires eight semesters of private lesson instruction. The Department has been criticized for the cost of private lessons to the university, but it is important to note that departmental practices have offset virtually all of the higher costs associated with private instruction. This has been accomplished, in part, by the added fees paid by students for each credit of private instruction. These fees have not been incorporated into the calculations generated by IR. Another factor is the significant increase of teaching units for full time faculty (averaging 25 units per AY). Consequently, faculty are teaching more private lessons and academic classes, reducing adjunct instruction by 50%.

#### Class sizes

Class sizes fluctuate slightly. Although some classes have been put on hiatus or discontinued, others have been combined (such as Wind Ensemble and Sinfonia) or caps have been increased significantly. This, along with increased faculty teaching loads help to explain our consistent increase in productivity.

#### Cost/SCH, Tuition Revenue/SCH

This aspect is one of the strongest arguments for keeping the Music Department's doors open. Although we have had declining SCH and enrollments, instructional costs for music have dropped while tuition revenues have risen since 2015. This has resulted in tuition revenues that significantly exceed our instructional costs. All classes operate at a 100% cost recovery.

#### Post Award Data

The number of students pursuing post-graduate studies fluctuates between 4 and 13. These numbers mostly reflect BM Education graduates who continued with the MAT at the College/School of Education at UAA. It is important to note, however, that the MAT program limits its cohort to a maximum of 5 students per year. What the data does not capture is the number of students enrolling in programs outside of the U.S. Several students have pursued graduate degrees at the University of British Columbia, University of Victoria, and Memorial University in Newfoundland, Canada, as well as advanced studies in Europe.

### 3. Program Quality, Improvement and Student Success (1500 words or less)

#### Accreditation

The Music Department has been an accredited institutional member of the National Association of Schools of Music since 1996. The most recent accreditation was granted in 2012, with the next scheduled review in 2022. The latest report contained 5 commendations: 1) A strong, hardworking and committed faculty; 2) A positive departmental culture/environment allowing for collegial faculty; 3) A growing and vibrant choral program; 4) Informed and supportive campus administrators; 5) A gorgeous campus environment.

#### Currency, Innovative Program Design and Distance Courses

MUSA121 was a pilot for the Title 3 Robust Online Learning Initiative and designated as a Master Course. Three music faculty worked with the Academic Innovations and the eLearning team to revise and update the course using technological advancements. It remains one of the most popular GER offerings at UAA. One faculty member was chosen as a Technology Fellow between AY 2018-19. As a result, the GER courses MUSA221, 222, 224 and 422 were all transformed and revised to be made ADA compliant with innovative program design including team-based learning, social media and technology such as Mentimeter, Flipgrid, Collaborate, Voicethread and Course Arc. Plans are underway to transform all the upper division history seminars (MUSA421, 423 and 424) into distance courses, using Universal Design for Learning and meeting Quality Matters standards.

The Vice Provost for Student Success suggested offering core classes in the summer to help students progress more quickly through their requirements. MUS422 was consequently offered in 201902, with the result of 16 music majors (including two UAF students) successfully completing an upper division seminar requirement. The department will also offer MUSA111 in 202002 as a preparatory class in music theory for incoming students who are in need of remedial work. This would enable them to start the theory sequence from the first semester rather than delaying their progress.

Changes in the Voice Division curriculum embrace current trends in the industry, with an optional focus in Contemporary Commercial Music as well as traditional pedagogy. Opera Ensemble (MUSA313) now renamed Opera and Music Theater Ensemble, includes Music Theater in the curriculum. Functional Piano (MUSA154) was updated and revised to help students complete the proficiency exams more effectively. Wind Ensemble and Sinfonia were combined into a full orchestra, supplemented by members of the U.S. 9<sup>th</sup> Army Band.

#### Assessment and PSLO's

The BM contains numerous benchmarks throughout a student's matriculation. The music department is possibly the only department within CAS that offers weekly private instruction - this is based on a model for music programs nationwide and offers a wealth of assessment opportunities. BM students are required to take eight semesters of weekly private lessons. Students constantly receive feedback on their progress during lessons and student recitals. Juries and solo recitals are evaluated by a faculty panel. During the 7-year period of review, there has not been a case of any student failing their junior or senior recital.

The piano proficiency final must be completed by the end of a student's sophomore year. At each of the four stages, assessment is conducted through exams at the end of each semester. Student success is carefully monitored by a faculty panel.

As studies have indicated that student success is the most vulnerable in the first semester, our faculty submits midterm grades in the 100-200 level courses. The Student Success Office has also provided Progress Reports for students who are at risk.

Faculty members have attended presentations offered by the Vice Provost for Student Success on how to better address the needs of our current students. Technology and team-based learning have been incorporated into the curriculum, especially in the distance courses.

The Department continues to update CCGs and Student Learning Outcomes. The 2019 Assessment lists current PSLOs with the intention to improve the metrics for analyzing the second outcome: Accomplishment of Music Literacy.

Per the current assessment report, the music department has plans for the following changes:

1. Implementation of an exit exam administered before the final semester for each student to review and supplement any deficiencies they might have before they graduate.
2. Implementation of an upper-level exam to be administered to each student when they are finished with 200-level courses in theory, functional piano, and aural skills, enabling assessments before students take upper-level courses.
3. Implementation of a theory placement exam within the Fundamentals of Music – an optional course to provide remedial work before students begin their theory sequence. The exam would provide a more streamlined transition.

### Student Success

High impact practices abound for BM students. Scholarly collaboration between faculty and students is very high. Faculty often engage with students in coaching and rehearsals outside of scheduled class hours and mentor students in research projects. Outcomes include high profile performances on and off campus.

Service and Community Based Learning are important components of success for the BM student. Arts Organizations provide internships for students such as the Anchorage Youth Symphony Executive Director mentoring students in leadership skills and arts administration. The U.S. 9<sup>th</sup> Army Band participates in rehearsals and performances with the UAA Sinfonia, mentoring students towards high professional standards. Anchorage Opera provides masterclasses for voice majors with their nationally renowned guest artists. The Anchorage Classical Guitar Society and Anchorage Parks and Recreation provide masterclasses, teaching, and performing opportunities for students

Diversity/Global Learning has involved projects in collaboration with outside organizations such as Anchorage Opera and the Anchorage Concert Chorus. Themes of gender/racial inequality and the struggles of human rights during the Holocaust were explored in the performance of the Defiant Requiem involving many BM students. The UAA Opera Ensemble toured a production to Nome and Unalakleet, exploring the themes of subsistence and cultural awareness.

Academic advising is a collaboration between faculty members and the on-site Fine Arts Academic Advisor. Faculty advisors meet with students at least once per semester. This, along with the aforementioned benchmarks, has proven to be highly effective in keeping BM students on track. Despite the extended timeline that our non-traditional students tend to require, the high retention rate of 77.7% demonstrates that BM students are committed to their studies.

Successful student outcomes are demonstrated by the high percentage of course pass rates, high retention rates, and successful junior and senior recitals.

Notable student accomplishments include:

- Music majors consistently place in competitions at the local, regional and national levels. In AY 2019, three voice majors won the top 3 awards at the regional level of the National Association of Teachers of Singing and advanced to the national finals
- One string major received the Rose Kapingen award (Soroptimist International of Anchorage) for \$10,000 in 2019
- Five current BM majors have positions with the Anchorage Symphony in AY 2019
- Three BM voice majors have performed leading and secondary roles with Anchorage Opera between 2016-2018

- Glee Club is a student-lead club with a Department faculty advisor. Since it was founded in 2010, five BM majors have served as directors, and 25 BM/BA majors as officers, leading campus-wide groups of students
- Nine BM majors currently teach for the Anchorage Music and Dance studio, Muse Studio and Fine Arts Academy

An Honors in Music exam is in place for graduating students, with an annual average of three graduating with honors. The exam certifies that students have mastered essential skills and information in music history and music theory and requires that they demonstrate critical-thinking skills in identifying and analyzing masterworks from a wide variety of style periods.

#### **4. Program Duplication / Distinctiveness (300 words or less)**

##### Question 4: Program Duplication/Distinctiveness

The BM degrees at UAA and UAF have distinct differences. UAA Music is more efficient in the following ways:

1. UAA Music merged the BM Performance and Education degrees while UAF continues to offer two separate BM degrees.
2. Upper-level seminar courses:
  - UAA offers four 400-level history seminars in rotation while UAF offers five.
  - UAA offers three upper theory courses while UAF offers five “on demand”
3. UAA offers two GER’s and three core history classes for BM majors by distance. Three more upper level history seminars will be transformed to distance within the next two years. UAF offers three electives by distance, but no core classes.

UAA’s open enrollment policy, the larger and more diverse population and the exceptional number of professional opportunities in Anchorage have resulted in a higher student and credit-hour base. UAF’s music program operates at a deficit of \$25,320 and is heavily dependent upon GF and other means of institutional support. UAA’s tuition vs. instructional pay operates at a surplus of \$169,198.

The task of merging two programs with such a vast geographical distance would endanger accreditation for both institutions. Sharing online classes may present some opportunities; there were two UAF students who opted to take UAA’s MUSA422 seminar in 201902.

The distance and different student demographics would suggest that two programs are needed, but UAA is the healthier program based on major count and productivity. UAA’s student demographic includes non-traditional students that have families, work full-time, and serve in the military, and the termination of the UAA music program would have a grave effect on them. Potential students would either not pursue higher education or opt for similar opportunities out-of-state. Finally, the more numerous and varied professional opportunities for student engagement in Anchorage community cannot be underestimated.

#### **5. Summary Analysis (500 words or less)**

##### UAA Music’s program strengths

The Music Department’s main strength is the unity of its distinct programs, administered by a small number of distinguished faculty. Prioritization resulted in consolidating the education and performance degrees and creating more interdependency between them. The same number of faculty would be required to cover the classes should either of the programs be cut. Prioritization also resulted in the loss of the music minor. For some students, the BA degree has taken the place of the minor, and serves as a recruitment program for the BM.

The Department’s ensembles are another testament to the strength of our programs:

- Orchestral players in Sinfonia and the Period-Instrument Orchestra expose students to high-quality masterworks and mentoring by professional musicians of the 9th Army Band
- The University Singers perform major choral works and collaborate with the Anchorage Concert Chorus and Anchorage Symphony Orchestra in high-profile performances.
- The Opera Ensemble partners with Anchorage Opera, touring productions around the state including remote villages such as Unalakleet and Nome.
- The Jazz Ensemble presents “Jazz Week” bi-annually, with students performing alongside professional guest artists
- The department’s large and small ensembles perform at Commencement, Freshman Convocation, and Donor’s Recognition events

Our successful on-campus concert series has more than 20 events annually. The net revenue for these concerts numbers between \$7,800 to \$13,000 per semester. An additional 80 musical events on and off campus are supported by the department or have significant faculty/student participation.

The Department is closely aligned with the UAA 2020 values and goals in the following ways:

- Our retention rate of 77.7% demonstrates that music majors persist in completing their educational goals.
- Improvements and updates in course design and the enhanced scholarly collaboration in private lessons and student ensembles all contribute to the goal of student and faculty success. Furthermore, UAA received a commendation in the NWCCU accreditation report for extensive assessment measures related to student learning. The Department demonstrates a robust ownership and leadership in these efforts.
- The number of graduates that fill positions in ASD, engage in professional and civic arts organizations and teach privately demonstrate how integral the Department is to Alaska’s art community.
- The Department embodies budget efficiency by offering quality instruction with less faculty, increased workloads and combined classes.

The Department will continue to focus on recruitment, graduation rates, student success, and future partnerships with Community Engaged Learning.

Finally, the Music Department’s incalculable commitment to community engagement and Public Square cannot be underestimated. One of the UAA 2020 goals is to “form and enhance partnerships and creative activity.” The numerous and varied events, be they performances or educational opportunities, attract many people from the community. With more than 100 annual concerts and activities both on and off campus, faculty and student engagement in performance, leadership, and service activities, our program is fully committed to enhancing the Public Square. We are proud to represent, to bring prestige, and to be the face of UAA.