



ACADEMIC PROGRAM REVIEW NEWS

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Doug Doerfert, Music Faculty

Interviewed by Shannon Ball, Winter 2024

What did you discover through the APR process (specifically, through the self-study)? What, if anything, surprised you?

Well, to me everything was a surprise in a good way, because I was only a second year faculty member when I started APR. And so I was extremely new to everything, to processes across campus. [...] I've never done a large project like this before, because before I was teaching at LCC, I was teaching high school where you're very focused in your little bubble [...]. So this was a chance for me to think about the whole ecosystem of not just music, but LCC outside of building six.

Right. This sort of shades into question 4 a little bit, but do you think that it's a particularly advisable thing to do to undertake PRC Leadership as a new faculty member?

Yes, and what was extremely helpful was because I got a course release to do it. And so I could have someone else take on one of my classes so I could use that time to really think and develop thought, because a lot of my time was breaking down the information in the data that I received from Cathy and then taking several weeks to just figure out, where do I go with this?

And so I would highly suggest that new faculty give it a whirl. And I felt very nervous, I'm brand new. I don't know anything! But in retrospect that's perfect. Because you don't know anything, you're gonna learn so much more and not have all these thoughts of "this is the way it should be." This is the time for me to learn about everything.

Was there a particular discovery that was surprising to you?

One of the questions that we had from Patrick [Blaine] asked what degree certificates or articulation agreements would benefit our students and program and therefore should be explored for development. And so I started talking about what we currently have: we have some music technology certificates that students can get, we have an AAS for sound production and engineering, and then we have the AAOT. But there's really nothing for a music student who isn't focusing on that side. And I don't know if it's because of this or something else that Patrick had in his head. But all of a sudden, now we have an AS in music this year. And I don't know how it happened, but this document [APR self-study] helped because it helped us get the need, helped us figure out an avenue. I think that helped pave a path for Admin to go "Okay, let's do it." And now we have it [an AS in Music].



MUSIC, AS

The Associate of Science degree is intended to support transfer to the University of Oregon, though it may also aid in transfer to other universities or colleges. While students who complete this degree may have met lower-division general education requirements and pre-major or major requirements at the receiving institution, completion of an AS degree does not guarantee junior standing in a major. University of Oregon School of Music and Dance may require an audition for admission into certain degree programs. Consult with the UO undergraduate admissions office for current information regarding admission requirements.

90 credits



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What improvements or changes have you made in response to your discoveries? You have a new degree. That's a huge thing. Do you want to talk more about the process of how you got into developing the new degree?

“**Take a breath and do it, because it seems like a very daunting task on the front side.**”

Right? Well, so we needed it. The degree that we previously had was just focused on people that were wanting to study music technology. The music field is so much broader than that. The only other option we had for students with a transferring award was the AAOT. But that degree is extremely hard for music students to utilize because there's so many extra classes required for it, and financial aid wouldn't cover all of the classes that we require for music majors. And so they could only take one term (Music 111, which is first term, first year music theory), and then they could do an elective like an ensemble.

And so we needed to create a new degree which would transfer all those classes we had, [and] there wouldn't be any extraneous classes, [and everything] will apply towards their degree program. And so that was the need. Right? Because I mean, that feels like that's the mission of our college. It's student first, and we're trying to figure out the best way to get them from A to B with as little cost as possible here at LCC and still give them all the experience they need but not have them jump through as many hoops and have them shovel out credits and credits that they won't need later on down the road.

So students that want to go into music education, or they want to be in performance, or want to study music theory or composition—this is the degree for them. And we already have 40 people that are interested or signed up for this degree. And so it's a very good thing. So it's a step in the right direction.

ENROLLMENT IN MUSIC TECH CLASSES

The increase in enrollment is due to the popularity of our AAS degree in Music Technology & Sound Engineering.





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Interested in showcasing what you've learned through the APR process and/or highlighting important program improvements?

Contact APROC Chair Kate Sullivan, and she'll put you in touch with the newsletter interview committee (Shannon Ball and Hannah Hamalian). Share your accomplishments with the campus community!



Would you say that that change has been easy or challenging, or somewhere in between, to implement in your program?

Shockingly, It was super easy. I mean, I'm new here, but from stories I've heard, it feels like any change is extremely hard around here. Every administrator just made this super easy. And so I was completely shocked. And there are a whole lot of stakeholders in this process, and so there were several meetings that we had. But it was—it was pretty easy.

Take a breath and do it, because it seems like a very daunting task on the front side. And yes, it does take time out of your regular schedule. I spent many, many, many, many nights at home, just analyzing data, lots of typing, lots of thinking and work on this. But it's okay because this only happens once every several years. [. . .] So I mean it will take time, but it's worth every minute of it. But you have to be in the mindset of wanting to learn. If you go with the approach of "I get to learn about this, and I can use this to help our department, which will, in turn, benefit our students." And that's it.

This interview has been edited for clarity and space considerations. To read the entire interview, please contact Kate Sullivan via email: sullivank@lanecc.edu

TOTAL ENROLLMENT IN MUSIC CLASSES:

This increase in enrollment is due to our recruitment efforts:

- Hiring a full-time Instructor of Bands
- Developing a new AAS degree in Music Technology & Sound Engineering

