

Eastern Wyoming College

Instructional Program Review 2013 - 2014

**Program: Music
Associate of Arts
(Music Education, Music Applied)**

**Prepared by:
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EASTERN WYOMING COLLEGE Instructional Program Review

Program Name: MUSIC

Part I: Statistical Data from the past three years:

	2010-2011	2011-2012	2012-2013	5-Year Average
Annualized FTE Enrollment	23.7	29.9	37.3	24.8
Annualized FTE Faculty	1.1	1.9	2.6	1.7
# Students MUSC	1	1	1	1
# Graduated MUSC	0	0	0	0
# Students MUSED	0	1	0	1
# Graduated MUSED	0	0	0	0

FTE = Full-time equivalent Notes:

Modes of Delivery:

Online (starting in Fall 2012)
 compressed video
 face-to-face

Advisory Committee Members and Title or Role:

Jeanne Hamer – advisor, Rich Reyes – advisor, Ezdan Fluckiger – advisor, Erin Jespersen - advisor

Community Partners or Internships:

The EWC Music program partners with Community Education to provide an opportunity for community members to perform in ensembles, and to provide EWC students the opportunity to perform in a larger ensemble alongside individuals who have made music an endeavor for life-long learning.

EWC Music also partners with Goshen Community Theatre by loaning instruments, equipment, and assistance with rehearsals and performances of theatrical productions.

The EWC Music Club partners with the Eastern Wyoming Arts Council by providing assistance with ticket sales, ticket redemption, ushering, and help backstage as needed for Arts Council events. EWC Music Club students receive free admission to all Arts Council events for their service.

Revisions in Curriculum Since Last Review:

Since the last review many changes have been made to the current curriculum. The Music Education degree has had the credit requirement lowered to 66, Introduction to Music and Introduction to Music of the World’s Peoples have been adjusted to fit an online format, and a new course for music education and elementary education majors has been developed and implemented (MUSC 2018 Music for Elementary School Teachers).

Part II Narrative Analysis

Description of State and National Trends (if applicable)

A 2009 article authored by John Thomasian, (*Testimony - Economic and Employment Impact of the Arts and Music Industry*, nga.org) the director of the National Governors Association Center for Best Practices, reveals that nationally there are more than 612,000 arts businesses which employ near 3 million performing artists. When this statistic is also combined with the large number of industries that are not focused on the arts but utilize the skills that are trained through study in the creative arts (i.e. tourism, technology, consumer goods) this number grows to around 40 million Americans. By the estimates stated in the NGA article, nearly 30% of all employed Americans are employed in the creative sector. Thomasian indicates in his testimony to the NGA that states that make an active effort to support the creative sector see a substantial growth in the arts industries, and a similar substantial growth in industries related to the creative sector.

In the Wyoming Arts Councils 2011 Creative Vitality Index (wyoarts.state.wy.us), Wyoming ranked second among western state's (AZ, CO, ID, MT, NM, WY, UT) creative economies. The creative economy (not including related industries) in Wyoming was responsible for \$143,000,000 of revenue in 2011, thanks to 8,249 creative jobs. Of these creative jobs, musicians and singers have had the fastest and largest increase in job opportunities. The 2011 report cites an increase of 106% or 426 new jobs for musicians and singers (not including educators).

The growth of the creative sector in Wyoming and the increasing attention to the economic benefits of the creative sector both indicate a substantial need in the near future for well trained creative minds. Here in Goshen County we have just been exposed to a wonderful example of how creativity and music can aid in economic growth within the agriculture industry. The Peterson Farm Bros were on the EWC campus April 23rd, and have made a series of online videos using their musical and creative abilities to supplement their income through social media and advocate for the support of the agricultural industries.

United States	Employment		Percent Change	Job Openings
	2012	2022		
Elementary School Teachers, Except Special Education (<i>Bureau of Labor Statistics</i>)	1,361,200	1,529,100	12.3	467,400
Middle School Teachers, Except Special and Career/Technical Education (<i>Bureau of Labor Statistics</i>)	614,,00	690,400	12.4	211,200
Secondary School Teachers, Except Special and Career/Technical Education (<i>Bureau of Labor Statistics</i>)	955,800	1,008,700	5.5	312,600
Musicians and Singers (<i>Bureau of Labor Statistics</i>)	167,400	176,200	5.2	53,900
Wyoming	Employment		Percent Change	Job Openings
	2010	2020		
Elementary School Teachers, Except Special Education	2,990	3,820	28	330
Middle School Teachers, Except Special and Career/Technical Education	1,190	1,530	29	130
Secondary School Teachers, Except Special and Career/Technical Education	1,910	2,460	28	220

Statistics provided by US Department of Labor via Onetonline.org, unless otherwise noted

Activities in Support of Student Recruitment and Retention:

Since beginning my employment at Eastern Wyoming College (EWC) in Fall of 2012, I have made multiple visits to high schools within our service area and Western Nebraska. During these visitations I give a talk on music career options, the music program at EWC, and the benefits of attending a community college. So far I have visited 12 schools within the aforementioned areas and have developed a rotation to visit each high school every two years.

I have also collaborated with area music instructors to develop the community ensembles at EWC and also to develop a free summer community band, which I co-direct. The goal of this summer group is to encourage students to view music as an endeavor for lifelong learning. Assisting with this group also provides me the opportunity to work directly with area high school students and to build a relationship with area music teachers.

I volunteer both my musical and technical talents to assist the Goshen Community Theatre group in many of their productions. This endeavor also provides me with an opportunity to meet and work with high school students who are heavily involved in the arts, and who are potential EWC students.

The music department markets to current and incoming students through direct phone calls, mailings, emails, and posters which are all designed to attract new students and encourage musical participation from current EWC students. All applicants to EWC that indicate an interest in music are directly contacted by EWC Music faculty to proactively answer questions about the department, offer information for scholarships and grants, and to personally invite them to visit the campus.

The EWC Music Club regularly hosts jam sessions, presentations on different musical styles, and coordinates trips to sing carols and to attend concerts. The EWC Music Club was re-initiated in the Fall 2013 semester with the expressed goal of benefitting the musical activities on campus, and to provide an alternative outlet for students to learn and experiment with music. The music club has attracted students that do not regularly participate in music ensembles or music classes and those that are quite involved with EWC Music activities. I believe the presence and growth of this club will greatly benefit the recruitment and retention strategies of EWC.

Assessment of Student Learning:

The CATS completed in class include Audio- and Video-recorded Protocols, Empty Outlines, Focused Listing, and Minute Paper. These techniques impress upon me the need to continue to alter presentation techniques to include much more student interaction, audio-video materials, and to implement more open-ended assessment techniques. I have been successful in altering the way that material is presented, and am actively working to find better assessment strategies. The Outcomes Assessment for the music major is a final recital given by the student, and judged by two faculty members and one guest.

Strengths of the Program and Faculty:

My strengths as a musician and an academic lie in instrumental music, music theory, and music technology. My graduate studies focused on music composition and music theory, where I gained a great knowledge on the intricate workings of Western art music and our system of notation. I have lots of experience performing in large and small ensembles, and coaching individuals and groups in vocal and instrumental performance. I believe that my knowledge of theory and compositional techniques allows for greater insights into the repertoire when coaching an ensemble.

The EWC Music program strengths are its versatility and ability to showcase individual talent. Due to the structure of the music courses and the size of the department, students are allowed many more opportunities for individual growth within an ensemble and within a class. The program has the ability to adjust to individual student needs, so that their academic and musical weaknesses can be improved without the student falling behind the class.

Part III Recommendations

Faculty Recommendations:

My recommendations for continuous improvement are as follows:

A. Student Learning: As is common amongst other colleges, many students entering the study of music are ill-prepared for the theory and individual lesson components. This is due to the focus on performance-only education in music in many middle and high schools. To combat this issue, I have been reworking the MUSC 1010 Music Fundamentals course as a fun, preparatory course for students who are not able to be successful in the theory sequence their first semester at EWC. I plan on continuing to rework the theory curriculum to be more outcome-based.

To continue growing the EWC performing ensembles in number and quality of performance, I intend to transition them to a 4 concert schedule. This schedule would include two concerts on-campus each semester, and some minor travel to schools within our service area and Western Nebraska. The expressed purpose of this change is to increase student engagement and performance quality within the ensembles, and also to provide extra visibility for Eastern Wyoming College and the department of music to prospective students.

B. Equipment and Facilities: The facilities are satisfactory for a majority of the courses that are taught within the department. As the department continues to grow a piano-lab and more music technology workstations should be added. Currently there is not an adequate way to instruct multiple students in piano skills or the usages of music software in a classroom setting. This weakness has been addressed by the faculty by taking the extra time to instruct students individually in these areas.

C. Recruitment: Building and maintaining a positive relationship with area music instructors is vital to any recruitment effort. This is why I intend to continue performing volunteer work in the area in the form of performances, assisting students in preparing all-state auditions, assisting instructors in recording all-state auditions, and coordinating our community and summer ensembles. This work has garnered the interest of non-traditional students in EWC music courses and, I believe soon, the interest of traditional students within Goshen County.

With the recent increase in size and the improvement of performance quality of the collegiate chorale I believe that it is adequate to showcase the college and the department through performances for high school music students. As mentioned earlier, implementation of a light tour schedule to the high schools within our service area and Western Nebraska will greatly increase program visibility and continue to showcase the talents of EWC students.

In an effort to bring prospective students to the EWC campus, the music department is coordinating with the art department and our recruiters to create an “Arts Day”. This will target students interested in study

in the fine arts and allow them to sit in on classes and rehearsals with current EWC students, attend a tour of the EWC campus, and meet EWC faculty members.

Action Plans - Year One through Year Three

Action Plans are attached.

Advisory Committee Recommendations:

The Music Advisory Committee recommends the implementation of a tour schedule for the college choir. In addition to touring high schools, the committee recommends that EWC Music include the Cheyenne VA Medical Center. The advisory committee also recommends the creation of a specific recruiting event to bring high school choir and band members to the EWC campus.

Division Chair Recommendations:

I have read the Instructional Program Review 2013-2014 for Music and faculty member Michael DeMers has compiled a sizable list of the department's strengths, successes and objectives along with a frank description of the Program's limitations and shortcomings. His remarks support the following observations. Since the Review five years ago there has been only one student enrolled in the program. The average FTE enrollment for those years has been 24.8. And while FTE enrollment fortunately has been climbing steadily the majority of those students have been concurrent.

Two years ago the college decided to hire a full time music instructor, Mr. DeMers, to teach and grow the Music Program. What has been done to create sustainable success? There has been focused efforts on the following areas-- curriculum changes, student recruitment activities and beneficial partnerships. This has led to a collaboration with the Education Program and the development of the course Music for Elementary School Teachers. Joining the college's efforts to expand available outreach classes the Music Program now offers two new online courses. Concentrated recruiting efforts at over a dozen high schools with a constructive plan to re-visit these schools to build on gains. Proactive recruitment by Mr. DeMers who personally engages potential students by phone and mail and encourages them to enroll in the EWC Music Program. The renewal of the EWC Music Club in partnership with the EWC Art Club. And numerous formal and informal opportunities to perform whether as a vocalist in the choir or to play an instrument.

EWC and the Goshen County area have been consistent supporters of the arts, including music, as evidenced by high attendance at numerous EWC sponsored professional performances and the Goshen Community Theater group's plays and musicals. To take advantage of this support the EWC Music Program and Mr. DeMers have established community affiliations, liaisons and partnerships with groups such as GCT and the Eastern Wyoming Arts Council. The Program has also attracted superior membership on its advisory committee.

The judgment as to whether or not the Music Program has achieved a payoff will be viewed in the number of students it attracts. Those numbers haven't been seen yet. Mr. DeMers has only been on the job two years. However, as stated, there is energetic community support for the arts including music. There is also a knowledgeable and dependable number of music students

graduating from area schools. Attracting students to EWC who wish to include music in their college life as they did in their high school life is the goal. In order to achieve the ambition of substantive student enrollment and healthy support of the community EWC needs to provide the assets, opportunities and spirit of a world class Music Program. It is still a work in progress.

Vice President's Recommendations:

Reinvigorating and growing the music department and program continues to be one of our primary instructional goals. With that in mind, EWC Board of Trustee approved the hiring of a full-time music instructor for Fall, 2012. Michael DeMers is our current instructor and is a talented musician and brings many strengths to the situation. Typically, EWC transfer programs do not have advisory councils; however, we encouraged Michael to form one in order to help develop a plan of action to help our program be successful. Several supportive and knowledgeable community members are a part of this group. The curriculum and program was reviewed by faculty and administration as well. Changes included revising the music program, developing core music courses as self-directed studies so that individualized instruction could occur with small numbers, adding a music for elementary educators course, and strengthening the distance learning offerings in order to help outreach students complete their general education requirements.

We are still evaluating these directions. The FTE in the department has increased, but this is largely due to the increased concurrent enrollment courses. It has been difficult to attract music majors—which has averaged only 1 in each of the last three years, and no one has graduated with a music program. The community choir is small but comprised of individuals who are talented and enjoy the opportunity to sing with others. Likewise, the band has been developed and has a number of community people involved and occasionally some college students. It is still a struggle to find musicians to play all parts. The self-directed studies classes have been so small, that students feel that everything is an independent study, hence creating the feeling that it is a barely viable major. The distance learning classes have seen adequate enrollments and are serving the needs of the outreach students. Although, the program still has scholarships for music participants, it is a continuing struggle to enroll sufficient student numbers in the college choir, community choir, band, or other performing groups. In addition, these same students often do not stay in choir for all four semesters of their EWC enrollment. Some of the public performances have seen good attendance; however, the quality of the performances seems to vary widely depending on the mix of musicians, student numbers, and selection of songs. The primary instructor and the adjunct instructors have excellent credentials. As the division chair indicates, it is a work in progress. My recommendations follow:

1. Continue working closely with the advisory council by holding meetings at least once each semester.
2. Encourage and recruit student participation in the EWC music club and develop more visibility for activities on the Torrington campus.
3. Recruit enrollments from the student body and community for participation in the performing groups including choir, band, and the founding jazz band.
4. Rehearse extensively and provide quality music performances.
5. Participate in networking opportunities with service area high schools, community groups, and statewide articulations.
6. Work closely with the division chair and instructional technology department to continue to improve instruction.