

The Instructional (Academic Affairs)

Program Review Narrative Report

1. College: Berkeley City College

Discipline, Department or Program: *MUSIC (Dept. Arts and Cultural Studies)*

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2. Narrative Description of the Discipline, Department or Program:

Department Description:

The Department of Arts and Cultural Studies was formed in Fall 2008 out of a number of pre-existing departments and programs. The reorganization offers a cohesive grouping of inter-related programs, more visibility to the smaller disciplines housed within it, and promotes students' interdisciplinary perspective on culture, critical theory, and the visual and performing arts. The department is divided into distinct disciplines and programs all within the liberal and applied arts, including: Art History, Communication, Humanities (Film Studies, Religious Studies, Liberal Arts), Music, Philosophy, and Studio Art (Mural Art, Figure Drawing, Painting, etc.). Together these programs all support BCC's overall goals, missions, and ILOs.

MUSIC Discipline Description:

The discipline of Music is represented at Berkeley City College by a two-sequence course on music history and the practice of song (choir). The Music history courses are structured as primarily transfer classes and therefore also strengthen general educational skills such as critical thinking, student writing, and student study skills. There are both online and brick and mortar courses offered. The choir course—which has not been offered for the last 3 semesters due to cuts—offers students an opportunity to work together in strengthening their performance skills through lecture, lab time, and public performances.

Music courses at BCC are also part of the Liberal Arts AA degree. There is a growing link between BCC and the Jazz School as well. The Music 15A/15B courses fulfil the Ethnic Studies requirements for the AA/AS degrees.

There is currently no full-time instructor within the discipline, a dismal state for any general education program at any institution of higher learning. In order to develop the Music program, reinforce what has already been accomplished by committed part-timers and by the Department heads, a full-time instructor in Music should be hired immediately. In contrast, the fulltime contract faculty in music at our sister school, College of Alameda, filled his load in the Fall 2009 by teaching in our program—while we continued to also hire three part-timers with full loads as well. This further supports the need for a BCC fulltime music instructor.

BCC is located in the heart of Berkeley, a rich and vital cultural center. BCC's music program is positioned to be an important part of this area's cultural activities but this cannot happen without a fulltime contract faculty to support the program and outreach.

Recommendations

- A full-time hire is needed immediately.
- Continue to create collaborations with local performance spaces and other music locations
- Increase the courses offered in music; create and articulate new courses.

3: Curriculum

The Music curriculum consists primarily of a two-sequence course on music history and the practice of song (choir); the history courses are transfer classes and therefore also strengthen general educational skills such as critical thinking, student writing, and student study skills. The curriculum is current and effective, reflecting recent trends within the large discipline of Music and keeping in mind the changing needs of BCC's student body (by for instance, offering more distant education sections of courses). Music instructors regularly meet and discuss textbooks used, as well as approaches to teaching important styles and genres—especially in relation to U.S. history and the social context within which different genres arose. We also offer Music courses in some of the local highschools.

Music Fall semester offerings generally include:

- 3-4 sections of Music 15A
- 2-3 sections of Music 15B
- 1 section of Music 20

Music Spring semester offerings generally include:

- 3-4 sections of Music 15A
- 2-3 sections of Music 15B
- 1 section of Music 20

Music Summer offerings generally include:

- 1 section of Music 15A

NOTE TO ABOVE:

ALL COURSES are offered across different times of the day and week, as well as in a combination of brick and mortar and online courses, thus assuring access to the greatest variety of students. Budget cuts have decreased the number of sections taught in the last year—we have cut Music 20 and have cut the number of sections offered of the Music 15 sequence.

Recommendations

- The Music Program needs the stability and availability of fulltime contract faculty.
- Hire a full-time instructor, who would also develop the curriculum and/or pay part-timers to develop new curriculum.

4. Instruction

A unique and important part of the curriculum in BCC's music program is its focus on the significance of African Americans' contributions to America's music. Jazz, it can be said, is America's only indigenous music, and it came from a unique blend of both European (white musical traits and tradition) and African (black traits and tradition) cultures. It is neither solely European nor solely African, it is indeed American. This is what makes jazz unique, and it only could have happened in America.

This is why the 15A and B classes are not only a study of music history, but a study in the ethnic and social history of America, including the history of black music in America (including blues and rock and roll). And a study of the music also reveals many facts about the culture. It is also why they fulfill the Ethnic Studies requirements for the AA/AS degrees. What is so significant for BCC's Music program is that the study of the music within African American culture, and its significance historically, parallels the study of the history of race relations and Civil Rights as well.

BCC also offers a Choir Program, which had been growing at a rapid rate until it was cut due to the budget. The Choir had frequently performed publically, especially at BCC events (graduation, African American History Month, etc.). It is unfortunate that this program has been temporarily suspended.

BCC has an innovative and progressive approach to music education that is reinforced by classroom techniques that engage the entire student. Faculty are committed to incorporating the use of video and audio technology within the classroom. (It should go without saying that the online courses are all interactive and offer learning across multiple mediums). The "smart" rooms in the new BCC building make it much easier to incorporate new technology and multi-

media into the classroom. Teaching at other off-site locations (the “annex” or at UC Berkeley) can make such multi-media use in the classroom challenging.

Multiple sections of the same course are offered at different times of the day/week (as well as through distant education) in order to meet the needs of students with diverse schedules.

Faculty maintain an active dialogue with other music instructors at local colleges and universities. The part-time instructors are a distinguished team of professional musicians –all are Bay Area professionals who are active in the music community as performers as well as teachers. They all remain active in their respective scholarly disciplines beyond their work at BCC.

The program has kept up with the evaluation of part-timers and the prioritized hiring pool.

Recommendations:

- A fulltime, contract instructor is needed to support the existing curriculum and see the program grow. **It is a dismal state for any general education program at any institution of higher learning not to have a fulltime music history/ethnomusicology instructor.**
- Music instructors should be encouraged to stay active in their fields and take advantage of any available funding (staff development) to attend discipline-specific conferences or enroll in disciplinary professional associations, etc.
- Music instructors should be encouraged to incorporate new media and new pedagogical methods into their teaching through proper administrative support of such training and implementation.
- Music instructors should be encouraged and supported to continue to meet regularly in order to exchange ideas and teaching approaches.

5. Student Success:

Review of attached data shows the following trends:

Data shows that we have been offering fewer and fewer sections due to budget cuts over the last two academic years. However, even with these cuts, STUDENT RETENTION has remained steady at 85%-86% and, even better STUDENT SUCCESS has increased to 78%. Music’s overall PRODUCTIVITY RATES also remain strong. Our courses are impacted—students would like more sections of the courses we currently offer. We never have a problem filling a course.

We serve the same number of students as Merritt but yet we have no full-time instructor leading our program—this is *detrimental to growth* and in the long-term this is detrimental to student success and retention.

STUDENT LEARNING OUTCOMES have been regularly assessed since 2009. Instructors have further closed the loop by adjusting curriculum according to the SLO assessment outcomes. It has been key to have a point person (coordinator) within the department who can help manage and assist with all SLO and assessment issues.

Music has also participated in the ILO assessment process during the 2011-2012 academic year. The results show the need for faculty resources and assistance in crafting more specific assignments that guide students towards improving their courses relationship to the ILOs.

Recommendations.

- Continue having a paid assessment/SLO departmental coordinator
- Continue the assessment cycle for all courses
- Pay part-timers with a stipend to review all course outlines and make sure they are up-to-date
- Work with instructors to develop strategies for meeting the ILOs
- Work with counselors to better connect students to appropriate courses

6. Human and Physical Resources (including equipment and facilities)

There is **no** contract faculty in Music and there are currently 4 part-time faculty. The part-time faculty are a distinguished team of professional musicians who teach for us—all are Bay Area professionals who are active in the music community as performers as well as teachers. In order to support growth, develop the program and a major, a fulltime contract faculty is needed.

Although BCC's building has aided the effectiveness of Music teaching, it is problematic for instructors to teach off-site, due to the lack of adequate technology access.

Recommendations

- Our key staffing issue continues to be the lack of a contract instructor; **we need to add one contract faculty immediately.**

7. Community Outreach and Articulation

The Program in Music ensures that the curriculum responds to the needs of the constituencies that it serves by keeping into close communication with the four-year public and private universities within our service area.

BCC is located in the heart of Berkeley, a rich and vital cultural center. BCC's music program is positioned to be an important part of this area's cultural activities but this cannot happen without a fulltime contract faculty to support the program and outreach. Much more can be done collaboratively between such places as the Jazz School , Freight and Salvage, or Berkeley's theater district.

Since the majority of our instructors teach part-time at other colleges and universities, they bring those experiences to BCC as well.

Recommendations

- Continue to find ways to collaborate and dialogue with four-year universities, community organizations, high schools, and private institutions.

- Hire a full-time faculty member who can best make these connections to the community.

8. BUDGET-RELATED QUESTIONS:

a. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

Because we had had steady but careful growth in the years prior to budget cuts and because we never had a fulltime music instructor (i.e., we had always done with little) the impact was minimal. We were able to cut sections but keep a diversity of offerings (i.e., juggling daytime and night time and online offerings, create a rotation, etc.). Nevertheless, the impact was felt by students who turn to all of our department's offerings, but especially Music to fulfil certain basic GE requirements as well as AA in Liberal Arts offerings and were not always able to meet those student's needs. Further, due to the cutting of the choir, students needs were not met.

b. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resource?

We will continue to offer courses on a rotation when necessary and cut multiple sections when necessary. We will advocate for the need for BCC to have its basic GE transfer disciplines all represented by at least one full-time instructor per discipline before expanding other programs or starting new ones (i.e., for careful and steady growth).

c. What does the department recommend that the college do to maintain quality educational programs and services?

- a. Hiring of full-time faculty in each core collegiate discipline which does not currently have a full-time faculty member before further growth of new or existing programs.
- b. Focus on success and retention with AA-Ts
- c. Focus on 4 year institution preparation and transfer skills
- d. Hiring of more dedicated counselors
- e. Hiring of an Academic Dean
- f. Faculty advising with stipend/ release time and training
- g. Sabbaticals for Faculty
- h. Assess interdisciplinary programs for effectiveness
- i. Development of a Transfer committee to oversee specific transfer needs