



Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost *John RS Stalvey*

Cc: John Petraitis, Interim Dean, College of Arts and Sciences  
Mari Hahn, Professor  
Grant Cochran, Professor; Chair, Department of Music  
Susan Kalina, Vice Provost for Academic Affairs  
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Music BA**

I have reviewed the dean's findings, the program's response to the dean's findings, and the completed Expedited Program Review Template for the Music BA.

### **Recommendations**

My recommendation is to accept the decision and recommendations of the dean. An interim progress report on all recommendations is due to the dean by March 1, 2021. The dean will submit a review along with the program's interim progress report to the provost by April 1, 2021. A follow-up Program Review will be conducted in AY22.

### **Decision**

Recommend Continued Review

## AY20 Expedited Program Review – Optional Program Response to the Dean’s Findings Form

Date: February 28, 2020

To: John Stalvey, Interim Provost

From: Program Review Committee Chairs: Grant Cochran and Mari Hahn, Professors of Music

Cc: Dean John Petraitis, CAS

Re: AY20 Expedited Program Review: Optional Program Response to Dean’s Recommendation

### **Program/s in this review: BM, BA Music**

#### **Program response to dean’s findings:**

The faculty would like to comment on one point that Interim Dean Petraitis brings up in the Music BM program review under the heading “Program Quality, Improvement and Student Success.”

The Dean’s criticism is that the number of degrees in our program (BA, BM Education and BM Performance) results in the fracturing of our students (and the accounting of majors) while stretching our faculty (and resources) thin.

This issue goes back to the time of Prioritization (and perhaps before then). Our music faculty will continue to make the case that not only are these degrees standard among many University music programs, but the variety of degrees enhances our department by affording our students choices.

I -- The various degrees do not add significantly to the cost of running our department, nor do they add significant additional burdens to faculty.

- Every class required for the BA is also required for the BM.
- BM Education and BM Performance students share about 90% of the same classes. (The only differences in unique course-requirements between the two are the “Methods” classes that are required of our Education students. This adds only one 2-credit class every semester to the department workload.)

II -- Based on enrollment numbers and student comments, we know our three degrees allow us to attract a larger pool of students than it would with just one degree.

- Not all students want to tackle the in-depth course of study of a BM degree (which demands about 100 credits in music alone).
- The BA (particularly in the absence of a music minor) is an attractive alternative.
- In order to fill much-needed teaching positions in our state, a BM Education emphasis is the standard path to follow in our discipline.



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 appropriates 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.

Submission date: 02/11/2020

Program/s in this review: BA 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
- Grant Cochran. Professor of Music. Anchorage

**1. Centrality of Program Mission and Supporting Role (700 words or less)**

Relevancy

The BA in Music degree (BA) offers students a robust program in music while still allowing opportunities to explore other areas of study. With only 57 credits needed in the discipline, students are able to explore a wide variety of electives in other fields or to pursue a double major. By comparison, the more specialized BM requires between 95-101 music credits for completion. Both the BM and BA degrees are efficiently managed by the Music Department (The Department) and share core classes, diverging only in the final two semesters.

UAA music programs are invaluable to the Anchorage community. As the largest city in the state, Anchorage offers an exceptional wealth of opportunities in performance, teaching or arts administration. The Department and the broader Anchorage music community are deeply interwoven and interdependent.

The BA continues 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) attracts 40 non-music majors per semester. Music history classes (MUSA221, 222) are required for the BA, 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 BA students and offer non-music majors exposure to other cultures. BA voice and instrumental majors have supported Department of Theater and Dance productions. Student ensembles such as University Singers and Wind Ensemble 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 Orchestra, Anchorage Civic Orchestra

- 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

Career paths for BA graduates include teaching, performance, and arts administration. Options for further study outside the state include graduate degrees in musicology, ethnomusicology, music theory or music therapy.

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 programs are essential to training appropriate candidates for these positions. While the BA degree does not lead to a teaching certification, graduates teach in ASD as substitute teachers or part-time music instructors. The high demand for private lessons in Anchorage and surrounding areas is largely met by music students, and alumni. Many BA graduates have established private studios and run their own businesses, working with vendors such as Individuals with Disabilities Education Act, Family Partnership Charter School and Frontier.

The Anchorage community provides exceptional opportunities for students wishing to pursue a performance or administrative career:

- BA students and graduates have been engaged in full-time positions in the Anchorage Symphony.
- The Anchorage Bowl Chamber Orchestra engages BA graduates
- BA voice majors frequently perform with the Anchorage Concert Chorus and Anchorage Opera
- The Anchorage Youth Symphony mentors students in administrative and leadership skills
- BA graduates work in arts administration positions, such as the Foraker Group or in internships with Anchorage Opera and Anchorage Youth Orchestra

### Extramural support and funding

The Department regularly engages in large-scale events with assistance from state and private organizations, enhancing the quality of performing opportunities and offering 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 the Elizabeth Tower Endowment Grant funded an artist residency. The Clinton, Downey, Massey and Kapingen Foundations have supported projects, instrument maintenance, and scholarships. Anchorage Opera and the Massie Foundation have provided \$10,000 annually for opera production support, touring funds, and stipends for students.

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

### Degree Awards

The number of BA awards fluctuates from 1 to 4. The low number of graduates can be attributed to several factors. It has been observed by the Department that BA students do tend to complete the required 57 credits in music. Progress is monitored carefully through advising and various benchmarks. However, the low graduation rate may be explained by the fact that after the first 5-6 semesters in music, some students change their major to another discipline, while others seem to lose their way and fail to complete the remaining requirements outside the music courses. It is hoped that with the enhanced efforts by the Office of Academic Affairs to monitor student success, more BA students will complete their degrees.

BA students often take longer than 8 semesters to complete their degrees, averaging about 5 years. This can be explained by several factors:

1. UAA’s non-traditional students often need to take temporary leave from their studies

2. Being an Open Enrollment University, many incoming students do not have sufficient prior training in music, necessitating a slightly longer timeline
3. The Department attract students who are serving in the military. Deployment can delay degree completion.

Although the number of degree awards is small in comparison to other programs, our retention rate for the first two years in the program is very favorable at an average of 93% over a 14-year period—higher than the institutional average of 88.1%. There was, in fact, an 8-year period when the retention rate was at 100%.

#### Credits per degree

Credit numbers average at 129.8. The BA requires 120 credits for completion. The higher count can be explained by students 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 BA majors during the 7-year period from 28 to 15. This can be partially explained by several factors:

1. The loss of the music minor due to Prioritization in 2016. The minor often served as a stepping stone to the BA or BM degree
2. Loss of six full-time faculty positions since 2015
3. Since the pre-major status was dropped in 2016, students often wait to declare their major as late as their junior year
4. Instability in the future of music programs due to budget cuts

#### Course pass rates

The Course Pass rate averages a favorable 85.1%. This is higher than the institutional average of 83.47%. This indicates that faculty mentoring and advising have been successful. The department upholds a high quality 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 BA students, also serve as GER's for non-majors.
3. History of Jazz (MUSA224) 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)
- Music of Alaska Natives and Indigenous Peoples of Northern Regions (MUSA215, GER)
- Alaska Native Drum Making Techniques: Athabaskan 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 BA requires four 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 has fluctuated between 1 and 4. What the data does not capture is the number of students enrolling in programs outside of the U.S. Some BA 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 NASM 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 the standards of the Quality Matters Rubric.

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 BA contains numerous benchmarks throughout a student's matriculation. The music department is possibly the only department within CAS that offers weekly one-on-one private instruction. This is based on a model for music programs nationwide with a wealth of assessment opportunities. BA music majors must take four semesters of private lessons in their discipline. Students constantly receive feedback on their progress. 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 4 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 in our courses.

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 BA 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 BA 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 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 BA students on track during the first 5-6 semesters of their music requirements. Once they embark on their non-music electives, however, it is difficult to track their progress as they no longer are advised by the Department or the Fine Arts Advisor. As the award statistics show, some change majors or drop out of UAA altogether. It is hoped that the progress reports and other tracking efforts generated by Academic Affairs will improve the award numbers.

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:

- Two BA music majors have positions with the Anchorage Symphony in AY 2019
- The Anchorage Bowl Chamber Orchestra was founded and still directed by a BA major
- Two BA voice majors have performed leading and secondary roles with Anchorage Opera between 2016-2018 and many have performed in the chorus
- Glee Club is a student-lead club with a Department faculty advisor. Since it was founded in 2010, 25 BM/BA majors have served as officers, leading campus-wide groups of students
- Several BA majors currently teach for the Anchorage Music and Dance studio, Muse Studio and Fine Arts Academy
- One BA voice major is currently serving as the Alaska Chapter President of the National Association of Teachers of Singing

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 BA music degrees at UAA and UAF have similar core classes. The UAF degree, however, requires students to choose a music concentration, take an additional 10-13 credits in specialized music courses, and complete a three-credit senior project. UAA's BA degree does not require a music concentration. It is designed as a broader liberal arts degree, allowing for study in other disciplines or expanding to a double major.

Another primary difference between the two programs is the student demographic. UAA's open enrollment policy attracts a number of students who do not have extensive prior training in music. This policy, along with the larger population and the exceptional number of professional opportunities that Anchorage affords to our students, has resulted in a higher student and credit-hour base for UAA's music programs. Statistics show that 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 the two BA's would present serious challenges due to the disparate missions of the two degrees. Furthermore, a merger could endanger the accreditation of both institutions. Sharing online classes, however, may present some opportunities.

The geographic distance and different student demographics would suggest that two programs are needed, but UAA is the healthier program based on major count and productivity. The UAA 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 the 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, serving students who wish to pursue music but without the more stringent demands of the BM. The BA can also serve 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 features 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 to, and to be the face of UAA.