

FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		Matie Scully
Program or Service Area:		Music
Division:		Arts and Humanities
Date of Last Program Efficacy:		2012
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 9	Faculty Load: 4.6 (per semester – 9.23 reported on EMP)
Position Requested:		Tenure-Track Faculty
Strategic Initiatives Addressed:		Campus Culture and Climate Student Success

1. Provide a rationale for your request.

The music department has had steady growth over the past several years. Efficiency ratings have grown from 442 during the 2006-2007 academic year to 585 during the 2011-2012 academic year. All classes are at cap in the department with the exception of the advanced music theory class. All curriculum is in place for music majors to complete degrees at SBVC and to complete transfer requirements and enter music programs at the four-year colleges as juniors, however, hiring qualified faculty for these specific transfer courses on an adjunct basis is very difficult. The rigor of the academic transfer courses (Music Theory & Musicianship I-IV, Music Hist. & Lit. Conducting etc.) must meet the rigor of the same University courses. The intensity of the performance transfer courses (Concert Choir, Elem. & Interm. Voice, Chamber Chorale & Theatrical Music Workshop) must match the level of intensity of the same University courses. One full-time faculty member, teaching maximum overload, cannot teach & direct all the required transfer courses in the music program! The lone full-time faculty member is attempting to expand both academic and performance offerings, and is finding the task overwhelming. Every time a new course is put through the curriculum process, the expectation is to immediately place it in the class schedule. If the course is designed to improve the success rate of our music transfer students, one of the other transfer courses must then be taught by an adjunct professor who isn't able to give the additional time, energy, focus and expertise that a full time professor would be able to apply to the task! Students transferring into Music Major programs at the University are given a battery of theory placement tests and performance auditions. Entering students who do not pass these auditions and tests are assigned to sophomore or even freshmen level classes. The consequence of this reassignment is a delayed graduation in their major! The coordination of performance programs requires scheduling of concerts and festivals, arrangements for off-campus students to attend performances (community outreach) and coordination with other campus activities: Foundation functions, Black History Month celebrations, High School Counseling Presentations etc. Another full-time faculty member would allow the responsibilities for oversight of both the academic and performance components of the department to be split.

2. Indicate how the content of the latest Program Efficacy Report and/or most current EIS data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

The music department is continuing to offer many academic classes that fulfill general education breadth requirements. These courses are being taught exclusively by adjunct faculty, who are almost all at maximum load. In order to promote a strong music performance program, the full-time faculty (teaching maximum overload) has had to relinquish some of the majors prep curriculum to adjunct faculty who are difficult to find. Many of the classes are at maximum capacity and should be split into multiple sections for pedagogical reasons. FTES has steadily increased from 116.64 in 06-07 to 179.99 in 11-12. (one sheet and Efficacy p. 14) This increase has occurred despite dramatic section decreases. In spite of the dramatic loss of sections, the current full-time faculty is teaching only 25% of the section offerings, 5 of 21 (which includes maximum overload) leaving 75% of courses being taught by adjunct faculty.

3. Provide updated or additional information you wish the committee to consider (*for example: regulatory information, compliance, alternative or ongoing funding sources, updated efficiency and/or student success data or planning etc.*)

As the students become aware of the new facility and the program's new offerings, their enthusiasm is driving increased enrollment. This is evidenced in enrollment growth from 1,120 students in 08-09 to 1,289 in 09-10, to 1420 in 2011-2012. While enrollment has increased, success has increased from 58% in 04-05 to 71% in 11-12 and retention has increased from 71% in 04-05 to 88% in 11-12. (EMP) With the addition of the recital hall to the rooms of the music department, the opportunities for music festivals and children's concerts, faculty recitals, and music class recitals have considerably expanded with multiple performances of each group each semester. Development and follow-through for all this while teaching and directing the academic side of the department is a burden that can be carried only by a full-time professor. We are succeeding in our challenges and opportunities quite well. We are seeing more and more students taking theory classes as well as choir, opera and voice classes. These students are spending many hours with us in the music department. An increasing number are seeking guidance as they consider careers in music. Full-time faculty are necessary to spend the time with these students.

Our department is also succeeding in our action plan. Our plan to increase the small enrollment in the advanced theory classes has now come to fruition (spring 11). A full-time professor is necessary to oversee this doubled capacity in the theory program.

4. What are the consequences of not filling this position?

With the new facility, the music department is experiencing a "renaissance" with new, exciting classes, increased numbers of students, new activities for students, multiple recitals and concerts. Without a new full-time faculty member, this newfound energy and zeal for the music program and its expansion may falter because the load is too great. Additional adjuncts are required to teach, but they cannot be relied upon to plan, direct, organize and carry out the other responsibilities that the music department must handle to be successful.

