

**Criteria for Evaluating Academic Programs:
Music Department
Undergraduate**

Criterion 1: Impact and Overall Essentiality of the Program; Connection to Mission/Vision/ASU 2020

Impact and Overall Essentiality of the Program

Music is an essential component for a comprehensive, well-balanced liberal arts institution. In addition to preparing music majors for successful careers in the music industry, the music department serves students across campus through numerous performance ensembles that feature non-music major participation, general education offerings, and collaborations with other departments, including composing and recording music for theatre productions and the planetarium, and collaborative performances between music and art. Our high-quality faculty all have terminal degrees and are professionally active and nationally recognized, bringing their expertise and experiences into the classroom.

The music department, with the other Fine Arts departments, is the cultural hub of the San Luis Valley. Last semester alone, we reached over 4000 audience members in the San Luis Valley and throughout the state of Colorado, as well as providing musical opportunities to community members and high school students through ensembles, music camps, workshops, and solo and ensemble competitions.

There are several ways the Adams State Music Department distinguishes itself from peer institutions:

- Recording studio facilities and music technology lab are state-of-the-art facilities providing access and current, relevant skills in a way that our peer institutions in Colorado are not able to.
- Combination of large ensemble experience with six student-managed chamber ensembles that provide extensive performing, managerial and promotional experience, providing service to the campus, community and K-12 outreach. These ensembles gave a combined 42 performances during the fall 2017 semester.
- ETHOS Project: Exploring Equity through Music was initiated in the fall of 2016 and is an overarching, multi-year project addressing equity and diversity issues in the programming of our music ensembles and the development of new curricula. This initiative speaks directly to the core purpose and vision of Adams State.

Connection to ASU 2020

Goal 1 Academic Excellence: Adams State University will provide challenging and responsive curricula that educate, serve, and inspire our diverse populations.

- ETHOS: Exploring Equity through Music Project
- External accreditation in good standing with the National Association of Schools of Music (NASM)
- Shift of department resources to student-managed chamber ensembles that perform regularly on campus and in the community, providing community and educational outreach
- Guest artists of national renown
- Web sessions with leading industry figures
- Increasing use High Impact Practices in the classroom (i.e. - Lecture recital instead of written exam for Music History)
- All faculty have attended the Equity Institute, and/or CELT (Center for Equity in Learning and Teaching)
- The campus diversity liaison is a music faculty member

Goal 2 Student Success: Adams State University will address diverse student needs by offering varied learning opportunities and support services for all students to achieve educational, personal, and career successes.

- Tailoring programs, courses, and applied lessons towards student career goals
- Exceptions and accommodations made for students entering out of sequence or with conflicts with other degrees/major
- Individual and attentive advising to all students, including transfer students
- Service learning projects; capstone courses individually tailored to students; composition competitions; recording projects and work study opportunities with relevant, hands-on recording, editing, and management components; internships working in the music field; community partnership involvements
- Supplemental instruction offered for all music theory/history classes during evening times with the most student availability, recording studio open for student recordings, willingness and adaptability to teach students out of sequence who need courses to graduate

Goal 3 Personal and Professional Development: Adams State University will provide educational and professional development opportunities for faculty and staff.

- ETHOS directs faculty programming (music of women composers, LGBTQ composers), as well as contracting guest artists & ensembles featuring diverse and inclusive programming.
- Artist in Residence (AIR) proposal
- Ensemble times outside of work day, online course offerings, flexibility and accommodations for faculty members working towards additional or terminal degrees
- Internal faculty development funds
- Numerous outside speakers, clinicians and entrepreneurs that benefit both students and faculty (some semesters with approximately 12 guest speakers, clinicians)

Goal 4 Access and Affordability: Adams State University will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels and delivery models.

- Increasing our endowed scholarships, including through student and faculty performances as fundraisers
- Service chamber ensembles are stipended to help students pay for tuition, books, and living expenses, and allowing them to stay focused on their education.
- Some professors created substantive course materials and use open source materials to reduce financial burden on students, including the use of IMSLP and CPDL (collection of public domain scores) and other public domain sources
- If a student needs additional financial support beyond financial aid award, Friends of Music can provide supplemental support
- Financial resources provided to students attending professional conferences and workshops.

Goal 5 Community Relations: Adams State University will collaborate with the community to provide culturally responsive and sustainable development opportunities that mutually benefit the campus and the San Luis Valley community.

One of the music department's major strengths is the strong relationships and collaborations that it has nurtured and built with the San Luis Valley community. The following is a small sampling of those activities and collaborations:

- Collaboration and faculty representation on the board of the Alamosa Live Music Association (ALMA) and Tu Casa
- Service learning projects at the Boys and Girls Club, Society Hall, ALMA, Music for Kids (after-school music program), La Puente, and Tu Casa
- Community musical opportunities offered such as the Percussion Academy, Community Steel Band, Valley Community Chorus, Mariachi, Mt. Blanca Summer Music Conservatory and the ASU Orchestra, as well as collaboration and sharing of space and resources with the San Luis Valley Big Band and SLV Community Band
- Music business internships with ALMA, Howlin' Dog Records (Don Richmond), and the San Luis Valley Community Chorus
- Engagement and collaboration with K-12 public schools
- Participation in and performances provided for community and business events
- The ASU Top of the Nation High Honor Band and Choir Festivals bring in 360+ high school students, mostly from out of the region, who stay in hotels and eat at restaurants
- Performance by the band at the Sand Dunes National Park of commissioned compositions inspired by the heritage and landscape of the San Luis Valley

Criterion 2: Quality of Program Outcomes

Through regular faculty meetings, faculty retreats, and ongoing conversations, the music department faculty is committed to constantly re-evaluating and re-assessing the program to make sure that we are best serving the needs of our students as we prepare them for the 21st-century music industry. Changes in the past two years include revising our program goals and students learning outcomes, aligning the music theory and class piano sequences to better support theoretical concepts through different learning styles that are taught in both sequences, and the implementation of the ETHOS project and service chamber ensemble model. Next year, the department will begin requiring all performance majors to take MUS 376: Topics in Music Business.

Results of annual assessment reports

(Numeric Values: 2=Excellent; 1=Adequate; 0=Incomplete)

Short-Form Questions	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Information/Evidence/ Data Gathered	Excellent	Excellent	1.67	1.63	2.00
Departmental Discussion	Excellent	Excellent	1.67	1.88	2.00
Discoveries/Conclusions	Excellent	Excellent	1.00	1.88	2.00
Planned Actions	Excellent	Excellent	1.33	1.38	2.00
Support/Resources	Excellent	Excellent	1.67	1.75	1.857

Comments from the 2016-2017 assessment report evaluation include:

- This department is collecting an outstanding variety of assessment data including student works, interviews, improvement over time and artifacts.
- The department does an outstanding job of reflecting on assessment data and planning curricular changes as a result.

Scores of Graduates on National Assessments

- There are no national assessments for graduates entering the music industry
- While all music majors have a capstone requirement, only music education majors are required to take the PLACE exam for licensure (will now be PRAXIS).
- Capstone projects for music majors include:
 - Education - Junior Recitals/Student Teaching
 - Performance - Junior and Senior Recitals
 - Composition - Senior Composition Project and Recital
 - Music Business - Internships

- Colorado: Howlin’ Dog Records, ALMA, Music in the Mountains (Durango)
- Regional: Santa Fe Opera, Heart Dance Records (Phoenix, AZ), Beetle Percussion (Kansas City)

Major Field Test: Place Exams - Music Education Graduates

Due to the recent disconuation of the PLACE Exam and the closing of their offices, we have been unable to find mean scores to compare with ASU students’ scores.

Year	ASU Mean Score (220 is passing)	Number of Graduates
2012-2013	244	6
2013-2014	257	5
2014-2015	237	2
2015-2016	241	5
Average	245	5

The 2016-2017 academic year was not included, as we had no music education majors taking the PLACE exam that year.

Jobs secured by graduates

- **Music Education Majors:** While it is anecdotal, according to the relationships that we have maintained with our graduates, 100% of our music education majors have annually reported having secured K-12 teaching positions upon graduation.
- **Alumni Survey**
 - In order to better determine jobs secured by our graduates, the music department sent out a survey via Survey Monkey to music alumni on December 18, 2017. We received 31 respondents. The responses cover graduates from 2004-2017, although 71% of the respondents (N=22) indicated that they had graduated between 2012 and 2017 (41% of total graduates during that time), which is the timeline that is being most examined in this report.
 - Of the 29 respondents who provided their current employment information, the following information was gleaned:

Employment Fields of Graduates

Employment Fields	%	N=
K-12 Music Educators	52%	15
Performance/Music-related Areas	38%	11
Non-Music FT Employment	10%	3

Full- or Part-Time Employment in Music-Related Fields

Employment in Music Fields	%	N=
Full-Time	62%	18
Part-Time	28%	8
Non-Music FT Employment	10%	3

- Employment positions include:
 - K-12 music teachers
 - Private teaching studios
 - University adjunct instructors
 - Professional performers
 - AV technician
 - Music recording and production
 - Arts management
- Admission and admission rates to graduate or professional school
 - Of those students who wished to continue on to graduate school, 100% have been accepted
 - In the past 5 years, 19 out of 54 graduates (35%) have pursued graduate education. Graduate schools include:
 - UCLA
 - University of Oregon (MM in two areas, PhD)
 - Hartt School, University of Hartford
 - University of New Mexico
 - University of North Texas (DMA, Fulbright to China)
 - University of Missouri-Kansas City
 - Concordia-Portland
 - University of Massachusetts-Amherst
 - University of Akron
 - Sam Houston State University
 - University of Denver
 - Adams State University
 - Kingston University, London
 - Berklee College of Music in Valencia, Spain

Criterion 3: Demand of the Program

While most of the music department's course work and course load are geared towards music majors, our ensembles are open to students of all majors. Non-majors make up 25-50% of our large ensembles: Concert Choir, Concert Band and Orchestra. Our general education courses serve an average of 180 students per semester, and we are committed to engaging in the Pathways Project and continuing to pursue collaborative and interdisciplinary offerings across campus.

National Employment Trends in Music-Related Employment

Tracking national trends and what constitutes “successful” employment in music-related fields is difficult for a number of reasons. The following sources provide insight into those challenges, as well as the contributions of the arts to the national economy and the shifting focus of the music industry.

- **Bureau of Labor Statistics**
 - According to the Bureau of Labor Statistics website, there are several reasons why measuring the employment of music workers can be difficult:
 - BLS does not distinguish between K-12 music teachers and other disciplines
 - A significant number of workers in many music-related occupations are self-employed
 - Job duties in these occupations do not always relate directly to music (i.e. - sound engineer)
 - Music is a secondary career for some
- **National Endowment of the Arts**
 - Arts contributed \$729.6 billion to the US economy in 2014 (4.2% of GDP)
 - 35.1% growth in GDP from arts and cultural production between 1998-2014
 - Increased focus of the arts to support social awareness or preserve culture and heritage
- **Miksza, Peter, and Lauren Hime. 2015. "Undergraduate Music Program Alumni's Career Path, Retrospective Institutional Satisfaction, and Financial Status." *Arts Education Policy Review* 116, no. 4: 1-13. *Education Source*, EBSCOhost (accessed Jan. 21, 2018).**
 - According to this national study by Peter Miksza and Lauren Hime:
 - 54.2% of music education respondents (N=348) indicated that their current job was teaching in K-12 schools. 49.7% of music performance majors (N=394) indicated that their current occupation was performing music.
 - Adams State Alumni Survey: 52%: K-12 teachers; 38%: Performance and other music-related fields)
 - 18.5% of music education and performance undergraduates pursue further education
 - Adams State: 35% of graduates in the past five years have pursued graduate education
 - Full-time employment as a performing musician is shifting away from those that are “relatively stable and patron based to those that emphasize more entrepreneurial approaches.”
 - The Adams State Music Department is including and developing more entrepreneurial training for our students in the form of music business classes, traditional business classes, and numerous and varied projects and opportunities for students to apply the skills they have learned, which are necessary to be successful in the 21st-century music industry. This is evident in our internship and capstone projects, use of High Impact Practices and service

learning experiences, as well as our six student-managed service chamber ensembles.

Degrees Awarded in the Past Ten Years

Music Degree	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Average
Total Graduates	14	7	8	8	9	12	12	6	19	5	10
Degrees/FT Faculty (6.5)	2.15	1.08	1.23	1.23	1.38	1.85	1.85	.92	2.92	.77	1.54

National Enrollment Trends in NASM-accredited Schools of Music Enrollment/Graduation Comparison Rates with Peer Schools of Music `Public Institutions with 1-100 Music Majors *

Year	Peer Institution Music Majors	Peer Institution Music Graduates		ASU Music Majors	ASU Music Graduates
2012-2013	31 (N=79)	5		65	12
2013-2014	31 (N=84)	5		60	12
2014-2015	30 (N=85)	5		68	6
2015-2016	28 (N=87)	5		75	19
2016-2017	26 (N=83)	5		57	5
Averages	28 (N=84)	5		67	11

*Provided by the National Association of Schools of Music, HEADS Data Summaries.

As is evident in the above table, the ASU music department attracts over twice as many music majors as peer music schools nationwide. While the number of music graduates have fluctuated over the years, there has been an increase of graduates in the past five years (2012-2017; 54 graduates) over the previous five years (2007-2012; 46 graduates). Graduation rates are holding steady at Adams State, while consistently exceeding national averages.

Criterion 4: Size, scope, and productivity of the program

Music Degree Awarded in the Past 10 Years

Music Degree	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Average
Education	3	3	1	4		6	5	2	6		3.0
Performance	6	2	3	3	5	3	4	3	8	4	4.1
Liberal Arts	3	2	3	1	2	1			1		1.3
Composition	2		1		2	1	1	1	1		.9
Business						1	2		3	1	.7
Total Graduates	14	7	8	8	9	12	12	6	19	5	10

Student Credit Hours Generated

Year	SCH	SCH/FT Faculty
2012-2013	1796	276.31
2013-2014	2379	366.00
2014-2015	2003	308.15
2015-2016	1928	296.62
2016-2017	1827	281.08
Average	1987	305.63

Based on 6.5 Faculty

As SCH is examined in the music department, it should be mentioned that all music ensembles and some additional courses (instrumental/voice methods and class piano) are offered as 1 SCH courses, even though they constitute two to five contact hours with students each week. As a result, our SCH is lower than it would be in other departments.

Students registered for these classes and ensembles each semester equals approximately 214 CH. If these courses were offered for credit hours reflecting actual contact time, that would increase our SCH by approximately 468 credit hours each semester, or an increase of 24% over what is computed at the institutional level. The music department faculty have averaged a minimum of 251 contact hours with students each semester for the past three years.

Service to campus

- **Committee Assignments**
 - **7/7 music faculty members (100%) have engaged in campus-wide committees including:**
 - HLC committees, Adams Pathways (Curriculum Innovation Teams and Essential Learning Task Force), Faculty Senate, President's Advisory Group, President's Cabinet, Academic Council, administrative and faculty search committees, retention/promotion/tenure committees, Faculty Development committees, Commencement committees, New Student Orientation
 - **3/7 music faculty members (42.9%) have served as chairs of campus-wide committees including:**
 - Chair of CIELO and the President's Advisory Group, interim chair of an outside department (Psychology), co-chair for VPAA search, chairs for promotion committees outside of department, and chairs of retention committees outside of department

Service to community and community engagement

- Advising/directing ASU student ensembles
 - *performances at public schools, festivals, farmers' markets, parades and marches, homecoming, award ceremonies, grand openings, and other special events*
- Development, implementation, support, and instruction of the ASU Chamber Ensembles
 - *over 40 performances in the community each semester, not counting the student-managed service ensembles, which produced an additional 42 performances last semester*
- Musical training and performance opportunities available to the community:
 - *Valley Community Chorus, San Luis Valley Symphony, Community Steel Band, Percussion Academy, Music for Kids, Music for P.A.L.S., Music for Boys and Girls Club, private lessons, etc.*
- Music faculty regularly visit local music programs
 - *as guest clinicians, as performers, offering workshops, recruiting for Adams State, supporting student performances, for program advising/program building, etc.*
- Collaborative concerts are held featuring local school music groups alongside ASU performing ensembles

- *Salida High School Band, San Luis Valley Children’s Chorus, Sargent Elementary School*
- Music faculty regularly adjudicate numerous regional music festivals and competitions
- Music faculty and students participate in community events
 - *Nightingale Dinner (for SLV nurses), SLV Cancer Relief Fund concerts, Tu Casa Gala, Train Lighting Ceremony, Habitat for Humanity fundraisers, etc.*
- Music faculty board service:
 - *Alamosa Live Music Association, SLV Cancer Relief Fund, Tu Casa*
- Service to community as church musicians
 - *First United Methodist Church, Sacred Heart Church, First Presbyterian Church*

Evidence pertaining to this criterion but not captured by the above measures

- **Recruiting**
 - All Music Department recruiting efforts (online, email, in-person, in Texas for Lone Star Scholarship, Honor Band/Choir Festivals, Solo and Ensemble Adjudication, “Music Student for a Day” Program, etc.) result in recruiting for the entire university. Our efforts bring many students to campus (a high factor leading to students’ matriculation); many of these students become music majors, some participate in music ensembles but are not music majors, and others enter ASU and do not continue to participate in music.

Criterion 5: Cost & benefit of the program

**Overall Cost of the Music Department:
Based on 7 FT Faculty and 1 Administrative Assistant**

Cost Type	Amount
Faculty Salaries	\$366,381
Faculty Benefits	\$136,234
Support Staff Salary	\$34,861
Support Staff Benefits	\$12,776
Adjunct Compensation	\$51,150
Operating Expenses	\$19,908
Total Cost of Program	\$621,310

Metric	Amount
Cost/FT Faculty	\$88,758.57
Cost/Graduate	\$56,482.73
Cost/SCH	\$312.69

Based on salary/benefit expenses of 7 FT Faculty

Due to unusual fluctuations in the number of music graduates the past three years, graduate figures are based on the more stable and indicative five-year average (11).

According to data from the NASM HEADS Data Summary from 2016-2017, the following chart is a cost comparison between the Adams State Music Department and the average of 83 peer music departments for this past year.

Cost Comparison with Peer Schools of Music in 2016-2017

Public Institutions with 1-100 Music Majors *

Please note: The cost per Adams State graduate for last year alone is considerably above average, as we had an unusually low number of graduates (5). The five-year average for music graduates is 11. Using that average, the cost would have been \$56,482.73 as indicated above.

Metric	Peer Departments N=83	Adams State Music Department
Total Cost of Program	\$1,282,741	\$621,310
Cost/Graduate	\$256,548 N=5	\$124,262 N=5

***Provided by the National Association of Schools of Music, HEADS Data Summaries.**

Revenue generated by the program

- Endowed Music Scholarships: Several of these endowments are the result of the music faculty building personal relationships with alumni and community members over several years, including the recent Gaston Memorial Endowment. These endowments are crucial to our vitality, since as a result of the One Ask Policy, we are not able to pursue normal community fundraising opportunities, which other schools of music depend on.
 - Principle amount of endowments:
 - Gary & Judy Gaston Memorial Scholarship \$267,887
 - Ray, Ruth, and Jimmy McGee Scholarship \$62,915
 - Don Richmond Scholarship \$20,100
 - Ed Richmond Scholarship \$24,717

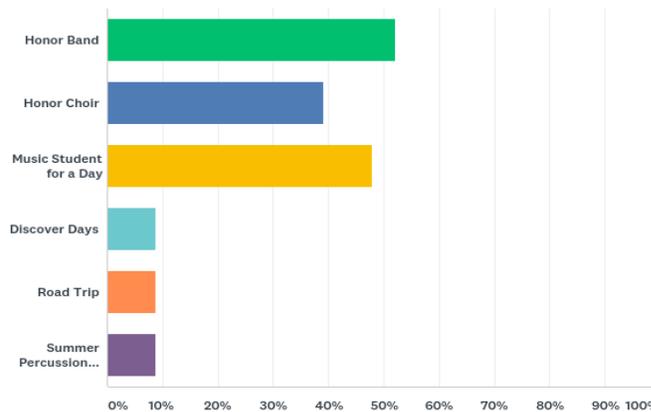
- Music Scholarship Endowment \$11,060
- Friends of Music
 - FOM brought in an average of \$6,000 a year over the last five years
 - This has increased the past two years after the introduction of the ETHOS Project (2016-2017: \$7,930; 2017-2018: \$10,560)
 - The current balance of FOM is \$31,308
- Ticket Sales
 - Ticket sales brought in an average of \$7,000 a year over the last five years
 - There is potential to grow revenue in this area by increasing ticket prices from \$5 for adults and \$1 for students, which has been the same price structure for over the last decade
- Masters of Arts in Music Education Graduate Program
 - Last year, the music graduate program brought \$46,048 in indirect costs back to the university.

Formal and documented recruiting efforts by program personnel

- Honor Festivals
 - Top of the Nation High School Honor Band and Choir Festival
 - Annually brings 360 high school students to campus from CO, TX, and NM
 - Solo and Ensemble Festival
 - Annually brings 400 middle and high school students to campus
 - Middle School Honor Band
 - Annually brings 60 middle school students from the SLV and Arkansas Valley to campus
- Music Student for a Day
 - Program first started by the music department in 2013. Individualized itineraries are set up for prospective students to visit campus, which includes sitting in on classes and rehearsals, meeting faculty and students, touring campus, meeting with admissions and financial aid, and setting up a music scholarship audition.
 - 78% of students who participate in Music Student for a Day enroll at ASU (3-year average). One is majoring in psychology, not music.
 - Average: 14 students visiting per year
- Organized and targeted faculty recruitment trips
 - Four days of organized departmental recruiting trips per academic year.
 - Visiting an average of 20 high schools in Colorado and New Mexico.
 - Other trips made on a case-by-case basis to recruit specific students.
- Camps and Conservatories
 - Hosting Palmer Band Camp
 - Brings 100 high school students to campus for 7 days with access to dorms, stadium, and music facilities
 - Hosting Mt Blanca Summer Music Conservatory
 - Brings 15 students to campus for 7 days with access to music facilities and some Adams music faculty.
 - Drumline Camp (ran 2011, 2012, returning 2018)
 - Brought in 35-45 students annually

- Percussion Academy
 - 15 week after school program bringing 15 SLV students to campus for music instruction
- Evidence of recruiting success (students matriculating)
 - Results of our alumni survey (December, 2017) show the percentage of students who enrolled and graduated from ASU participated in at least one of the recruiting events

Q8 Which of the following events did you participate in while in high school? Check all that apply.



- **Total number of high school students brought on campus by the music department every year: approximately 1000**
- Chamber music groups annually perform over 70 times in the community and region, representing the university through outreach, service, public relations, and recruiting.

Total performances by Student-Managed Chamber Ensembles, Fall 2017

Total Number of Performances	42
68 West	12
7543' Panhandlers	3
Alpine Backbeats	7
Desert Winds Quintet	7
Echoing Flute Quartet	4
Sunset Brass Quartet	9

Total Number of Audience Members	5,050
68 West	860
7543' Panhandlers	800
Alpine Backbeats	1,510
Desert Winds Quintet	810
Echoing Flute Quartet	220
Sunset Brass Quartet	850

- Additional recruiting and promotional activities by faculty
 - Faculty regularly serve as guest clinicians and adjudicators for middle school band and choir rehearsals and honor band and choir events outside of ASU, putting them in direct contact with hundreds of students.
 - Faculty members give recitals and performances at and outside of Adams State every year.
 - Faculty and students regularly present at state, regional, national, and international conferences, bringing name recognition within the industry
 - Faculty maintain active social media accounts, YouTube, websites, and other presence advertising Adams State's music program
 - Faculty have formal professional relationships and endorsements with music industry companies, providing advertising, funding, discounts, and other relevant support to the institution
 - Faculty actively use the Hobson's Report and data mine information about students with an interest in music. The faculty then directly contact students and parents in a recruiting process.

- **Summary:**
 - While the music department may cost more than some other academic departments, we are significantly less expensive than peer music departments. Even with our limited avenues of fundraising, we have \$386,679 in endowment principle, and anticipate bringing in approximately \$17,000 through ticket sales and Friends of Music contributions.
 - Program and undergraduate costs are offset by revenue generated by the music graduate program. (\$46,048 last year)
 - Program and graduate costs are also offset by faculty contact hours with students, the amount of one-on-one instruction that strengthens relationships with our students as they persist and matriculate, and concerted recruiting efforts for the university as a whole.
 - Active recruiting by faculty members in the music department is critical to our vitality, and a major service to the rest of the university. Most of the high school band and choir members with whom we speak, will not be music majors.
 - Due to an intense schedule of activities surrounding the ASU Winds and Percussion CMEA performance last year, faculty did not have available time for major recruiting last year, and it is evident in our drop of music majors this year. As a result, this year we set aside two days in the fall and in the spring for departmental recruiting, and anticipate increased enrollment for fall 2018.

Criterion 6: Faculty and Program Strengths and Accomplishments

Faculty and program strengths and accomplishments

Outstanding faculty artist-teachers provide expert instruction in a variety of music areas. Our faculty are highly educated and experienced musicians with diverse backgrounds, interests and expertise. We provide personal attention and individualized instruction in small, personalized classes.

All full-time faculty, and many of the adjuncts, are active performers and clinicians. Music Department professors have recently performed in Russia, Serbia, Japan and Australia, as well as numerous performances throughout the United States. Faculty have published articles in peer-reviewed journals, collaborated on book publications and many regularly give presentations and conduct clinics or adjudicate at professional conferences in the state, region and across the nation.

All full-time faculty hold earned doctorates in their field from accredited universities. Adjuncts hold a minimum master's degree, with the exception of Mariachi.

An overview of music faculty accomplishments in the past three years include:

- Over 238 off-campus performances at the state, national and international levels
- 16 published articles, books or collaborations, and commissioned works
- 46 appearances as a clinician, adjudicator or presenter
- Over 28 commercial recordings

A small sampling of noted accomplishments includes:

- Performances
 - Performance at the World Piano Conference in Serbia (2017)
 - Soloist and chamber music performances at the Australia National Drums and Percussion Festival, Adelaide, AU (2014)
 - Visibly Heard: An Exhibition of Sexual and Gender Diversity in Song (2017)
 - Colorado Music Educators Association Conference performances
 - ASU Winds and Percussion - World Premieres Dedicated to the San Luis Valley (2017)
 - ASU Chamber Choir - Immigrant Stories: Hopes, Dreams and Fears in Uncertain Times (2018)
- Recordings
 - *This Little Light*, an album of original compositions in the contemporary instrumental genre, has been played on radio stations or streamed in 35 countries, spent 2 months as the #2 album on Gaia Prime Radio, reached #23 on the One World Music album chart, spent 6 months in the top 50 albums on the Zone Music Reporter, and was listed as one of the “best of 2016” on Audiosyncrasy Radio.

- Madera Wind Quintet: *Five Piece Combo* (Parma Records, 2015)- nominated for Grammy Ballot, 2015 Chamber Music category
- National Flute Association, San Diego, California, Winner of the 2016 Convention Performers Competition
 - Solo performances of two world premieres and one national premiere
- International soloists and clinicians in Tokyo, Japan, including the Global Frontier Leadership Seminar at Mt. Akagi and performances at the Nakanojo Biennale Arts Festival

Quality of the curriculum

The Music Department is accredited by the National Association of Schools of Music, the principal accreditor for music programs in higher education in the U. S, with approximately 651 accredited members. NASM provides national standards for undergraduate and graduate degrees, including institutional operations and facilities. Any substantive addition or revision of curriculum, degree programs, or operations must be approved by the accrediting body. Yet NASM offers a flexibility that allows us to address the specific needs of our students and area.

The Department conducted a comprehensive 10-year review of the Music Department including all curricula, degrees, courses, faculty, budgets, facilities, and goals. The review included:

- A comprehensive Self-Study, in collaboration with the music faculty, of the music program at ASU.
- Compiling extensive data regarding the music department's budgets, demographics, curricula, facilities, etc.
- Developing short-range and long-range goals in collaboration with all full-time and some part-time music faculty. Adjunct faculty were invited to participate.
- Re-accreditation was granted in 2008 without further reports due.
- The department's next re-accreditation visit is scheduled for spring 2019

Quality of physical, online, or other resources required to deliver the program

The Music Department has excellent facilities that allow it to serve students and fulfill its mission.

- **Leon Recital Hall** serves as the main recital facility for Adams State University. This hall, which seats 180 people features a Steinway concert grand piano and a Bösendorfer grand piano, a 21-rank pipe organ, and a two-manual Franco-Flemish style harpsichord. Events that occur regularly in Leon Recital Hall include faculty recitals, guest recitals, and student recitals.
- Large ensemble concerts typically take place in **Richardson Hall Auditorium**. This Auditorium seats 461 people. Some of the events that regularly occur in Richardson Hall include a formal concert series for ensembles and guest artist performances.
- Rehearsal halls, smart classrooms, faculty offices, practice rooms, a recording studio and a computer lab are housed in the Music Building. Some faculty offices and courses are held in Leon Auditorium.
- The main **music technology lab** contains thirteen stations equipped with new iMac computers, MIDI keyboards, Pyware (the industry standard marching band software),

Garageband for music recording, and the latest Finale software (the industry standard music notation software). The lab also contains approximately 2,000 CDs, archives of student and faculty recital recordings, CD and DVD burners, CD artwork software, and video editing software. In addition, students can access the Naxos Music Library from the computers in the lab, a streaming database with over 2 million tracks. This facility is the primary classroom for music technology courses, with students working on the computers and software both in and outside of class. Students also frequently use the technology for individual projects.

- The **ASU Recording Studio** is a three-room suite including state of the art technology for recording and mixing. The studio has a Yamaha O2R console, Mac Pro computer, two iMac computers, Cubase 8.5 recording software, Focusrite, Drawmer, UAD, and Manley preamps, Wavelab mastering software, Native Instruments Komplete 10 software instruments, Melodyne software, MIDI keyboards, Universal Audio effects, a digital piano, drum set, and Neumann, Mojave, and AKG microphones. This studio has been used extensively by students both in and outside class and has also been used for ASU planetarium voice-over, the ASU Theater department, and by the local video production company Moxiecran media. It is used as the primary teaching space for recording classes and capstone projects. Students have used this facility to create recordings that have helped gain employment, concert tours, internships, etc, and four student albums have been recorded in the studio.

Criteria 7: Future Potential of the Program

- Opportunities to reconfigure or strengthen the program to the benefit of the university
 - 8th faculty or instructor line to address frequent adjunct/overload teaching and recruiting
 - By the numbers:
 - Based on the past three years, the average total overload that is being paid to full-time faculty is 14.98 credit hours overload per year (\$14,980).
 - An 8th line would reduce the \$24, 564 that was paid to adjunct faculty last year, covering areas for which there is no full-time instructor. (Most music adjunct instructors travel at least 300 miles round-trip to Alamosa)
 - Total paid for faculty overload and adjunct instruction: \$39,544
 - Due to required one-on-one instruction through applied lessons, the number of music majors cannot expand without an increase in departmental FTE. Each music major adds .67 to the total FTE for those applied lessons.
 - Scenarios to justify 8th line (24 FTE)
 - The addition of 14 music majors above our three-year average (67 majors) would increase our overload FTE by 9.38 for a total annual overload of 24.36
 - The addition of 5 music majors above our current five-year average would increase our total FTE by 3.35 for a total of

18.33 FTE. The extra 6 credits could be offered as time release for recruiting (3 credits in fall and spring).

- The Director of Bands at CSU-Pueblo receives a 6-credit hour release both fall and spring semester for recruiting. This is not an unusual scenario in music departments.
- An 8th line would allow the department to add additional general education offerings (Pathways)
- Usage of the recording studio for campus production initiatives
- Change large ensemble rehearsal times to allow for community members to register for credit and free up faculty during the day for recruiting
- Potential for program growth/adaptation with trends in the discipline, student needs, national trends, etc.
 - Investigate an AA in Music
- Potential for development of appropriate online presence
 - Offer menu of online professional development courses, both from MA in MUED and general music ed studies
 - Majority of faculty have taught online (6/7; 86%)
- Potential for growth of interdisciplinary programs
 - Artist-in-Residence Program (AIR)
 - This program would be a collaboration between Music, Art and Theatre, and would set the Fine Arts at Adams State apart from other institutions, contributing to recruitment and retention. It would also allow our students to gain real-world experience as they study under a rotating succession of professional artists, providing collaborative opportunities between the arts, and professional development for Fine Arts faculty.
 - Potential for interdisciplinary degree or minor with Theatre and Art
 - Pathways collaborations with other areas
 - First-year seminar in the arts
- Opportunities for collaboration or partnerships with other institutions
 - Gunma University Exchange Agreement
 - Investigate articulation agreement with junior colleges