

Dixie State College

Program: Music
Date Reviewed: 2007-08 Academic Year

External Reviewers¹

- Dr. Wayne Bailey, Arizona State University
- Dr. Robert Walzel, Director School of Music, University of Utah
- Dr. Philip Baldwin, Director of String Studies, Whitworth University, Spokane, WA

Internal Reviewers

- Frank Lojko, Vice President of Student Services, Director of Institutional Research

Other Reviewers

- Dixie State College Academic Council
- Dixie State College Board of Trustees.

Program Description

The Music Program at Dixie State College of Utah is part of the Fine Arts Department in the Division of Arts, Letters, and Science. Its role is in harmony and consistent with the educational mission of the College as accepted by the Utah System of Higher Education. At the time this Program Review was conducted, the music curriculum was part of DSC's array of pre-major programs. Students who successfully complete music program coursework are prepared to transfer to baccalaureate music programs as juniors. The music program is open to both major and non-major students at Dixie State College. It is expected, however, that the students majoring in music have had previous high school music experience. The performing groups in the program are primarily made up of students from high school in southwest Utah.

The music program at Dixie State College is a comprehensive two year program, providing both the traditional and non-traditional students the opportunities to achieve post-secondary music education goals. With a lower-division open door policy the music program welcomes all students who represent diverse educational, ethnic, national, and economic backgrounds. Students in the music program are predominantly residents of southwest Utah, specifically Washington and Kane Counties and southern Nevada .

Faculty & Staff

Faculty	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	5		2
Number of faculty with Master's degrees	2		2
Number of faculty with Bachelor's degrees			10
Other Faculty			1
Total	7		15

¹External Reviewers were primarily retained to evaluate the Music program in anticipation of Dixie State College's intention to petition for approval of BA and BS degrees in music; however, their assessments of the music curriculum and faculty, in particular, were meaningful for the entire program.

Staff	Full-Time	Part-Time
Administrative	1	
Secretarial/Clerical	1	1
Laboratory Aides/Instructors		
Advisors		
Teaching/Graduate Assistants		
Other Staff		
Total	2	1

Students

AY	# of Majors	Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
03-04	NA	87.65	3	13.82	NA	NA
04-05	NA	103.14	4	13.38	NA	NA
05-06	NA	72.74	4	8.84	NA	NA
06-07	NA	63.39	4	8.40	NA	NA
07-08	NA		7		NA	NA

In regional and national job markets, prospects for music-trained job seekers are generally stable. The U.S. Department of Labor Bureau of Labor Statistics (BLS) *Occupational Outlook Handbook*, rates employment prospects for the full spectrum of occupations. Much of the professional, non-teaching work for graduates in music is very competitive. Free-lance performers must be willing to be mobile, and may have periods of unemployment between jobs. Teaching positions related to the arts generally offer more job security and stability. In spite of these long-standing challenges, overall prospects for employment are positive in most arts areas. The outlook for music performance jobs, according to the BLS, "is expected to grow about as fast as the average for all occupations through 2014. Most new wage and salary jobs for musicians will arise in religious organizations. Slower-than-average growth is expected for self-employed musicians, who generally perform in nightclubs, concert tours, and other venues." With the approval of the Music Baccalaureate degrees in March 2009, DSC will finally be prepared to meet the local and regional market demand for musicians and music educators.

Financial Analysis

Financial Analysis Form					
	07-08	06-07	05-06	04-05	03-04
Expense					
Instructional Costs	420,245	218,479	201,488	177,618	155,710
Support Costs	210,310	61,265	52,618	72,095	32,291
Other Expenses					
Total Expense	\$ 630,555	\$279,744	\$254,106	\$249,713	\$188,001
Revenue					
Legislative Appropriation	433,366	188,346	176,255	172,441	131,332
Grants					
Reallocation					
Tuition to Program	197,189	91,398	77,851	77,272	56,669
Fees					
Total Revenue	\$ 630,555	\$279,744	\$254,106	\$249,713	\$188,001

Financial Analysis Form					
	07-08	06-07	05-06	04-05	03-04
Difference					
Revenue-Expense	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Program Assessment

As of this writing, the Dixie State College music program, in accordance with policy R401-10, has submitted a request to offer a baccalaureate degree in music. This proposal is for a liberal arts music degree with the option for preparation in secondary music education. With the possibility of the music discipline of Dixie State College becoming a four year baccalaureate degree granting program several challenges needed to be addressed:

1. An expansion and modernization of the physical facilities
2. The procurement of needed musical instruments and equipment
3. The installation of classroom teaching technology
4. Curriculum assessment, addition, and revision
5. The employment of additional well trained and experienced faculty.

During the five year interim, 2002 to 2007, these challenges have been met, presenting the music program with an unparalleled opportunity of providing a quality education for those students desirous of earning a Bachelor of Music from Dixie State College.

Assessment: The primary concern of the music program of Dixie State College is the assessment of the development of musicianship of those students majoring or minoring in music. Indicators of achievement of music students, relative to proscribed courses for music majors, and instrumental and vocal ensemble members, include:

- transfer and completion rates
- transfer success index
- level of solo and ensemble performance repertoire.
- level of development of auricular skills
- level of development of solfeggio skills
- level of development of music theory skills
- community (outreach service)

Ongoing assessment techniques provide data which measures student learning, comprehension, and music skill relative to the course objectives outlined in the various class syllabi. Such techniques include course examination, daily exercises, projects, student demonstration of auricular skills, student demonstrations of conducting and rehearsal skills, student demonstrations of individual performance techniques in recitals, student demonstrations of musicianship in small and large ensemble performances. Video recordings and CD recordings of student skills are maintained in course offering portfolios.

A summary of the data indicates the following strengths and the weaknesses of the program relative to student achievement of the past five years. Assessment data are the foundation for program development and course improvement, as noted in the strengths and weaknesses discussed below.

The strengths of the program based on assessment data

- Musicianship in solo and ensemble vocal techniques and performances with emphasis in musical theater is excellent.
- Musicianship in solo and ensemble instrumental technique and performance is excellent.

- Musicianship in piano performance is excellent.
- Knowledge and understanding in music theory is excellent.

The weaknesses of the program based on assessment data

- Failure of all wind and string music majors to study privately must be addressed.
- Lack of training in notation technology such as *Finale* or *Sibelius* must be provided.
- Piano skills of the non-keyboard music student including keyboard harmony must be upgraded.

Strengths:

- The Dolores Dore Eccles Fine Arts Center with concert/recital halls, practice rooms and faculty space.
- Legislative funding over the past four years.
- A music curriculum assessment study in preparation for four-year degree offerings has provided breadth and depth to the offerings.
- The addition of full-time faculty with excellent credentials and teaching skills.
- The wide support of the community at large, including the local legislative representation and college administration.

Challenges:

- Lack of adequate space for choir rehearsal.
- Need for selected musical instruments and marching band uniforms.
- Lack of adequate space to store musical instruments.
- Student recruitment, increased scholarships, student advisement and student retention are critical and require ongoing attention.

Institution's Response