

MUSIC PROGRAM REVIEW

2007-2008

Department Abbreviation: MUSC

Recorder: Andrew Martin

Date: 3/1/2008

Participants in the Program Review Process: Andrew Martin

Please answer each question and give justification and explanation for your response. Also indicate any proposed changes that your review has prompted within each category. Resources for responding to questions are located in J:\Program Review\FY2008/~Information/Where to look for information.doc.

Alignment:

- Review your department's mission, vision, goal, intent, content, and completer statements. Records show that your department's statement is incomplete. A fill-in-form 'Mission Vision Goals Form.doc' is located in J:\Program Review\FY2008. Updated statements should be saved to J:\Program Review\FY08\Music\.
- To what degree do your department statements align with those of Inver Hills CC and MnSCU?

The statements of the Music Department align very closely with those of IHCC and MnScu. First and foremost, the Music Department, though small, offers a wide variety of course that reach out to a diverse range of students in both the traditional and virtual (online) classroom. The IHCC Music Department is committed to an accessible, high-quality education that fosters lifelong learning and, by its very nature, has the potential to enhance the quality of life for the individual, IHCC, and the state of Minnesota. More specifically, the IHCC Music Department is committed to broadening the college experience, offering students the opportunity to experience integrated service learning projects, prospective career testing, diverse global issues in practice, cutting edge musical technology, critical thinking, team building exercises(via ensemble performance), and a comprehensive socio-historical learning experience.

Curriculum:

- Review your courses and offerings from other community colleges and area 4-year schools. Are your courses consistent with what is offered at the other schools? Do they represent lower division course work at the universities? Do they transfer as equivalent courses in the major? Do they fulfill general education requirements? Or do they only count as electives? If some schools do not count a course toward the major or as an equivalent and you think it should be counted, please contact the transfer specialist at that school and pursue changing the designation.

Upon review of our course offerings we can make the determination that we are both consistent and non-consistent with offers at other institutions. This should be prefaced with the understanding that unlike many other schools in MnSCU, the IHCC Music Department does not have a music degree program such as A.A. Two-year Music Certificate, etc., setting our Music Department from others. In light of this, the course we do offer in very much consistent with other schools; yet, it is what we do not offer that makes us perhaps less consistent with other institutions. The music course we offer represent lower-level division course work at other universities and most transfer as equivalent course. However, only 'applied lessons' and 'class piano' transfer as an equivalent course for the music major. Others such as 'music fundamentals' are not rigorous enough for transfer as music theory, which is generally a four-semester sequence, and all other courses, with the exception of the Choir and African Drum and Dance, are either general education electives or division electives

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and transfer under Goal 6 of the MnSCU transfer curriculum. Two course--Music of the Worlds Cultures and Music of Latin/South America, meet transfer Goals 6 and 8.

Course Outlines:

- To what degree do all of your courses align with your department mission, vision, and goals?
- Is the course description still accurate?
- Review each outline to be certain all learning outcomes are measurable and use learning-centered verbs. Also, review semester indication to be certain it truly represents when the course is consistently offered. Try to avoid variable whenever possible. For example, it is fine to indicate that a course is offered every other fall.
- Discuss any listed prerequisites – are they necessary, is recommended a better term, if there isn't one listed should there be, etc.?
- Review the MnTC goal(s) and competencies listed for each course. Discuss how the competencies are a major part of the course and how faculty teach and assess each competency.

In the Music Department, our course outlines align closely with or mission, vision, and goals. Although we are planning on changes to our vision for the future (see Mission, Vision, Goals form) currently our Music course offerings supply a broad array of Applied Lessons, Ensemble course in Percussion, Guitar, Voice, and online/traditional academic music courses. Some of our course descriptions (Music of the Worlds Cultures, for example) still need to be updated in order to accurately reflect current faculty preferences in teaching and to more closely align with future plans in the Music Department. Also, we are in the process of reviewing the course calendar in order to more accurately reflect the cycle of course offerings and to predict and eliminate any conflicts, and to maximize the course enrollment. It should further be noted the most of the courses in the Music Department meet MnTC Goal #6 (with a certain few also meeting MnTC Goal #8) and every course outline in the Music Department accurately reflects the degree to which these competencies are integrated into each faculties teaching and assessment of said courses.

Course Syllabi:

- A syllabus should be an accurate reflection of the common course outline allowing for individual faculty discretion for teaching methods, class procedures, assignments, and grading policy. Review individual syllabi for each course.
- Does each section list the learning outcomes the same as on the course outline? Are the assessment methods consistent with the course outline? Are the MnTC competencies listed on the syllabus as additional outcomes, if they are not already part of the course outcomes? Does the syllabus accurately reflect the course outline?

We feel that by and large, the syllabi of the Music Department course offerings are fairly systematic in listing the assessment methods, MnTC competencies, and the general course outcomes. However, because each faculty is different these items are contained in the syllabus but in an inconsistent (from syllabus to syllabus) way. We are exploring the idea of a unified template for syllabi for the Music Department as a whole. Regardless, among the syllabi explored during program review, each consistently proved to be an accurate reflection of the course outline.

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Articulation:

- List any articulation agreements your department has. When was each last reviewed? If it has been longer than five years, please negotiate updated agreements using the new standardized form (see Anne Johnson).
- Does your department have a pre-major track for the AA degree? If not, please consider developing a sequence of courses (10-20 credits) that an Inver Hills CC student should take in order to transfer into the major at a 4-year school at the junior level.

From the information that I have at my disposal and to the best of my knowledge, the Music Department has only one articulation agreement: McNally Smith College of Music which was reviewed in 2006. There is not articulation with the University of Minnesota TC. However, we are in process of attaining a Music Business articulation with Augsburg College and the University of St. Thomas. Currently, the Music Department does not have a pre-major track for the A.F.A. degree in Music; however, we have created one for Fall 2008 that is an 18 credit pre-major track in Music Business and will be submitting it for approval academic semester Spring 2008.

Internal Partnerships:

- Describe academic partnerships your department has with other departments on campus with emphasis on courses required in your program from another department and vice versa. Are there any concerns from either department concerning this coursework or student academic achievement within these courses?

The Music Department has no internal partnerships, and no departments at IHCC require music course as part of a degree requirement beyond the Fine Arts electives that the Music Department so often fulfills. The Music Department does have one cross-listed course "MUSC/EDU 2220 Music for the Whole Child" Six music courses require a prerequisite be completed, but these course are either applied lessons or class voice/guitar in which an instructor evaluation is needed in order to assess proper ensemble placement. Based on the concurrent enrollment, previous enrollment, and post-semester enrollment data for music course, it appears as though there is a correlation between "Intro" course (i.e. Intro to Biology, Algebra, etc.) is very strong meaning that first year students tend to take a wide variety of music courses. This would make sense considering that students are more apt to try new things as the enter college, and the opportunity to study Rock music for credit is simply too appealing. The only concern we have is that many students are taking ensemble courses and we feel that IHCC should offer more of them.

Enrollment:

- Examine the past three year enrollment trend in all courses and sections. Look at faculty/student ratio. Evaluate composition of students by gender, racial-ethnic background, and disabilities. Make any recommendations concerning scheduling for the next few years.

First and foremost, the Music Department and IHCC would be better suited if we had more continuously (every semester) running ensemble courses. Right now we have only African Drum and Dance, Class Guitar, and Class Voice, and we would like to see the addition of a regularly occurring choir, and if enrollment allows, some sort of jazz or instrumental ensemble. The data for the music department is a bit antiquated. It stems from 2000 to 2004 which is a time-period that does not reflect the Rock History Course we now teach with great success 3 or more sections per semester, and the

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turnover in faculty which by nature is going to change the course make-up and department identity. But based on those numbers the faculty student ratio is roughly 20 to 1 which does not include one-on-one private studio lessons. Other than large ensembles such as Choir and African Drum and Dance which can accommodate 25+ students per faculty, this number is a bit high and the Music Department would like to see sections of guitar, piano, and voice groups classes in the 12-15 range at their peak. The MnSCU average for regular classes as 20 to 1 and for hourly classes such as sections of class guitar, piano, voice, the MnSCU average is 11 to 1. In the next few years the Music Department would like to see continued offerings of our current academic catalog, an increase in regular offerings of ensembles, less conflict between similar course (for instance, not offering an online Music Appreciation and in-person Music Appreciation in the same semester), continued development of new academic course (especially in ASAP), and more collaboration with learning communities and ASAP courses.

Completers:

- Review Occupational employment statistics for graduates or transfers within your program.

There is no data for the Music Department because we do not have a dedicated program or degree program.

Cost Analysis:

- Evaluate program cost within Inver Hills CC and across MnSCU. If your program is above the mean, what factors influenced it? What possible ways are there to reduce cost and maintain the standards student learning? What are the areas of campus function below the mean that might offset the cost? Review department budget and expenditures for the past three years. Devise a three year plan for equipment and supply purchasing.

The data for the Music Department budget exists from 2002 to 2006 during time the average expenditure was \$3,335 when the average MnSCU expenditure was \$4439 meaning IHCC was under-budget by an average of \$1104 per academic year. This may have been due to the change in faculty. Regardless, much of our equipment is ailing and we as a department intend to explore the new possibilities of global music. Therefore, in the future (next three years) we would hope for the MnSCU average for our budget in order to replace and upgrade new pianos, purchase new equipment for the performing ensembles, and add new repertoire to our stagnant music ensemble library (much of which will need to be liquidated or purged upon or move to the new space). With the new Fine Arts building coming in two years, we as a department would like to hit the ground running and we plan to use our budget to adequately facilitate this goal.

Student Learning:

- Review past SAAP forms. Examine failure/withdrawal rates for all courses. Review internship agreements. Examine level of success student have upon transfer from your program.

Data not available.

Student Feedback on Teaching and Learning:

- All students are surveyed annually. Special groups of students are asked to complete additional surveys. Review the survey findings. Where Inver Hills CC performs significantly better than the national average, indicate what your department has done to foster these attitudes. Where Inver Hills CC

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performs significantly worse than the national average, indicate what your department can do to close the gap.

See attachments Below.

Resources:

- Review library holdings for your department.
- Review the web site, catalog, faculty web sites, and promotional material for your department. If any errors are found, notify your dean. Supply the URLs for websites.

The Library at IHCC has done a great job stocking recordings and cataloging the score and print music that we hold in the collection. Given the size of IHCC and the student population (and lack of Music Major) I only expect this to continue at an acceptable pace. However, I would like to see two major additions to the library: first, a subscription to Grove Music Online which is the premier music encyclopedia in the world. The online version is updated daily, very easy to search online, remotely accessible to students, and significantly more thorough than the print edition. It also takes up no physical space in an increasingly expanding library collection. Also, we would like to see a library subscription to an online subscription to a music streaming website such as classicalmusic.com, rhapsody.com, etc... 70% of our students at IHCC get their music online and if they could remotely stream music (via the IHCC Library website) this would significantly ease the accessibility of education at IHCC and make our online music course even more desirable and easy to use.

There is no Music Department website beyond a stock landing page with general information accessed from the IHCC homepage (http://www.inverhills.edu/Departments/Academic_CourseDescription.aspx?Dept_Name=Music%20--%20MUSC&Dept=MUSC). There are no errors in the promotional material but we believe that a significant update is in order and our in the process of creating a new Music Department homepage. The faculty websites are as follows:

Anthony Titus: <http://faculty.inverhills.edu/atitus/>

Pauline Danielson: <http://faculty.inverhills.edu/pdaniel/>

Faculty:

- List faculty members, full-time and adjunct, and their academic profiles, including strengths and areas of expertise. What are the faculty development needs for your department?

Full-Time:

Andrew Martin:

Andrew teaches a variety of academic courses and ensemble courses and will complete his Ph.D. in summer of 2008. He founded the African Drum and Dance Ensemble at IHCC and is involved in all of the functioning parts of the Music Department.

Strengths: Academic Music Course--Music Appreciation, World Music, Rock History, Music Business, Percussion, Music and Society, is an experienced instructor of Adult and Online teaching

Area of Expertise: World Music, African Drum and Dance, Trinidadian Steel Drums, Historical Musicology and Ethnomusicologist (music+society+anthropolgy) Percussion, Jazz Performance and Theory/History, Music Business

Adjunct:

Pauline Danielson:

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Pauline teaches class voice, class piano, choir, voice lessons, and academic course based on vocal genres (Broadway Musicals and Legends and Divas of the Twentieth Century)

Strengths: Voice and Piano instruction

Expertise: Choir and Voice Lessons

Anthony Titus:

Anthony teaches class guitar, guitar lessons, Rock History, and is in the process of developing an online Music and Film course, as well as Music Business courses. Anthony teaches traditional/online, and Adult (ASAP) courses.

Strengths: Guitar, Music Theory, Rock History, Music Business, Music Technology

Expertise: Classical Guitar, Blues music, Music Technology

Miriam Gerberg:

Miriam teaches online course in Academic music, Music Education, and also teaches applied piano lessons.

Strengths: Online teaching, World Music, Music Education

Expertise: Online course development, Middle-Eastern and Asian Music, World Music in General, Music and Community/Service Learning

Development Needs: The Music faculty would benefit from added development in the form of Music Technology, Music Business, and voice faculty (with an emphasis on commercial music). As we move as a department to add a Music Business certificate the obvious need for a person to fill the added course-load is imperative. Also, the department needs advanced technology training of all Music faculty in order to utilize the new facilities (recording studio and Mac audio lab) that will accompany our new Fine Arts Building. We as a department also could stand a significant upgrade in equipment which will hopefully accompany the new building.

Goals:

- Define your departmental goals for the next three years.

Besides the below goals listed on the Goals, Visions, Mission form, the Music Department has an ambitious agenda of goals for the next three years. Our three year goals are to:

Create more online music courses, hopefully making an online equivalent for all academic music courses.

Establish a Music Business Certificate jointly with the A.A. in Business

Solidify the current performing ensembles (Choir, Guitar, Voice, African Drum and Dance), maximize enrollment, and foster community involvement for non-credit seeking, PSEO, and traditional/part-time/adult students.

Found and establish a Trinidadian Steel Drum Ensemble

And the following from the Goals, Visions, Mission form:

Provide a solid foundation in basic music theory

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- Provide opportunities for students to perform and engage in personal and professional growth
- Provide opportunities for students to develop an understanding and appreciation of music and its historical formation and context
- Provide students the opportunity to become informed consumers of music
- Provide a solid foundation and understanding of global music and culture

Attachments:

Student Feedback on Teaching and Learning

Figure 1-13. Student Satisfaction with Instructional Effectiveness Scale Compared to National Averages

Item	Source	2002	2003	2004	2005
I'm able to experience intellectual growth here.	IHCC	5.65**	5.68**	5.67	5.64
	National	5.53	5.55	5.58	5.59

As a Department, we in the Music Department strive to provide the best education (quality, accessibility, etc.) for the students of IHCC. In particular, each instructor in every Music course taught at IHCC incorporates a holistic approach to teaching. Interdisciplinary in nature, we challenge the students to try new things, reach beyond normal comfort zones (asking them to dance African Bird Dances for example), and process the multifaceted nature of music and culture. Furthermore, the Music Department faculty is sensitive to student needs and sensibilities, and strives to provide a safe, comfortable, and nurturing environment for students to excel.

There is a good variety of courses provided on this campus.	IHCC	5.54**	5.57**	5.63*	5.58*
	National	5.39	5.43	5.47	5.47

IHCC as an institution has a very broad array of course offerings; this is even more apparent in the fact that even though there is no music major at IHCC, the college still provides many opportunities in the arts and music for students to explore creative outlets. That said, we in the Music Department still feel that more course offerings in Music are still needed, especially performance ensembles and those that involve multi-cultural, and non-traditional students and the community.

Faculty are usually available after class and during office hours.	IHCC	5.60**	5.59**	5.45	5.55
	National	5.47	5.47	5.49	5.50

Although the data is less desperate in the later portion of this study, the faculty of the Music Department is frequently in residence at the college beyond their class time, and often supply office hours in excess of the required number. Considering the nature of music courses (the set-up and take-down prior to and following class meetings) the music faculty are always present before and after class for student's questions, comments, and concerns.

Students are notified early in the term if they are doing poorly in a class.	IHCC	4.36	4.33	4.44	4.52
	National	4.82***	4.78***	4.82***	4.83***

These numbers may be less of a factor in the ensemble course and applied lessons taught in the Music Department considering that the one-on-one nature and/or regular direct faculty/student interaction inherent in these courses makes this a non-factor. Within in the academic Music courses, faculty will strive to maintain accurate and timely grading and feedback. Also, both online and traditional faculty will strive to notify student early of classroom performances issues. Moreover, the Music faculty is dedicated to providing at-risk and poorly performing students sound academic help and encourage student success building outlets such as Student Success Day, the Writing Center, etc.

Program: MUSIC

Recorder: Andrew Martin

Date: 3/1/2008

Participants: Andrew Martin, Tony Titus, Pauline Danielson, Miriam Gerberg

Mission: To develop students' understanding of the role music plays in culture and society, both regionally and globally, to help students develop skills and capabilities in the performance of music, to enjoy music as a device of lifelong learning, and to usher an awareness and development of the critical thinking and problem solving skills inherent in music.

Vision: To fulfill our mission, the Music Department is devoted to maintaining the highest standards of teaching/demonstrating music (both individual and ensemble, vocal and instrumental) performance skills, and a theoretical, cultural, historical, and global awareness of music.

Goals: Provide a solid foundation in basic music theory

Provide opportunities for students to perform and engage in personal and professional growth

Provide opportunities for students to develop an understanding and appreciation of music and its historical formation and context

Provide students the opportunity to become informed consumers of music

Provide a solid foundation and understanding of global music and culture

Intent: This program is designed to foster a practical and theoretical approach to the study of music, the music industry, and music performance. The programs prepares students to function in group settings, understand the history of western classical and global music history, regional and global socio-musical perspectives, professional standards of performance, and a holistic cultural understanding of the role of music in society.

Content: Course work in music includes a variety online and traditional music theory, history, and performance courses. .

Program completers should qualify for or accomplish

The Music Department offers a Curriculum designed to serve students who will earn a two-year degree and to provide a foundation for students to complete a four-year degree .

