



Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost *John R. 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 BM (includes Music Education and Music Performance)**

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 BM.

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 BM (includes Music Education and Music Performance)

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

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 Bachelors of Music then gives highly qualified students the opportunity to pursue a major in music performance or music education, working in close mentorship with highly qualified professional musicians who also engage in creative activities as part of their work. Before being admitted into the BM program, students must first go through a trial period as a Music Pre-major, something that narrows the pool of incoming students. Students who earn the BM are positioned well for the Masters of Arts in Teaching (MAT) to become qualified as K12 music teachers. The program is accredited by the National Associations of Schools of Music (NASM), an accreditation that is not required for training or employment in music.

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. When considering demand for the Music BM, one must look at three groups: Music Pre-Majors, Music Education majors, and Music Performance Majors. Institutional Research data show there were 74 such students in 2017, 66 in 2018, and 56 in 2019, showing a downward trend in demand.

Unfortunately, it is impossible to assess efficiency of the BM by itself because most of the courses taken by BM students overlap with courses taken by BA 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 highly selective process of moving from a Music Pre-Major to a BM student creates conditions where relatively few students earn the BM. Over the past four years, only nine students, on average, earned this degree.

Program Quality, Improvement and Student Success

There is little doubt that the program quality is strong. The faculty are all highly-skilled professional musicians. Many of the graduates with the BM use the Masters of Arts in Teaching (MAT) as a fast stepping stone to becoming K12 music teachers in Alaska. One challenge for the program, however, is that the pool of incoming students gets divided into smaller and smaller groups: first divided into BA vs. BM, then BM students are divided into Music Performance vs. Music Education, and then divided further based on their instrument (e.g., guitar, piano, voice, etc.) and given the option for a Jazz emphasis. This stretches a modest pool of students and fine faculty thin.

Program Duplication / Distinctiveness

Like UAA, UAF also offers a BM (and BA) in Music. Combined, the programs award 10-15 BMs per year with about 2/3rd of UA's BM awards coming from UAA. 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.

Commendations and Recommendations

Faculty are commended for individualized and group work with talented students who put on multiple performances per year, and place graduates in K12 positions and as professional musicians. Faculty are commended for their 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 two 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, 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: 02/11/2019

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
- Grant Cochran. Professor of Music. Anchorage

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)

- 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. 9th 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. 9th 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 (Sorooptimist 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.