

POSITION REQUESTED: Music Instructor

New
 Replacement: [list person(s) being replaced]

DIVISION: Fine and Applied Arts _____

DIVISION CHAIR: _____ James Thompson _____

GENERAL INFORMATION REGARDING POSITION REQUEST:

1. Which of the following areas of need will be addressed by this position? (check all that apply)
 Transfer to 4-year colleges
 General education
 Basic Skills instruction
 Vocational instruction
 Student Support Services
2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?
 Yes (please cite below)
 No (please explain why below)
3. Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

This position would require office space, a computer, and office furniture.

4. List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

This individual would be focused on the instrumental aspect of the music department as well as core classes. Classes could be: MUSC 101, MUSC 102, MUSC 103, MUSC 111, MUSC 112, MUSC 127, MUSC 130, MUSC 143A, MUSC 143B, MUSC 143C, and MUSC 110. A new full-time instructor would also share non-instructional duties including purchase orders, cleaning and maintenance orders, program recruitment, and the planning of concerts and events.

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the Institutional Research web page below. Attach any additional data or past program reviews to this document.

<https://www.kccd.edu/institutional-research/program-review-data>

		2016-17	2017-18	2018-19	2019-20	2020-21*
Enrollment at Census		369	391	501	802	554
Average number of students per section		15.4	21.7	16.7	21.7	13.9
First Day Waitlist		0	14	11	21	16
FTEF	TOTAL	3.07	2.60	3.58	4.94	5.00
	Full-Time	2.002	2.001	2.002	1.868	2.001
	Overload	0.666	0.200	0.535	0.468	0.266
	Adjunct		0.200	1.046	2.20	2.135
	Summer	0.400	0.200		0.400	0.600
FTES		36.8	39.92	50.52	81.00	54.93
Degrees & Certificates**						

* Due to the Covid-19 pandemic the data for 2020-2021 is not an accurate representation of the growth trends of the department. Sarah Rector took over as music instructor in Fall 2017 and the growth trends after 2017 and prior to 2020 are a more accurate representation of growth.

** May 2022 will be the first semester students would be eligible for the AA-T in music.

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time position:

- Availability of part-time/overload faculty

Due to the location of Porterville College, it is difficult to find qualified individuals to teach music courses. PC has been very fortunate to have three adjuncts in town who are qualified to teach a variety of classes. If any of these individuals relocate for full-time work, finding replacements would be extremely difficult. Sarah Rector is currently the only full-time faculty member and has taught overload every semester. Along with instructional duties, Sarah also does many other jobs including recruitment, purchase orders, curriculum, Student Learning Outcomes, instrument maintenance, and updating the Certificate of Achievement. She has written an AA-T degree in Music, which is on track to graduate its first student in Spring 2022. Because many classes in music are 1-2 units, Professor Rector teaches anywhere from 5-7 courses. This is too much for any one individual. All community colleges within the valley have had at least two full-time faculty members before. An additional faculty member would help with the workload in the department. Below is the current full-time faculty make-up of surrounding colleges:

Community College	Number of full-time Music faculty
Porterville College	1
Reedley College	2
COS	4
Bakersfield	6
Fresno City College	7

- Compliance with state regulations/accreditations:

The PC music department is focused in two areas: Vocal and Instrumental Music. The department currently has one full-time vocal professor, but there is no full-time instrumental faculty member, which means that all private instruction lessons are vocal. This also means that students with an instrumental background or emphasis are not receiving equitable instruction. As a result, instrumental music students are not adequately prepared to transfer to four-year university music programs, even with the completion of the AA-T in Music..

- Maintaining “one-full-time-faculty” program:

Music is currently a one-full-time faculty program but music as a discipline has two sections, vocal and instrumental, which represent the body of the department. With only one full-time faculty member we are not accurately representing music as a whole. Music is not an “arrive and teach” discipline. Running a department requires hours of planning, recruitment, and preparation which is why most degree offering community college music programs are run by multiple full-time faculty.

- Long-term community needs/support (Document with Advisory Committee, Program Review, or other recommendations for increased staff):

As outlined in past program reviews, the music department is in dire need of another full-time faculty position. Music programs should include both vocal and instrument focus. Porterville College’s service area includes PUSD Music, Burton School District Music, Porterville Strings, Academy of Performing Arts Pathway, Sierra Vocal Arts, and the Harmony Music Academy. These Porterville community programs depend on the support of the PC music department but are not getting sustainable support due to the lack of full-time faculty.

- Maintaining certificate/degree/transfer program:

2020 was the first year of the new AA-T degree in music. Though the program was deeply affected by the COVID-19 pandemic, course enrollments have been able to pick up as we returned to class in Fall 2021. Of all 10 music majors on track to graduate in two years with the AA-T, all ten are vocal-focused. In order to grow the instrumental side of music, we need to have

someone as the face of the instrumental program. We are missing out on the recruitment of instrumental-focused high school graduates because there is no recruiter for instrumental music. The make-up of music students in Porterville is majority instrumental, yet the PC music program only supports a vocal emphasis.*

*(Based on enrollment trends prior to COVID)

- Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):

All music courses currently being offered are a part of the AA-T degree or the Certificate of Achievement. As I stated above, we need an instrumental faculty member to run the department's instrumental track. Maintaining an instrumental program is a job that is bigger than just teaching a class. It requires someone who can order music, maintain instruments, recruit new student populations, engage with the community, and who understands the specific pedagogical needs of instrumental music students, including but not limited to ensemble and solo techniques and repertoire.

- Potential for development in a related and/or emerging discipline (Identify source for growth potential):

Porterville is known as BandTown USA, yet our college does not currently support the growth of an instrumental program. We have had adjuncts head the band and orchestra, but having changing directors makes the program challenging to develop. Another way to think about it, what if a team sport had a different coach every year. That team would not be able to develop. A full-time instructor adds stability to the instrumental side of the program.



(from Porterville's official Wikipedia entry)

- Potential for multi-discipline expertise (Cite discipline and justify need within each discipline):

Music is a broad discipline, and specialization begins early often during or before primary school education. Therefore, being a subject expert does not mean you are a qualified specialist in every aspect of music. For example, a choir director probably doesn't play an instrument beyond the piano. This is true for our department. Sarah Rector has been able to start an instrumental program with the help of experts within those areas but she is not an instrumental expert. Instrumental music programs require instrumental experts to run them.

- Potential for aiding the college’s goals of closing achievement gaps, aiding underserved populations, or other areas of the college’s mission that may have an impact beyond the program itself.

Music is a fundamental element of the humanities and education as a whole. Many studies show positive impacts for student learning outside of music classes. For example, studies have shown that high school music students have higher SAT scores than those who do not study music. Music also benefits students from different cultural backgrounds. With an instrumental instructor, we could potentially start a mariachi program to also better serve our community.

Porterville College claims to, “Provide quality academic programs to all students who are capable of benefiting from community college instruction¹.” Until we have a complete music program, PC’s music students are not receiving that quality. BandTown USA deserves to have a community college instrumental music program.

Additionally:

Statement from Sarah Rector (only full-time music faculty)

As musicians, we have learned to also be advocates for our discipline. Starting in 2008 with the recession, many policymakers chose to cut music and art in the face of economic crisis. Since then, music educators have been fighting to keep music programs alive. Porterville College has been supporting music since I have taken over the music program in 2017. The growth of the music department is because of the support from the administration, fellow faculty, staff, and the students that we serve. Institutional support is unfortunately rare in our music industry and because of this, I find it important to always share the importance of music education. Though I know everyone reading this knows how important music is, below is a list of some important facts and statistics in regards to music education:

- Music majors are the most likely group of college grads to be admitted to medical school. ~ *Lewis Thomas, Case for Music in the Schools, Phi Delta Kappa*
- Students who participate in school band or orchestra have the lowest levels of current and lifelong use of alcohol, tobacco, and illicit drugs among any group in our society. ~ *H. Con. Res. 266, United States Senate*
- High school music students have been shown to hold higher grade point averages (GPA) than non-musicians in the same school. ~ *National Educational Longitudinal Study*
- 78% of Americans feel learning a musical instrument helps students perform better in other subjects. ~ *Gallup Poll, “American Attitudes Toward Music,”*
- Nine out of ten adults and teenagers who play instruments agree that music making brings the family closer together. ~ *Music Making and Our Schools, American Music Conference*
- With music in schools, students connect to each other better-greater camaraderie, fewer fights, less racism, and reduced use of hurtful sarcasm. ~ *Eric Jensen, Arts With the Brain in Mind*

¹ Quote from Porterville Colleges Mission Statement.

- 71% of Americans surveyed by the Gallup Poll believe that teenagers who play an instrument are less likely to have disciplinary problems. ~ *Gallup Poll, "American Attitudes Toward Music,"*
- A study of 7,500 university students revealed that music majors scored the highest reading scores among all majors including English, biology, chemistry and math. ~ *The Case for Music in the Schools, Phi Delta Kappa*
- Students who were exposed to music-based lessons scored a full 100% higher on fractions tests than those who learned in the conventional manner. ~ *Neurological Research and Music Education Statistics*
- The schools that produced the highest academic achievement in the United States today are spending 20% to 30% of the day on the arts, with special emphasis on music. ~ *International Association for the Evaluation of Educational Achievement*
- Music enhances the process of learning. The systems they nourish, which include our integrated sensory, attention, cognitive, emotional and motor capacities, are shown to be the driving forces behind all other learning. ~ *Konrad, R.R., Empathy, Arts and Social Studies*
- Teaching through the arts motivates children and increases their aptitude for learning. ~ *Eric Jensen, Arts With the Brain in Mind*
- During moments of musical euphoria, blood travels through the brain to areas where other stimuli can produce feelings of contentment and joy-and travels away from brain cell areas associated with depression and fear. ~ *Dr. Frederick Tims, reported in AMC Music News*
- 95% of Americans in a Gallup Poll believe that music is a key component in a child's well-rounded education; three quarters of those surveyed feel that schools should mandate music education. ~ *Gallup Poll, "American Attitudes Toward Music*
- Martin Gardiner of Brown University tracked the criminal records of Rhode Island residents from birth through age 30, and he concluded the more a resident was involved in music, the lower the person's arrest record. ~ *Music Linked to Reduced Criminality, MuSICA Research Notes*
- With music instruction in schools, teachers found that students were less aggressive. ~ *Konrad, R.R., Empathy, Arts and Social Studies*
- Students of lower socioeconomic status who took music lessons in grades 8-12 increased their math scores significantly as compared to non-music students. But just as important, reading, history, geography and even social skills soared by 40%. ~ *Gardiner, Fox, Jeffrey and Knowles*
- 54% of American households reported having a least one musical instrument player, the highest figure since the study began in 1978. ~ *Gallup Poll, "American Attitudes Toward Music*
- The College Entrance Examination Board found that students in music appreciation scored 63 points higher on verbal and 44 points higher on math than students with no arts participation. ~ *College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board*
- The world's top academic countries place a high value on music education. Hungary, Netherlands and Japan have required music training at the elementary and middle school

levels, both instrumental and vocal, for several decades. ~ *International Association for the Evaluation of Educational Achievement (IAEEA) Test*

- Music training helps under-achievers. Students lagging behind in scholastic performance caught up to their fellow students in reading and surpassed their classmates in math by 22% when given music instruction over seven months. ~ *Nature (music education statistics article)*
- College-age musicians are emotionally healthier than their non-musician counterparts for performance anxiety, emotional concerns and alcohol-related problems. ~ *Houston Chronicle*
- The arts are one of the six subject areas in which the College Board recognizes as essential in order to thrive in college. ~ *Academic Preparation for College: What Students Need to Know and Be Able to Do*
- The arts produce jobs, generating an estimate \$37 billion with a return of \$3.4 billion in federal income taxes. ~ *American Arts Alliance Fact Sheet*
- Students taking courses in music performance and music appreciation scored higher in the SAT than students with no arts participation. Music performance students scored 53 points higher on the verbal and 39 points higher on the math. Music appreciation students scored 61 points higher on the verbal and 42 points higher on the math. ~ *College-Bound Seniors National Report: Profile of SAT Program Test Takers, The College Entrance Examination Board, Princeton, New Jersey*
- According to the National Education Longitudinal Study of 1988, music students received more academic honors and awards than non-music students. A higher percentage of music participants received As, As/Bs, and Bs than non-music participants. ~ *National Center for Education Statistics, Washington D.C.*
- Lewis Thomas, physician and biologist, found that music majors comprise the highest percentage of accepted medical students at 66%. ~ *"The Case for Music in the Schools," Phi Delta Kappan*
- Research made between music and intelligence concluded that music training is far greater than computer instruction in improving children's abstract reasoning skills. ~ *Neurological Research, Vol. 19*
- "The arts enrich communities and employees, and also stimulate the kind of intellectual curiosity our company needs to stay competitive." ~ *Norma R. Augustine, Chairman and Chief Executive Officer, Martin Marietta Corporation*
- "A grounding in the arts will help our children to see; to bring a uniquely human perspective to science and technology. In short, it will help them as they grow smarter to also grow wiser. ~ *Robert E. Allen, Chairman and Chief Executive Officer, AT&T Corporation, in "America's Culture Begins with Education"*
- Arts Education aids students in skills needed in the workplace: flexibility, the ability to solve problems and communicate; the ability to learn new skills, to be creative and innovative, and to strive for excellence. ~ *Joseph M. Calahan, Director of Corporate Communications, Xerox Corporation*

- I believe arts education in music, theater, dance and the visual arts is one of the most creative ways we have to find the gold that is buried just beneath the surface. They (children) have an enthusiasm for life, a spark of creativity, and vivid imaginations that need training...training that prepares them to become confident young men and women. As I visit schools around the country I see a renewed interest in arts education and a growing concern about the negative impact of cutting art and music out of curriculum. The creativity of the arts and the joy of music should be central to the education of every American child. ~ *Richard W. Riley, Former U.S. Secretary of Education*
- Student involvement in extracurricular or co-curricular activities makes students resilient to current substance use among their peers, according to a recent statewide survey of Texas Schools. Secondary students who participated in band, orchestra or choir reported the lowest lifetime use of all substances.~ *Texas School Survey of Substance Abuse Among Students: Grades 7-12*
- Studying Music Strengthens Students' Academic Performance. Rhode Island studies have indicated that sequential, skill-building instruction in art and music integrated with the rest of the curriculum can greatly improve children's performance in reading and math.~ *"Learning Improved by Arts Training" by Martin Gardiner, Alan Fox, Faith Knowles, and Donna Jeffrey, Nature*
- Music and Spatial Task Performance: A Casual Relationship. Music lessons, and even simply listening to music, can enhance spatial reasoning performance, a critical higher-brain function necessary to perform complex tasks including mathematics. ~ *Frances Rauscher, Ph.D., Gordon Shaw, Ph.D., University of California, Irvine*
- Music Is One of Our Greatest Economic Exports. "The arts are an economic plus — second only to aerospace as our most lucrative national export." ~ *Michael Greene of The National Academy of Recording Arts and Sciences*