DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
Academic Year 2004-2005

I. Unit Title: Department of Music College: Arts and Sciences

Unit Administrator: David Schubert

II. Data and information for department:

Mission Statement: The Department 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.

Credit Hour Production: 2,741 undergraduate credit hours

Enrollment: Total student enrollment in ensembles and classes was over 300.

Number of Majors: 78

Number of Graduates: BA-1; BM-2; BME-9;

Faculty Advising Load: The faculty continues to advise students, primarily in their areas of expertise. This further strengthens the one-to-one interaction that faculty has with music students through private study, as well as meeting SACS QEP recommendations.

Scores on Standardized Tests: 75% of music majors passed the University’s Writing Proficiency Exam and the NTE.

External Funding and Grant Activity: In the fall of 2004, the department received a gift of $8,000 from Jeff Capwell for the acquisition of band equipment and $35,000 to the Capwell Scholarship Fund. Richard Waters received a grant from the Rock River Foundation for $8,556.56.

Graduate Placement: Of the 12 undergraduates, 8 have employment, 1 is still looking, and 3 are attending graduate school.

Budgetary and Other Recommendations: In order for the Music Department to meet the needs of the students and faculty, the following areas should be addressed:

1. Music Equipment – many of the band instruments are 20 + years old and need to be replaced. The pianos need to be replaced on a rotating basis. The stereo equipment is extremely old and needs updating (Ipods as well). $15,000/year
2. Major renovation of Zeigel – see attachment.
3. Address the salary compression issue of full professors and returning faculty. Many new faculty hires make as much, if not more, than current faculty. This continues to affect morale.
4. Hire a grants writer for the college and possibly for the arts.
5. Wire all classrooms.
6. Recruit better students – those that come with good writing skills. Possibly offer scholarships to those students that have a 23-25 on their ACT.

Other Information Relevant to Departmental Effectiveness: The Music Department continues to reach out to the community and region through performances, clinics and community service projects. In 2004-2005, the department sponsored over 50 performances. The university designated Zeigle 153 as the new Smart Classroom for the Music Department. It will be completed by August 15, 2005.

III. Personnel:

Noteworthy activities and accomplishments:


Dr Donna Banks served as President of Mississippi Music Teachers and wrote the *President’s Message* articles for Mississippi Music Teacher Journal. Wrote three articles for the Mississippi Music Teacher and one for the American Music Teacher. *Presented a First Tuesday program with Lois Hobbs Yu entitled Music for Many Hands.*

Mr. Larry Bradford joined the music faculty as percussion instructor and assistant band director. Instrumental in securing funding and a builder of steel drums. Hosted and organized the DSU Percussion Symposium this spring (over 50 students participated).

Dr. Mary Lenn Buchanan serves as the North Mississippi District Director of the Metropolitan Opera National Council. Directed two performances of *The Ugly Duckling* to approximately 1450 elementary students. Received a sabbatical leave for the spring of 2005 to do research on the music of Peter Saltzman.

Dr. Mark Butler is president of the Mississippi Alliance for Arts Education and chair of the DSU Music Curriculum Committee. Received a sabbatical leave to study Comprehensive Musicianship. Also studied incorporating the use of technology in the classroom (Orchestration). Presented at the technology conference, *Creating Futures through Technology*, in Biloxi. Participated in the Leadership Institute for arts leaders sponsored by the Kennedy Center in July of 2004.

Dr. Karen Fosheim performed with Dr. James Tomeck and Keith Pettway for the First Tuesday program – April 2005. Along with Mark Butler, secured a faculty development grant to bring Dr. Horace Boyer, black gospel specialist, to lecture and give masterclasses in Feb of 2005. Chaired DSU’s Teaching Excellence Committee. Was selected as one of five Technology Champions.

Dr. Paul Hankins performed with the Tupelo Symphony, Delta Symphony and the Mississippi Symphony. Selected as one of the Student Engagement Champions (QEP).

Dr. Bryan Herring’s Marching Statesman won the Greenville Christmas Parade competition. Served as clinician for the Amro Band Clinic, Mississippi BandMasters Association Clinic and the I-55 Band Clinic.


Dr. David Schubert produced a Christmas CD, *Stille Nacht* and performed with the Honor Choir in 2005. He performed with the Delta Chorale when they went to Carnegie Hall in March of 2005.

Dr. Richard Waters completed his dissertation on the sacred choral music of Harold Darke. Choirs performed at Carnegie Hall in New York (March 2005). Received a grant from the Rock River Foundation for travel to New York ($8,556).

Resignations:

Mr. Bryan Herring
Ms. Lois Hobbs

New Hires:

Dr. John Wojcik, Director of Bands and Associate Professor of Music
Dr. Kumiko Shimizu, Accompanist and Assistant Professor of Music

New Positions requested, with justification:

Fill the vacant position in Voice
Justification: Dr. David Caudill retired at the close of spring 2003. His position was frozen due to budgetary limitations. The voice area has grown since then and as a result, the students are studying with adjuncts. This puts us in a somewhat tenuous position, relying on adjuncts that could leave at any time.

Fill the vacant Instrumental Position

Justification: Dr. Sanders resigned at the close of spring 2004. His position was frozen due to budgetary limitations. The students in the woodwind area, specifically saxophone and double reeds, need a specialist to teach them.

Recommended Change of Status:

There were no changes of status due to promotion or tenure in the Music Department.

IV. Degree Program Addition/Deletions and/or Major Curriculum Changes:

In June of 2005, the Music Department was granted plan approval for the Bachelor of Arts in Music (Sound Recording Technology) by the National Association of Schools of Music.

During the spring of 2005, the Music Department redesigned all of their music degrees to follow the IHL Board’s mandate requiring no more than 124 credit hours for any degree program. We did ask for an exemption for our Bachelor of Music Education degree and the IHL Board did grant one for 130 credit hours.

V. Division/Department Goals for 2004-05

Unit Goal #1: To increase the student’s use of technology

The music department sought to continue its implementation of technology into existing music courses and to develop new uses for technology. Dr. Karen Fosheim was selected as a Technology Champion for the 2004-05 school year. The Smart Classroom will be available for the fall of 2005.

Institutional Goal which was supported by this goal:

Optimize the effective use of technology in support of the education process.

Expected Results:

Students will be able to synthesize creative and scholarly work using appropriate technology. Additionally, students will be able to create an electronic portfolio using appropriate software.
**Evaluation Procedures:**

Evaluate the effectiveness of the student’s use of technology via course and faculty evaluations. E-Portfolios will be put in a student’s placement file to be used by prospective employers. Evaluated by teacher education and/or performance faculty.

**Actual Results of Evaluation:**

We are in the process of completing the model for the electronic portfolio. It will be implemented during the 2005-2006 school year.

**Use of Evaluation Results:**

Currently, the Orchestration class (MUS 350) has been completely changed to require use of software (Band in the Box, Time Editor, Sibelius, etc); electronic submission of class assignments; and use of the computer lab for analysis of musical examples. As well, Ear Training (MUS 152) and Written Theory (MUS 250) have begun to incorporate the use of software. The following charts reflect the increased use of technology.

<table>
<thead>
<tr>
<th>Unit Goal</th>
<th>Specific Learning Outcome to be Measured</th>
<th>Specific Means of Measuring the Outcome</th>
<th>Associated QEP Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase a student’s use of technology through a variety of approaches.</td>
<td>Orchestration (MUS 350): This class is being reformatted to require use of software (Band in the Box, Time Editor, Sibelius, etc); electronic submission of class assignments; and use of the computer lab for analysis of musical examples.</td>
<td>Evaluate the effectiveness of technology via course and faculty evaluations.</td>
<td>QEP Goal #2: DSU will increase the “use of technology and web-based communication in classroom activities and assignments.”</td>
</tr>
<tr>
<td>Electronic Portfolios: Each music student will collect and submit data to be included in a portfolio (CD, digital video, examples of course work, philosophy of music education/performance).</td>
<td>Portfolios will be put in a student’s placement file to be used by prospective employers. Evaluated by teacher education and/or performance</td>
<td></td>
<td>QEP Goal #2</td>
</tr>
</tbody>
</table>
Smart Classroom:
Faculty will use the technology provided by various equipment/software (DVD, CD, Projector, Smart Sympodium, etc.).

Yearly evaluation of faculty by chair and course syllabi.

<table>
<thead>
<tr>
<th>Course/Technology</th>
<th>Description</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 152 and 153 Aural Theory</td>
<td>Ear training/theory software (MacGamut, Auralia, Practica Musica, Musition)</td>
<td>Replaces/supplements classroom drill of basic musical skills</td>
</tr>
<tr>
<td>MUS 152 and 153 Aural Theory</td>
<td>WebCT</td>
<td>Present classroom material, make handouts available, post grades, post discussions, give quizzes, communicate with students, submit assignments, explore musical resources on the internet</td>
</tr>
<tr>
<td>MUS 250 and 251 Music Theory</td>
<td>Use of Sibelius notational software</td>
<td>Compose and arrange musical compositions</td>
</tr>
<tr>
<td>AMU 135 and 335 Applied Piano</td>
<td>Use of digital audio (minidisk)</td>
<td>Self-evaluate performance</td>
</tr>
<tr>
<td>MUS 307 Form &amp; Analysis MUS 114 Music in American Culture</td>
<td>Smart Cart/ Sympodium</td>
<td>Present lecture material in power point, access internet resources, demonstrate music software, play audio and video, students use symposium to make presentations</td>
</tr>
<tr>
<td>AMU 335 Applied Piano</td>
<td>CDRom, DVD, personal websites</td>
<td>Create Portfolios of performance, resume, and sample work to be used for application to graduate schools</td>
</tr>
</tbody>
</table>
Unit Goal #2: Increase Enrollment

One of the primary goals of the Music Department is to continue to recruit quality majors and non-majors, thereby increasing enrollment in music degree programs and increasing the size of ensembles. This was accomplished by the recruitment of 29 new music majors entering this fall and approximately 40 non-majors who will be joining our existing ensembles. With these additional students, the Music Department should see the music major population grow by 5-7 majors over this past year.

Institutional Goal which was supported by this goal:

Attract and retain qualified and diverse students, faculty, and staff.

Expected Results:

Growth in the number of students in all music degrees.

Evaluation Procedures:

This goal will be assessed by looking at the total enrollment of students in each of the degree programs on a yearly basis.

Actual Results of Evaluation:

The number of music majors has continued to rise over the last several semesters. In the Spring of 2004 there were a total of 55 majors (Office of Institutional Research), Fall of 2004 there were 74 majors, and the Spring of 2005 there were 78 majors.

Use of Evaluation Results:

The Music Department will utilize the enrollment information when hiring faculty, determining the number of sections of a class, distributing faculty load, and refining the recruiting plan.

Unit Goal #3: Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

The department’s Curriculum Committee has worked extremely hard in reviewing the undergraduate programs to ensure that they address the competencies necessary for students to be properly prepared in their chosen fields. Additionally, the music education faculty has met to address licensure requirements. The faculty continues to refine and improve their courses by utilizing new editions of textbooks, software, attending regional and national conferences, and strengthening experiential learning activities.

Institutional Goal which was supported by this goal:
Review and update undergraduate and graduate programs to address adequately the basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

**Expected Results:**

Students will pass appropriate Praxis test, meet NCATE and state requirements, pass all coursework with a C or better, to analyze and synthesize material at advanced levels, etc.

**Evaluation Procedures:**

The Chair, curriculum committee, and faculty will periodically review and refine these areas. Student and faculty evaluations will also be used for this purpose.

**Actual Results of Evaluation:**

This is an ongoing process.

**Use of Evaluation Results:**

Continue to refine curriculum and mode/method of instruction.
VI. Educational Program Learning Outcome Assessment Plan

Major: Instrumental/Choral/Keyboard     Degree: BME

A. Learning Outcome #1: Analyze musical scores in order to apply effective performance strategies.

B. Assessment Tools and Methods

Measure One: Form and Analysis Project
Measure Two: Conducting Various Scores of Music
Measure Three: Analyzing and Playing/Singing Different Genres of Music in Applied Lessons

C. Data Collection and Analysis.

Data Collection Procedure: Student grades
Analysis Procedure: Students dialogue with appropriate faculty members.

D. Results of Evaluation.

Findings: Data will be accumulated and recorded by music faculty. Traditionally, students graduating with this degree have satisfactorily met this learning outcome.

Recommendation 1: We will continue to emphasize this area of our program
Recommendation 2: Make sure syllabi reflect the student learning outcome

E. Use of Evaluation Results

Response: Make sure syllabi reflect this student learning outcome.

F. Assessment Team Members

Members: Education Faculty: Mark Butler, Richard Waters, and Bryan Herring, as well as the applied faculty (Buchanan, Banks, Bahr, Cheeseman, Hankins, Bradford, Fosheim and Pettway).

Major: Instrumental/Choral/Keyboard     Degree: BME

A. Learning Outcome # 2:

Demonstrate comprehensive knowledge of music history, literature, and theory.

B. Assessment Tools and Methods
Measure One: Students must pass the specialty area (Music) of the Praxis test.

Measure Two: Students will successfully complete required music history/Literature and theory coursework.

C. Data Collection and Analysis

Data Collection Procedure: Passing scores on the Praxis specialty are mailed to the music office and kept in the student’s file. Passing grades in music history/literature and theory coursework.

Analysis Procedure: This information is reviewed by the faculty advisor and chair before student teaching.

D. Results of Evaluation

Findings: The Music Department is in full compliance with the National Association of Schools of Music requirements for music history/literature and theory coursework. All BME students take and must pass the Praxis tests prior to student teaching.

Recommendation 1: None at this time.

E. Use of Evaluation Results

Response: None

F. Assessment Team Members

Members: Music History/Literature and Theory Faculty: Pettway, Banks, Butler, and Fosheim

VI. Educational Program Learning Outcome Assessment Plan

Major: Instrumental/Vocal/Keyboard Degree: BM

A. Learning Outcome #1: Evaluate quality of musical performance of self and others.

B. Assessment Tools and Methods

Measure One: Pedagogy Coursework

Measure Two: Masterclasses

C. Data Collection and Analysis

Data Collection Procedure: Student will submit video tapes of their teaching that are required in pedagogy courses. In masterclasses, students critique one another which strengthen their evaluation and teaching skills.
Analysis Procedure: Pedagogy and applied faculty do review and critique students in these settings.

D. Results of Evaluation

Findings: While the pedagogy courses included ample opportunities for evaluating musical performance, there are not enough masterclass opportunities.

Recommendation 1: Faculty will be encouraged to offer more masterclass opportunities.

Recommendation 2: Funding is needed to bring outside artists to Cleveland to give masterclasses

Recommendation 3: Develop a form that students could utilize for self evaluation, followed by discussion with the studio teacher.

E. Use of Evaluation Results

Response: More masterclasses will be offered and self evaluation materials will be developed.

F. Assessment Team Members

Members: All Music Faculty: Butler, Waters, Herring, Buchanan, Banks, Bahr, Cheeseman, Hankins, Bradford, Fosheim, Schubert, Bays and Pettway.

Major: Instrumental/Vocal/Keyboard Degree: BM

A. Learning Outcome # 2:

Demonstrate performing competence in the major area of performance study.

B. Assessment Tools and Methods

Measure One: Junior and Senior Recital
Measure Two: Applied Juries
Measure Three: Large and small ensembles

C. Data Collection and Analysis.

Data Collection Procedure: All BM students must pass an evaluation barrier (juried) before giving a junior or senior recital. Applied juries have written evaluations from faculty and are retained in the student’s file. Letter grades are given for ensemble participation.

Analysis Procedure: Faculty meet at the end of each semester to analyze each student’s progress.

D. Results of Evaluation

Findings: These procedures for assessment have consistently been used by this department with excellent results.
Recommendation 1: None

E. Use of Evaluation Results

Response: No changes were recommended at this time.

F. Assessment Team Members

Members: All Music Faculty: Butler, Waters, Herring, Buchanan, Banks, Bahr, Cheeseman, Hankins, Bradford, Fosheim, Schubert, Bays and Pettway.

VI. Educational Program Learning Outcome Assessment Plan

Major: Music
Degree: BA

A. Learning Outcome #1:

Integrate musical knowledge with broader-based liberal arts studies and experiences.

B. Assessment Tools and Methods

Measure One: Final Project

Measure Two: Encourage students to write papers for non-music classes incorporating musical elements – i.e. how music was used in Shakespeare’s plays.

C. Data Collection and Analysis

Data Collection Procedure: A description of the student’s final project will be put in their file.

Analysis Procedure: An exit interview and student evaluations will be developed so that students can illustrate how they have utilized his/her musical knowledge across the curriculum.

D. Results of Evaluation

Findings: To date we don’t require a final project or evidence on how students are using their music knowledge in other coursework.

Recommendation 1: The faculty will work this year to create guidelines for a final project as well as the means to assess interdisciplinary work.

Recommendation 2: Possibly work with English composition faculty to help incorporate musical elements in writing assignments.

E. Use of Evaluation Results
Response: The music faculty is committed to more concrete assessment measures for this student learning outcome.

F. Assessment Team Members

Members: All Music Faculty: Butler, Waters, Herring, Buchanan, Banks, Bahr, Cheeseman, Hankins, Bradford, Fosheim, Schubert, Bays and Pettway.

Major: Music Degree: BA

A. Learning Outcome # 2:

Synthesize creative and scholarly work using appropriate technology.

B. Assessment Tools and Methods

Measure One: Ensure that syllabi in the music core classes contain appropriate technology, i.e. software.

Measure Two: Faculty utilization of the Smart Classroom whenever appropriate.

C. Data Collection and Analysis.

Data Collection Procedure: Syllabi are on file in the music office. Dialogue with faculty to evaluate their success in incorporating the Smart Classroom’s technology.

Analysis Procedure: Regular faculty meetings will include discussion of the effectiveness of technology in the curriculum.

D. Results of Evaluation

Findings: Each semester, students and faculty are incorporating more technology.

Recommendation 1: As a department, we recommend that this trend continues.

E. Use of Evaluation Results

Response: We are just beginning to use technology in all facets of learning and teaching. We can only expect that technology will be utilized much more in the ensuing semesters.

F. Assessment Team Members

Members: All Music Faculty: Butler, Waters, Herring, Buchanan, Banks, Bahr, Cheeseman, Hankins, Bradford, Fosheim, Schubert, Bays and Pettway.

Note: All sections must be addressed
PROPOSAL FOR
ZEIGEL RENOVATIONS/REMODELING/ADDITION

I would like to propose that Zeigel Hall be considered for future renovations/remodeling and additions. There are many areas that need to be addressed, especially within the building.

1. Windows:

There are cracks and/or holes in the following windows: ZE 108, ZE 162, ZE 201, ZE 212, windows in the east entryway, stairway windows, and Foyer area near the band hall.

Many windows have been replaced with plexiglass and are permanently streaked and/or stained – can’t get them clean. No screens in any windows.

Overall, the windows are really in pretty poor shape. I can’t believe there is much R-value in them. Many of the frames are rusted.

2. Roof:

The roof leaks almost every time we have a downpour. Hence, there are many ceiling tiles that need to be replaced continuously in the upstairs hallway and entryways to the building. These leaks also are a problem in the practice rooms where several have water damage.

3. Curtains:

The curtains in the band and choral rooms are very old, musty and discolored. They should be replaced.

4. Carpeting:

The carpeting is stained throughout the building. Also, the hallway carpeting next to the boiler room is stained. It may be better not to have carpeting at all(?). The cove base throughout the building is coming off the wall – incorrect glue used?

5. Settling Problems?:

The exit door in the band hall has what appears to be a major crack leading to it. Is this a problem? Also the south exit door’s frame is loose – caused by settling?
6. **Bathrooms:**

   The bathrooms on the first floor are in pretty bad shape. Many of the fixtures appear to be original. The sinks are all discolored. When they did renovate some years ago, they only went so far, and nothing seems to match (tiles, paint, etc.). It just doesn’t look as it should to both our current students and faculty or to prospective students.

7. **Doorknobs:**

   The doorknobs throughout Zeigel are not holding up well. I did contact the Physical Plant and they said that there is a spring that is needed, but it is not available. These locks would cost something like $300/each to replace.

8. **Heating/Cooling:**

   Is there some way that the heating and air conditioning could be controlled? Are there not enough thermostats or sensors to adequately control the temperature? Are there problems with the ductwork? Do problems occur because of past remodeling?

9. **Exterior:**

   Could we have some beds of flowers in front of Zeigel? I have spoken with some of our student organizations, and they would be willing to work the beds up for planting. They would also keep them in good shape. Can we get some perennial flower bulbs to plant in the early spring (Jan or Feb) or fall, and then some bedding plants in the late spring? Would these come from the Physical Plant? I will work with the Physical Plant or possibly the Garden Club when choosing appropriate flowers/plants. Are we allowed to put in window boxes? Building façade (concrete) is all streaked with black lines. Could this be power washed and coated?

   Could we get some benches for students to sit on at the north end of Zeigel? Possibly make a little patio area or?

10. **Storage:**

    We need more storage for the band and choral areas.
11. **Furniture:**

   We have very little seating for students in the foyer areas of our building. We could use some sturdy oak benches and tables.

   Some of the desks in the office are a little rickety, and the veneer is coming off. This is true of faculty furniture as well.

12. **Additions:**

   Another band rehearsal space, possibly built on the north end of Zeigel. One or two more classrooms, restroom facilities on each floor, an elevator, several more practice rooms, and 500-600 seat concert hall north end of Zeigel.

This is just a proposal that if addressed, would enable us to create a better place to greet prospective students/parents and teach current students. We have been recruiting pretty diligently this year. We host many workshops and festivals, such as the two weekends in January and February when we will host close to 250 high school students for our honor band and choir workshops. I know how important facilities are to recruiting. I have been to many beautiful high school campuses throughout the state (Tupelo, Madison, Pearl, Vicksburg – new band hall, St. Andrews, etc.), which have excellent facilities, certainly better than our current situation here in the music department. Any and all help will be appreciated.

Respectfully Submitted,

David Schubert