

**HSU Academic Department Report - Music**  
**October 10, 2008 - Program Prioritization**

---

**Departmental History, Mission, and Goals**

**Mission Statement**

The mission of the Music Department at Humboldt State University is to provide well-designed, cohesive, and effective instruction for our students; to be engaged with music as a performing art; to investigate music as a discipline with a considerable and global body of scholarship; and to promote music as a deeply rewarding lifelong area of expression.

Throughout the history of humanity, music has been one of the most universal, essential, and enduring of human endeavors. Through the study of the art of music, individuals can be empowered to deeply explore, understand, and objectify their own intellectual, emotional, and creative energies and impulses. The study of music is, therefore, both an appropriate and an indispensable component of the educational development of university students, serving the mission of Humboldt State University and society at large in a unique and powerful way.

The Music Department accepts and strives to fulfill the charge that each person participating in the study of music in this department will be able to perceive music in an enlightened and discerning way; respond to the expressive qualities of music with sensitivity and appreciation; and be capable of sharing their perceptions and responses with others through the vocabulary and activities intrinsic to music and the scholarship of music.

**Goals**

With the expectation of inherent varying levels of achievement, the following curricular objectives have been established by the Music Department in order to meet the needs of music majors and minors, general education students, and the community-at-large. The department endeavors to provide opportunities to:

- Achieve an understanding of and an affinity for music by encouraging students to relate musical experiences to their aesthetic perceptions;
- Examine various parameters of music such as rhythm, melody, harmony, form, style, and expression through composing, performing, and listening;
- Assimilate methodologies used during the disciplined examination of the musical experience, thereby enhancing the ability to articulate value judgments;
- Explore their perceptions and understanding of the intellectual, social, and physical worlds through creativity and scholarship as a means of recognizing the values and limitations of the human experience;
- Apply aesthetic and practical concepts in the creation and recreation of music;
- Gain insight into the interrelationships among academic disciplines by studying how music reflects periods of history, literature, theater, and art;
- Help students master the specialized vocabulary, technical skills, conceptual approaches, and analytical and/or creative tools required for successful performance;
- Help students develop applicable skills – such as reading complex material, communicating effectively, and thinking critically – that are needed in order to successfully perform in a wide variety of situations, and to foster self-expression and confidence in the area of inter-communication.
- Foster an awareness of, a capacity for, and a disposition toward a disciplined examination of human experience.
- Equip students with a sound academic and practical foundation for assuming the roles and responsibilities of a productive member of a community.

The Music Department also strives to meet the standards established by the National Association of Schools of Music (NASM). According to its official website (<http://nasm.arts-accredit.org/>): “NASM, founded in 1924, is an organization of schools, conservatories, colleges and universities with approximately 615 accredited institutional members. It establishes national standards for undergraduate and graduate degrees and other credentials.” The Music Department was first accredited in 1978. The most recent accreditation report that was done in the year 2000, and the Music program was reaccredited for its adherence to the standards of NASM.

## **History**

Up until the establishment of departments at Humboldt State University, Music was part of the Division of Fine and Applied Arts. The Music Department became a formal department in 1967. At that time Music offered an A.B. degree in Music, an A.B. in Music for Teaching, a Masters of Art in Music, a Minor in Music, and a Minor in Music for Teaching. The first department chair was David M. Smith who served from 1967 until he retired in 1982.

Over the past decades, many changes have reshaped the face of the Music Department. For example, during the ten-year period from 1991-1992 to 2001-2002, the department experienced the decline from twelve full-time tenured and probationary faculty down to seven. Many of those changes were unanticipated. They were forced by budget cuts, retirements, deaths, and resignations. As a result of those circumstances, advising, committee assignments, and departmental leadership responsibilities were shared between significantly fewer faculty, resulting in increased workloads for all. In 2001-2002, two senior faculty members entered into the Faculty Early Retirement Program (FERP), further increasing the workloads of the remaining tenured and probationary faculty members in terms of their collateral duties.

Since 2001-2002, there have been more significant staffing changes in the Music Department. The department has added two new probationary faculty members – Paul Cummings, Music Education and Elisabeth Harrington, Voice. Two of the FERPing faculty members finished their FERPS and retired – John Brecher, Strings and Jim Stanard, Voice. There are currently seven Full Professors – Ken Ayoob, Deborah Clasquin, Gil Cline, Cindy Moyer, Harley Muilenburg, Eugene Novotney and Brian Post. With the two new Assistant Professors, Cummings and Harrington, the department has a total of nine tenured and probationary faculty members.

In reality the department has been functioning with only seven tenured and probationary faculty since fall 2007 due to two circumstances that have could not have been anticipated. Professor Ken Ayoob accepted the position of Interim Dean of the College of Arts, Humanities and Social Sciences in late summer 2007, thus taking him out of regular service to the department. When he left the Music Department, Professor Ayoob, one of the most active faculty members, was

serving as the Department Chair. Professor Eugene Novotney was Interim Chair for 2007-2008, and this year Professor Armeda Reitzel from outside of the Music Department is in that role. The Music Department received the sad news early in fall 2007 that Professor Deborah Clasquin had been diagnosed with cancer and her prognosis was terminal. Although Professor Clasquin is bravely fighting her disease while maintaining her teaching duties, she has been released from all of her responsibilities of collateral duties. This has resulted in all faculty governance responsibilities being shared between five tenured professors and two probationary assistant professors.

Through all of the changes, the Music Department faculty members continue to give performances and engage in professional activities throughout the United States and the world. They are recognized for their excellence at the regional, national and international levels. Two specific examples of this recognition include the “Outstanding College Music Professor of the Year” and the “Wang Family Excellence Award.” In 2002 Dr. Muilenburg received the California Music Educators’ “Outstanding Music Professor of the Year” award at the annual state convention. Dr. Clasquin was presented the “Distinguished Teachers in the Arts Award” by the National Foundation for Advancement in the Arts in 2005. In 2006 Dr. Novotney was awarded the prestigious “Wang Family Excellence Award” by the Chancellor’s Office of the CSU system, the highest award offered to any CSU faculty member in the entire CSU system. Dr. Novotney holds the distinction of being the first HSU faculty member ever to be honored with this award.

In summary, through many years and many changes, the Music Department has adapted, thrived, and excelled. The program continues to provide a high quality curriculum while expanding the breadth of its programs and offerings, especially in the areas of technology and world music. The department has learned how to deal effectively with the challenges associated with changes in the number of tenured and probationary faculty. According to the latest NASM review, “the faculty is competent, dedicated, and hard working.” The accreditation report also states: “The faculty participation and involvement in community arts is commendable.” The Music Department remains dedicated to its core ideals and mission of music excellence in instruction, performance, scholarship, and lifelong expression.

## II. Departmental Faculty and Staff

<b>Music Dept Instructors -- AY Average Count of Appointments</b>						
<b>facpos_MUS report generated: 22-FEB-08</b>						
<b>Appt Category</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lecturer	13	12	14	15	14	13
Assist Prof	1	0	0	1	2	2
Assoc Prof	3	4	2	2	1	1
Professor	4	4	6	6	6	6
Volunteer	0	0	1	1	0	0
<b>Total</b>	<b>20</b>	<b>20</b>	<b>23</b>	<b>25</b>	<b>23</b>	<b>22</b>

<b>Music AY average FTEF (time base totals)</b>						
<b>facpos_MUS report generated: 22-FEB-08</b>						
<b>Appt Category</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lecturer	6.05	4.72	4.84	5.31	5.09	5.87
Assist Prof	1.00	.00	.00	1.00	2.00	2.00
Assoc Prof	2.50	4.00	2.00	2.00	1.00	1.00
Professor	3.50	4.00	5.50	5.50	5.50	6.00
Volunteer	.00	.00	.31	.41	.00	.00
<b>Total</b>	<b>13.05</b>	<b>12.72</b>	<b>12.65</b>	<b>14.22</b>	<b>13.59</b>	<b>14.87</b>

<b>Music department release/assigned time</b>
<b>facpos_MUS report generated: 22-FEB-08</b>

<b>Assignment Description</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
New Preparations	.00	.00	.00	.10	.10	.00
Instr-Related Services	.10	.00	.00	.00	.00	.00
Instr-Related Comm Assignmts	.00	.00	.15	.10	.20	.30
Dept Chair - 12mo	.73	.73	.73	.73	.73	.73
<b>Total</b>	<b>.83</b>	<b>.73</b>	<b>.88</b>	<b>.93</b>	<b>1.03</b>	<b>1.03</b>

Personnel (At least .5 FTE)

<b>Name</b>	<b>Position</b>	<b>Description of Specialty and Key Contributions (no more than 100 words per person)</b>
Dan Aldag	Visiting Assistant Professor	Teaches Trombone, Euphonium, Tuba, Jazz Orchestra, AM Jazz Band, Jazz Combos, and the History of Rock and Roll (GE). Has also taught Jazz History (GE) and Music Technology courses when needed.
Ken Ayoob	Professor	Teaches Clarinet. Has taught various music education courses and conducting courses. Has directed the HSU Symphonic band and the Humboldt Symphony. Ken is currently serving as Interim Dean of the College of Arts, Humanities and Social Sciences.
Ching-Ming Cheng	Lecturer	Teaches Piano, Piano Literature, Piano Pedagogy, Accompanying, and Ear Training.
John Chernoff	Staff	Music Department Accompanist (Piano).
Deborah Clasquin	Professor	Teaches Piano, Piano Literature, Piano Pedagogy, Accompanying, Introduction to Music (GE), and Music History.
Barbara Cline	ASA	Administrative Support Assistant.
Gil Cline	Professor	Teaches Trumpet and Horn, Music History, Scoring, GE Jazz, GE and majors Brass classes, and Brass Ensembles, including Humboldt Bay Brass Band

Paul Cummings	Assistant Professor	Teaches Music Education Classes, Symphonic Band, and Humboldt Symphony. Serves as the coordinator of the Music Education program and coordinator of our Single-Subject Teaching Credential in Music
Don Cushman	Lecturer	Teaches Musicianship, Beginning Piano, and Ear Training. Has also taught Music Education courses when needed.
Greg Granoff	Staff	Piano Technician
Elisabeth Harrington	Assistant Professor	Teaches Voice, Opera Workshop, Lyric Diction, and Vocal Pedagogy. Elisabeth is also the advisor of the Music Club.
Howard Kaufman	Lecturer	Teaches Beginning Percussion, Percussion, Afro-Cuban Drumming, and Instrumental Techniques. Has also taught World Music (GE) and the History of Rock and Roll (GE) when needed.
Nick Lambson	Lecturer	Teaches Guitar, Chamber Music, and Recording Technology.
Cindy Moyer	Professor	Teaches Violin, Viola, Theory, Ear Training, and Chamber Music. Cindy is also the Music Department's assessment coordinator.
Harley Muilenburg	Professor	Teaches Voice, Conducting, University Singers, Madrigal Singers, and Vocal Jazz Ensemble.
Eugene Novotney	Professor	Teaches Percussion, Percussion Ensemble, Calypso Band, and World Music (GE). Eugene is also the advisor to the Samba Club and the Jammers League.
Brian Post	Professor	Teaches Composition, Music Theory, Music Technology, Ear Training, Jazz Piano, and Film Scoring (GE).
Armeda Reitzel	Professor	Department Chair (Serving as chair for one year).
Carol Ryder	Lecturer	Teaches Voice, Opera Workshop, Chorale, The American Musical

		(GE), and Introduction to Music (GE).
Virginia Ryder	Lecturer	(Faculty Pos. .50) Teaches Clarinet, Oboe, Bassoon, Saxophone, Chamber Music, Fundamentals of Music, and Introduction to Music (GE). Has also taught World Music (GE) during summer session and when needed.
Virginia Ryder	Staff	(Staff Pos. .50) Music Librarian
Michael Skweir	Staff	Instrument/Equipment Technician
Cheryl Wheeler	ASC	Administrative Support Coordinator.

### III. Recruitment and Retention

The Department of Music is one of the most active departments at HSU in term of its internal recruiting efforts and has been for many years. The Music Department has an extremely visible presence statewide in professional music organizations and associations, including the California Music Educators Association (CMEA), the California Band Director’s Association (CBDA), the Music Educators National Conference – California (MENC), The Percussive Arts Society - California (PAS), the Music Teachers Association (MTA), and others. HSU musical groups often perform at festivals and conferences sponsored by these organizations, showcasing the talents of HSU musicians to thousands of potential students, as well as music educators throughout the state. Likewise, the Music professors are invited as adjudicators, clinicians and guest conductors throughout the state, exposing HSU’s talented faculty to many more potential students, and giving those students a first hand view of the types of educational experiences that they can have if they choose to come to Humboldt State. The Music Department rents a recruitment booth yearly at the statewide California Music Educators Association Conference. The Music faculty members attending the conference sit at the booth promoting HSU, answering questions from potential students, and distributing literature detailing our music program and the university at large.

Every year the Music Department produces a recruitment poster with tear-off reply cards, and sends the poster to thousands of high schools and junior colleges throughout the state for display. Many of the schools that are targeted in these mailings have well-established music programs with students of great diversity. Accompanying the poster is a letter from the Department Chair. Each inquiry is followed-up on with a phone call, an e-mail, and a hard copy direct mailing.

Every major HSU musical ensemble tours throughout the state of California and the Northwest region at least once every other year (on a rotational basis). They give concerts and master-classes at high schools and junior colleges. This serves not only as a great recruitment tool, but is a major factor in student retention. The HSU music students who participate in these tours develop a great sense of pride and community. The ability to give these music students this professional level touring experience inspires them to work even harder in their studies. This has had a significant effect on student retention.

Finally, the Music Department funds a substantial number of music scholarships, focusing both on incoming and continuing students. Many of these scholarships are endowed, and others are funded through the gate receipts from ensemble concerts and our faculty artists recital series. All HSU music faculty members volunteer their time to these efforts, and the reward has been substantial. Last year the music department awarded over \$40,000 in music student scholarships. These scholarships have had a strong, positive effect on both recruitment and retention.

In conclusion, the Music Department has a well-documented record of recruitment and retention activities that are reflected in the growth and success of the HSU Music major over a long period of time. Recent numerical data reflects the positive results of these efforts in tangible numbers. Between the years of 2001-02 to 2007-08, the number of music majors at Humboldt State has increased from 100 majors in 2001-02 to 179 majors in 2007-08. That is a significant increase over a six-year period. The Music Department faculty feels that this impressive growth is in a large part due to its substantial and consistent recruitment and retention efforts.

#### **IV. Learning, Curriculum, and Assessment.**

##### **Music Department Student Learning Goals and Outcomes**

**Goal 1: Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.**

Outcome 1A: Students can write harmonic progressions demonstrating correct voice-leading using standard elements of chromatic harmony including mixture, Neapolitans, Augmented Sixth chords, and enharmonic pivot chords.

Outcome 1B: Students can analyze a piece written in sonata form.

Outcome 1C: Students can write down melodic dictation which modulates to closely-related keys.

Outcome 1D: Students can sight-sing diatonic melodies with leaps from I, IV, and V7 chords.

**Goal 2: Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.**

Outcome 2A: Students can identify and trace essential developments in Western Art Music history.

Outcome 2B: When listening to an unfamiliar musical composition, students can identify its historical era, cultural sources, genre, texture, instrumentation, and possible composer when appropriate.

Outcome 2C: Over the course of four years, music majors will perform a wide variety of music – in solos, large and small ensembles, from different eras, in different styles.

**Goal 3: Students will demonstrate ability in performing areas appropriate to the student's needs, interests, and degree path.**

Outcome 3: Students will demonstrate improvement in their performing skills – both in the quality of their performance and the difficulty of the repertoire which they can perform.

**Assessment:** The Music Department has three student learning goals that use language from the requirements of our accrediting agency, the National Association of Schools of Music (NASM). These goals are broad, and so the faculty created eight student learning outcomes that demonstrate specific ways that students achieve those broad goals. The assessment plan calls for assessing two of these outcomes each year. Because the faculty started assessing outcomes mid-year, three of the outcomes have been assessed so far.

In the Spring of 2007 the faculty assessed:

Outcome 1A: Students can write harmonic progressions demonstrating correct voice-leading using standard elements of chromatic harmony including mixture, Neapolitans, Augmented Sixth chords, and enharmonic pivot chords.

Based on the results, the faculty concluded that they are doing a good job in that area and that no major changes are needed.

In the 2007/2008 academic year the following two outcomes were assessed:

Outcome 2C: Over the course of four years, music majors will perform a wide variety of music – in solos, large and small ensembles, from different eras, in different styles.

Outcome 1B: Students can analyze a piece written in sonata form.

When the faculty assessed whether students were having an appropriate variety of musical experiences, they quickly found that a fair number of them were not. To remedy this problem, the faculty are refining the students' ensemble requirements, with specific requirements for each instrument. On the other hand, the results of the sonata form assessment were more complex.

First, the faculty found that they are doing an acceptable job of helping our students learn this material. Through thoughtful discussion the faculty generated ideas about how to further improve student learning. For example, a few more assignments will be added to the Music Theory course that covers this topic in the most depth. Secondly, they realized that they needed to change the degree requirements because many of the students are not taking the highly-recommend-but-not-required courses that provide an introduction to sonata form and various other aspects of the curriculum. This discussion quickly led to more examples of what are essentially hidden requirements. Thus, assessment of one student learning outcome is leading to changes that will clarify the Music Department's expectations for its students and thus improve the student learning for many of the learning outcomes.

As the faculty work through the assessment process, they are learning both about the curriculum and how to make the assessment process more effective. This has been especially true for the G.E. assessment work. With experience the faculty are learning to plan more effectively to get student responses that truly demonstrate whether or not a student has achieved the learning outcome being assessed. The faculty are finding that in some cases the process can be improved by making revision in the student learning outcomes.