

To: Interim Dean, Kathleen Rountree, College of Letters, Arts, and Social Sciences

From: Rafael Hernandez, Chair, Department of Music

Subject: Department of Music Annual Report

## **I. Self-study**

### **a. Progress with Departmental Planning and Review**

Due to the freeze on new curriculum proposals in AY 2010-2011, the Department was unable to follow up with the proposal of the Bachelor of Music degree as it had reported to its accrediting body, the National Association of Schools of Music (NASM), that it would do. During Winter quarter of AY 2011-12, the Department went before CAPR and reported on this as part of its 5-year review.

### **b. Program assessment processes**

As a follow up to last year's annual report, AY 2011-12 marks the first year that the new Applied Music courses have been in effect. Already, it has made advising much easier with each faculty member being able to know their student's level and progress through looking at student transcripts. In addition to this, the Department has instituted regularly scheduled *Jury Fridays* where those students in need of a degree recital jury are automatically scheduled by the chair of the Department's applied music committee (this AY Buddy James). This has, overall streamlined the entire recital preparation process, as evidenced by the decreased amount of last-minute foot traffic in the Music Resource Center (MB 2047). This statement is based off of regular consultation with the staff member in charge of the MRC, Teresa Dulberg. Though considered largely a success, there are still some faculty that have yet to fully engage with the new Applied numbering system and recital sign-up procedures. As such, there are certain applied studios that have had to be accommodated due to a lack of understanding or engagement with the new changes, despite numerous notices to faculty otherwise.

On the academic side, Peter Marsh, Assistant Professor of Musicology, is engaged with a College-level project on assessment and will report on work done with the College group to the Chair and faculty of the Department of Music at the end of Spring quarter, AY 2011-12. The goal here is to provide better means for assessing the music-academic coursework such as music theory and music history.

### **c. Fulfilling programmatic needs**

Members of the full-time faculty met with the Dean of CLASS in Fall in order to discuss the proposal of the Bachelor of Music degree. Given the tight budget times, she recommended that the Department Chair draw up a scenario of what the enrollments may look like under a B.A. / B.M. paradigm. The main concern here is the balancing of Applied Lessons, a very costly but necessary form of instruction, with the rest of the coursework required. This model has yet to be completed and with the sudden resignation of the faculty member who was spearheading the B.M. effort, the Department will now reconsider different means to accommodate the desire to create two different tracts for music study, including the creation of a B.A. with options instead of a B.M.

## II. Assessment report

### Summary of assessment results

#### Degree Recital (# of Students)

##### SLOs assessed:

1. Improved rhythm and pitch identification skills and pitch accuracy for application in performance and composition
2. Development of enriched tone production in tandem with improved technical skills in performance
5. improved listening skills and levels of interaction in ensemble performance

|          | Pass | Fail |
|----------|------|------|
| Junior   | 27   | 3    |
| Senior   | 21   | 1    |
| Graduate | 7    | 0    |

#### Graduate Comprehensive Examination (# of Students)

##### SLOs assessed:

3. Enhanced awareness and knowledge of theoretical structures and compositional techniques
4. an awareness of historical context and references as well as an increased awareness and knowledge of the literature;

|          | Pass | Fail |
|----------|------|------|
| Graduate | 8    | 0    |

#### a. Reflection upon progress made

As is common in the discipline of Music, the Department directly assesses students every year in their Applied area through faculty jury. The means for assessing these juries vary greatly from instrument to instrument. For instance, assessment of diction as related to the development of enriched tone production is relevant for vocalists but not for instrumentalists. So, the Department still struggles with a means to keep the unique affordance of each applied area in tact while culling all applied assessment data together in a way that will be meaningful to those outside of the discipline. Additionally, there is still much more improvement that can be made in assessing SLOs #3 and #4 (see Graduate Comprehensive Examination above), especially at the undergraduate level.

#### b. Summary of changes, activities and results of SLO

No changes were undertaken during AY 2011-12.

### III. Research data

Save for student demographics (which aren't current), the webpage at <http://www.csueastbay.edu/ira/index.html> is woefully inadequate at providing data requested.

#### a. Student demographics (recent of 2009-2010)

| <b>B.A. Music</b>                | Female    | Male      |
|----------------------------------|-----------|-----------|
| Race/ethnicity unknown           | 8         | 21        |
| Black, non-Hispanic              | 9         | 13        |
| Asian or Pacific Islander        | 10        | 5         |
| Hispanic                         | 8         | 12        |
| White                            | 20        | 32        |
| American Indian or Alaska Native | 0         | 1         |
| Nonresident alien                | 4         | 3         |
| Multiple ethnicity               | 1         | 1         |
| <b>B.A. Music Total</b>          | <b>60</b> | <b>88</b> |

| <b>M.A. Music</b>                | Female    | Male      |
|----------------------------------|-----------|-----------|
| Race/ethnicity unknown           | 2         | 2         |
| Black, non-Hispanic              | 0         | 0         |
| Asian or Pacific Islander        | 2         | 0         |
| Hispanic                         | 0         | 1         |
| White                            | 4         | 12        |
| American Indian or Alaska Native | 0         | 0         |
| Nonresident alien                | 2         | 0         |
| Multiple ethnicity               | 0         | 0         |
| <b>M.A. Music Total</b>          | <b>10</b> | <b>15</b> |

#### b. Student level

The Department requests further clarification on what data is required here.

#### c. Faculty and academic allocation

|               | Headcount | FTEF | WTU    |
|---------------|-----------|------|--------|
| Tenured/Track | 8         | 6.25 | 225.90 |
| Lecturer      | 22        | 5.53 | 248.88 |

#### d. Course data

The Department requests further clarification on what data is required here. Meanwhile, SFR and FTES data is provided below (recent as of Fall 2008 according to the Planning and Institutional Research link in the section introduction).

|                | FTES   | FTEF  | SFR   |
|----------------|--------|-------|-------|
| Lecturer       | 106.67 | 5.84  | 18.25 |
| Tenured/Track  | 69.40  | 6.97  | 9.95  |
| Lower Division | 94.33  | 4.83  | 19.54 |
| Upper Division | 71.60  | 6.54  | 10.95 |
| Undergraduate  | 165.93 | 11.37 | 14.60 |
| Graduate       | 10.13  | 1.45  | 6.99  |