



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

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|------------------------------|--|
| UNIVERSITY: | NSU |
| DEPARTMENT OR SCHOOL: | Department of Music |
| PROGRAM REVIEWED: | BA in Music |
| DATE OF REVIEW: | 5/16/2023 |
| TYPE OF REVIEW: | Specialized Program Accreditation Review |

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

5/19/2023

Date

1. Identify the program reviewers and any external accrediting body:

National Association of Schools of Music (NASM)
Dr. Caterina Bristol, Alabama State University (Team Chair)
Dr. Patricia Foy, Converse College (Team Member)

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

2(A). Describe the strengths and weaknesses identified by the reviewers

Strengths

- a. The curriculum meets NASM standards regarding general content and competencies for undergraduate degrees in music. Students also acquire a common, state-mandated core of general skills and knowledge according to the BoR general education requirement.
- b. The program provides the breadth of the liberal arts combined with foundational studies in music performance, theory, composition, and history and literature. It is clear from the outcomes of program graduates that this degree path has proven to be a successful pathway for many.
- c. It is clear that the mission, values, and goals of the Music Department align with the University and are widely shared across the institution and its constituents.
- d. The Music Department has maintained a fairly stable enrollment for the past five years, despite a slight decline in the number of undergraduate students. The unit is fortunate that music and music education

- are valued activities throughout the state. The current number of majors and non-majors participating in the various ensembles more than adequately populates these critical activities.
- e. Music students and music faculty are active performers in the area and region. Faculty are respected professionals in their fields who prepare the students well for the profession and offer a number varied large and small ensemble opportunities appropriate both in terms of repertoire and rigor.
 - f. The music unit is actively involved in providing music courses to non-major students. It appears that opportunities for non-major students are robust and appropriate to the music unit's purposes, size, and scope.

Areas for Improvement & Limitations

- a. The music unit may want to consider infusing more technology and contemporary music into the curriculum as graduates are increasingly called to be well-versed in various platforms and styles. The aspects of the curricula appeared to be solidly rooted in Western tonal music and may benefit from updating to reflect the changing demographics graduates will be working with in the future.
- b. It is recommended that the unit examine in detail the hidden credit hours of the students and consider that against the existing ensemble model in order to allow students sufficient time to develop their musicianship and other necessary skill development.
- c. The music unit may wish to consider a requirement for each student earning a BA in Music degree to pursue a minor. This would offer opportunities for students to explore fields in other disciplines and more flexibility for selecting other interests.

2(B). Briefly summarize the review recommendations

Recruiting - The music unit is clearly focused on strategies to improve their recruiting efforts. South Dakota is already experiencing the enrollment cliff and the unit may benefit from identifying not just additional sources of revenue for scholarships, but also where historically there has been the strongest return on investment for their funds.

Capstone Options - The unit may wish to consider different pathways for students to complete a senior capstone beyond the traditional senior recital for the BA in Music.

Leadership Cultivation - The Department Chair and several key faculty members have been teaching either at NSU or other institutions for some time. The unit should consider developing the talents other Department members in an effort to have some type of administrative succession planning in place.

Curriculum Updates - The music unit may wish to consider a requirement for each student earning a BA in Music degree to pursue a minor. This would offer opportunities for students to explore fields in other disciplines, including science, humanities, and business, that could lead toward a variety of careers of graduate study. This approach also gives students more flexibility for selecting other interests and is advantageous for smaller departments that haven't the size and scope to offer multiple tracks in the Bachelor of Arts.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

Recruiting

- a. Recruiting faculty chair (new responsibility developed in the past two years) is in charge of contacting prospective students and organizing the scholarship audition weekend.

- b. Recruiting Database: a Google document where we list our potential students, who has contacted them, and where we know them from. This document is crucial to our recruiting success and we have had three solid recruiting years since initiating this document.

Curriculum Updates

- a. In response to recent internal enrollment data and educational trends towards a study in music technology, we are adding a new emphasis in Arts Technology. This new emphasis will be an interdisciplinary degree integrating music technology, digital art, and theater production and we hope to recruit more students who wish to work behind the scenes in the arts, get real world job experience, and have more flexibility in their education. The more traditional BA in music performance will still exist, but now the BA in Music will have two emphases: Performance and Arts Technology. This new emphasis also directly addresses the alternative senior capstone recommendation, as well as free credits to obtain an additional minor degree. These aspects are built into the new BA plan.

Leadership Cultivation

- a. The music unit introduced a new generation of leadership with the new appointment of a talented and high-functioning chair, beginning with the 2022-23 academic year.

- 3. Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2:11. Program review completed prior to Fall 2019 need not include cross curricular skills.**

Please see the curricular map on the following page.

Curriculum Map
Bachelor of Arts in Music

| Primary Learning Outcomes → Courses ↓ | PLO 1 Fundamental Skills | PLO 2 Music Theory Knowledge <i>Critical and Creative Thinking</i> | PLO 3 Music History Knowledge <i>Inquiry and Analysis; Information Literacy</i> | PLO 4 Preparation for Performance <i>Foundational Lifelong Learning Skills</i> | PLO 5 Integration and Synthesis <i>Intercultural Knowledge; integrative Learning</i> |
|--|------------------------------------|---|--|---|---|
| MUS 110/111, 210/211, 313 | x | x | | x | x |
| MUS 332, 333, 432, 434 | | | x | x | x |
| MUS 420 | | x | | | |
| MUS 185 | | | x | x | x |
| MUAP 100-451 (Major Performance Area) | x | x | x | x | x |
| MUAP 100-451 (Secondary Performance Area) | x | x | x | | x |
| MUAP 110/115 | x | | | x | x |
| MUEN 100/300 – 180/380 | x | x | x | x | x |
| MUS 411 or 424 | | x | | | |

- PLO 1:** Students will demonstrate competency in fundamental musical skills through sight-playing/sight-singing and functional piano playing.
- PLO 2:** Students will demonstrate competency in the application of knowledge of music theory through analysis, vocal/instrumental arranging, and composition.
- PLO 3:** Students will demonstrate the ability to effectively communicate in writing on topics in the field of music history through the purposeful use of educational resources, critical thinking, and supporting details.
- PLO 4:** Students will demonstrate skills in preparation for and performance of musical works that exhibit effective artistic expression.
- PLO 5:** Students will demonstrate the ability to integrate skills and knowledge acquired over the course of an undergraduate education, particularly within the major, for a specific purpose that has value in the discipline.

Musicianship:

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|---------------------------|---|
| MUS 110/111, 210/211, 313 | Basic Music Theory I/II, Advanced Music Theory I/II, Form and Analysis |
| MUS 332, 333, 432, 434 | History of Music I – IV |
| MUS 420 | Orchestration and Arranging |
| MUS 411 or 424 | Counterpoint, Music Composition |
| MUS 185 | Recital Attendance – Required every semester the major is enrolled in Applied Music |

Performance:

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|------------------------|--|
| MUAP 120-451 | Applied Music (Major Performance Area) |
| MUAP 120-451 | Applied Music (Secondary Performance Area) |
| MUAP 110/115 | Keyboard Competency |
| MUEN 100/300 – 180/380 | Large Ensembles |