

Unit Missions

 **MUS Mission Statement**

Mission statement

The Department of Music at Delta State University seeks to meet the career needs of music majors and to promote an appreciation of music and the development of musical talents in non-majors by providing courses in the history, theory, teaching, and performance of music.

Related Items

There are no related items.

Learning Outcomes

BA-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 253 Aural Skills Assessments

MUS 251 Music Theory Final Exam (also used as sophomore theory validation exam for incoming transfer students at the junior level)

Results of Evaluation

MUS 253 Aural Skills Final Assessment

N=3, range is 70-93%; mean is 82%

MUS 251 Final Exam

major	Scales, Modes, Clefs, Transposition	Chord ID	Terms and Compositional devices	Analysis	total score	%	70% or better?
N=2	34 total	30 total	22 total	105 total	191 total		
BA 1		34	26	16	105	181	95% yes
BA 2		13	19	14	81	127	66% no
	23.5	22.5	15	93	154	81%	
	69%	75%	68%	89%	81%		


Use of Evaluation Results

The instructor incorporated weekly quizzes, given every Friday, to help track and address student learning and problems.

All BA students passed the final exams of these two courses that complete the lower level theory sequence.

MUS 251 and 253 are barrier courses to most upper division courses in music. Students in the BA are required to take only MUS 301 and MUS 302 as upper division courses. Those who do not earn a C or higher in these courses must enroll in them until they do so. Upper division music courses taken as electives would also need to be preceded by passing MUS 251/253 (and the semesters leading to it) with a grade of C or higher.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 08: Perspectives**

 **BA-MUS 02: LO Western Music history, styles, and musicians**

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Research papers MUS 301, 302

- Students submit their papers in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix is used showing each student's strengths and areas of needed improvement.

Final Comprehensive Exam MUS 301, 302

Results of Evaluation

MUS 301: fall 2012

MUS 302: spring 2013

N	MUS 301 paper	MUS 301 final exam	MUS 302 paper	MUS 302 final exam
1	0%	0%		
3			45%	65%
			range 0-87%	range 53-78%

The student in MUS 301 will have to repeat the course to graduate.

In MUS 302, the pass rate was 1 out 3 with one C and two Ds.

Use of Evaluation Results

One student will repeat MUS 301 and two students will need to repeat MUS 302 to graduate since a C is required to graduate. BA students need more motivation and guidance concerning submitting the paper and the rewrite.

The instructor develops alternate ways of addressing and reviewing material in the course:

- During the 2012-2013 academic year, the instructor created new PowerPoint slides for all lectures of the Baroque, Classical, and Romantic eras, with illustrations, maps, key words, examples of music, links to YouTube videos, and questions to encourage student interactions. More of the students' homework assignments were incorporated into slides as prompts for discussion.
- Developed creative assignments. One assignment involved writing program notes for a work studied in class. Each student then shared their writing with the entire class and received feedback. New this year was another comparison assignment which involved reading the chapter on Mozart in their text and comparing it with another textbook's approach to the same topic. This assignment helped the students understand the perspectives and values of different authors and editors, in addition to giving them more information about a significant composer.

Related Items

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

 **BA-MUS 03: LO Musical Performance Skill, Expression and Repertoire**

Start: 7/1/2012


End: 6/30/2013

Learning Outcome

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

Data Collection (Evidence)

1. Successful completion of 16 hours of applied performance study with a minimum grade of C with at least two semesters at the 300 level (upper division) of study, after four semesters of study are completed.
2. Weekly lessons and end-of-semester examinations are evaluated by music faculty using several criteria and recorded on jury forms. Upper division study is possible if approved at the appropriate semester jury after a minimum of 4 semesters of study (and no earlier than the second semester at DSU for transfer junior students). At least four credit hours at the 300 level of the primary applied area is required for graduation.
3. Semester grades are calculated by combining grades for weekly lessons, solo performances, and jury performance with the average jury grade being worth 25% of the semester grade value.

 Semester Jury Assess Form

Results of Evaluation

Overall AMU GPA for BA majors in music (100/300 level)

Fall 2012 - 3.29

Spring 2013 - 3.45

300-level barrier - 2 voice majors passed

One student graduated with a Bachelor of Arts degree in 2012-2013. This student had an emphasis in Sound Recording Technology (SRT), an elective track taught through the Delta Music Institute for the Bachelor of Arts in Music. This degree is managed internally as a variation of the BA in Music. This student originally transferred from a community college into the BME program but changed to several degrees after lack of progress as per advisement, finally completing the requirements for this degree.

In the BA-SRT, only four hours for AMU performance credit and six hours of large ensemble credits are required to graduate. Earning 300-level of performance skill in AMU studies is not possible nor an expectation.

He earned 10 hours of AMU credit at the 100-level at DSU with a GPA of 2.0 and transferred 8 hours of applied study with a grade point of 2.5. Combining those points results in a GPA of 2.2 for 18 hours of applied study at the 100-level.

Regarding Ensemble performance, he graduated with a combined GPA of 3.94 on 16 hours of instrumental ensemble credit (band and small ensembles), earned at the community college and from DSU.

This meets the expectations of the Bachelor of Arts in Music with an emphasis in Sound Recording Technology.

Use of Evaluation Results

Through self-study for NASM during 2012 and 2013, the Curriculum Committee for the department concurred that the requirements for this emphasis should be revisited and aligned more closely with the published BA in Music requirements. This could allow students more flexibility in choosing technology and music industry courses which could be combined into minor concentration or emphasis, rather than following a specified sequence. NASM standards would dictate whether the recognition of an emphasis would continue depending on the number of hours and options for courses.

The review and modification of this degree is included in the 5-year strategic plan devised for the NASM self-study.

The process of curriculum review includes determining the number of performance credits sufficient to support a liberal arts degree in music with a music technology/music industry emphasis.

Related Items

  **GE 05: Self**

  **GE 07: Cultural Awareness**

  **GE 08: Perspectives**

BA-MUS 04: LO Interdisciplinary Synthesis - Sr. Capstone Project

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will develop, organize, document, and present a project synthesizing their musical and interdisciplinary studies.

Data Collection (Evidence)

Assessment of capstone document/project and public presentation using a standard rubric.

 BA-Music Capstone Rubric

Results of Evaluation

There were no capstone projects completed in AY 2012-2013 as there were no graduates in the BA-Music degree program.

Use of Evaluation Results

There were no results to evaluate in AY 2012-2013 due to no enrollment in MUS 490.

Related Items

There are no related items.

BM-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 251 Music Theory Final Exam

MUS 253 Final Exam

MUS 450 Form and Analysis Final Paper (Grading Form attached)

Major Field Test in Music after completion of MUS 301, 302, 350, and 450.

 MUS 450 Final Paper Grading Form

Results of Evaluation

MUS 251 - no BM majors enrolled

MUS 253 - no BM majors enrolled

MUS 450 Final Analytical Paper (see grading form attached)

N=2

Range 75% - 93%

Mean 84%

MFT - not given Spring 2013

Piano Proficiency

Exam	BM Majors N = 3	# Pass	# Attempt	pass rate %
5 note scales		1	1	100
Scales/arpeggios		0	1	0
Harmony/transposition		1	1	100
Sight Reading		2	2	100
Performance		0	0	-
Mean				75

Use of Evaluation Results

MUS 251 - no results for BM

MUS 253 - no results for BM

MUS 450 - In a continuing effort to address student writing, an online discussion board was implemented on which students are required to post reviews and comments on performances that they have attended. In these posts, students are asked to comment on the genres and styles of pieces heard, as well as any structural and harmonic features that may be recognizable.

In an effort to ensure student success with the final major project, a major research and analysis paper, it is broken down into five "phases", with different aspects of it due throughout the semester and detailed instructor feedback is given at each phase.

MFT - not given Spring 2013

Piano Proficiency

MUS 107, 108, 207, 208 Group Piano

As results of assessments, instructor:

- raised the percentage of the Piano Proficiency Test in grading to motivate student success in the test.
- provided students with additional review sessions and materials for the test.
- provided materials for the performance portion of the Piano Proficiency Test in the fall semester so that they can prepare and complete the test throughout the spring semester.


MUS 300 Piano Proficiency (juniors/seniors)


Fall 2012: In addition to the regular class, individual sessions (30 minutes/student/week)

were scheduled as necessary (up to the midterm at the end of October – seven students out of nine students; after the midterm, two students out of seven students). Three students passed and completed the piano proficiency exam: at the midterm (two students) and at the final exam.

Spring 2013: Meeting with three groups of one/two/four student

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 08: Perspectives**

BM-MUS 02: LO Western Music history, styles, and musicians

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Final Papers in MUS 301, 302

- Students submit their work in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix showing each student's strengths and areas of needed improvement is used.

Final Comprehensive Exams in MUS 301, 302

Major Field Test

Results of Evaluation

N	MUS 301 Paper	MUS 301 Final Exam	MUS 302 Paper	MUS 302 Final Exam
2	63%	100%		
	range 31-95%	range 92-109%		
1			99%	92%

pass rate was 100% in both 301 and 302

The Major Field Test was not given in Spring 2013 as in the past due to time constraints.

Use of Evaluation Results

- During the 2012-2013 academic year, new PowerPoint slides were created for all lectures of the Baroque, Classical, and Romantic eras, with illustrations, maps, key words, examples of music, links to YouTube videos, and questions to encourage student interactions. More of the students' homework assignments were incorporated into my slides as prompts for discussion, which I also make available as handouts.
- New this year was a comparison assignment which involved reading the chapter on Mozart in the text and comparing it with another textbook's approach to the same topic. This assignment helped the students understand the perspectives and values of different authors and editors, in addition to giving them more information about a significant composer.

Both candidates in the BM program showed skill in writing at least one paper and passed the final exams with scores above 90%.

They both passed these music history courses. The passing grades have been listed on their graduation checklist.

The date for the Major Field Test at the end of the spring semesters should be scheduled at the beginning of the semester.

Related Items

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

BM-MUS 03: LO Musical Performance Skill, Expression and Repertoire

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

Data Collection (Evidence)

AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

AMU Overall GPA

Play music studied in private lessons for selected faculty panels in end of semester juries. Lesson grade is 75% and jury grade is 25% of final grade. A scoring form is used to rate particular performance factors on a 4 point scale for a total jury grade out of 4.00. Students must earn at least a final grade of C to receive degree credit. At least the last two semesters of private study must be at the 300 level, an advanced status achieved by approval of faculty after at least 4 semesters of study.

Perform prepared musical repertoire before music faculty panels in a pre-recital jury in order to present a public performance as a Senior Recital, which is evaluated according to musical accuracy, familiarity with the music, performance technique, and expressiveness. The pre-recital jury is used to ensure that students are prepared to give a successful public recital and are achieving a suitable performance standard. Students who are not deemed sufficiently prepared are deferred to a later date. The recital is graded by 3 faculty who provide constructive comments.

Results of Evaluation

AMU 300 - Junior Recital (half recital for BM degree)

N=2

Voice - A

Flute - A

AMU 450 - Senior Recital (full recital for BM degree)

N=2

Voice - A,A

Overall AMU GPA for BM 100/300 levels

Fall 2012 - 4.0

Spring 2013 - 4.0

Use of Evaluation Results

Bachelor of Music candidates are succeeding at a high rate in performance, which is the field of concentration for the degree.

Faculty are choosing repertoire and coaching them with expertise.

Faculty panels are evaluating recitals and juries using similar characteristics although the jury grade sheet does not list them in the way the the semester jury sheet does. Faculty use those parameters to make comments on the open grading sheet.

The plan to devise a more detailed grading sheet needs to be solidified and put into use.

Related Items

  **GE 05: Self**

  **GE 07: Cultural Awareness**

  **GE 08: Perspectives**

 **BM-MUS 04: LO Arrange and create music**

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will arrange and create musical works for a variety of sound sources.

Data Collection (Evidence)

Final Project in MUS 350 Orchestration offered in Fall semesters. Required course in BM degree.



Results of Evaluation

No BM majors were enrolled in MUS 350 Orchestration in the 2012-2013 year.

Use of Evaluation Results

No results due to no students in degree enrolled in course.

Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 08: Perspectives**

 **BM-MUS 05: LO Conduct musical works**

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

Data Collection (Evidence)

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

**MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

**The instructors of MUS 310/311 are currently working on a common assessment to be used in both courses all of which will be evaluated by both instructors. These courses are specialized extensions of MUS 309 where basic conducting techniques are being assessed and recorded; however, there is no data at this time for MUS 310/311 due to the ongoing development of this desired assessment tool.


Results of Evaluation

No BM majors were enrolled in MUS 309 in Fall 2012.

Use of Evaluation Results

No results due to no BM majors enrolled in course.

Related Items

  **GE 02: Communication**

  **GE 05: Self**

  **GE 08: Perspectives**

 **BME-MUS 01: LO Music Theory and Musicianship Competency**

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 251 Music Theory final exam


MUS 253 Aural Skills Assessment

MUS 450 Form and Analysis paper - Introduction, Analysis, Conclusions, Writing, Bibliography, Score Analysis and Chart (see Grading Form Document attached)

Major Field Test (after completion of MUS 450)

Praxis II Music Content Knowledge

Piano proficiency exams

 MUS 450 Final Project Grading Sheet

Results of Evaluation

MUS 251 Final Exam

major	Scales, Modes, Clefs, Transposition	Chord ID	Terms and Compositional devices	Analysis	total score	%	70% or better?
N	34 total	30 total	22 total	105 total	191 total	100	
9	26.78	25.00	17.56	87.78	157.11	82	9
	79%	83%	80%	84%			

BME average score 157/191 (82%)

Median BME 160/191

9 BME assessed: 9 passed with a 70% (100% passed)

On average, music education majors scored at or slightly above 80% on the various facets of the final examination, with analysis being the highest.

MUS 253 Final Exam

N=9 BME

Mean = 85%

Median = 86%

Range = 73 to 94%

100% pass rate

MUS 450 Final Paper (see grading sheet)

BME Mean Score 158/200 = 79%

BME Median 157/200 = 79%

Major Field Test was not given Spring 2013 as scheduled due to time constraints and superseding circumstances.

Praxis II Scores

3 BME candidates took the Music Content Knowledge exam in spring 2013 (none in fall 2012) with the following scores: 162, 148, 146 = 152 mean

The minimum score for Mississippi was raised from 139 to 161 beginning Spring 2013 (along with a new test); only one candidate met that cutoff.

Piano Proficiency

Exam	# pass	# attempt	pass rate %
5 note scales	3	4	75
Scales/arpeggios	5	9	56
Harmony/transposition	4	4	100
Sight Reading	3	4	75
Performance	5	5	100
Mean			81%

18 BME candidates tested on at least one section of the proficiency exams.

Scales and arpeggios were the least successful area of proficiency for music education majors who tested. Harmony and performing a prepared piece were the most successful.

Use of Evaluation Results MUS 251

In an effort to increase student success, I have incorporated weekly quizzes, given every Friday, which help me to better track and address student learning and problems.

An online discussion board was implemented on which students are required to post reviews and comments on performances that they have attended. In these posts, students are asked to comment on the genres and styles of pieces heard, as well as any structural and harmonic features that may be recognizable.

MUS 253

As results of assessments, instructor:

- offered review sessions to students who need help with aural and sight-singing skills.
- used two textbooks and supplemental materials to balance aural and sight-singing skills.
- will change the textbook from the current one to a new textbook which offers more systematic and integrated study of intervals, chords, rhythms, melodies, two voices, harmonic progressions, and contextual listening next year.

MUS 450 Form and Analysis

In a continuing effort to address student writing, an online discussion board was implemented on which students are required to post reviews and comments on performances that they have attended. In these posts, students are asked to comment on the genres and styles of pieces heard, as well as any structural and harmonic features that may be recognizable.

In an effort to ensure student success with the final major project, a major research and analysis paper, it was broken down into five "phases", with different aspects of it due throughout the semester and detailed instructor feedback is given at each phase.

MFT - no results

Praxis II Music Content Knowledge

One of the goals for AY14 and in the department's strategic plan is to raise scores of national standardized exams taken by music majors. The Praxis II exam will need to be monitored due to the new format and score. Prior to the change, DSU BME candidates had virtually 100% on success at meeting the cut off score of 139 on the first attempt, with a mean around 160, which is just below the new cut off. As it is related to a new test, a few more cohorts of testing will be need to see where preparation needs to be reinforced. This exam also tests knowledge of music history and music education, so is not a direct measure of theory competency. Looking at subscores might help but they only show a range of average scores and the student's relationship to them.

Piano Proficiency

MUS 107, 108, 207, 208 Group Piano

As results of assessments, instructor:

- raised the percentage of the Piano Proficiency Test in grading to motivate student success in the test.
- provided students with additional review sessions and materials for the test.
- provided materials for the performance portion of the Piano Proficiency Test in the fall semester so that they can prepare and complete the test throughout the spring semester.

MUS 300 Piano Proficiency (juniors/seniors)

Fall 2012: In addition to the regular class, individual sessions (30 minutes/student/week)

were scheduled as necessary (up to the midterm at the end of October – seven students out of nine students; after the midterm, two students out of seven students). Three students passed and completed the piano proficiency exam: at the midterm (two students) and at the final exam.

Spring 2013: Meeting with three groups of one/two/four student

Related Items



GE 01: Critical and Creative Thinking

BME-MUS 02: LO Western Music history, styles, and musicians

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Research papers MUS 301, 302

Major comprehensive exams 301, 302,

Praxis II-music education exam - Score 139 (161 beginning spring 2013) or above

Major Field Test-Music (ETS) given each spring to students completing MUS 301/302 and MUS 450.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BME-MUS 03: LO Musical Performance Skill, Expression, and Repertoire

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

Data Collection (Evidence)

AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

AMU Overall GPA

Play music studied in private lessons for selected faculty panels in end of semester juries. Lesson grade is 75% and jury grade is 25% of final grade. A scoring form is used to rate particular performance factors on a 4 point scale for a total jury grade out of 4.00. Students must earn at least a final grade of C to receive degree credit. At least the last two semesters of private study must be at the 300 level, an advanced status achieved by approval of faculty after at least 4 semesters of study.

Perform prepared musical repertoire before music faculty panels in a pre-recital jury in order to present a public performance as a Senior Recital, which is evaluated according to musical accuracy, familiarity with the music, performance technique, and expressiveness. The pre-recital jury is used to ensure that students are prepared to give a successful public recital and are achieving a suitable performance standard. Students who are not deemed sufficiently prepared are deferred to a later date. The recital is graded by 3 faculty who provide constructive comments.

Results of Evaluation

Overall AMU GPA for BME:

Fall 2012 3.28 (N=34)

Spring 2013 2.96 (N=33)

300-level Barrier:

2 voice students passed

AMU 450 (half senior recital)

Fall 2012 - GPA 3.0

1 voice recital = B 3.0

Spring 2013 - GPA mean 3.67

1 voice = A 4.0

1 tuba = B 3.0

1 flute = A 4.0

Overall AMU 450 GPA = 3.5

Use of Evaluation Results

Applied faculty encourage students to practice and attain certain levels of performance skill and expression. By the time the degree recital occurs, students meet the expectations of faculty by performing proficiently to an artistic standard based on parameters on which they are taught and evaluated each semester in the applied studio.

Recital evaluation can be made less abstract by addressing these areas in grading comments and in the pre-recital jury. Essentially they are, but a more detailed grading sheet for recitals could facilitate that process. Organization of this tool has been under discussion and should be solidified and put into use.

A large majority of DSU BME majors earn above a C for their private study, which is the requirement to graduate.

Related Items

 **GE 05: Self**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

BME-MUS 04: LO Instructional processes

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will plan, implement, and assess instruction for diverse student populations at elementary and secondary levels.

Data Collection (Evidence)

Portfolios, field experiences, practica based in CUR 489/490 and the directed internship (student teaching) allow instructors to observe and analyze students' demonstration of the various skills required of teachers which are evaluated using the Teacher Intern Assessment Instrument (TIAI) and Teacher Work Sample (TWS) scoring rubrics. Reported annually in the BME assessment report submitted to the College of Education each spring.

All education candidates for internship must meet all Praxis I and II score requirements set by Miss. Dept of Education in order to be admitted and thus to graduate

Minimum Score on Praxis II-music education exam is 139 in Mississippi; 161 beginning 2013

Minimum Score on Praxis II-PLT exam is 152 in Mississippi through May 2012; 157 beginning May 2012

Results of Evaluation

Fall 2012

Planning:

CUR 489 Vocal Music Methods- Average for all TIAI 1-9 and TWS factors was 2.56/3 or 85%. The average for the TIAI 1-9 for 2 students enrolled was 2.44/3 or 81.5%. The TWS was 2.75/3 or 92%

CUR 490 Instrumental Music Methods - Average for all TIAI 1-9 and TWS factors was 2.48/3 or 83%. TIAI 1-9 was skewed as only 3 of the 5 students were evaluated resulting in a score of 1.78/3 or 60%. The TWS was 2.44/3 or 81%.

Overall TIAI rating is 1.97 or 66% (skewed by 2 students not being evaluated)

Overall TWS rating is 2.53 or 84%.

The overall average for all 7 BME candidates enrolled in secondary methods courses in Fall 2012 was 2.5, or 83%. This is an acceptable rating.

CUR 498 Internship - Average score based on cooperating teacher and university supervisors ratings of Dispositions, TIAI, and TWS

(see uploaded rating documents)

Vocal N = 1 - 88%

Instrumental N = 2 - 89%

Combined = 89%

Praxis Exams

Yr/sem	Music Content
201204	165
201204	141
201204	167
Mean	158

Spring 2013

CUR 498 Internship - average score based on cooperating teacher and university supervisors ratings of Dispositions, TIAI, and TWS.

(see uploaded document)

Vocal Music N=1

Overall rating **2.41/3 (80.33%)**

Overall 2012-2013 Internship Rating
N=4 - 2.56/3 (86.5)

Praxis Exams

N=3	PLI:Music	Yr/Sem	PLT	Yr/Sem
	162	201301	162	201301
	148	201302	145	201301
	146	201301		
Mean	152		154	
2012-2013 mean N=6	155		no data for PLT F12	

-  cur489-vm tiaitwsf12
-  cur498-vm internship f12
-  Instrumental Methods Reports Fall 2012
-  Internship Report Fall 2012
-  Vocal Music Intern spring 2013

Use of Evaluation Results

Interns are successful and score in the 80%-90% range, which is acceptable. More attention to assessment, working with special needs, and classroom management is warranted.

BME candidate Praxis scores based on the new minimum tests and scores in Mississippi for both the Music Content Knowledge (which includes pedagogy) and Principles of Learning and Teaching exams will need to be monitored. A couple of candidates have been caught in needing to make a higher score that would have been acceptable a year ago. ETS publishes a comprehensive study guide; methods teachers need to use it to focus course work.

Improving test scores, including Praxis II, is a goal in the 5-year strategic plan and for AY14. Faculty can consider study sessions

for theory, history, and methods.


In CUR 489, the instructor:

- Updated syllabus and reorganized the use of student conductors in Delta Singers.
 - Each student preparing to student teach must be in Delta Singers to prepare, rehearse, and conduct the ensemble for preparation to work with groups in the internship.
- Students assembled a portfolio of pertinent materials for student teaching internships.
- Students took two day long trips to both HS and MS choral rehearsals, as well as taught, to experience a live classroom.
 - Students also interviewed classroom conductor/teachers for insight into the profession.
- Prepared one student for the process of student internship from the class.
 - Student was placed in Spring 2013.
- Brought in classroom music educator with experience dealing with special needs students and involving them in the music classroom
 - students talked with the teacher and gained insight into how to better teach with those students in mind.

In CUR 490:

- students were introduced to another online program, in addition to use of the Pyware marching band drill design software.
- A representative from Amro Music Store in Memphis was brought in as a guest lecturer on the topic of recruiting, beginner band topics and dealing with music companies.
- A new text was utilized for this year, which the students found to be an invaluable resource material.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 05: Self**

 **GE 08: Perspectives**

BME-MUS 05: LO Arrange and create

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Arrange and create musical works for a variety of sound sources

Data Collection (Evidence)

In MUS 350 Orchestration, demonstrate scoring techniques and knowledge of performing media in final project which is guided by criteria and evaluated with a scoring rubric

 [MUS 350 Final Project Guide/Grade Sheet](#)

Results of Evaluation

MUS 350 Orchestration Final Project

N=9

156/200 78%

Median 150

Range 125 - 180 (63 - 90%)


1 student didn't score above 70% which would be the lowest C on the project.

Use of Evaluation Results

Instructor allowed students more flexibility on final project but with parameters. During the course the homework was less prescriptive and allowed more exploration of combinations of instrument sounds. Although the course is technology/software-oriented, students are given assignments to complete by hand/pencil to develop manuscript and score layout skills that are usually manipulated by the computer music notation software.

Students succeeded with their projects on the whole this year, although there was only one A- (90%) on the project and the majority of scores were around 80% and below. The instructor can look at what students did not achieve, if it was a common challenge, and look to address those factors more directly in fall 2013.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 08: Perspectives**

 **BME-MUS 06: LO Conduct musical works**

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

Data Collection (Evidence)

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

**MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

**The instructors of MUS 310/311 are currently working on a common assessment to be used in both courses all of which will be evaluated by both instructors. These courses are specialized extensions of MUS 309 where basic conducting techniques are being assessed and recorded; however, there is no data at this time for MUS 310/311 due to the ongoing development of this desired assessment tool.

Results of Evaluation

MUS 309 Fall 2012 Conducting (Introductory Class)

BME N = 9

PATTERN	Expression	Preparation	Ensemble Leadership	TOTAL	AVG %
5	3	2	4	14/20	70
5	4	4	5	18/20	90
5	5	5	4	19/20	95
5	4	4	5	18/20	90
5	4	4	4	17/20	85
5	4	5	5	19/20	95
5	4	4	4	17/20	85
4	4	4	5	17/20	85
4	3	4	5	16/20	80
43/45	35/45	36/45	41/45	155/180	
95%	77%	80%	91%		86%

Use of Evaluation Results



Students in the BME were successful in demonstrating the skills taught in MUS 309. One candidate was markedly weak in comparison to others.

To facilitate progress, the instructor:


- Revised the syllabus for the course
 - more conducting assessments were added
 - additional readings were added to the syllabus
- Continued to use a video camera for student exams
- Used YouTube to evaluate existing examples of conducting
- Hosted Conductor, Dr. Kenneth Fulton, from Louisiana State University, on campus to talk about the process of being a successful conductor and working with student conductors.
- Developed a rubric for grading each exam

- The rubric progressed from simple to more complex skills by the end of the term.
- Developed peer conducting groups to assist each other in the class.
- The final exam was designed to assess difficult skills such as mixed meter and extensive cueing.

Related Items

  **GE 02: Communication**

  **GE 05: Self**

  **GE 08: Perspectives**

Gen Ed Learning Outcomes

MUS_114_GE07: LO Development of Music in History

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quiz
- Final project

Results of Evaluation

Fall 2012

The majority of the students successfully achieved a satisfactory level of competency on quizzes (reflecting comprehension of the assigned reading and listening) and in written essays (reflecting integration and expression of their experience with online readings and videos of relevant material in each unit of study). Scores increased throughout the semester as students responded to instructor feedback.

Spring 2013

Summer I 2013

No data submitted by instructor by deadline of report.

Use of Results

Fall 2012

The majority of the students were successful in attaining a benchmark score of 70% (grade of C) on quizzes and essay assignments. Student success improved throughout the semester as students responded to instructor feedback and recommendations. Approximately 75% of students required a great deal of guidance in organizing and writing essays. The writing of these students improved substantially throughout the semester. Samples of student work are attached.

Spring 2013

Summer I 2013

No data submitted by instructor by deadline of report.

Related Items

 [GE 07: Cultural Awareness](#)

 [GE 08: Perspectives](#)

MUS_114_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quizzes
- Final project - research project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

Results of Evaluation
Fall 2012

The majority of the students were successful in attaining a benchmark score of 70% (grade of C) on quizzes and essay assignments. Student success improved throughout the semester as students responded to instructor feedback and recommendations. Approximately 75% of students required a great deal of guidance in organizing and writing essays. The writing of these students improved substantially throughout the semester. Samples of student work are attached.

Spring 2013

Summer I 2013

No results submitted by instructor by deadline of report.

Use of Results

Fall 2012

The majority of the students successfully achieved a satisfactory level of competency on quizzes (reflecting comprehension of the assigned reading and listening) and in written essays (reflecting integration and expression of their experience with online readings and videos of relevant material in each unit of study). Scores increased throughout the semester as students responded to instructor feedback.

Spring 2013

Summer I 2013

No data submitted by instructor for as of deadline for report.

Related Items

  [GE 08: Perspectives](#)

 **MUS_114_GE08: LO Meaning of Music**

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection

A discussion board post and responses

A brief essay of 250-300 words on the given topic(s)

Final project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

Results of Evaluation

Fall 2012

The majority of the students were successful in attaining a benchmark score of 70% (grade of C) on quizzes and essay assignments. Student success improved throughout the semester as students responded to instructor feedback and recommendations. Approximately 75% of students required a great deal of guidance in organizing and writing essays. The writing of these students improved substantially throughout the semester. Samples of student work are attached.

Spring 2013

Summer I 2013

No results submitted by instructor.

Use of Results

Fall 2012:

The majority of the students successfully achieved a satisfactory level of competency on quizzes (reflecting comprehension of the assigned reading and listening) and in written essays (reflecting integration and expression of their experience with online readings and videos of relevant material in each unit of study). Scores increased throughout the semester as students responded to instructor feedback.

Spring 2013

Summer I 2013

No data was submitted by instructor by the deadline of this report

Related Items

 [GE 08: Perspectives](#)

MUS_115_GE07: LO Development of Music in History

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

Chapter Exams

Critical Listening Reports

Essays

Results of Evaluation

Use of Results

Related Items

 [GE 07: Cultural Awareness](#)

 [GE 08: Perspectives](#)

MUS_115_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

Chapter Questionnaires

Unit Tests (specifically Unit 1 Test)

Written Assignment

Concert Reviews

Listening Quizzes

Course assessments included 3 unit tests in a multiple choice format, 5 listening quizzes which required students to identify specific musical selections by title, composer and performance medium.

The listening quizzes also included a series of true/false statements regarding relevant biographical, social or stylistic/technical elements associated with the musical example.

Other assessments included daily online chapter quizzes and occasional worksheets distributed in class.

The chapter quizzes are in multiple choice format.

Critical thinking skills are assessed through 3 assigned concert reports. Students are required to attend live performances held on campus and submit written reflections on the performance using musical language and terminology presented in class. This provides students an opportunity to substantiate their own preferences using appropriate vocabulary.

The course also included a midterm and final examination.

Both exams were primarily multiple choice, but they both included some written exercises.

Results of Evaluation

Assessment Items	2012-2013 Average
Chapter Questionnaires	90
F12: 86% (range 99% - 50%)	
S13: 94% (range 98% - 78%)	
Unit Test I (basic elements of music)	83
F12: 80% (range 96% - 52%)	
S13: 86% (range 96% - 72%)	
Unit Tests (overall)	76
F12: 76% (range 91% - 45%)	
S13: 76% (range 89% - 58%)	
"My Music" Written Assignment	98
F12: n/a	
S13: 98% (range 100% - 90%)	
Listening Quizzes	74.5
F12: 78% (range 89% - 65%)	
S13: 71% (range 91% - 36%)	
Written Concert Reviews	89.5
F12: 85% (range 99% - 57%)	
S13: 94% (range 100% - 84%)	

Use of Results

The assessment tools used in MUS 115 seem generally appropriate for the course. In the Spring 2013 semester, greater efforts are being made to have students adapt the knowledge acquired in class to their own musical preferences. This has been achieved by having students submit occasional brief writing assignments that require them to reflect on elements of form, structure and technique they can identify in their own music collection. The desired goal is to facilitate informed, active listening as opposed to passive listening.

Related Items

 **GE 08: Perspectives**

MUS_115_GE08: LO Meaning of Music

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

Written Concert Reviews

"My Music" Written Assignment

Students are required to attend live performances held on campus and submit written reflections on the performance using musical language and terminology presented in class. This provides students an opportunity to substantiate their own preferences using appropriate vocabulary.

Results of Evaluation

Assessment Items	2012-2013 Average
Written Concert Reviews	89.5
F12: 85% (range 99% - 57%)	
S13: 94% (range 100% - 84%)	
"My Music" Written Assignment	98
F12: n/a	
S13: 98% (range 100% - 90%)	

Use of Results

The assessment tools used in MUS 115 seem generally appropriate for the course. In the Spring 2013 semester, I am making greater efforts to have students adapt the knowledge acquired in class to their own musical preferences. This has been achieved

by having students submit occasional brief writing assignments that require them to reflect on elements of form, structure and technique they can identify in their own music collection. The desired goal is to facilitate informed, active listening as opposed to passive listening.

Related Items

 **GE 08: Perspectives**

 **MUS_116_GE07: LO Development of Music in History**

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

1. 2. Gain a better understanding of the development of Rock and Roll music (GE 7, 8)

Unit Exams 1-4, Study Guides 1-17

2. 3. Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)

Unit Exams 1-4, Study Guides 1-17

3. 4. Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)

Unit Exam 1, Study Guides 1-4

4. 5. Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)

Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports

Results of Evaluation

1. Study Guides

71% (range 100%-0%)

2. Concert Reviews

Concert Review #1: 92% (range 110% - 70%)

Concert Review #2: 96% (range 100% - 60%)

3. Unit Exams

Unit Exam #1: 78% (range 98% - 20%)

Unit Exam #2: 79% (range 94% - 54%)

Unit Exam #3: 81% (range 100% - 56%)

Unit Exam #4: 81% (range 94% - 42%)

Grade Distribution:

A: 22

B: 14

C: 7

D: 0

F: 7

Use of Results

The instructor reviewed the data to monitor the collective progress of the classes in regard to work related to goals that address the GE competencies. In this year, a 86% of final grades are above 80% .

Exam score averages are stable at around 80% of points available.

Students complete the concert review essays with more success, although they may be graded favorably for any response that uses basic terminology or expresses some point of view. Introduction of guidelines for appropriate comments could give students more direction.

The instructor is satisfied with the success of her students' attainment of understanding and use of the knowledge related to course goals and and General Education Competency #7.

Related Items



GE 07: Cultural Awareness



GE 08: Perspectives

MUS_116_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

General Education Competencies

1. **1. Define the elements of music (GE 8)**

Study Guide 1, Unit Exam 1, Concert reports

2. **2. Gain a better understanding of the development of Rock and Roll music (GE 7, 8)**

Unit Exams 1-4, Study Guides 1-17

3. **3. Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)**

Unit Exams 1-4, Study Guides 1-17

4. **4. Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)**

Unit Exam 1, Study Guides 1-4

5. **5. Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**

Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports

Results of Evaluation

1. **Study Guides**

71% (range 100%-0%)

2. **Concert Reviews**

Concert Review #1: 92% (range 110% - 70%)

Concert Review #2: 96% (range 100% - 60%)

3. Unit Exams

Unit Exam #1: 78% (range 98% - 20%)

Unit Exam #2: 79% (range 94% - 54%)

Unit Exam #3: 81% (range 100% - 56%)

Unit Exam #4: 81% (range 94% - 42%)

Grade Distribution:

A: 22

B: 14

C: 7

D: 0

F: 7

Use of Results

The instructor reviewed the data to monitor the collective progress of the classes in regard to work related to goals that address the GE competencies. In this year, a 86% of final grades are above 80% .

Exam score averages are stable at around 80% of points available.

Students complete the concert review essays with more success, although they may be graded favorably for any response that uses basic terminology or expresses some point of view. Introduction of guidelines for appropriate comments could give students more direction.

The instructor is satisfied with the success of her students' attainment of understanding and use of the knowledge related to course goals and and General Education Competency #8.

Related Items

 **GE 08: Perspectives**

MUS_116_GE08: LO Meaning of Music

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

General Education Competencies

1. 1. Define the elements of music (GE 8)

Study Guide 1, Unit Exam 1, Concert reports

2. 2. Gain a better understanding of the development of Rock and Roll music (GE 7, 8)

Unit Exams 1-4, Study Guides 1-17

3. 3. Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)

Unit Exams 1-4, Study Guides 1-17

4. **4.Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)**

Unit Exam 1, Study Guides 1-4

5. **5. Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**

Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports

Results of Evaluation

1. Study Guides

71% (range 100%-0%)

2. Concert Reviews

Concert Review #1: 92% (range 110% - 70%)

Concert Review #2: 96% (range 100% - 60%)

3. Unit Exams

Unit Exam #1: 78% (range 98% - 20%)

Unit Exam #2: 79% (range 94% - 54%)

Unit Exam #3: 81% (range 100% - 56%)

Unit Exam #4: 81% (range 94% - 42%)

Grade Distribution:

A: 22

B: 14

C: 7

D: 0

F: 7

Use of Results


The instructor reviewed the data to monitor the collective progress of the classes in regard to work related to goals that address the GE competencies. In this year, a 86% of final grades are above 80% .

Exam score averages are stable at around 80% of points available.

Students complete the concert review essays with more success, although they may be graded favorably for any response that uses basic terminology or expresses some point of view. Introduction of guidelines for appropriate comments could give students more direction.

The instructor is satisfied with the success of her students' attainment of understanding and use of the knowledge related to course goals and and General Education Competency #8.

Related Items

 **GE 08: Perspectives**

Unit Goals



MUS 2013_01: Music facility improvement/renovation

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Advocate for much needed improvements to Zeigel Hall as an instructional and arts space, including new flooring, painting of interior walls, repair of ceilings and leaks, addition of "Smart cart" equipment in selected classrooms, exterior landscaping, consistent climate control throughout the building at temperatures suitable for musical instruments, replacement of rusted and stained windows, and elevator to second floor.

Ideally, a complete renovation or replacement of building so that the entire department can be housed in one modern arts facility that meets industry, accreditation, and ADA standards, including a 300-500 seat performing space controlled by the department with state of the art performance hall standards and resources.

Evaluation Procedures

Create a prioritized checklist of needed repairs, replacements, and additions to the building which can be reviewed for progress and used to manage budgetary and administrative support:

Stage 1

Reorganize storage and work spaces.

Request improved cleaning and building maintenance.

De-clutter and move unneeded, broken, or obsolete equipment/furnishings out of building.

Optimize instructional spaces with current technology and instructional furnishings (white boards, seating, lighting).

Create work orders for simple repairs, interior painting, flooring improvement, and security measures.

Re-purpose Room 201 as a space for housing collections of media and possibly as a faculty area.

Stage 2

Ask for renovation of dilapidated and dated restrooms and water fountains.

Refurnish music and chair's office with better filing systems and work spaces.

Talk to Facilities Management about window improvements and repair.

Ask for funding/donations to furnish lobbies with presentable seating and decorative items.

Stage 3

Examine possibility of redesigning exterior spaces around the building and entrances for a more appealing look, including a shaded seating area.

Study feasibility of adding an elevator at the north entrance of the building where there is currently a dirty and dark stairwell.

Ideal: articulate design and needs for a new facility; hiring of architect; funding availability; timetable set; plans for transition formulated; begin process to complete construction.

Actual Results of Evaluation

- Facilities Management assisted music faculty/staff with creating a faculty lounge in ZE 2012 including a sink base, hot/cold running water, new electrical outlets, new master lock, painted walls, refrigerator, microwave, tables and chair, club chairs and an area rug.
- Smart cart equipment was purchased in May 2013 for Zeigel classroom 150, 153, 200, and 212 and will be installed by OIT in August 2013 prior to the beginning of AY 14.
- Maintenance by custodian improved somewhat after discussion with custodial supervisors.
- Carpets were steam cleaned periodically but did not remove water stains or discolorations.
- Newer desk for secretary and locking lateral file cabinet acquired for music office.
- Interior decor improvement for lobby areas: benches wall art, reorganized bulletin boards.
- Storage areas in ZE 207 and 210 were cleared of unused and broken equipment, cleaned, and reorganized for better storage.
- The interim chair gave tour of Zeigel Hall in June 2013 for the committee in the Mississippi House of Representative that oversees state facilities and improvements, during which the disrepair, outdated facilities and equipment, and health/safety issues were shown and articulated.

Use of Evaluation Results

- Enhancement of recruitment of new music majors due to improved image of department and facilities.


- Retention of students and faculty due to satisfaction with work environment and image.
- Increase in external donations due to updated image and potential expansion of enrollment and offerings.
- Better able to hold musical and professional events for the community and region.
- Reorganization of priorities and information to advocate for issues not addressed in in AY13.

Related Items


  **SP1.Ind07: Resources: access to appropriate library and learning resources**



  **SP4.Ind03: External resources**

  **SP4.Ind04: Facilities Management**

  **SP4.Ind05: Master lease**

  **SP4.Ind06: Technology infrastructure**

  **SP5.Ind03: Campus facilities and space for use by external constituents**

  **SP5: Improve the quality of life for all constituents**

MUS 2013_02: Retention

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Retain and graduate a majority of students who enroll as majors.

Evaluation Procedures

Can we or did we attempt to identify student who are at risk and what their challenges are?

Are students being offered adequate advising and support to meet challenges?

Can we identify what general factors help to ensure that students succeed at staying in school or in the major, if qualified?

Were there extenuating circumstances or better opportunities for students who did leave, or could intervention helped?

What other services and resources on campus should be utilized to support student retention in the major?

Calculate percentage being lost from fall to spring semester. Are their trends?

Calculate percentage of students return between academic years.


Actual Results of Evaluation

- Faculty communicated with students at risk and other faculty in advising sessions, faculty meeting, and via email and personal conversations.
- Students who matriculate with deficiencies in math, reading, or study skills are required to take development courses in the Student Support Center, which often requires a delay in taking music theory classes. One vocal major in this situation was advised to enroll in private lessons, piano, and choir to be connected with the entering class and to the major. However, his progress diminished in the spring semester, he lost his music scholarship due to low GPA for a second semester, and is on Academic Probation. Students in the BME who are struggling or are not meeting competency expectations are discussed by the entire faculty in meetings and given comments in writing to recognize strengths and suggest ways to refocus, progress, or to consider another degree or major.
- Students with a GPA that is going lower are asked to limit the number of credit hours/courses they take and consider the choices of classes in order to raise the GPA to an acceptable level.
- Several students changed to the BA degree from the BME due to career choice changes, lack of progress, and faculty comments about lack of suitability for the teaching degree.
- Some allowances are made to facilitate retention when there are extenuating circumstances. One talented freshman major who should have lost his music scholarship due to 2 semesters with a GPA below 2.5 was given another semester to do so because he made a marked improvement in his GPA the second semester and was just below the 2.5 mark. Another freshman who did not heed faculty intervention measures was put on Academic Suspension to due to a very low GPA due to failing several courses and is not expected to return in the fall semester.
- Although student enrollment in music has been lower for two years, it remained stable for the second year with 62 majors reported in the fall and 50 in the spring. However, the 62 number reported by IRP is due to incorrect major listings in the beginning of a year; the actual number was 55. Three people graduated in fall 2012, so only 2 students did not continue to the spring 2013 semester, a 96% retention rate.

Use of Evaluation Results

- Continue to support students in developmental courses so they succeed there and in music.
- Give more detailed information to incoming student in summer orientation sessions about expectations, degrees, and entrance requirements.
- Instructors can share information about students who are not progressing with advisers and chair so follow up communication can occur to intervene or provide remedial learning strategies.
- Music Theory teachers can continue to offer tutorial and study sessions outside of class.
- Organize occasional social events for the department to encourage a positive and engaging atmosphere among faculty and students.

Related Items

  **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

  **SP2.Ind02: Retention**

  **SP2.Ind03: Graduation Rate**

  **SP5.Ind01: Distance Education Offerings**

  **SP5: Improve the quality of life for all constituents**

MUS 2013_03: Recruiting

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Increase number of majors in department by 35%.

Evaluation Procedures

1. Record:

- Number of times did band directors and choir director make trips to High Schools and Community Colleges.
- Where applied music faculty perform or gave clinics to groups. Is this making a difference?
- How, when, and who contacted prospective majors who showed interest (web site link, email, phone call, teacher).
- How many students showed formal interest and if names were and circulated, how, and to whom.

2. Review:

- Where, when, and what public relations materials are sent out to ensure target constituencies receive materials that will interest them at an optimum time of year.
- Use of Admissions personnel to assist in music recruiting efforts.
- Where student groups tour for greatest exposure to target student audiences.
- Adequacy of scholarship amounts to attract quality music majors
- How many students attend scholarship auditions days and how they are being contacted.
- Scholarship offer timetable to ensure they are processed efficiently.

Actual Results of Evaluation

Music faculty and ensemble directors did travel to locations where interested and qualified students are in school, especially the choral director. The band director was guest conductor for two high school honor bands in the state which engaged high performance band students from the area. Both attended the state conventions for band and choir.

The recruiting committee worked diligently to reorganize recruiting strategies including a new online contact form that is distributed to appropriate instructors, expanded schedule for scholarship days with tours and orientation sessions.

Faculty attended career and admissions fairs on campus and off campus.

Faculty attended musical events held by schools and associations.

Printed materials and web pages were updated so that information was the same and included more information for transfer students and theory entrance and validation exams.

New brochures for the Department of Music and the Piano area were put into circulation.

Admissions personnel participated in all Music Scholarship Audition Days and brought individual students to the music building on occasion.

The Department purchased new stylish exhibit banners to use at recruiting events and conference exhibits and were given good feedback by alumni on the design.

Large and small student ensembles performed for target audiences allowing students and faculty to make personal contact with prospective students and their directors.

The second audition date was not well attended and will likely be discontinued in AY14.

Scholarship amounts were raised for AY14 especially for desired potential majors to account for increases in tuition and competition in the state.

Scholarship offers were processed by ensemble directors and the office in a timely manner following auditions.

23 new music majors were accepted through auditions and signed scholarships for FY 14; 22 will matriculate in the fall; 1 will enroll in January 2014 due to transfer course requirements.

Approximately 45% of the incoming music majors are non-Caucasian, primarily African-American.

Use of Evaluation Results

Compare current year with previous years' results and strategies.

Analyze procedures to see if any strategies need to change such as date of scholarship audition days.

Maintain 20 as a benchmark for annual recruiting with intentions of increased it by 25% to 25 the following year.

Focus on locations and strategies that yield the most results.

Use technology to facilitate communication and auditions.

Employ process distilled by recruiting committee in 2012-2013.

Make contact in more local high schools, especially those with predominantly African-American school populations.

Related Items

  **SP2.Ind01: Enrollment**

  **SP2.Ind02: Retention**

  **SP2.Ind03: Graduation Rate**

  **SP2.Ind05: Admissions yield rate**

MUS 2013_04: Master's degree in music

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Design a master's degree in music for broader appeal and streamlined approval and implementation.

Evaluation Procedures

Interest survey

Examination of NASM standards for graduate degrees

Curriculum committee analysis and recommendations

DSU Graduate school guidelines and requirements

Curriculum options

Music faculty feedback

Course assignments and faculty load redistribution

Feasibility of online and distance learning delivery

Actual Results of Evaluation

- The curriculum committee and music faculty approved the design of a Master of Arts in Music degree.
- The curriculum committee agreed to a draft curriculum based on NASM standards and similar degrees at accredited universities.
- Due to NASM accreditation site visits rescheduling to April 2013, the MA development was not completed past the internal planning stages.
- A survey of graduates over the last 10 years indicates that alumni would consider a graduate program at DSU if offered--most are music educators, but the MA could accommodate their needs for continuing education requirements.

Use of Evaluation Results

To support applications for approval on campus, by the IHL, and by NASM, more detailed information needs to be gathered regarding:

- Increased enrollment and credit hour production
- Qualified music faculty available
- Need for graduate assistants
- Value of program to department, university, and surrounding area
- Funding increases
- Library holdings
- Graduate Course development
- Online components

The Curriculum Committee needs to solidify a description, curriculum, and credit hours for the degree and design a marketing strategy to target potential graduate students.

Related Items

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

 [SP1.Ind08: Curriculum Development and Revision](#)

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind04: Degrees](#)

MUS 2013_05: Implement NASM improvements/standards

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Address issues, needed improvements, additions identified by departmental NASM self-study and NASM site evaluators' accreditation assessment report, both to be completed in Spring 2013.

(National Association of Schools of Music)

Evaluation Procedures

Curriculum revisions and updates

Facility improvements

Review of standards compliance

Accreditation report response, if needed

Faculty feedback

Student feedback

Alumni feedback

Administration response

Self-study outcomes

Actual Results of Evaluation

The site visit was rescheduled for April 2013 and the visitors' report was not received prior to the end of AY13, so revisions in response to their comments have not been able to be considered directly or implemented yet.

- Among them that should be easily implemented in the fall 2013 semester are:
- Acquiring new pianos, which is pending bids, and band instruments which were purchased in May 2013.
- Review of the BA-SRT for curricular alignment and/or expansion.
- Acquiring new instructional technology equipment for music classrooms purchased in May 2013.
- Inclusion of sight reading assessment in performance courses rather than aural skills courses.
- Instruction in use of music notation software with more intention and earlier in the music theory curriculum
- The use of credit hours needs to be articulated in the music student handbook for AY14.
- The continued development and implementation of a systematic process to inform students of wellness, health, hearing, and safety concerns for musicians is asked to be submitted to NASM in the fall of 2013.

Use of Evaluation Results

- A response to the visitors' report will be submitted in the fall of 2013 prior to the November NASM board meeting to reply to oversights and progress made toward the evaluators' suggestions/concerns.
- Some issues such as facilities, faculty course loads, and administrative load will require more study and conversation among administrators and funding by the state and university.
- The undergraduate bulletin for 2013-2014 was updated to include basic information about hearing and wellness concerns for music majors.

Changes are planned for:

- Student Handbook information
- Web page development and reorganization
- Assessment of sight reading in juries
- Confirmation of a process to inform students annually of health/wellness/safety issues for musicians.
- Purchase of at least 10 new Kawai pianos with university/state funds and some external gifts (7 grands and 3 upright/digital pianos) with the possibility of more purchases with expected additional donations and trade-in value of a large number of current pianos.
- Using new instructional technology equipment to enhance teaching and learning in several music courses.

Related Items

 [SP1.Ind08: Curriculum Development and Revision](#)

 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

MUS 2013_06: World Music

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Develop and implement a course in world music for undergraduate music majors.

Evaluation Procedures

Curriculum committee analysis

Program requirement or elective

Syllabus development

Instructor assignment

Textbook exploration/choice

Schedule feasibility

Actual Results of Evaluation

- This goal was approved by Music faculty and included in the five-year strategic plan submitted to NASM in the self-study
- The course was not able to be developed and offered for AY14 due to staffing and limitations on time to do so given the late site NASM site visit.

Use of Evaluation Results

The Curriculum Committee be assigned the task of setting a scope for the course in regard to it being a required course or an elective and being offered for music majors or the inclusion of non-majors and subsequently approving a course outline with broad learning outcomes.

A course instructor will need to be identified to complete the syllabus and choose a text in order to define the specific goals and outcomes of the course, based on the instructor's experience and knowledge.

Materials and resources needed to implement a global music course will need to be identified and purchased or prioritized.

An opportune time in the schedule of one semester will need to be identified to accommodate students who would be required to take the course, or to be available as an elective course to attract a sufficient number of students.

Related Items

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

 [SP1.Ind08: Curriculum Development and Revision](#)

MUS 2013_07: Piano upgrades

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Identify donors and raise funds to purchase three new grand pianos in five years to replace deteriorating inventory in faculty studios and have reliable instruments for faculty and student use in rehearsal and on the concert stage.

Evaluation Procedures

Review on-site inventory assessment report compiled by Steinway consultant from Amro Music Store (Memphis) provided August 2010 to determine number of pianos needed; pianos to be replaced, priority replacement; work with Steinway consultant and DSU foundation officials to organize interest events to inform potential donors; assess funds available and those needed to create an improvement plan over time;

Actual Results of Evaluation

The piano faculty and interim chair chose to expand the search for suitable pianos to include Yamaha and Kawai pianos as Steinway was determined to be more costly and require specialized maintenance. The interim chair contacted Memphis Music Store (Memphis, TN) requesting information on Yamaha grand pianos. The Department purchased a Yamaha C-2 in April 2012 for Bailey 124, the studio of the faculty collaborative pianist. The C-6 provided for trial did not meet the standards or preferences of the piano faculty.

After a meeting with a Kawai representative met with the interim chair and piano faculty in April 2012, Kawai forwarded Information to an area Kawai dealer, Lane Music in Memphis, which is a sister store of Memphis Music. Piano faculty and the interim chair prioritized pianos to replace and liquidate, as well as a more efficient maintenance schedule, including the contracting of a new piano technician in the July 2012. In mid July 2012, Lane Music presented a proposal for piano replacement over a 4-5 year period, called the EPIC program. Requests for donations from friends and alumni were placed in the fall and spring departmental newsletters. Lane Music provided a SK6 grand piano for the Recital Hall and a RX2 grand for a faculty studio for trial purposes for the entire 2012-2013 year.

The interim chair spoke with the former DSU President and Provost about the piano situation and plans during a tour of Zeigel Hall. We have received donations and a grant from the Tri-State Educational Foundation for around \$12,500 with the expectation additional gifts in AY 14. The NASM visiting evaluators spoke with the current President about the condition of our pianos which became a goal for him. The interim dean and retiring CFO of the university worked with the interim chair to approve \$223,000 for the purchase of new Kawai pianos, which was approved by the state as the single brand for vendor proposals. Coupled with \$13,500 of available external funds, the Department is poised to purchase \$236,500 worth of new pianos, including a SK6, 3-SK3s, 1-RX3, 1-RX2, 3-CA93 digital keyboards, and 1-K3 upright piano.

 Kawai EPIC proposal

Use of Evaluation Results

A clear vision of desired pianos for performance, studios, and practice areas was established. The financing needed became concrete and a plan for replacement put into motion and is pending. A few potential donors have been identified and informed of the remaining need. A strategic plan for acquiring necessary funds over a two-to-three-year period was the result of ongoing meetings and inventory study.

The collaborative pianist, Dr. Shimizu, is able to rehearse with more ease and artistry.

Manufacturer representatives and area dealers continue to interact with the piano area to provide options and plans to go forward in acquiring funds through donations, performances, and support from the university.

An RFP for 10 new Kawai pianos began to be developed and will culminate in August 2013.

Related Items

  [SP1.Ind07: Resources: access to appropriate library and learning resources](#)

  [SP4.Ind03: External resources](#)

  [SP4.Ind05: Master lease](#)

  [SP4.Ind09: Institutional review process / Accreditations/IE](#)

MUS 2013_08: Data integrity

Start: 7/1/2012

End: 6/30/2013

Unit Goal

According to DSU policy manual, develop strategies to maximize effectiveness of efforts "to collect, safeguard, and distribute accurate, consistent, useful information to appropriate members of the Delta State University community."

Evaluation Procedures

Compare departmental major enrollment rosters to IRP data and Banner information for accuracy; maintain accurate scholarship files and information; check student files for accuracy and presence of necessary information that affects departmental profile and reporting; do periodic checks of budget balance ledgers; look for forms that may ask for social security numbers of students, faculty/staff, and potential students to discontinue their use; check security measures of computer files and drives, paper filing systems, and spaces in facilities where they are located; check for understanding of and conformity to policy by music faculty/staff; check for security of faculty personnel files; examine who should have access to student information in music office and how it should be maintained and protected; check for appropriate procedures and records for maintaining state inventory in department.

Actual Results of Evaluation

Student files were kept in a new locked lateral file cabinet behind secretary's desk in the Zeigel 106 music office which is locked after hours. Files contain scholarship information, repertoire sheets, personal contact information, and Praxis test scores. Departmental financial/budget information was housed in the secretary's desk in files and a notebook and in chair's office on a flash drive. Some files were accessible on the chair's hard drive which is password protected. Other personnel files, scholarship information, faculty loads, and enrollment figures were kept in the chair's office in a locked lateral file, an unlocked file cabinet, and on a flash drive kept in the chair's desk. The chair's office is only accessible by the primary master key possessed by the interim chair, secretary, and interim dean (chair), custodians, and police.

Some information was available only to faculty/staff on a shared network drive. Inventory information was kept in an unlocked filing cabinet in the music office and in the band office (paper and computer disk). Academic information (grades/work) are housed in individual professors' studios in filing systems and on computer files. Although not all file cabinets lock, faculty studios and offices are locked and accessible with individual and master keys. The department did not generate forms that ask for SS numbers and has made efforts to remove such a request from existing documents. Transcripts were not kept in student files, but are available online by password protection and referenced to advisers and course instructors.

The chair checked for accuracy of enrollment figures and scholarship information closely and periodically. He worked with the dean's office to correct student information in Banner. The secretary kept up-to-date ledgers, maintained accurate and neat files of purchase and travel requisitions, and maintained line item balances.

Documents with sensitive information that are no longer needed or need correction were shredded in the paper shredder in the music office. The secretary began the process of shredding applications for faculty vacancies that have been filled as per Human Resources directions.

Use of Evaluation Results

- The office will acquire a newer and locking filing system for departmental records that do not contain student and faculty personal information.
- Files with access by more than one person in shared drives can be password protected for appropriate viewers.
- Faculty will be directed to purge older student documents and maintain privacy restrictions on grades and personal information of current students.

Related Items

 [SP4.Ind10: Data Integrity](#)

 [SP4.Ind11: Process manuals](#)

Section IV.a

Brief Description

Brief Description and/or Narrative of programmatic scope

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Department of Music has been a vital unit on the DSU campus for many decades. The stated mission of the department is implemented through curricula for the Bachelor of Arts, Bachelor of Music, and Bachelor of Music Education degrees; specific courses and performance opportunities for non-music majors, including a music minor, an interdisciplinary concentration, general education courses, and an elementary education music course; and various activities and events for the campus and community. All degrees in the Department of Music are accredited by The National Association of School of Music (NASM), and the BME is accredited by NCATE.

In 2012-2013, the Department was comprised of 13 full-time tenure-track or tenured music faculty and one adjunct instructor of violin. Faculty, students, and guest artists presented numerous solo and chamber recitals, ensemble concerts, and other educational activities both on and off campus, providing access to a variety of musical experiences throughout the academic year to students, campus personnel, and the public. A new facet of public performance was live web streaming of several performances (press release is attached).

Off campus, students and faculty performed at various public, professional, educational, and religious venues and faculty served as leaders for several musical and educational associations. These external activities increase visibility and project a positive image of the Department of Music as we represent the University in the surrounding local area, the State of Mississippi, and beyond.

Sources

-  [DSU Department of Music home page](#)
-  [Press Release for Live Concert Streaming](#)

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

[Trend data for Music for 2009-2013](#)

Credit Hours: AMU and MUS credit hour production in AY 13 was slightly lower (2.7%) than AY12. The AY13 total of 1880 hours is 10% lower than the 5-year average of 2114 credit hours produced.

Student Population and Retention: Enrollment was flat compared to AY12, with the same number recorded for two years. As is typical, the spring semester is lower (13.3%), but fall IRP totals are generally inflated due to incorrect listings of majors for students. When that is resolved, the number of students in the fall is essentially what it is in the spring semester of an academic year. The average enrollment for a fall semester, according to data supplied by IRP, is 75 majors; the average enrollment for spring semesters is 65 over the last five years. 60 and 52 majors are both 20% lower than these respective five-year averages. The enrollment number should approach the average of 65 in fall 2013, due to healthy recruiting and retention.

Two fewer students graduated with a music degree, a 22% decrease compared to AY12. The five-year average is 11 graduates, with a peak in AY11 of 17. The AY13 total is 36% lower than the five-year average.

Having a decrease in enrollment for 2 years consecutively, although stable, would naturally affect the graduation rate and credit hour production. This should be going in the positive direction in AY 14. The Department invested increased time, effort, and resources into improving the quality and frequency of recruiting in AY13.

Budget and Expenditures: Excluding personnel expenses (salary and fringe benefits), the AY13 commodities and contractual budget for the Department of Music was the same as that for AY12. The Total Direct Expenditures plus Commitments for AY 13 were \$66644.61 compared to that of AY 12 at \$56426.54. \$6400 was provided by the College of Arts and Sciences to subsidize purchase of new band instruments at the end of the fiscal year. In addition to several new band instruments, other end of the year equipment purchases included office equipment, marching band percussion equipment, and hardware to outfit three Zeigel classrooms with "smart" technology carts which had been requested by faculty for several years.

Scholarships: \$156,142 (75% of \$207,000) for band scholarships; \$84,737 (76% of \$111,000 for choral music scholarship). Total was \$240,879 (76% of \$318,000 allotted to the department for student scholarships tied to ensemble participation). *Source: Banner FY13 ledger for Org. #4179 and 4181*

Sources

-  [AY13 DSU Music Expenditure Summary](#)
-  [MUS Trend Data 2009-2013](#)
-  [NASM HEADS report 12-13](#)

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

none at this time

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

none at this time

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Campus and external contributions to Department of Music and Music faculty.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Through board member Sarah Ellington, the Tri-State Educational Foundation in Iuka, MS, developed by Dr. Bob and Mrs. Sylvia Ferguson, pledged a \$10,000 grant over 2 years to the Department of Music for the purchase of new pianos.

\$2100 donated from supporters and alumni of the Department of Music, primarily for new pianos.

Nine music faculty were awarded on-campus grants for instructional materials or activities from the Dulce and Griffis funds, totaling \$4235.

Five Faculty received a total of approximately \$3500 from the Kent Wyatt Faculty Development Fund and \$600 from the College of Arts/Sciences toward professional travel to conferences for presentations.

2 faculty members were awarded approximately \$825.00 for professional travel to workshops from the Tri-State Educational Dean's Fund for Arts/Sciences faculty.

Total \$19,160 (approx)

Sources

-  Assure high-quality, diverse, engaged faculty and staff
-  Credentials
-  Cultural offerings
-  Evaluations
-  External resources
-  Faculty and staff hiring
-  Increase student learning
-  Institutional review process / Accreditations/IE
-  Professional development
-  Resources: access to appropriate library and learning resources
-  Retention of personnel

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report



Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

As a part of the NASM self-study conducted the in 2012-2013, a five-year strategic plan was devised by faculty and refined by a small committee. The visitors' report commended this new plan as being practical and attainable, yet forward looking in the scope of our resources and location. It is attached.

Sources

-  [DSU Dept of Music 5-yr Strat Plan 2013-2018](#)
-  [NASM Visiting Evaluators' Report for DSU - Spring 2013](#)

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Department of Music Standing Committees:

- Curriculum Committee - repository: Zeigel 108 (chair's office), committee chairs' offices - Zeigel 214/216
- Scholarship Committee - repository: Zeigel 108
- Library Committee - repository: Zeigel 108, committee chair's office - Zeigel 206
- Alumni Committee - repository: Zeigel 108, committee chair's office - Zeigel 107
- Recruitment Committee - repository: Zeigel 108, committee chair's office - Bailey 126
- Tenure and Promotion Committee - repository: Zeigel 108, committee chair's office - Bailey 134

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Mr. Joshua Armstrong, Instructor of Music, Percussion; Assistant Director of Bands

- Performed *Histoire du Tango* for flute and guitar (guitar part played on marimba) with Dr. Rachel Kaplan, Flute Guest Artist, November 15, 2012
- Secretary, Mississippi Chapter of the Percussive Arts Society.

Dr. Mary Lenn Buchanan, Professor of Music, Voice/Opera

- Presenter, "Working Vocal Skills in the Master Class," Southern Region National Association of Teachers of Singing Conference and Competition, Baton Rouge, LA, October 2012.
- Presenter and Performer, "Letters From Home", Delta State University Veteran's Day/Homecoming Program. November 2012.

Dr. Shelley Collins, Associate Professor of Music, Flute/Music History

- National Flute Association convention, Las Vegas, Nevada (August 2012). Performed on conference recital by invitation; panelist for discussion about college-level recruiting in rural communities; and conducted a flute choir sight reading session for approximately 150 flutists.
- President, Mid-South Flute Society
- DSU Presidential Search Advisory Committee, 2013

Dr. Nicholas Cummins, Assistant Professor of Music and Director of Choral Activities

- Guest Contributor for article on value and dangers of using technology in public school settings for Choralnet.org
- Naxos Classical Division Compact Disc Reviewer
- Member, Mississippi Institute of Arts and Letters Board
- Mississippi Representative to the National Collegiate Choral Organization (NCCO)

Dr. Karen Fosheim, Professor of Music, Piano/Music Theory

- Organized and hosted, with DSU piano Faculty Jung Won Shin and Kumiko Shimizu, *The Art of the Piano*, events include piano performances, master classes, and workshops at DSU. Cleveland, MS, February 15-16, 2013.
- Directed/performed with Community Drumming group performance for Black History Month Celebration at BB King Museum, Indianola, MS February 23, 2013

Dr. Douglas Mark, Assistant Professor of Music, Low Brass

- Tenor & Alto Trombone Faculty Recital, September 2012
- Invited Performer with Wayne Linehan and Jung-Won Shin, College Music Society Southern Regional Conference, Morrow, Clayton State University, GA, March 2013
- International Trombone Association – Audio/Visual Review Board

Dr. Joe Moore, Instructor of Music and Director of Bands

- Presentations:
 - "A Warm-up Routine That Isn't *Routine*," Amro Music Back-to-School Seminars, August, 2012
 - "An Introduction to David Del Tredici's *In Wartime*," University of Kentucky, October, 2012
- Guest Clinician / Conductor

- Capital District High School Honor Band, Jackson, MS, January, 2013
- I-55 Honor High School Band, NWCC, Senatobia, February, 2013

Dr. Chad Payton, Assistant Professor of Music, Voice

- Invited Performer-Southern Regional NATS Conference (Baton Rouge, LA), October 12, 2012
- Payton and the Pipes: Collaboration tour, various artists series in Kansas, January, 2013
- Guest Lecture and Audition Techniques Master Class, NWCC (Senatobia, MS), March 8, 2013
- The Countertenor in Chamber Music, Chamber Music Presentation, College Music Society Great Plains Conference, Payton and the Pipes (Kearney, NE) , March 15, 2013

Dr. Bret Pimentel, Assistant Professor of Music, Reeds/Jazz

- Guest recital, Northwest Mississippi Community College. September 14, 2012
- Created noteworthy web tools for musicians:

The Fingering Diagram Builder in use for at least three commercial book projects: *A Complete Approach to Sound for the Modern Saxophonist*, by Ben Britton, published in December 2012; *Teaching Woodwinds*, a class woodwinds textbook in preparation by a group of authors for publication by Mountain Peak Music; and an as-yet-untitled book project in progress by internationally-known bassoonist Mark Eubanks.

"jQuery Accidentals" (accidentals.brepimentel.com, created in November 2012) is a tool that web developers can use to solve some of the issues of displaying musical symbols onscreen across a variety of computing devices

The WordPress Accidentals plugin (wordpress.org/extend/plugins/accidentals, created November 2012), based on jQuery Accidentals, provides a user-friendly way for users of the popular WordPress blogging platform to incorporate jQuery Accidentals into their own websites

Dr. Kumiko Shimizu, Associate Professor of Music, Collaborative Piano

- Presented a performance session with Dr. Shelley Collins at the National Flute Association Convention, Las Vegas, Nevada, August 2012
- Assisted the master class presentation *The Art of Collaborating with an Accompanist* (by invitation), National Opera Association Convention, Portland, OR, January 2013
- Collaborative pianist for the Mid-South Flute Festival, Mid-South Flute Society, playing for the guest artist recital with Dr. Alexa Still, Young Artist Competition, and master class and in Masters Concert, Memphis, TN, March 2013

Dr. Jung-Won Shin, Associate Professor of Music, Piano/Music Theory

- Faculty, Sung-Kyul University Summer Piano Camp, Anyang, Korea. Offered private lessons and presented two workshop sessions to undergraduate and graduate piano students. August 2012
- Trio recital with Wayne Linehan and Douglas Mark, College Music Society Southern Regional Conference, Morrow, Clayton State University, GA, March 2013
- Teacher Participant/Performer, Piano Texas International Academy and Festival, June 2013

Sources



-  Increase student learning
-  J Shin MAD for 2012-2013
-  MAD document 2013 Pimentel
-  MAD_2012-13_Moore_Joe
-  MAD-KShimizu (2012-13)
-  Mark MAD Instructional Activities Spring 2013
-  Meritorious Achievement Document_Armstrong_2013
-  PaytonMAD2013
-  Professional development
-  Retention of personnel

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable




Narrative

April Lee, departmental senior secretary

Noteworthy activities:

- Organized and neat office space
- Effective and considerate supervision of student workers
- Increased efficiency of office tasks
- Collaboration with faculty to complete special projects such as Honor Band, Honor Choir, Scholarship audition Days, and Band Day
- Exemplary attention to financial details and inventory which have been near, if not, 100% in accuracy
- Accuracy and neatness of financial documents and other submissions acknowledged by Procurement staff
- Initiated steps to clean up public and storage areas, clear out unused and unusable equipment, and redecorate facilities to improve image of Zeigel Hall and Department for current and prospective students and parents

Sources

-  Assure high-quality, diverse, engaged faculty and staff
-  Develop an engaged, diverse, high-quality student population
-  Enhance institutional effectiveness

Section V.c

Administrators (accomplishments)

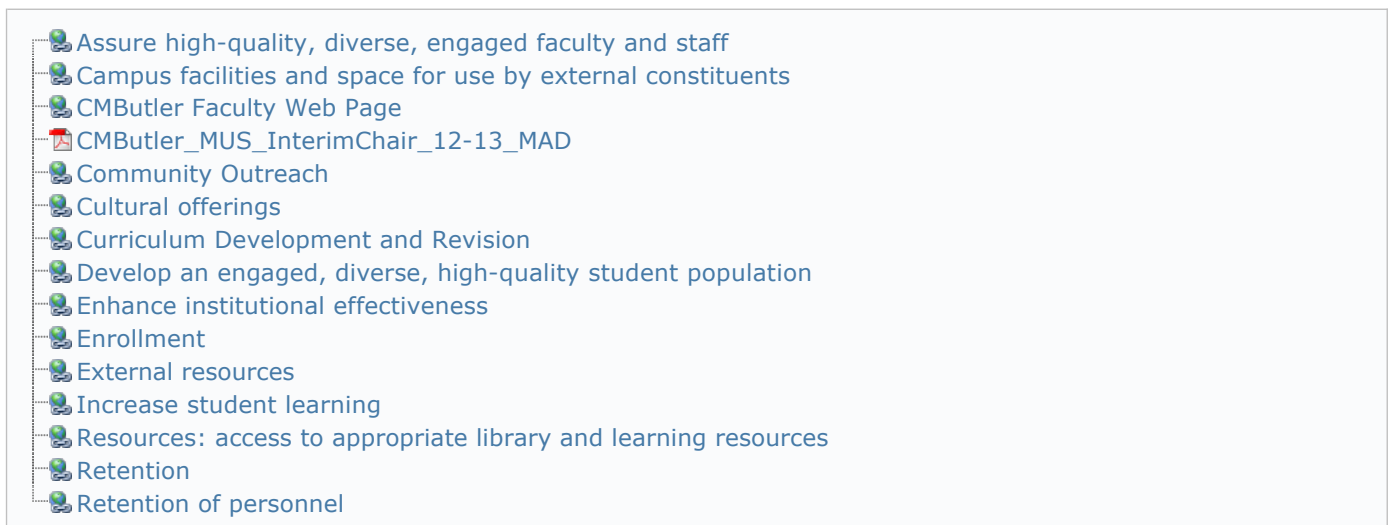
Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

- Raised approximately \$12,000 for purchase of new pianos from grants and donations from Tri-State Educational Foundation and local patrons
- Planned informational events to raise funds for piano purchase
- Recruited and counseled new majors
- Facilitated design of and purchased new exhibit banners and media for departmental recruiting Fall 2012
- Developed and implemented survey of music graduates with assistance from IRP to assess strengths and needs of music department, November-December 2012
- Continued work on efforts to purchase new pianos with piano faculty, Kawai, and Lane Music Store (Memphis), resulting in loan of a grand piano for Recital Hall stage, smaller grand piano for a teaching studio, and a digital organ.
- Planned, organized and moderated Strategic Planning sessions with faculty including a day-long Retreat at B.B. King Museum in Indianola, MS
- Facilitated process and prepared document for NASM self-study and site visit by organizing faculty committees, initiating strategic planning, and writing, compiling, and editing the self-study document and related reference materials
- Hosted a successful site evaluation visit with two NASM evaluators
- Converted ZE 201 from unused office to faculty lounge (interior design, labor, purchase of furnishings, donation of furnishings)
- Served on the General Education Committee for the university

Sources



A screenshot of a list of sources, each preceded by a small icon. The list includes:

- Assure high-quality, diverse, engaged faculty and staff
- Campus facilities and space for use by external constituents
- CMButler Faculty Web Page
- CMButler_MUS_InterimChair_12-13_MAD
- Community Outreach
- Cultural offerings
- Curriculum Development and Revision
- Develop an engaged, diverse, high-quality student population
- Enhance institutional effectiveness
- Enrollment
- External resources
- Increase student learning
- Resources: access to appropriate library and learning resources
- Retention
- Retention of personnel

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Department of Music requests consideration of restoring the part-time secretarial position for the music office that was taken away in fall 2009. The work load this position covered prior to 2009 included scholarships, publicity, MUS 104 management/concert attendance, and recruiting activity. These have had to be subsumed by the full-time secretary and chair of the department. This has added considerably to the already busy tasks these positions cover.

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Nicholaus B. Cummins, Director of Choral Activities and Instructor of Music, was awarded a Doctoral of Musical Arts degree in Choral Conducting from Louisiana State University in August 2012. He was promoted to Assistant Professor of Music at that time.

Joe D. Moore, Director of Bands and Instructor of Music, was awarded a Doctoral Music Arts degree in Wind Band Conducting from the University of Kentucky in May 2013. He should be promoted to the rank of Assistant Professor of Music for the 2013-2014 academic year.

Dr. Douglas Mark was promoted in rank and should hold the title of Associate Professor of Music with Tenure status beginning in July 2013.

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative







Changes made in the past year:

- Renovated and converted a defunct faculty office in Zeigel 201 into a faculty/staff lounge with full refrigerator, sink base/counter top, hot/cold water, microwave oven, coffee maker, 3 round tables with chairs, and reading/sitting area; used for faculty and committee meetings in addition to breaks and social time among faculty and staff.
- Began circulating monthly email news briefs to share activities more quickly and make contact with alumni and supporters more frequently. This also allows for "unlimited" content and the inclusion of multimedia links. Discontinued the printed departmental newsletter after Fall 2012.
- Updated web site to include information and web links about wellness for musicians and general physical, emotional, and mental health awareness for students. Campus services that provide treatment or therapy are also organized and linked.
- Began to use new and revised SLO standards for each music degree
- Curriculum Committee revised SLOs and General Education competencies to be addressed in four General Education courses in music.
- Several faculty were given new or additional course loads for 12-13 due to the last-minute resignation of Dr. Teri Herron, Assistant Professor of Music and vocal area instructor, in August 2012.
- Ensemble requirements were solidified by faculty majority vote.
- The Department purchased a Zoom recorder and hired a student worker to record the Thursday convocation student recitals rather than use more costly services of DMI.
- Broadcast several concerts with live-streaming via internet (UStream).
- Hired Ms. Monica Hern, a registered piano technician from Oxford, as our contracted piano tuner/technician at the retirement of Mr. George Hays, who served us for so many years.
- Faculty approved a policy that requests that grades for students enrolled in MUS 300 Piano Proficiency multiple semesters all be included in the GPA calculation, not the most recent one, as is the case now.
- Faculty approved the addition of 2 hours of large ensemble to the current 20 hour curriculum for the music minor and organized the courses into a recommended four-semester sequence.
- The department sold an aging small pipe-organ with funds of the sale going to new piano fund.
- Removal of the Music emphasis from the former Visual and Performing Arts track of the Master of Education in Secondary Education degree was approved by music faculty and Academic Council. The graduate bulletin for 2013-14 will reflect that change pending administrative approval.
- Faculty revised the departmental mission statement and created a new vision statement for the Department of Music, both of which will be used beginning fall 2013.
- The Department acquired and used attractive contemporary recruiting/exhibit booth banners, designed by Laura Walker, which were very effective in drawing attention and eliciting compliments when used in the spring.





Sources

-  [Assure high-quality, diverse, engaged faculty and staff](#)
-  [Community Outreach](#)
-  [Cultural offerings](#)
-  [Curriculum Development and Revision](#)
-  [Delta State University Mission Statement](#)
-  [Develop an engaged, diverse, high-quality student population](#)
-  [Diversity](#)
-  [Diversity initiatives](#)
-  [Enhance institutional effectiveness](#)
-  [Enrollment](#)
-  [External resources](#)
-  [Improve the quality of life for all constituents](#)
-  [Increase student learning](#)
-  [Institutional review process / Accreditations/IE](#)
-  [Job placement](#)
-  [minutes_02_06_2013](#)
-  [minutes_08_17_2012](#)
-  [minutes_09_12_2012](#)
-  [minutes_09_26_2012](#)
-  [minutes_10_10_2012](#)
-  [minutes_10_24_2012](#)
-  [minutes_11_28_2012](#)
-  [National / Standardized Test Scores](#)
-  [Retention of personnel](#)
-  [Student Musician Wellness Information/Links](#)
-  [UStream live broadcast press release](#)
-  [Website](#)

Section VI .b

Recommended Changes for the Coming Year

Project needed changes or improvements that can be accomplished or begun in AY14

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

1. Provide more guidance, exposure to content, and preparation support, both in music theory and music history classes and outside of class, for students taking the Major Field Test and Praxis II music content knowledge exams.
2. Revision of some course content and degree expectations so graduates are prepared for professional and educational expectations.
3. Exposure to non-Western music through expanded course studies and related activities, access to performances, and opportunities for international travel, potentially to West Africa and/or France.
4. Modify or expand curriculum for BA in Music/SRT to improve the scope of career preparation and to align with current course offerings at the DMI, including when courses are scheduled in the week each semester for better access for music majors.
5. Adopt more efficient and effective recruiting strategies, provide adequate funding for recruiting efforts, and use distance technology and telephony more frequently where appropriate.
6. More faculty visibility and/or more frequent contact with high school music directors and prospective music majors in high schools and community colleges.
7. Improve preparation and testing strategies for music theory entrance exams for incoming majors prior to fall classes.
8. Track, intervene, and provide remediation for academically at-risk students systematically using more direct actions.
9. Engage music majors and faculty outside of class through departmental social activities periodically.
10. Improve scholarship audition process to include technology and specific off-campus audition sites
11. Provide better knowledge about and access to music scholarships, especially for prospects with accomplishments in band/choir/piano
12. Provide training/mentoring to less experienced faculty members on academic advising, implementation of policies, and career/professional activity.
13. Use a more systematic process to maximize allotment of funds for equipment, guest performances, and travel by asking faculty for projections/plans in advance.
14. Add more work study positions and a part-time staff person to enhance responsiveness of support service in the music office.
15. Better maintenance and cleaning of facilities by custodial staff.
16. More and better ways to inform students of professional wellness concerns (hearing, musculoskeletal issues, emotions)
17. Rehearsal spaces and practice rooms need improvements to protect against hearing damage and loss from loud sound levels.
18. Permanent instructional technology hardware installed in all music classrooms.
19. Update software, increase maintenance of hardware, and provide more access to Zeigel computer lab.
20. Offer more continuing education and professional education opportunities for the community and music teachers.
21. Develop more online curricular offerings.
22. Employ more effective and targeted fund raising strategies.
23. Engage community supporters/patrons directly for external resources.
24. Create a better market image and advertising approach by developing a logo/brand name/motto
25. Include sight reading guidance and assessment in applied music study and juries for all performance mediums.
26. Reconsider field experience options and use more technology where possible to provide more access to live classroom exposure for music education majors.
27. Purchase new pianos and band instruments.
28. Need more climate and temperature control in music facilities.
29. More frequent and creative publicity and communication for programs and activities of Department of Music.
30. More funding for acquisition of music-related materials for the university library.
31. Provide a dedicated practice area for percussion majors besides the band room for increased security and better student access.
32. Reformat and improve design and interface of departmental web page; streamline content; add multimedia links
33. Include information on calculation of course credit hours and hearing and health information for musicians.

Sources

-  Academic and support services
-  Advising -- access to improved, comprehensive, and directed/targeted advising
-  Assure high-quality, diverse, engaged faculty and staff
-  Campus facilities and space for use by external constituents
-  Community Outreach
-  Continuing Education
-  Cultural offerings
-  Curriculum Development and Revision
-  Degrees
-  Delta State University Mission Statement
-  Develop an engaged, diverse, high-quality student population
-  Distance Education Offerings
-  Diversity
-  Diversity -- access to diverse ideas/programs
-  Diversity initiatives
-  DSU Dept of Music 5-yr Strat Plan 2013-2018
-  Enhance institutional effectiveness
-  Enrollment
-  Facilities Management
-  Graduation Rate
-  Improve the quality of life for all constituents
-  Increase student learning
-  Institutional review process / Accreditations/IE
-  Job placement
-  NASM Visiting Evaluators' Report for DSU - Spring 2013
-  National / Standardized Test Scores
-  Personnel Training -- HR and other
-  Professional development
-  Resources: access to appropriate library and learning resources
-  Retention
-  Retention of personnel
-  Scholarships and Aid
-  Technology infrastructure
-  Website