

Northern Oklahoma College
Associate of Music Program
Review
{updated August 2014}

Description of the program's connection to the institutional mission and goals:

Institutional Mission:

The mission of Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

Institutional Vision:

Northern Oklahoma College will be recognized as a model institution and leader in academic quality and cultural enrichment, promoting student success, collaborative learning, creative and forward thinking, and community responsiveness.

Institutional Goals as reflected in Core Values:

Personalized Education

- We believe in providing individualized services that lead our students to achieving their academic goals in a welcoming and safe environment.
- We believe in providing support to students in and out of the classroom so that they receive a full college experience with diverse opportunities.

Community and Civic Engagement

- We believe that educated citizens are necessary for a healthy, democratic society, and that free and open expression and an appreciation for diversity are cornerstones of higher education.
- We believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities.

Continuous Improvement

- We believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as in the need to prepare students for 21st century professions.
- We believe that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

The Music program fits within the institutional mission by providing high quality life-changing experiences through on-stage performances with professional musicians and "at Sea" performance tours. The program also follows the institution's vision by providing cultural enrichment through guest artist series, promoting student success through student recitals and creative and forward thinking through music theory compositions.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

- The Music program has three options: Vocal, Instrumental, and Musical Theatre. A fourth option, Music Business, was suspended in 2013-2014 due to low enrollment. The three current degree options all require 37 hours in general education courses and vary from 18 to 22 hours in program courses.
- Program success is determined through various recitals, special projects, compositions, successful proficiency examinations, stage performances and written examinations.
- There are five full-time faculty members in the Music program along with one assistant, two accompanists, and three adjunct faculty members.
- The Music program provides a quality curriculum that prepares students for their entrance into the senior institution along with providing stage time that they may not see at the senior university.

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

The Associate of Arts degree at Northern Oklahoma College is a transfer degree that provides students the ability to have a liberal arts degree that is high quality, accessible and affordable. This degree allows students to become life-long learners as students can build on coursework in completing a baccalaureate degree and/or in entering professional programs.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Students after completion of the Associate of Arts degree will be able to:

1. Be proficient in the areas of Theory, Piano, and Aural skills to be successful at the transfer four-year university.
2. Be proficient in their major area of concentration, i.e.; voice, woodwinds, brass, percussion, etc.
3. Successfully integrate into the university ensemble structure.
4. Be successful in coursework at the four-year university.
5. Pursue a Bachelor of Music degree.

B.2 Quality Indicators (including Higher Learning Commission issues):

To measure the effectiveness of general education courses, assessment data is pulled from 8 areas of competencies. Assessment measures are embedded in required general education courses and program courses including the following general education course: MUSC 1113 Appreciation of Music

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2007-2008	39	10
2008-2009	37	3
2010-2011	30	7
2011-2012	33	8
2012-2013	29	6

B.4. Other Quantitative Measures:

- a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

Music

Program area courses offered from Fall2008-Spring 2013 (5-year review)

MUSC 1133 Music Theory 1-10 sections, average class size-6.9

MUSC 1143 Music Theory 2-8 sections, average class size-5

MUSC 2133 Music Theory 3-7 sections, average class size-5.6

MUSC 2143 Music Theory 4-7 sections, average class size-5.7

MUSC 1131 Ear Training Sight Singing 1-6 sections, average class size-10.3

MUSC 1141 Ear Training Sight Singing 2-8 sections, average class size-5

MUSC 2131 Ear Training Sight Singing 3-7 sections, average class size-4.9

MUSC 2141 Ear Training Sight Singing 4-7 sections, average class size-4.7

MUSC 1711 Applied Piano Class 1-7 sections, average class size-8.7

MUSC 1721 Applied Piano Class 2-7 sections, average class size-7.1

MUSC 1731 Applied Piano Class 3-5 sections, average class size-6.2

MUSC 1741 Applied Piano Class 4-6 sections, average class size-4.7

MUSC 1110 Recital Attendance-0 sections, average class size-24.4

Music Theatre

THTR 1213 Beginning Acting-5 sections, average class size-7.4

THTR 1243 Stagecraft 1-5 sections, average class size-5.5

THTR 1262 Stage Makeup-5 sections, average class size-5

THTR 2963 Stage Lighting 1-5 sections, average class size-4.4

THTR 2213 Intermediate Acting-5 sections, average class size-5.5

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

Music

Program area courses offered from Fall2008-Spring 2013 (5-year review)

MUSC 1133 Music Theory 1-69 students=207 credit hours

MUSC 1143 Music Theory 2-40 students=120 credit hours

MUSC 2133 Music Theory 3-39 students=117 credit hours

MUSC 2143 Music Theory 4-40 students=120 credit hours

MUSC 1131 Ear Training Sight Singing 1-62 students=62 credit hours

MUSC 1141 Ear Training Sight Singing 2-40 students=40 credit hours
 MUSC 2131 Ear Training Sight Singing 3-34 students=34 credit hours
 MUSC 2141 Ear Training Sight Singing 4-33 students=33 credit hours
 MUSC 1711 Applied Piano Class 1-61 students=61 credit hours
 MUSC 1721 Applied Piano Class 2-50 students=50 credit hours
 MUSC 1731 Applied Piano Class 3-31 students=31 credit hours
 MUSC 1741 Applied Piano Class 4-28 students=28 credit hours
 MUSC 1110 Recital Attendance-244 students=0 credit hours

Music Theatre

THTR 1213 Beginning Acting-37 students=81 credit hours
 THTR 1243 Stagecraft 1-27 students=81 credit hours THTR
 1262 Stage Makeup-25 students=50 credit hours THTR 2963
 Stage Lighting 1-22 students=66 credit hours THTR 2213
 Intermediate Acting-27 students=81 credit hours

c. Direct instructional costs for the program for the review period:

Current formula--\$6208 for each 3-credit hour course taught by a full-time faculty member as pmt of 15-hour load)

The two degree programs have been sustained with six full-time faculty members teaching program requirements, as well as directing the theatrical and musical productions and choirs associated with the program.

\$6208 X 60 3-Credit hour section taught per year by the instructors=\$372,480 annually for direct instructional costs

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

The following two courses support the general education requirements for humanities:
 MUSC 1113-Music Appreciation-72 sections (over 5-year review period)=6069 credit hours
 THTR 1223-Introduction to Theatre-5 sections (over 5-year review period)=129 credit hours

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the socialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Full-time Faculty:		
Dineo Heilmann (chair)	Master's of Music Ed	Wichita State University
Shannon Bradford	Master's of Music Ed	Oklahoma City University
Edward Dixon	Master's of Music	Austin Peay State University
Linda Fiscus	Master's of Music Ed	Northwestern Ok. University
Seth Leiber (2013-2014)	Master's of Music	Royal Scotland
John Michael Warburton	Master's of Fine Arts	Technical Theatre, Florida State
Part-time Faculty:		
Brandon Haynes	Bachelor's of Music	Oklahoma City University

Note: Additional adjuncts have taught sections of private voice lessons and private instrument lessons but all other required program courses are taught by full-time faculty.

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

22 out of 31 graduates within the 5-year study transferred to a 4-year university.

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

As one indication of student success, Northern receives annual reports of transfer students' performance in the NOC-Gateway program in Stillwater through the Memo of Understanding. In the last two years, this report has indicated that the retention rate of NOC transfer students is greater than the first year at OSU retention rate of other transfer students for each of the years studied indicating that NOC graduates are well prepared for continued success at the four-year institution.

B.S. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.S. Duplication and Demand Issues:

Address Duplication:

This degree is not duplicated at either of our other two campuses. It is, however, duplicated at other two-year colleges in the state but not at the level of proficiency of our program.

Address Demand:

The demand of this program is limited but the coursework adds to the cultural environment on campus through Fine Arts performances and the degree offerings allow students to pursue their major field of study at the two-year level while completing general education requirements.

B.S.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

As noted above, the number of majors and graduates has not been high for the Music and Music Theatre degree; however, the number of students involved in Fine Arts programming shows that there is a high demand for these cultural offerings on campus, and the degree programs enhance students' musical and theatrical skills while allowing them to complete a general education major transferrable to four-year universities.

B.S.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

This degree enables students to declare that they have an associate's degree when applying for various employment, which according to recent College Study Board data increases earning potential by 13%.

With a bachelor's degree in music education, the median pay in 2012 for a high school teacher is \$55,000 and post-secondmy is \$68,900. Job outlook is expected to grow by 6% for high school teachers (higher in certain areas) and 19% for post-secondmy.

B.S.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable.

B.S.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

The Fine Arts Music and Music Theatre degree contribute to the cultural life of the community through the offering of theatrical productions, choir concerts, jazz concetis, Madrigal concerts, and concert bands. In addition, guest artists who come to campus and work with the students often provide community performances as well.

B.S.e. The process of program review should address meeting demands for the program through alternative forms of delivety. Detail how the program has met these demands:

Because of the emphasis on perforning alis, program classes are not ctmently available through ITV or through online delivety.

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); librmly collections; facilities including laborat0ly and computer equipment; support services, appropriate use of technology in the instructional design and delivety processes, and the human resources of faculty and staff.

Quality Matters and Blackboard Training has been provided for faculty of both distance education and on-site courses who use the internet for web-enhanced courses; therefore, the costs have not been exclusive to any one program.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Identify retention strategies through the Early Alert system.	Provide instructor and/or peer tutors for program courses to increase retention as needed.	Fall 2014-Identify students who need additional assistance through the Early Alert system.
Actively recruit in area high schools through individual faculty visits and through popular music ensemble tour performances.	Roundabout Performances have been and will continue to be scheduled; however, divisional brochures are being enhanced to better communicate program details.	Fall 2014-Publication of new program brochures