

CALIFORNIA STATE UNIVERSITY, EAST BAY

Designation Code: 2005-06 **CAPR 22**

Date Submitted: May 25, 2006

TO: Academic Senate
FROM: Committee on Academic Program Review (CAPR)
SUBJECT: Five-Year Program Review for Music
PURPOSE: For Action by the Academic Senate

ACTION

REQUESTED: Acceptance of the Five-Year Program Review and approval of the continuation of the Music program without modification.

**BACKGROUND
INFORMATION:**

EXECUTIVE SUMMARY

The Music Department consists of five regular faculty members (down from eleven in 1997), nineteen lecturers (some of which are applied music instructors who teach their instruments only occasionally, when there are available students) and four administrative support persons. In Fall Quarter 2004, the quarter with the most recent statistics, the department had 126 majors. The department offers an undergraduate (BA) degree, and a graduate (masters) degree which includes four major options: Performance, Composition/Theory, Music Education, Music History and Literature.

In its Self Study the Music Department described its efforts to provide a rich educational experience for musicians and students of music despite heavy budget cuts in recent years (39% in 2004/05). Courses, including Orchestra, were cut, as was the graduate program—though it was restored the next year. (And CAPR encourages its continuation.) The current picture cannot be sustained without additional faculty, staff, and resource support to share the load. CAPR concurs with this conclusion.

The Department would like a member of the Music faculty to be appointed Chair (the current chair is from another department). Were Music to apply for renewal of its accreditation from the National Association of Schools of Music (NASM), a goal CAPR endorses, chairship within the Department would be a requirement.

The department has made initial efforts toward collecting assessment data. When the data are available, it will be utilized to improve programs and curricula.

CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the BA and MA degree programs in Music without modification.

Date of the Program's next Academic Review: 2009-10

Additional Background

The Department of Music offers an undergraduate program leading to the Bachelor of Arts in Music, with 84 units required, and a graduate program (45 units) leading to the Master of Arts in Music. Both degrees are, at present, fully accredited by the National Association of Schools of Music. All music majors take continuous applied lessons with instrumental, vocal, or composition teachers on the faculty. A Music Minor and a Music Option within the Liberal Studies major are also offered.

The Music Department's primary goal is to provide students with outstanding musical and educational experiences. There is a great opportunity for enjoyment and musical growth offered by the well-rounded curriculum and wide diversity of performance groups. The Bachelor of Arts in Music curriculum is designed to serve the needs of students who have career goals in performance, composition, jazz, public school or private teaching, or graduate study. The curriculum also serves those who are pursuing other fields of study and choose music as an elective.

The Master of Arts degree in Music is designed for those individuals pursuing careers as public or private school teachers; for professional performers and composers; for school and college music teachers who wish to increase their professional effectiveness; and for those who plan further music study at the doctoral level. Courses emphasize scholarly performance and include in-depth work and research in the student's major field of interest. The ultimate goal of the Department of Music is to develop well-informed performers, independent scholars, and inspired teachers. Within the M.A. degree program, students will concentrate their study in one of four areas of emphasis:

Performance

The performance emphasis is designed to prepare the student as a professional performer or teacher through the advancement of instrumental or vocal skills and the study of selected historical, stylistic, and theoretical courses. An audition is required before a student is accepted into this area of emphasis. Performance of a Graduate Recital is a major goal of this program. Graduate performance students receive a sixty-minute lesson each week of the regular quarter, though they must pay separately for these lessons.

Composition/Theory

This area of emphasis is designed for the student who wishes to continue developing toward a professional level as a composer, and who wishes to continue further study of music theory. Most students in this program aim toward careers as professional composers and teachers. Some continue into doctoral programs at other universities. Composition students are given a sixty-minute lesson each week. The successful completion of a substantial original composition, accompanied by a written analysis, is required for students in this area.

Music Education

Courses in Music Education are designed to deal with the practical aspects of teaching music in the public and private schools. Emphasis is placed on conducting skills, conceptual teaching, rehearsal techniques, organizational procedures, and appropriate pedagogical approaches for all levels of teaching development. Students who adopt this emphasis usually will have had previous teaching experience, but this program is open to all qualified applicants. A standard thesis or project is a requirement in this area.

Music History and Literature

This area of emphasis is designed to give sufficient academic work and background to those students who wish to continue graduate study at the doctoral level or for students wishing to teach in the areas of history, literature and music appreciation. Classes offered by the Department of Music cover all the major historical periods and specific historical studies are offered as seminars. A student who pursues this option is expected to be able to do independent research and will complete a standard thesis.

Overview of the documents submitted to CAPR: As required, the report to CAPR included a self study; plan for the degree programs; program assessment plan; outside review and departmental response; a description of the requests for new tenure-track positions since 1997 and the outcome of those requests; and enrollment and graduation data.

Five-Year Program Review/Self-Study (AY2004-2005)

- **Summary of specific areas of the Self-Study**

- Serious erosion in the numbers of tenure-track faculty has had an extremely negative impact on the Music Department. In 1984/85 there were 26 full-time, tenure-track faculty; in Fall 1997 there were 11, and in Fall 2004, there were four. Since that time there have been three retirements and two new hires, resulting in a total of five tenured or tenure-track faculty at the present time. (It should be noted that three tenure-track hires were successfully completed during the period 1997-2001, but every one of the faculty hired resigned before the end of their probationary period.)
- Large cuts to the music budget (39% for the 2004/2005 academic year) have resulted in:
 - ❖ Phasing out of the Masters program (since reinstated)
 - ❖ Elimination of the University Orchestra
 - ❖ Elimination of 2 of the 4 choral ensembles
 - ❖ Restructuring of the Single Subject Matter Preparation Program in Music (courses to complete the 29 additional units required are now offered in a 2-year sequence instead of every year)
 - ❖ Establishment of fees (\$225 per quarter) for applied music instruction
 - ❖ Elimination of elective courses (piano proficiency, jazz theory, computer music, for example)
 - ❖ Elimination of sections of Music Theory and Sight Singing
 - ❖ Elimination of the second (and largest) section of Symphonic Band
 - ❖ Elimination of the Opera Workshop

News of these changes spread quickly among the northern California music community, resulting in a drop in new-student applications.

- The decision to combine administratively the Music Dept. with the Theatre and Dance Dept. and appointing someone from Theatre and Dance as Chair of the combined departments resulted in the position of department chair becoming that of “Coordinator”. This action reduced the administrative time base of that position from .75 to .25, thus increasing that person’s teaching load despite the continuation of extensive administrative responsibilities. That position has since become an “Associate Chair for Music” position, with assigned time adjusted somewhat, but the Department continues to believe strongly that a Music faculty member should function as Department Chair. Renewed accreditation by the National Association of Schools of Music (NASM) requires a department to be chaired by a Music faculty

member. (No other Music Department in the CSU is administered by a non-Music faculty member, even those with many fewer students than CSUEB.)

- The Department has lost staff as well: a 1.0 Technician position (with expertise in computer music applications and recording engineering) and a .75 Administrative Support Assistant/Bookkeeper.
- Shifts of office space (due to relocation of administrative offices from Warren Hall) have caused much disruption, though this has been partially offset by the addition of a new, well-equipped, state-of-the-art combination Classroom-Media Center for Music Technology.
- The Department is fortunate in having an extremely efficient staff person responsible for the Music Resource Center, but her duties have multiplied enormously with the added responsibilities of web design, as well as publicity for all musical performances.
- However—despite all this—the Department somehow has been able to maintain its health. Students are still receiving a quality music education; faculty are widely respected in their fields, the performing ensembles that remain are able to give respectable performances on campus, throughout the state, as well as nationally and internationally. Our alumni continue to provide impressive and notable leadership in their fields.
- **Summary of supporting data**
 - After receiving a 39% cut in budget, the University might have anticipated a larger decrease in the number of students in the program. In reality, the decrease was smaller than expected. There were 156 undergraduate music majors and 20 graduate students in 1997; 126 undergraduates and 29 graduate students in 2004, 21 undergraduate degrees awarded in 1997, 3 graduate degrees; 12 undergraduate degrees awarded in 2004, with 8 graduate degrees. The Department feels that the loss of majors is no surprise in a department where there are fewer and fewer full-time faculty to take on the vital task of recruitment.
 - The Department enjoys diversity among its students: 15% Asian, 45% white, 11% Hispanic, 8% African American, 39% other.

Outside Reviewer's Comments & the Department's Response

- Dr. James Klein of CSU Stanislaus reviewed the Music Department in Spring 2006, and submitted an eight-page report. He commented that “The Music Department at CSUEB enjoys a positive reputation across the Bay Area and the state of California.” But he also noted “There is definite tension between the desires of the music program and the ability of the administration to support the program in its current state and certainly according to the “Plan” outlined in the self-study document.” The outside reviewer's observations include the following recommendations:
 - The master's program, reinstated in Fall 2005, raises concerns because there are so few tenure-track faculty to staff it.
 - The Department needs to decide whether or not to write to the new standards for teacher credentialing for the Subject Matter Preparation Program in Music. It may

- decide instead to suggest a curriculum for students who intend to enter the teaching profession that will aid them in passing the CSET in music.
- Decisions should be made concerning the role of music technology in both the undergraduate and graduate programs.
 - The Department is scheduled for a NASM accreditation review as early as Spring 2007. Faculty must decide whether or not to proceed with re-accreditation efforts.
 - Department faculty might be more effective in garnering campus support for their programs were they to participate more actively in campus governance and politics.
 - As suggested in the departmental Plan, the theory/history sequence should be revised to offer two years of aural skills, six quarters of music theory, including 20th century techniques, and expansion of the history sequence by one quarter. Students with remedial needs in music theory should have access to a tutorial unit. Alternatively, a music fundamentals or basic theory course could be instituted as a General Education option serving Liberal Studies and music theatre students as well.
 - If the graduate program (currently 45 units) is retained, faculty should consider focusing on one or two program concentrations rather than the four options currently available.
 - It is essential that the University Orchestra be reinstated. The orchestra has traditionally been and continues to be the heart of a music curriculum.; its omission negatively affects student recruitment. One solution to the problem would be to offer a campus/community orchestra ensemble that meets once a week.
 - The three choral ensembles should be organized to draw from different demographics, for example: majors, non-majors, and community. Another alternative would be to reinstate an opera workshop, perhaps annually, to address another area of vocal/choral need.
 - One or two quarters of music technology should be required of all majors. Areas covered should include familiarity with notation programs, administration programs, websites, MIDIs, recording technology, and other emerging areas.
 - Some of these suggested changes may lead to consideration of a Bachelor of Music (BM) degree, since even in the current BA degree program the number of units exceeds the scope of a traditional BA degree. If a BM is approved, the BA could be reorganized for students who wish to major in more than one area, such a Music and Business, for example.
 - If the program decides to apply for NASM re-accreditation, world music, improvisation, and technology are components which must be included in the curriculum.
 - Students who met with the outside reviewer expressed
 - ❖ praise for the faculty
 - ❖ concerns about the one-degree option
 - ❖ disappointment with elective courses cancelled on short notice
 - ❖ concern about standards not being high enough, especially in the vocal/choral area—students feel they are not being challenged
 - ❖ irritation with the freshman cluster program—scheduling between cluster classes and required music courses is problematic.
 - Among staffing needs noted by the outside reviewer:
 - ❖ Expansion of the .5 position that supports music performances and other theatre and university events
 - ❖ Increased staffing for the new Media Center for Music Technology

- Administrative concerns:
 - ❖ The most contentious issue the music faculty faces is that of working under a Chair who is not a member of the department.
 - ❖ The department should explore more carefully the possibilities, both curricularly and programmatically, that might accrue from a combined Theatre/Dance/Music department. However, if NASM accreditation is to be sought, it will be incumbent upon the administration to find a music faculty member to head the music program as required by NASM guidelines.
- Faculty issues:
 - ❖ Although there have been two new hires (one tenure-track faculty began in Fall, 2005, and another will begin Fall, 2006), three faculty are on FERP status, one of whom will end the status in Fall 2006, and one in Fall 2007. There are in the Bay Area many fine part-time faculty available to teach applied music and some other courses at CSUEB, but the academic core of theory and history courses, ensembles, jazz studies and technology must be covered by full-time, tenure-track faculty. To this end, a seventh tenure-track hire must be procured by Fall, 2007. If the graduate program is retained, a position in music history is necessary to teach music research and bibliography. Overall, for a program of its size and scope, a minimum core of eight tenure-track faculty would be required.
- Facilities: the outside reviewer did not have time to evaluate facilities.
- Assessment
 - ❖ The reviewer felt the comprehensive assessment plan might be more narrowly focused, and recommended that the faculty find two or three things it would like to measure and plan to gather data for these items only. He suggested a “barrier” exam for students entering upper division work in theory, piano and performance, and a summative assessment embedded in the final course in the literature sequence which would test skills in analysis.

Departmental response to outside reviewer’s comments:

The Department concurs with these areas of concern reflected in the outside reviewer’s report:

- The need for additional full-time, tenure-track faculty
- Difficulties with leadership (chair is not a member of the department)
- The need for additional technical and clerical staff
- Importance of continuing to offer the current music education curriculum, not as an accredited waiver program, but as a subject matter preparation program for future credential candidates.
- Importance of reestablishing a University Orchestra
- Possible impracticality of implementing the ambitious assessment plan presented as part of the self-study with current staffing.

The Department had further comments on or disagreements with these points in the reviewer's report:

- **Graduate Program:** The Department does not agree that discontinuance of the master's program should be considered. The graduate program shows reasonably healthy growth (11% of total music majors in 1997, 18.8% in 2004), it attracts students and faculty to the entire program, and fills a niche for east bay musicians who are working professionals desirous of an advanced degree but unable to attend daytime classes.
- **Music Technology:** Things are definitely looking up in the area of music technology, with the hire in Fall 2005 of a tenure-track faculty member with an excellent background in the field, and support of this new position in the form of a brand, spanking-new, well-equipped Media Center for Music Technology that at last places our campus on a par with its sister institutions.
- **NASM accreditation:** The Department feels it lacks the sheer numbers of tenure-track faculty and administrative support to apply for renewal of NASM accreditation at this time. Renewal would be dependent upon greater course offerings and more tenure-track positions and, above all, would demand that someone be appointed as Department Chair who is a musician and a member of the Department.
- **Faculty involvement in campus governance:** Responding to the outside reviewer's observation that music faculty are inactive in campus governance, the Department states that lack of such participation is directly related to the shrinking number of tenure-track faculty; those remaining simply do not have time to serve on committees. The Department further feels that support for the curriculum and faculty of a department should be based on the formal processes already in place, and not on a perception of political activity.
- **Curriculum:** The curricular revisions proposed by the outside reviewer are generally acceptable, although development of a BM degree would require significantly increased staffing and resources; the prospect of acquiring these is unlikely. Therefore, the current curriculum offered is the most reasonable compromise. The Department has begun the procedures to allow GE credit for most of the lower and upper division courses.
- **Choral/Vocal program:** A new tenure-track faculty member has been hired as Director of Choral Activities effective Fall 2006; ensemble and other course offerings in the choral-vocal area will be evaluated at that time. The Opera Workshop will be offered as a chamber ensemble starting in Fall 2006.
- **Freshman Clusters:** The Department is well aware of the difficulties encountered by freshmen music students in the cluster program, With a minimum of 9 units of required core music courses each quarter in addition to their cluster classes, these students must carry an excessively high number of units, especially if they need remedial work in English or Math. Hopefully in the future a way will be found to create clusters for music majors that can include in the discipline courses Theory I, II and III.

- **Administrative Staff:** Contrary to the views of the outside reviewer, the Department feels it is inadequately staffed. Although centralization of some administrative duties in CLASS is planned, bookkeeping is not among them, and is essential. The current Academic Support Coordinator is doing the work of at least two positions. Additional staff support is needed in the areas of performance support and music technology.
- **Merger with Theatre/Dance:** The Department does not support the concept of a merger between Music and Theatre/Dance, although faculty members agree that some areas of cooperation between the two departments should be further explored. The new Music Theatre major would be helped by the addition to its curriculum of a Music Minor.
- **Facilities:** Although the reviewer was unable to examine the facilities, the Department reports that over the past ten years several practice rooms, two large classrooms, the department office, and several faculty offices have been lost due to campus-wide “trickle-down” office moves. The Department feels it is essential that by Fall 2006 spaces be found for a separate Chair/Coordinator office and a conference room.

The Program’s Five-Year Strategic Plan (2004-2009)

- **Curriculum:**

Among the Department’s planned curricular modifications:

- Combine Sight Singing and Dictation into “Aural Skills,” a two-year requirement.
- Condense the theory course sequence to 6 quarters, including 20th century theory
- Create a “theory tutorial” for students needing remedial work
- Create listening/drill workstations in the Media Center for Music Technology
- Require Basic Piano course sequence beginning in sophomore year
- Increase the Literature and Analysis sequence from 9 units to 12
- Revise GE requirements so non-majors can earn GE credit for ensembles and other music classes
- Continue to develop new non-major offerings in music technology
- Become more involved in Freshman clusters
- Add lower and upper division non-major courses
- Reestablish the Orchestra and Opera Workshop
- Add back or develop course in vocal pedagogy, vocal diction, music business, jazz piano, and more.

- **Faculty**

- Critical tenure track requests (in departmental priority order) which must be filled by Fall 2007:
 1. Director of Bands/Instrumental Music Education
 2. Music Department Chair (would have teaching responsibilities in one of the other needed fields)
 3. Musicology/Ethnomusicology/Graduate Advisor
 4. Orchestra/Applied strings
 5. Voice/Opera Workshop/ Aural Skills
 6. Theory-History-Technology

- **Organization and Infrastructure**

- Staffing needs:

1. Administrative Support Assistant/Bookkeeper
2. Staff person responsible for music technology, concert and recital preparation and recording, maintenance of audio equipment
3. Staff support for department office and Music Resource Center

- Facilities:

1. Adequate space for department office, for the Chair, and for a conference and mail/workroom area
2. More classrooms and ensemble rehearsal areas
3. Improvement of instrument storage and technicians' area
4. Recording booth
5. Wind Band and Jazz Band library

- **Performing Ensembles**

- General: “premiere” performing ensemble directors should receive more than the current 3 WTUs because of the extra time required for preparation and scheduling of performances.
- Chamber Ensembles: Add back a section of Jazz Combos, create a 2nd section of Chamber Winds Ensemble, somehow combine Guitar/String/Harp ensembles, create a chamber ensemble that serves as an Opera Workshop (combined with other courses), and add a Contemporary Music Ensemble and/or an Electronic Music Ensemble.

- **Orchestra**

- Create an evening, college-community orchestra (with priority given to students) which would rehearse on campus, conducted by a faculty member. Investigate ways to promote in the community; and examine the idea of scholarships to attract string players.

- **Music Teacher Preparation Program**

- Keep the present curriculum intact, regardless of CTC accreditation.
- Standardize the curriculum
- Consider offering two quarters of Basic Percussion
- Re-visit every-other-year sequence
- Vary the class size of TED courses for Teacher Credential candidates
- Assign two separate faculty members to guide this program—one instrumental, one choral-vocal.

- **General**

- Implement in Fall 2007 required auditions as requirements/standards for incoming music majors
- Clean up and revise printed materials (catalog and handbooks)
- Establish a strategy and budget for marketing/recruiting. Involve lecturers in the process.

CAPR Analysis of the Program's Five-Year Review

- CAPR sees several major challenges facing the Department of Music at the present time, and makes the following comments and recommendations:
 - The Department, consisting as it does of programs highly dependent upon faculty, staff, and space, urgently needs increased funding support to maintain facilities, staff and services.
 - Many excellent ideas are described in the Department's Revised Plan (3/26/06); CAPR urges the Department to further prioritize the items outlined in the Plan in order to focus its efforts efficiently.
 - At least two additional Tenure-Track positions (in Instrumental Music and in Music History/Ethnomusicology) are essential for the Department. In this and other future tenure-track searches, increased faculty diversity should of course be considered a goal.
 - CAPR feels strongly that renewed accreditation by the National Association of Schools of Music (NASM) is an important goal, and urges the Department to move in that direction as soon as staffing improvements permit. Accreditation will require that the Department Chair be a faculty member from the Department, or a new Music Dept. tenure-track faculty hire. If CSU East Bay loses its accreditation, it will be the only CSU campus (except San Diego) with a Music program which is not accredited.
 - The graduate program should be retained.
 - The concept of offering a Bachelor of Music in addition to the BA could be further explored.
 - Although assessment planning is emerging in the Music Department there are still no hard assessment data (actual outcomes) available. Music students have always performed in required recitals and ensemble concerts, but no measurable data have been produced to document instructional outcomes. We urge the Department to move toward some sort of analysis of performance as part of the assessment process. We assume data will be forthcoming as the assessment outcomes are analyzed, and that they will be evaluated and utilized in future planning.
Assessment efforts could be enhanced by the administration of a survey of students regarding the current curriculum, its effectiveness, and quality of classes as perceived by current students and graduates. Administration of exit interviews would be helpful. Additionally, we recommend that graduates be surveyed to determine their satisfaction with the program and its value in preparing them for careers in the field of Music.
 - Ways should be found to improve the freshman experience for music majors entering CSU East Bay. We urge the Assoc. Chair of Music to work with the Director of General Education to develop a cluster proposal that would reduce the onerous course load demanded of first year music students.

Somehow, adjustments must be made so that these students, especially those in need of remedial math and English courses, are not carrying such enormous numbers of units during their vulnerable first year.

- CAPR has heard of discussions concerning a possible School of Performing Arts which might be established within CLASS. We feel this is an idea worth further investigation; establishment of such a School might increase support for the Music Dept. while strengthening its connections to other departments. Should this School be established, however, the Music Dept. needs to be administered by a faculty member of the Department.
 - Re-establishment of a University Orchestra must be a high priority. Most students studying a stringed instrument are preparing themselves for careers as orchestral musicians, and the absence of an appropriate ensemble which gives them experience in this environment most certainly drives these students to seek other colleges and universities. To attract a greater percentage of the excellent young string players in our Bay Area high schools, we absolutely must provide them with orchestral experience.
 - Focused recruiting to attract new students, including transfer students, is a necessity. The Department needs to consider ways to recruit students from the strong programs in the local two-year community colleges.
 - Music Department faculty and administrators should do more to interact with and educate University administrators and faculty in other departments about the unique nature of Music and its curriculum and programs.
- CAPR applauds the Music Department's serious efforts in overcoming enormous obstacles to fulfillment of its mission, especially in recent years. Although deep cutbacks in funding have caused disruption to programs, discouragement to students and faculty, and erosion of course offerings and quality of instruction, many music programs (most notably the jazz program) have flourished and have attracted statewide and national (even international) attention.

CAPR Recommendation for Continuation of the Program:

CAPR recommends the continuation of the BA and Masters degrees in Music without modification.

Date of the Program's next Academic Review: The next CAPR review will be in 2009-10.