



COMMITTEE ON ACADEMIC PLANNING AND REVIEW ANNUAL PROGRAM REPORT

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|-----------------------------|--------------|
| College | CLASS |
| Department | Music |
| Program Unit | Music |
| Reporting for Academic Year | 2013-2014 |
| Department Chair | John Eros |
| Date Submitted | May 30, 2014 |

1. SELF-
(about 1

STUDY
page)

A. Five-year Review Planning Goals

Our most recent 5-year Program Review outlined a set of planned program changes, with the goal of implementing those changes by our next accreditation cycle in 2019-2020. Those changes were presented in the areas of curriculum, faculty, and resources. Curricular changes pertained to degrees (proposal of a Bachelor of Music Degree and a Master of Music Education Degree, revision of the current Bachelor of Arts Degree, exploration of a “blended” music education program, and exploration of online/self-support offerings) and course offerings (restoration of audio production courses, increased diversity of ensembles, pursuit of state certification for the music education program).

B. Five-year Review Planning Goals Progress

The department experienced rapid change during AY 2013-2014 with the appointment of two new tenure-track faculty members: a Director of Bands and a Director of Jazz Studies. These new faculty have provided excellent leadership in these two key areas of the department and have already made significant inroads into building Bay Area visibility.

Regarding accreditation, the music department had two significant accomplishments this year. The Subject Matter Preparation Program for the Music Credential was approved by the California Commission on Teaching Standards (CTC), as well as the university, reinstating approval that expired in 2010, and meeting one of the goals from the Five-Year review. Also, the department finalized its reaccreditation by its national body, the National Association of Schools of Music (NASM), a process that had taken three years. The department is next due for reaccreditation in 2019-2020. Both processes required extensive review of the curriculum, as well as the presentation of curricular maps (to the CTC).

In terms of curriculum, and as part of its reaccreditation with NASM, the department revised

its BA curriculum from 87 units to 82 units, with several changes to courses. The intent is for the degree to more closely resemble a liberal arts (rather than a professional) degree, while still making it possible for more advanced students to go beyond the requirements. The department has also increased its online offerings. It is currently offering four sections of MUS 1006 (History of Rock and Roll). That particular course is also offered CSU-wide as part of the Intrasystem Enrollment program, and is one of only six such courses offered by a quarter-based campus.

Regarding advising, the department instituted a new advising procedure at the beginning of 2013-2014, assigning one full-time faculty member to each level of students (freshmen, sophomores, juniors, seniors, and graduates, as well as transfers). Advisers met with students at the beginning of the year and periodically throughout the year. A degree roadmap was presented, and is available at all times on the department website. For the 2nd year in a row, the department distributed a survey to students exiting the program. A 35% return rate provided a significant amount of feedback.

The department website has been revamped so as to provide necessary information and resources to current and prospective students, as well as faculty and visitors. The department has also increased its social media presence. Response from students is positive.

C. Program Changes and Needs

Funding is a concern. Faculty members have designed and implemented many student instructional activities, such as guest performers, tours, and performances. Our new faculty have both demonstrated plans for the futures of their programs (band and jazz), and have quickly made an impact on the area. It is necessary to support their activities.

Staffing is also a concern. With the new Tenure-Track ensemble directors in place, there has been a significant increase in the number of performances and other student events. This has required an increase in publicity and logistical needs (coordinating performers, performance spaces, music, resources, etc.), as well as travel plans for ensemble tours.

The department is also in need of having our two 10/12 staff members restored to 12/12. It has become apparent that these roles are critical to the new department projects being undertaken. The department's publicity and outreach needs have grown significantly. The department has expanded its presence as a host of festivals for area schools and colleges, as well as guest artists, requiring a great deal of communication with area teachers and community members. Also, with the addition of entrance auditions, it is necessary for area teachers and directors to receive timely notice of these auditions, such that CSUEB's materials are not overshadowed by those of competing CSU's. The department's equipment and technology needs have also grown, in addition to other projects that have not been able to be completed such as projects involving equipment, and recordings of student ensembles. The department is adversely impacted, to a significant degree, by the absence of these key staff members during July and August.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Students graduating with a B.A. in Music from Cal State East Bay will be able to:

1. Quickly identify rhythms and pitches and maintain pitch accuracy for application in performance or composition;
2. Bring an enriched tone production with improved technical skills to the performance of their primary instrument;
3. Apply critical and creative thinking and analytical reasoning to address complex challenges in music theory and history;
4. Demonstrate the ability to work collaboratively and respectfully with other musicians in a performance context; and
5. Integrate musical ideas, methods, theory, and practice, and communicate them to others clearly and persuasively, in classroom and performance settings.

Students graduating with an MA in Music from Cal State East Bay will be able to:

1. Demonstrate mastery within their primary area of emphasis, i.e. performance, composition, research, conducting, or teaching;
2. Apply critical and creative thinking and analytical reasoning to address complex challenges in music theory, music history, and world music;
3. Work collaboratively and respectfully with other musicians in a performance context; and
4. Integrate musical ideas, methods, theory, and practice, and communicate them to others clearly and persuasively, in classroom and performance settings.

B. Program Student Learning Outcome(s) Assessed

BA Student Learning Outcome #1 was assessed.

C. Summary of Assessment Process

This SLO is assessed in MUS 3156 and 3157. Students are assessed via analysis of a musical score on the final exam and via a group research project during the quarter.

D. Summary of Assessment Results

As the second of the two assessment devices was given just at the end of AY 2013-2014, music faculty have not been able to thoroughly review and evaluate student assessments. It is anticipated that this will occur during the fall quarter.

3. STATISTICAL DATA (about 1 page)

Planning and Institutional Research produce program statistics annually in standard format. These statistics will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

The following links might be helpful:

- a) Student demographics of majors

Student level, as presented via the link, is only available as BA and MA. Junior, senior, etc. is not present.

| | BA Female | BA Male | MA Female | MA Male |
|----------------------------------|-----------|---------|-----------|---------|
| Black, Non-Hispanic | 2 | 1 | 1 | 0 |
| American Indian or Alaska Native | 0 | 1 | 0 | 0 |
| Asian | 3 | 3 | 1 | 4 |
| Pacific Islander | 0 | 0 | 0 | |
| Hispanic | 4 | 10 | 0 | 1 |
| White | 7 | 22 | 3 | 5 |
| Multiple Ethnicity | 4 | 3 | 0 | 2 |
| Race/Ethnicity Unknown | 1 | 0 | 0 | 1 |
| Non-resident Alien | 38 | 13 | 3 | 1 |

- b) Degrees Conferred by the program (Recent as of Fall 2013)

| | |
|----|----|
| BA | 22 |
| MA | 14 |

- c) SFR's by discipline

Term SFR (recent of Fall 2013)

| | |
|------------------------|-------|
| Tenured & Tenure-Track | 14.45 |
| Lecturer | 16.14 |
| Lower Division | 29.09 |
| Upper Division | 10.37 |
| Graduate | 10.00 |
| Total | 15.39 |

d) Course History data

SEE ATTACHED

California State University, East Bay
COURSE HISTORY
 By quarter from Summer 2009 – Spring 2014

MUS

| | | Summer | | | | Fall | | | | | Winter | | | | Spring | | | |
|-------------------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | Sumr 2009 | Sumr 2011 | Sumr 2012 | Sumr 2013 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Wntr 2010 | Wntr 2011 | Wntr 2012 | Wntr 2013 | Sprg 2010 | Sprg 2011 | Sprg 2012 | Sprg 2013 |
| Lower Division | Number Sections | 1.0 | 1.0 | 1.0 | 2.0 | 29.0 | 35.0 | 54.0 | 44.0 | 37.0 | 33.0 | 45.0 | 53.0 | 42.0 | 30.0 | 43.0 | 50.0 | 38.0 |
| | Total Enrollment | 79 | 112 | 101 | 208 | 473 | 385 | 563 | 488 | 460 | 507 | 557 | 600 | 509 | 367 | 568 | 633 | 440 |
| | Avg Section Size | 79.0 | 112.0 | 101.0 | 104.0 | 29.8 | 24.4 | 25.7 | 29.7 | 30.6 | 25.5 | 25.5 | 28.2 | 26.2 | 24.8 | 27.4 | 38.4 | 27.0 |
| Upper Division | Number Sections | 1.0 | 1.0 | 0 | 0 | 41.0 | 45.0 | 60.0 | 66.0 | 61.0 | 43.0 | 47.0 | 60.0 | 65.0 | 40.0 | 47.0 | 66.0 | 73.0 |
| | Total Enrollment | 53 | 1 | 0 | 0 | 462 | 359 | 417 | 488 | 479 | 437 | 409 | 414 | 436 | 413 | 460 | 431 | 400 |
| | Avg Section Size | 53.0 | 0 | 0 | 0 | 19.8 | 14.0 | 15.2 | 17.5 | 16.5 | 18.1 | 14.5 | 14.2 | 15.3 | 18.5 | 16.0 | 14.4 | 12.0 |
| Undergraduate | Number Sections | 2.0 | 2.0 | 1.0 | 2.0 | 70.0 | 80.0 | 114.0 | 110.0 | 98.0 | 76.0 | 92.0 | 113.0 | 107.0 | 70.0 | 90.0 | 116.0 | 111.0 |
| | Total Enrollment | 132 | 113 | 101 | 208 | 935 | 744 | 980 | 976 | 939 | 944 | 966 | 1,014 | 945 | 780 | 1,028 | 1,064 | 840 |
| | Avg Section Size | 66.0 | 112.0 | 101.0 | 104.0 | 23.9 | 18.0 | 20.2 | 22.4 | 21.7 | 21.5 | 19.5 | 20.7 | 20.2 | 21.1 | 21.1 | 24.1 | 18.0 |
| Graduate | Number Sections | 2.0 | 0 | 0 | 0 | 18.0 | 26.0 | 38.0 | 31.0 | 26.0 | 18.0 | 25.0 | 39.0 | 28.0 | 18.0 | 20.0 | 36.0 | 24.0 |
| | Total Enrollment | 2 | 0 | 0 | 0 | 84 | 78 | 85 | 79 | 86 | 76 | 72 | 97 | 67 | 58 | 49 | 70 | 40 |
| | Avg Section Size | 0 | 0 | 0 | 0 | 20.0 | 13.3 | 13.5 | 13.5 | 15.3 | 17.3 | 11.7 | 17.0 | 12.5 | 14.5 | 10.0 | 14.0 | 6.0 |
| DISCIPLINE TOTAL | Number Sections | 4.0 | 2.0 | 1.0 | 2.0 | 88.0 | 106.0 | 152.0 | 141.0 | 124.0 | 94.0 | 117.0 | 152.0 | 135.0 | 88.0 | 110.0 | 152.0 | 135.0 |
| | Total Enrollment | 134 | 113 | 101 | 208 | 1,019 | 822 | 1,065 | 1,055 | 1,025 | 1,020 | 1,038 | 1,111 | 1,012 | 838 | 1,077 | 1,134 | 890 |
| | Avg Section Size | 66.0 | 112.0 | 101.0 | 104.0 | 23.6 | 17.6 | 19.9 | 21.9 | 21.2 | 21.2 | 19.0 | 20.5 | 19.8 | 20.7 | 20.6 | 23.9 | 17.0 |