The School of Music and Dance’s Music Program offers the following programs:

- Bachelor of Arts (B.A.) in Music
- Bachelor of Music (B.M.) Concentrations:
  - Composition
  - Jazz Studies
  - Music Education
  - Performance
- B.A. Creative Arts (Interdisciplinary with the Humanities department)
- Minor, Music
- M.A., Music

The Program Planning Committee agrees with College Committee and the external reviewers that the self study was not detailed enough. Both the reports cite a lack of planning in the program plan. In preparation of the next Program Plan, please consult with the PPC during the strategic planning phase.

The program planning committee notes that the external reviewer recommends better assessment of academic skills in the program. This committee urges the Music BA/BM programs to work with their college assessment facilitators to better understand the difference between program assessment and student evaluation. Some data has been reported, but this is not being done consistently across SLOs. Please understand that in this context “student performance” refers to academic as well as musical performance. It is important to report performance at various levels, not just pass/fail. The goal of assessment does not have to be getting students who don’t try to pass classes – though alternative approaches might engage these students as well. Faculty could decide their efforts are better spent bring marginal or mediocre students along to higher levels, or even good students to further heights. It might be worthwhile to look into more ways to fund tutors. Music professors and instructors are creative people. The goal of assessment is to find creative pedagogy to enhance student performance.

The final step in the program planning process is a meeting with Provost Selter (or his designee), AVP of Undergraduate Studies Jaehne, AVP of Graduate Studies and Research Stacks and Dean Karl Toepfer. The Dean may invite directors of programs within the department. The department should contact the Office of Undergraduate Studies to schedule the final meeting. The following topics for discussion are summarized from the reports:

- **Fund Raising:** Discuss strategies for developing a fund raising plan with Advancement that targets specific needs of the unit such as scholarship and piano repair.

- **Integrating Music and Dance Programs:** Discuss strategies to integrate the music and dance programs through performance or course offerings as suggested by the external reviewer.

- **Investigate new course and degree offerings as suggested by the external reviewer.**
• **Recruitment of more tenured and tenure track faculty:** Discuss strategies for replacing full time faculty lost during the review period since student needs cannot be met with over-reliance on part-time lecturers.

If the Department wants to propose other issues for the meeting, please discuss the appropriateness of the topics with your Dean.

The Program Planning Committee recommends acceptance of the Program Plan. The School of Music and Dance is urged to put more effort into an earnest and deep self reflection in the next review cycle.

The Program Plan for both Music and Dance will be due to your Dean in spring 2013 following the completion of the accreditation review.

Spring 2010 Program Planning Committee Members:

- Mary Calegari, Chair
- Susan McNiesh
- Beverly Grindstaff
- Charles Whitcomb
- Shailaja Venkatsubramanyan
- Debra Caires
- Dennis Jaehne
- Chunlei Wang
- Elaine Collins
- Pam Stacks
- Lisa Oliver
- Robert Cooper
- Sutee Sujitparapitaya
- Xiaolu Hu
- Annabel Prins
- Jackie Snell
- Gary Stebbins
- Quynh Lu
- Ashwini Wagle
- M. E. Fayad
- Carolus Boekema

**CC:** Dr. Edward C. Harris, Department Head (School of Music and Dance)  
Charles Whitcomb, Vice Provost for Academic Administration & Personnel  
Dr. Karl Toepfer, Dean, College of Humanities and the Arts  
Malu Roldan, Chair, Curriculum and Research  
Dennis Jaehne, AVP Undergraduate Studies  
Pam Stacks, AVP Graduate Studies and Research
Appendix

Music Program of the School of Music and Dance Self Study

Description of the Department and Program

- FTES increased by 21% from Fall 2002 to Spring 2007
- Slight decrease in degrees awarded due to students enrolling in the BM program which requires more units
- Additions/changes since last review
  - Addition of BM Music Education and BM Jazz Studies.
  - BA program was restructured.
  - Growth of Opera Program

Synopsis of previous program review

- All recommendations made in the last program review have been completed except for the following pending issue:
  - Continued attempts to upgrade the aging fleet of aging grand pianos. Half the inventory has been rebuilt so far.
- Issues completed / Improvements made:
  - Funds raised to correct the Concert Hall lighting
  - All curricular changes to B.A. Music fully implemented
  - B.M. in Music Education received full university approval
  - Facility improvements were undertaken

Present Program Review Recommendations

- **Curriculum:** Development of a Masters of Music degree
- **Students:** Do a better job of student recruitment; improve gender and ethnic diversity;
- **Faculty:** No recommendations
- **Resources:** Address the gap between allotted budget and true budgetary needs due to rise in number of majors; Get increased financial support from the College and the University.

Curriculum

- **Degree Programs**
  - Bachelor of Arts in Music
    - Degree is intended for students who want a major in Music within the context of a broad program of music and general studies rather than intense specialization
    - Prepares students for private teaching, graduate work, careers as performers, jobs such as recording engineer, film scoring, sound programmers and managers.
    - This is a scaled down version of the previously offered BA in Music degree in order to create a difference between the BM degree and the BA degree.
  - Bachelor of Music
    - Bachelor of Music in Performance and Performance have been in existence for the past three five-year reviews
Bachelor of Music in Music Education and Bachelor of Music in Jazz Studies are new to the review process.

- Master of Arts in Music

Curricular Changes since last review

- All undergraduate degrees are in compliance with NASM
- The Program has been out of compliance with the CTCC (California Teacher Credentialing Commission). BM Music Education is now in compliance with the CCTC. This was achieved by addressing the concerns of the CCTC regarding inclusion of electronic competencies, evidence of students being competent in common music programs and fretted instruments (guitar).

The Music Program offers six GE courses.

Assessment of Student Learning

- Assessment outcomes were reviewed by the Director and Associate Director, and required changes directed back to the School Curriculum Committee
- The program is in compliance with University guidelines and NASM program assessment.

Goals and Plans

- No changes in the current curriculum are foreseen since students are meeting their learning objectives.
- Only possible addition in the next two to five years – introduction of the MM degree.

Students

- Enrollment:

- Career intentions of graduating students:
  - Music education job market
  - Graduate school
  - Performance

- Student experiences
  - Undergraduate students are advised by Dr. Joseph Frank, and graduate students are advised by Dr. Diana Hollinger
  - Tutoring by graduate is offered to help undergraduate students who are having some difficulty.
  - Alumni surveys show that the vast majority of students are positive about the specific areas of study and their overall experience; Request include music courses during summer sessions, and courses related to music business.

- Student Recruitment and Retention
  - The school has done an outstanding job of making one-on-one contact with local public schools.
  - Middle and high school students attend summer camps organized by the Music Program since Summer 2007.
  - Students are monitored to ensure student retention. Non returning students are contacted and counseled.
  - All students are required to attend advising every semester to help them stay on track.

- Student achievements and community activities
These include ensemble and solo performances, music composition, publication of scholarly articles, and receipt of scholarships and awards.

Students have performed in convalescence homes, donated time to community service, and performed in concerts at the university without compensation.

**Goals and Plans**
- Possible minor restructuring of the advising procedure by adding an area specific advising session in the Spring semester.
- Get funds from the University to help offset costs of recruitment efforts and materials.

**Faculty**
- Over the review period, the total number of tenure and tenure track faculty has fallen from 22 to 16.
- Gender balance amongst tenured faculty was 44% female in 2002-04, and is now 25% in Spring 2007. Among tenure track faculty, 60% are female.
- Tenure and tenure track faculty was predominantly white in 2002 (95%), but this number is 70% (Spring 2007).
- Lecturers make up the greatest number of faculty averaging 42 each term. Lecturers were predominantly white in Fall 2002 (82%). This has now dropped to 68% by Spring 2007. 43% of lecturers are female as of Spring 2007.
- Decrease of tenured and tenure track faculty has dropped to 17. This may adversely affect departmental growth and the handling of increased undergraduate and graduate students.
- Faculty achievements and community engagements include:
  - The School produces the Beethoven Journal. In the past five years, the Music faculty have produced 3 books, a scholarly edition of the Beethoven Piano Trios, 34 book chapters and journal articles, 33 conferences presentations and co-produced a radio program about internally known composer.
  - Faculty has been involved in creative work in the areas of composition, conducting, performance and recordings.
  - Music faculty members are actively involved in leadership and service roles on the academic senate as committee chairs, officers and mentors.
- **Goals and Plans**
  - Two full time searches for the Director of Choral Activities and Applied Voice is underway at the time of the report.

**Resources**
- One more clerical position to handle admissions is essential.
- At least one more new hire will be required to replace the retiring technical support staff member.
- Facilities are old and aging, and will have to be carefully monitored to keep the building operating in a safe manner.
- Since the Music Program is equipment intensive, a budget for new equipment purchases from the University will help provide confidence in the Program’s ability to provide good education to the students.
- The primary source of external funding is the California Music Project (CMP).
- **Goals and Plans**
  - Addressing the need $ 150,000 in faculty salaries, and the need for three additional full time faculty positions in the School of Music and Dance.
o Increase technical staffing requirements by 1.5 positions
o Complete restoration of the fleet of grand pianos
o Maintain support of residency of the Cypress String Quartet by obtaining a stable source of money.

Summary of External Reviewer’s Report

The external reviewer, Dr Wayne Bailey from Arizona State University, paid a visit from March 9 to 11, 2008. He commended the Music Program for (a) meeting the standards set forth by the national music accrediting agency, NASM, and (b) adding a program in Jazz Studies that has been a great success.

General Comments

- Much information about the school was absent in the brief self study. The self study is a short report and lacks substantive information on planning.
- There are differences of opinions between the school faculty/administration and the college/university administration regarding the current operations and future plans of the school.
- Significant progress has been made over the past eight years in curricular development and increasing classes of talented students.
- Faculty should enter into substantive discussions in order to have a strong sense of progression toward a mutually identified goal alongside the college Dean.
- Faculty of the Music and Dance Programs should engage in discussions regarding curricula.
- The Music Program should consider:
  - Offering courses in area such as music therapy, music business, film and game music composition or popular cultures since there are greater employment opportunities in those areas.
  - Adding more courses for meeting GE requirements in areas of popular music and musical theater.
  - Offering online courses.

Faculty:

- Faculty are well-trained, efficient and dedicated with heavy teaching and service loads.
- During review period, full time faculty has decreased in spite of increase in student enrollments and FTES has increased by 16%.
- Current target of 465 has been surpassed by the unit. FTES for 2007 was 503.
- Faculty loads are heavy by industry standards.
- Student/Faculty ratio has increased from 14.3:1 in 2002 to 17.23:1 in 2006. The reviewer suggests that a study be conducted to determine the actual music student to faculty ratio by eliminating large section GE courses from the above ratios to get a clearer picture.
- The school has an inordinate number of part time faculty teaching important courses. As of the report date, there were 17 full time and 40 part time faculty members. This ratio is above industry standards. This results in:
  - Lack of dependability of continuation of important aspects of the curriculum
  - Inability to hire high quality part time faculty at this rate in the future
  - Additional burden of service, advising, and committee work on full time faculty.
- Faculty members perform research and creative activities of high quality, and are involved in the community.
Faculty are frustrated that their creative activity and recruitment is not noticed by administrators beyond the school level.

Faculty members are also frustrated with their interaction with the university’s office of admissions – they believe that the office of admissions loses documents, thus resulting in the loss of qualified music candidates.

Students

- Students appear to be a talented and dedicated group of musicians.
- The self study lacks specifics about student scholarly activities.
- Student population is diverse
- According to Appendix C, in Spring 2007, undergraduate headcount was 216 and graduate headcount was 23. However, in verbal communication, the external reviewer was told that there were 400 students or which 40 were graduate students. The reviewer recommends that the school investigate this possible discrepancy in counting of music majors
- The reviewer recommends that the school implements assignments within the existing curricula that fulfill its goals of service learning.
- Students mentioned difficulties experienced with admissions application process, but were very pleased with their degree programs and professors.

Non Faculty Resources

- The unit does not have sufficient personnel, operating, scholarship or equipment budgets to serve its mission and goals. FTES increased 16% in the review period. Without dependable budgets, the infrastructure will eventually fail the curriculum.
- Scholarship dollars are required to maintain a balanced (certain number of cellists, violinists, etc.) and high quality student body.
- An organized recruitment plan is required to grow the student body in an organized manner
- More part time faculty assistance is required.
- Add more GE courses to offset the problem that music majors need more one-on-one instruction
- The Dean and Director should agree upon realistic FTES expectations.

Facilities

- Most of the facilities are located in the music building. There is a complete lack of sound isolation between rooms and floors. The decibel level of large instrumental ensembles in the large rehearsal room and concert hall must be regularly above the OSHA recommended limit of 85 db. The University may be putting the hearing of its faculty and students at risk.
- Due to increase in student enrollments, the concert hall is used as rehearsal space and performance space.
- Since the Music building is one of the most public of classroom buildings, its maintenance should be a high priority.
- The school’s opera area is now capable of producing fully staged operas. But, there is no theater for opera performances. The reviewer recommends between the music Director and Chair of Theater to gain regular access to the only proscenium stage on campus and to produce joint productions.
Support Staff
- The School of Music and Dance has five full time staff members and a part time piano technician.
- The school needs one additional full time clerical in music to help with admissions, one part time clerical to serve in dance and one full time computer technician.

Assessment
- The Music Program is accredited by NASM, and uses NASM standards in its assessment plan.
- Assessment is regular and organized.
- Assessment tools include:
  - Entrance exams
  - Weekly assessments in one-on-one lessons
  - End of semester performance juries
  - Junior qualifying performance exams,
  - Daily ensemble performances
  - Studio classes and forums
  - Portfolios in music education
  - Comprehensive exams at the graduate level
  - Exit exams in the MA program
- Assessment plan for academic courses and skills in music is less clear. The reviewer recommends that the faculty develop an assessment plan for non-performance skills.

Community Interaction
- The School of Music and Dance has constant interaction with the university community and community at large through the presentation of public concerts, school clinics and concerts, teaching in the community, and participation in community music organizations.

Recommendations
- Replace full time faculty lost during the review period or reduce FTES to a degree that full time faculty loads are closer to industry norms.
- Develop a long-range strategic plan that identifies the markets of the school and curricular development plans.
- Develop a fund raising plan that targets specific needs of the unit such as scholarship and piano repair.
- Develop a specific student recruitment plan that targets specific demographics.
- Develop an assessment plan for academic music skills.
- Seek ways to integrate the music and dance programs through performance or course offerings.
- Investigate creation of new GE courses in music that address the music of popular culture and musical theater.
- Investigate creation of new GE courses fully online.
- Consider the creation of new degree offerings including an M.M. degree program, part online/part live masters degree in music education, music therapy, popular music/commercial music, and use of the B.A. (Music) program for legal and business preparation.
Summary of College Curriculum Committee's Comments

Signed by Dean Hegstrom

The committee believes that the Music Program, accredited by the NASM (National Association of Schools of Music) and successful in retaining its majors, contributes significantly to the University’s mission. The committee commended Dr. Wayne Bailey for a very thorough and insightful review. However, the committee agrees with the external reviewer that the Program Review is only a “short report and lacks substantive information on planning”, and lacked critical self-reflection.

The Music Program’s number of students has grown, and new BM degrees in Music Education and Jazz have been created. An MM program is being planned. The Music building has been refurbished, and new equipment purchased. However, the number of full-time tenure track faculty has reduced from 23 in 1999 to 14 in 2005. The student-faculty ratio in 2005 was 17.23:1 (far above the 10:1 suggested by the NASM).

The committee endorses the following recommendations by the external reviewer:

- **Replace full-time faculty lost during the review period**: Student needs cannot be met with over-reliance on part-time lecturers.
- **Develop a long range strategic plan that identifies the markets of the school and curricular development plan**: The committee emphasizes that this goal can be reached only with an increased number of full-time tenured and tenure-track faculty.
- **Integration of Music and Dance offerings**: An increase in full time faculty will permit the kind of leadership needed for strategic moves such as integration of Music and Dance.
- **Offer online courses**: This would enhance SJSU’s intellectual and technological reputation as “powering Silicon Valley”. Although the committee endorses this recommendation, implementation will depend on faculty availability. This would also satisfy the recommendations to target specific demographics and implement new degrees.

The committee does not endorse the following recommendations:

- **Creation of new GE courses**: The committee considers it unwise to create new GE courses such as those dealing with film music, popular music, and musical theater until ways can be found to pay for existing curriculum and facility needs.
- **Reduction in FTES**: The committee does not endorse the external reviewer’s recommendation to reduce FTES. The low number of full time faculty has increased the burden of service, advising and committee work for full-time faculty.