

# Oklahoma City Community College

Program Review Self Study Year: 2013-2014

Division of Arts

Associate in Arts in Music (028)

Prepared by:

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## I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

#1. Completely outfitting the VPAC- there are practice rooms with no pianos, and we now share a grand piano with the Cultural Arts Series (CAS), necessitating moving one of our grand pianos from one building to another for the CAS performances.

All practice rooms now have pianos. Academic Affairs funded the purchase of digital pianos for some practice rooms. This was a cost savings move in that the digital pianos never need tuning.

We must still move a piano to the Bruce Owen Theatre (BOT) at a cost of approximately \$400 per moving cycle. This is a situation that we will most likely endure in perpetuity as; 1> the BOT is not climate controlled and therefore, an unsuitable storage area for a grand piano and 2> there are certain concerts that will still need a grand piano in the BOT.

#2. Replacement of the electronic pianos in the midi teaching studio. These pianos are outdated; no replacement parts are available.

The midi teaching studio has been converted to the music lab. It is fully equipped with 12 stations, each station has an iMac computer, digital piano keyboard, audio interface, microphone, headphones, four software suites, and its own use-specific computer music production stand.

There is also a networked printer, homework area, hangout area, check-in area, and piano. The lab is staffed by two student workers. The lab was funded by Academic Affairs and grants--an Innovation Grant from Institutional Advancement and a Student Success Grant from Academic Affairs.

3. Outfitting the recording studio in the VPAC. There is a marvelous space in the south wing of the VPAC that is slated for a full recording studio to be shared with the FVP program; we are awaiting funding for that project.

The studio is fully outfitted. The tracking room is sonically isolated and insulated and has a computer monitor slaved from the control room and a pass-through snake for audio connections. The control room has an iMac computer, two digital interfaces, two monitor systems, a control surface, and is sonically isolated and insulated. This was funded through academic affairs, OCCC foundation, grants, and the music budget.

## II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

The Music Program at Oklahoma City Community College is one of the strongest arts programs on campus. The faculty and students are actively pursued to contribute their talent and knowledge to events across the campus and across disciplines. Our graduates from the program have success in transfer and in performance venues in our state and wherever they travel. One of the greatest strengths of the program is the ability of our faculty to be adaptable to the talents, strengths and desires of our students. While providing an excellent basic education in music, students are encouraged to explore and grow their talents at a level not often experienced in larger university programs.

For instance, our students ensembles produce a wide variety of programs ranging from to choral to jazz to rock and blues. The three OCCC choirs perform a least four programs off campus every year. The OCCC student jazz ensembles perform at least five full programs on campus and several more off campus every year. Recent off-campus performances include Arts Festival Oklahoma, NAIA reception, and OCCC graduation. OCCC's music program has participated in the last two musical theatre productions, *A Funny Thing Happened on the Way to the Forum*, and *The Rocky Horror Show*. Professor Boyle was musical director for both.

Along with excellent instructors and curriculum, we offer students outstanding technology and space to practice and perform. We have a new music lab, new recording studio, and a wonderful new 1048 seat performance hall.

Not only do we offer great services to our music students, Music Appreciation continues to be one of the most popular of the Humanities electives in both on campus and online formats. 845 students enrolled in this class over a 12 month period last year. Individual music classes are also taught in piano, voice, guitar, bass, percussion, and other instruments as needed. These classes are taken by both music majors and individuals from any discipline and also by members of the community.

At this time, the only concern for the music program is how to make the best transfer/transition for our students regarding requirements and leveling. Our faculty are eager to work with transfer institutions to provide the best education and grounding for our students while taking their long term needs into consideration.

### III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

#### A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

OCCC's Music Program supports the college's mission in that we offer an AA degree and offer "cultural programs of exceptional quality". These programs also support a thriving community. The quality and quantity of presentations has increased significantly since our last program review in 2009.

#### B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

##### 1. List Program Objectives and Goals

Three primary goals-

1. To educate our students in a reasonably traditional curriculum for their first two years of post-secondary education, e.g., music theory, music history and literature, individual lessons, and ensemble participation.
2. To prepare our students for transfer to upper division.
3. To offer a wide variety of performance activities based on our current student population.

##### 2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

- No. 1.** Part-write, in SATB voicing, from a given figured bass and/or soprano line, demonstrating knowledge of accepted part-writing procedures.
- No. 2.** Harmonically analyze a tonal composition from the common-practice period. This analysis will include chords, inversions, cadences, non-harmonic devices, and key relationships.
- No. 3.** Dictate simple time, major key melodies containing skips in the major triad.
- No. 4.** Sight-sing a melody similar to a hymn tune as commonly found in any standard church hymnal.
- No. 5.** Perform at the keyboard, major and minor scales. (hands separately, two octaves, ascending and descending; followed by a I - IV - I -V7 - I cadence in the key of the respective scale).
- No. 6.** Perform, vocally or instrumentally, in a musically-satisfying manner, repertoire appropriate to his/her level of advancement. "Musically satisfying" implies appropriate phrasing, dynamics, technical, and interpretational effects. Performance will be evaluated by a jury comprised of program faculty.

Well-defined the criteria for measurement and how the criteria were used in the program.

- No. 1.** Ninety percent of the program graduates will demonstrate mastery of part-writing skills via a *Part-Writing Evaluation Assessment* in Music Theory IV, the final music theory course. This assessment will be evaluated by program faculty. Students will complete this assessment at an 80% mastery level.
- No. 2.** Ninety percent of the program graduates will demonstrate mastery of stated analytical skills via a *Musical Analysis Evaluation Assessment* in Music Theory IV, the final music theory course. This assessment will be evaluated by program faculty. Students will complete this assessment at an 80% mastery level.
- No. 3.** Ninety percent of the program graduates will demonstrate the stated dictation skills via a *Music Dictation Evaluation Assessment* in Music Theory IV, the final music theory course. This assessment will be evaluated by program faculty. Students will complete this assessment at an 80% mastery level.
- No. 4.** Ninety percent of the program graduates will demonstrate the stated sight-singing skills via a *Sight-singing Evaluation Assessment* in Music Theory IV, the final music theory course. This assessment will be evaluated by program faculty. Students will complete this assessment at an 80% mastery level.
- No. 5.** Ninety percent of the program graduates will demonstrate stated keyboard skills via a *Keyboard Skills Evaluation Assessment* in Music Theory IV, the final music theory course. This assessment will be evaluated by program faculty. Students will complete this assessment at an 80% mastery level.
- No. 6.** Ninety percent of the program graduates will perform in a recital situation before a jury comprised of several program faculty. Jury performances will be evaluated as satisfactory or unsatisfactory, based upon the factors listed above. Jurors will complete written adjudication comments on each student performance.

The evaluation, results, and recommendations based on the criteria used.

In only one of the past five years (2011) has the pass rate for any of the (selected) student learning outcomes been less than 100%

That said, a more rigorous plan for student performance evaluation is in place and is addressed elsewhere in this document.

### **The General Education Core**

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

- I. Human Heritage, Culture, Values
- II. Public Speaking
- III. Writing
- IV. Social Institutions
- V. Mathematical Methods
- VI. Critical Thinking

### **Strategy:**

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

## **General Education Assessment Plan**

### **Objective:**

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

### **Method:**

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

### **Data Collection:**

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

### **Program Response to General Education Assessment Data**

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has six general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, values and beliefs; writing; public speaking; mathematical methods; social institutions; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

Music literature I & II is a required general elective for all music majors. It is an approved GE elective campus wide. We have not been as active as we could be in submitting artifacts. This is an area that we could improve on.

#### **I. Human Heritage, Culture, Values**

Music Literature I & II address this component. The Music Literature courses are a survey of the musical history and literature from antiquity to today. Much of the course focuses on central Europe from 1300-1900; social, economic, and political systems are studied as it significantly impacts the artistic history.

#### **III. Writing**

Music Literature I & II are writing intensive courses. The AA Music degree is a transfer program; the students taking 2000-level courses will likely be moving on to upper division and need to learn the technical details of writing about music, i.e., the specific vocabulary required to cogent and persuasive musical rhetoric. There are conventions that are unique to the genre that are covered in this class. Further, there are at least four extended writing assignments over the two semester course, usually two per semester. First semester is usually Palistrena and Bach, second semester usually Mozart/Beethoven and Romantic opera.

**IV. Social Institutions**

As mentioned above, Music Literature I & II study the social, economic, and political systems of Europe from 1300-1900.

**V. Math**

Music Theory I/II/III/IV all have a mathematical component. Intervallic identification/comparison and formal analysis (analysis of form) are math-based. Voice-leading rules are numerically based and must be memorized for success.

**VI. Critical Thinking**

The writing assignments in Music Literature I & II are designed to assess and improve our students' critical thinking abilities. Rhetorical techniques and evidential support are necessary for success on these assignments. Music Theory III/IV require the student to compose and arrange (or re-arrange) their own or established compositions.

Although Music has not provided many artifacts to the Gen Ed committee in the past, we are eager to submit more in the future to assist and establish the strong relationship between Music and the General Education Core.

- b. The program values and supports effective teaching.

**Faculty Performance Review and Evaluation**

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate.

## Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6<sup>th</sup> and 7<sup>th</sup> week for the first 8- week classes and the 14<sup>th</sup> and 15<sup>th</sup> week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course.

The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

Our program creates an effective learning environment by providing a creative environment for musical growth. Examples include creation of new ensembles based on student demand and popularity- Blues Band, Rock Band and Vocal Jazz Ensemble are ensembles that have been created over the past 2 academic years.

Another example is the design of the new music lab. In addition to the computer stations, there is a homework area and a 'hangout area' as studies have shown that community fosters student success.

d. The program's learning resources support student learning and effective teaching.

The Music portion of the Library collection continues to serve program needs. Students still write concert reports and research papers for music appreciation and music literature courses, but are getting much of their information from other sources. The collection meets the needs of both Music students and those in Humanities courses.

From the Library's home page, students can use the catalog of books and videos, search numerous online article databases, link to recommended web sites, and make online requests. Students who have access to computers off-campus can easily do online research. The Library has grown to having 75 public computers for student research and other uses, including an instruction area of 32 computers. All of these resources give students wonderful access to current information --in addition to browsing the Reference collection or websites.

The majority of the subject material specifically related to music is found in the following call numbers:

M 1-5000 Music, including instrumental & vocal music

ML 1-3930 Literature of music, including librettos, history, criticism, Philosophy & physics of music

MT 1-960 Musical instruction & study including composition, Analytical guides, instrumental techniques, singing & voice culture

Currently most of the music textbooks have companion online platforms. Faculty use those same resources in the classroom, along with their own personal collections of music and Library items.

The Library will add some Dover scores: basic operas, symphonies, plus Mozart string quartets, piano sonatas and symphonies. And with a probable curriculum change requiring piano of all music majors, more basic piano pedagogy items will be added.

Library AV materials are adequate to support the program. Faculty members strongly recommend that all Library music CDs and DVDs be located in the circulating collection. This means about 250 items and supplementary material to be processed and moved, with the goal of increasing their usage.

Faculty recommend and librarians will pursue adding a subscription to the online *Grove's Dictionary of Music and Musicians*. If purchased, in addition to being available via the Library website, this tool could then be inserted into the course platform for easy and convenient use by students.

The Library also subscribes to a wide variety of online databases which allow searching for music articles. The core article collection, Ebscohost, has now expanded to 24 separate online article databases. The first one of these databases alone offers full text articles from over 2000 journal titles, including a mix of about 18 directly related to music. Additionally, the Library subscribes to the following print periodicals which support the Music program:

*Billboard*  
*Musical Quarterly*  
*Rolling Stone*  
*Sound & Vision*

The Library collection overall is solid and it meets the needs of the Music program and general users. The librarians are responsive to faculty requests and will continue to update and add supporting materials to this collection.

- e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

We are working towards a 2x2 agreement with UCO. Most of our students transfer there, and this would make for a seamless transition.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The suggestion to add a piano requirement (outlined below) was a product of collaboration with the director of UCO's School of Music.

### 3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

5.2

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

146.4

### 4. Successful Course Completion

- a. Report the successful completion rates of all major courses in the program.

Course	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
MU-1124	62.5% (40)	n/a	48.6% (37)	n/a	54.5% (33)	n/a
MU-1131	85.7% (35)	71.4% (28)	84.8% (33)	76.9% (39)	85.7% (35)	82.4% (34)
MU-1141	75% (40)	86.5% (37)	100% (36)	96.2% (26)	90.5% (21)	92.1% (30)
MU-1151	75% (16)	93.3% (15)	83.3% (12)	93.8% (16)	83.3% (6)	100% (8)
MU-1224	n/a	72.7% (22)	n/a	70.6% (17)	n/a	75% (16)
MU-1241	100% (10)	80% (10)	100% (6)	81% (21)	100% (7)	100% (11)
MU-1331	94.7% (19)	88.2% (17)	100% (18)	85.7% (14)	89.5% (19)	90.5% (21)
MU-1341	66.7% (3)	100% (7)	100% (8)	80% (5)	100% (9)	85.7% (7)
MU-2141	85.7% (7)	100% (9)	100% (10)	100% (9)	90.9% (11)	86.7% (15)
MU-2142	85.2% (27)	91.2% (34)	96.2% (26)	90% (30)	88.3% (26)	84.2% (19)
MU-2241	100% (2)	100% (1)	100% (3)	100% (11)	91.7% (12)	100% (8)
MU-2242	86.7% (15)	88.90%	100% (10)	100% (9)	100% (5)	92.3% (26)
MU-2314	28.6% (7)	n/a	85.7% (14)	n/a	90% (10)	n/a
MU-2414	n/a	50% (2)	n/a	85.7% (14)	n/a	75% (8)

- b. Report the successful completion rates of all general education courses in the program.

Program	Course	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Music - AA	MU-2123	60% (5)	n/a	78.6% (14)	n/a	83.3% (12)	n/a
	MU-2223	n/a	100% (1)	n/a	64.3% (14)	n/a	60% (10)

- c. Describe program student success initiatives.

The music lab, described above, is an example of the types of creative initiatives that we offer. We have started three new performance ensembles in the last two years. We offer two fully equipped recording studios with a variety of recording platforms and equipment. Our music budget has provided for many new pieces of equipment including a new bass amplifier, a new stage piano, a new public address system, a new iPad-compatible digital keyboard, and much more.

- d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

Our music lab is obviously the showpiece of our department. We are hopeful that statistics will show that it is a very successful project. We would like to build on the success of this project by expanding the capabilities and replacing the

hand-me-down computers that we started the lab with.

## 5. Other Quantitative Measures

- a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

10 per year  
1000 level average 9.28  
2000 level average 4.8  
excludes private instruction, not included in data provided

- b. Student credit hours by level generated in all major courses that make up the degree program for five years.

1000 level 2300 hours average 460  
2000 level 1681 hours average 336.2

- c. Direct instructional cost for the program for the review period:

Oklahoma City Community College (OCCC) offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$55,000.00. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$65,000.00.

Technology use in the classroom continues to expand to meet the needs of our students. 150 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was \$1.22 Million. Faculty members are continuing to utilize student response systems, SmartBoards, slates and are implementing the use of iPads within the classroom. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 157 full-time faculty as well as the 500 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives.

- d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

credits- 6  
credit hours- 69

- e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Ron Staton, full time; Music Theory, Choral ensembles  
Michael Boyle, full time; Music Appreciation, Music Literature, Jazz Ensembles, Program Director

All other are adjunct, part time:

Miguel Correa- Music Appreciation & Introduction to World Music  
Tara Burnett- Music Appreciation  
Mark Giamarrion- Music Appreciation  
Anne Clayton- Music Appreciation  
Jose Gabaldon- Music Appreciation, Applied Guitar & School of Rock  
Terry Isaacs- Applied Guitar  
Nikola Gjorcevski- Applied Percussion  
Julie Higgenbotham- Applied Piano  
Jacquie Karash- Applied Piano  
Manuel Carrilo- Applied Piano, Applied Voice  
Molly Johnson- Applied Voice  
Josh Phelps- Applied Voice  
Cheryl Taylor- Applied Voice

- f. If available, information about employment or advanced studies of graduates of the program over the past five years.

Anecdotal information suggests that nearly all program graduates pursue a Bachelor's degree in Music Performance or Music Education, one is majoring in Cartology.

- g. If available, information about the success of students from this program who have transferred to another institution.

Anecdotal information suggests that all are successful. The Music Literature problem raised above has never presented itself; no student has been forced to re-take this class. I feel that this is because the students show evidence of a solid first two years of music education.

## 6. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

There is a demand for this program at OCCC. Our choirs are thriving and our ensembles offering continue to grow.

We are in a unique situation as most high school students who self-identify as a potential college music major choose one of the six four-year schools in the metro area that offer a Bachelor's in Music. Our task is to take the students that want to pursue a music degree and make it a reality for them, in a similar fashion to many other degree programs at OCCC.

- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

Our program is not vocational in nature. Terminal degree in music is PhD or DMA.

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

Professor Boyle has been on the editorial review team of the top selling Music Appreciation textbook for the past two review cycles.

Grants received- Student Success Grant (2011 & 2012)

Innovation Grant- 2012

Award from Presidential office for renovation of Yamaha piano

Gift of new Steinway 9' Grand Piano- 4145,000 value (school gift, music stewarded)

Award from OCCC Foundation for completion of recording studio A

Award from Academic Affairs to replace aging pianos with new digital pianos

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Our students ensembles produce a wide variety of programs ranging from to choral to jazz to rock and blues.

The three OCCC choirs perform a least four programs off campus every year.

The OCCC student jazz ensembles perform at least five full programs on campus and several more off campus every year. Recent off-campus performances include Arts Festival Oklahoma, NAIA reception, and OCCC graduation.

In the past two years, three new ensembles have been created--a rock group, a blues group, and a jazz vocal ensemble. Each of these ensembles performs at least twice per year.

OCCC's music program has participated in the last two musical theatre productions, *A Funny Thing Happened on the Way to the Forum*, and *The Rocky Horror Show*. Professor Boyle was musical director for both.

- e. The process of program review should address meeting demands through alternative forms of delivery.

Music Appreciation is offered online (six sections) and is one of the most popular Humanities electives as well as being the Humanities elective with the highest success rate campus-wide. Music Appreciation is also offered off-campus in local high schools as a concurrent class. Introduction to World Music is also offered online once per year.

The new ensembles that we have developed (blues, rock, and vocal jazz) are evidence they we are responsive to the changing needs of our students.

## 7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

The above mentioned grants show evidence of the music program's resourcefulness in effectively using the college's available resources. The music lab was fully grant funded and all 12 of the imac computers were hand-me-downs.

All of our equipment is well-maintained and nearly all of it can be considered state-of-the-art. All of our hardware (public address systems, amplifiers, microphones, etc) are regularly replaced from our equipment

budget.

We recently overhauled one of our older pianos; the cost was \$5,000 and it was paid by the office of the President. December 2011, we received a donation of a Steinway 9' grand piano, retail value \$145,000.

Our new theatre is expected to open in January 2014; this will provide another performance venue for our music students.

We have created student employment opportunities--a music library clerk, a choral librarian, two student workers in the lab, and a recording studio engineer.

#### IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

- The biggest strength of our program is our faculty. We may be small, but we have a vary passionate group of educators. Our faculty is up to date on current trends via conference attendance and networking, and the very nature of our field is that we are constantly in touch with our peers through our performances.
- Our new music lab is another strength. Although our lab is only one year old, all trends suggest that the students will show improvement in semester to semester and year to year persistence as well as improve graduation rates.
- Our ability to adapt to students needs is another strength. Our faculty show the willingness to meet a student where there are and show them the path to success. the new ensembles serve this purpose as well as offering our students alternative paths to a musical future.

B. Describe the concerns regarding the program that have been identified through this review.

The two biggest concerns for our music program are 1> the lack of a piano requirement and 2> Music Literature is taught as a 2000 level class here at OCCC whereas state-wide it is a 3000 level class.

Our lesson ordering system is 'clumsy' and could be easier for our students and faculty to navigate.

C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

We continue to seek a solution to our students' need to take piano each semester for successful transfer. Our transfer students will eventually have to pass a piano barrier exam or take more piano lessons and they may as well be prepared during their time at OCCC. The current degree structure does not allow for these extra hours. We will work in consultation with our faculty and other colleges and universities to remedy the situation.

D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

Consider our current curriculum pattern and consult with transfer institutions to determine possible solutions to best support our students.





