

Internal Reviewer Review Report – Bachelor of Arts in Music (B.A. Music) and Bachelor of Music (B.M. Music) California State Polytechnic University, Pomona

The purpose of this internal review of the B.A. Music and B.M. Music is to provide an unbiased examination of the quality of education and service in the program, and to identify opportunities for improvement and growth. After carefully reviewing the program’s Self Study, we took part in a campus visit on December 5, 2023, with the faculty of Department of Music to review. This report is divided into sections based on the lines of inquiry and highlights the strengths, challenges, and recommendations.

Inclusive Polytechnic Identity	<p>Strengths</p> <ul style="list-style-type: none"> • The Music Department offers two degree programs: a B.A. in Music with two options (General Option and Music Industry Studies Option) • and a B.M. in Music with three options (Composition Option, Pedagogy/Pre-credential Option, and Performance Option). It also offers a minor in Music. • The department provides abundant performance opportunities for students, ranging from choral groups, traditional instrumental concert ensembles, to contemporary groups such as the Electronic Music Ensemble, Mariachi ensembles, and Soul Ensemble. • The department will soon introduce a Black Music Ensemble, which is more hip-hop and stylistically inclusive. It will offer inclusive experiential learning for students to gain skillset in reading music notes, playing by ear, transposing on sight, crafting, and improvising music. • The Music Industry Studies (MIS) Option within the B.A. in Music program requires internships for all students, while they remain optional for those in the General Option. The Pedagogy/Pre-Credential Option within the B.M. in Music program requires internships, while they remain optional for the other two B.M. options. All degree options have senior projects. The internship and senior projects requirement give students hands-on experience to prepare them for multifaceted careers in the music industry. • The two degree programs place significant emphasis on project-based learning, providing students with a diverse range of experiential opportunities that extend beyond traditional classroom setting. For example, in the Instrumentation and Arranging class, students create pieces for the wind ensemble, which are then performed in concerts during finals week. The 21st-century music class involves composing and playing student works, fostering discussions on aesthetic decisions and how they contribute to the overall musical experience. Additionally, courses like MU 2204 and service-learning classes (MU 3911 and 3940S) extend this approach to collaborations with community partners such as the dA Center for the Arts, the Historical Society for Pomona Valley, and the Pomona Public Library. These projects not only build musical skills but also provide students with opportunities to organize events, produce concerts, podcasts, and video series, and teach music production workshops to youths in the community. • The program helps students stay current in music technology to reflect its hands-on polytechnic philosophy. • The department has student clubs such as the Kappa Kappa Psi National Honor Band Society, a chapter with the National Association for Music Education, and the Music and Entertainment Industry Club.
---------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Challenges	<ul style="list-style-type: none"> Project-based learning, ensemble performances, and other immersive polytechnic learning require substantial faculty resources. It demands close faculty guidance, mentorship, and assessment. Large ensembles involve extensive planning, recruitment, coordination, rehearsal, with faculty members overseeing the artistic and technical aspects of production.
	Recommendation	<ul style="list-style-type: none"> Enhanced institutional support and increased investment in faculty are crucial for cultivating a rich and impactful learning environment for students. One practical measure is the provision of release time for faculty members who lead large ensembles and actively engage in community outreach. This support acknowledges the resource-intensive nature of these roles, allowing faculty to dedicate more time to strategic planning, effective coaching, and fostering valuable partnerships with the community.

Department Structure and Organization	Strengths	<ul style="list-style-type: none"> The department is median to large in comparison with other Music departments in the CSUs and has faculty members with expertise spanning diverse areas in music. The Department has 12 full-time faculty members and 3 full-time staff members, supporting 445.33 FTES during the 2022-23AY. Faculty recruitment through ethnic studies cluster hiring initiative transforms vocal jazz Polytonix. The department faculty have a passion to work with the University Advancement office to raise external funds for the programs.
	Challenges	<ul style="list-style-type: none"> The two degree programs face significant challenges related to work load, budget constraints, and administrative support. The budget constraint is a recurring theme, with faculty expressing frustration about the lack of budget support. The department depends on ASI, IRA, and SPICE funding and petitions to the dean for essential needs such as funding for annual piano tuning for 29 pianos. Faculty face difficulties in obtaining financial resources for events, purchasing necessary equipment, and paying invited performers/lecturers and master class artists in a timely manner. The lack of essential funding and administrative support pose a significant obstacle to program enhancement. The current department structure results in excessive workload for certain department faculty members who are responsible for the National Association of Schools of Music (NASM) report, staffing, curriculum, and events. The current structure doesn't have enough faculty administrative roles. The department acknowledges the need for additional administrative roles, especially an associate chair, to address workload concerns. Faculty members expressed concerns that the current organizational structure is insufficient, impacting the ability to oversee lecturers and manage responsibilities effectively. Comparisons with other institutions reveal that the department is understaffed relative to its size, impacting its operational efficiency.

	Recommendation	<ul style="list-style-type: none"> • Evaluate and restructure administrative roles to alleviate workload concerns and improve program management. • Explore avenues for incorporating essential funding needs, such as annual piano tuning and maintenance, into internal operating budget. • Establish clear communication channels with college academic advisors to alleviate the advising workload of faculty members. • Improve collaborations with the Advancement Office for fundraising initiatives and develop external relationships. • Reevaluate faculty job descriptions to allocate sufficient time for recruitment activities, aligning with other CSUs.
--	----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment	Strengths	<ul style="list-style-type: none"> • The department’s commitment to assessing student progress is evident in the comprehensive report presented to the National Association of Schools of Music (NASM), which covers the evaluation period of 2017-2022. • The department implemented substantial curriculum improvement, including the introduction of foundational music class, MU 1050, to equip incoming students with a strong foundation before taking the challenging music theory course, MU 1201. This initiative has resulted in a noteworthy 50% reduction in DFW rates of MU 1201. • The department made efforts in standardize assessment practices, such as establishing a unified template for first-year recitals, by aligning assessment rubrics with established curricula and models, such as Associated Board of the Royal Schools of Music (ABRSM) and the American String Teachers Association Certificate Advancement Program (ASTACAP). Further, the department has leveraged time-tested success experience from the Crane School of Music at SUNY Potsdam to enhance the clarity and effectiveness of the assessment process. • The department actively recruits student tutors to work for the Learning Resource Center, especially those interested in pursuing graduate studies in music theory, to enhance the learning experience of students who have difficulties in high DFW courses.
	Challenges	<ul style="list-style-type: none"> • Financial constraints hinder the department’s ability to allocate resources for assessment-related activities. The assessment data for most high DFW courses are outdated. • Curriculum changes implemented post-COVID require additional time for comprehensive assessment. The collection of new data is essential to evaluate the effectiveness of these curriculum changes. • Assessment data collection is challenging due to the intricate structure of two degree programs and five options. Striking a balance between standardization and accommodating the unique characteristics of each option poses a challenge for assessment. A well-thought-through assessment plan is essential to ensure the effectiveness of the assessment process.

	Recommendation	<ul style="list-style-type: none"> • More institutional support to streamline the data collection process, utilizing Tableau data to ensure assessment coordinators have access to the most current and relevant data. • Further efforts to implement the clarified expectations for music performance levels (primarily the jury rubric and the elements of the “level” auditions). Modify assessment tools and create standardized templates for various assessment components, ensuring consistency in expectations and evaluations across different faculty members and different semesters. • Examine assessment data and offer valuable insights into the factors contributing to varying DFW rates for identical courses with different options. • Recognizing the need for additional assessment activities, faculty support, such as release time devoted to assessment-related tasks is recommended.
--	----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GI 2025	Strengths	<ul style="list-style-type: none"> • The department is committed to improving student graduation rates through introducing basic skill building class and a redesigned curriculum. • The department’s proactive approach to individual tutoring, especially through the Learning Resource Center (LRC), has proven successful in supporting struggling majors. • Efforts to reach out to students before matriculation and during orientation advising demonstrate a commitment to early identification and intervention.
	Challenges	<ul style="list-style-type: none"> • Based on the report, 4-year graduation rates for First-time Freshmen stay flat, while the 6-year graduation rates for First-time Freshmen decline for more recent cohorts. The graduation rates for both First-time Freshmen and Transfer students are below the GI 2025 thresholds. • Graduation data presented in the report ends in 2019. More recent data on graduation rates is needed. • Financial constraints pose a challenge to students. Students working multiple jobs to support their education, coupled with commuting difficulties and limitations on evening classes. • Faculty members express concerns about excessive workloads, “administrivia”, advising loads, and loss of tenure lines as factors that impede their ability to prioritize student support and hinder the GI 2025.
	Recommendation	<ul style="list-style-type: none"> • Provide more financial assistance, such as scholarships, to students to alleviate economic pressures that hinder academic success. • Intensify efforts to reach out to eligible students about available scholarships and encourage application submissions. • Advocate for financial literacy and awareness of financial planning within the context of a career in music. • Expand opportunities for student employment to provide financial support and reduce commute time for student workers. • Expand fundraising initiatives and ensure that fund raised are directed towards students in need.

	<ul style="list-style-type: none"> • Improve communication and collaboration with college academic advisors to alleviate the advising workload of faculty members. • Make lab space available for student use beyond the current limited hours. • Enhance advising by streamlining processes, providing comprehensive guidance on music class selection, and efficiently address transfer petitions. • Restore tenure lines and redistribute administrative responsibilities.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Technology	Strengths	<ul style="list-style-type: none"> • The department is committed to equipping students with new technologies in music, empowering students to navigate and contribute to the ever-evolving landscape of music and technology. • The department offers music technology courses that are project-based.
	Challenges	<ul style="list-style-type: none"> • Lack of financial resource for technology upgrades, classroom improvements, and regular maintenance of key technology. • Several department website pages need to be updated. For example, the link for “Incredible Variety of Performing Ensembles” is broken.
	Recommendation	<ul style="list-style-type: none"> • Update the department contact page (https://www.cpp.edu/class/music/contact-information.shtml). Mousing over the contact email address mu@cpp.edu reveals a different email address ishiotsuki@cpp.edu. • Consider adding contact email and phone number to the main department page https://www.cpp.edu/class/music/ • Consider making the advising information easier to find, such as integrating the advising information into CPP Connect, making it more user-friendly and readily available to Music majors. The current Advising page (https://www.cpp.edu/class/music/current-students/advising.shtml) says “All Music majors are assigned an academic advisor during Orientation, and advisor lists are posted near the department office. Please contact the department at mu@cpp.edu if you do not know who your assigned advisor might be.” • Update the senior project page. The current page (https://www.cpp.edu/class/music/policies-documents/senior-project-archive-protocol.shtml) has outdated info about Adobe Creative Cloud: “Adobe Creative Cloud is free for students to access through August 2021, the music department has paid for student access Pro Tools and Sibelius through August 2021.” • Consider changing several online forms from PDFs to forms that can be routed electronically. Several forms on the policies page (https://www.cpp.edu/class/music/current-students/policies-and-resources.shtml) are still only available as PDFs. • Implement a mobile-friendly navigation structure of department webpage. The current webpage lacks menu visibility on the mobile view after navigating away from the main page. This impedes user navigation and

		accessibility, causing inconvenience for users assessing department website on mobile devices.
--	--	------------------------------------------------------------------------------------------------

Support	Strengths	<ul style="list-style-type: none"> • Two degree programs with five options and one minor. • Abundant performance opportunities for students. • Emphasis on project-based learning and hands-on polytechnic experiences. • Integration of music technology in line with polytechnic philosophy. • Faculty commitment to raising external funds to support student success. • Curriculum improvements and efforts in reducing high DFW rates. • Actively recruitment of student tutors. • Commitment to improving student graduation rates. • Proactive approach to individual tutoring and early interventions. • Commitment to equipping students with music technology.
	Challenges	<ul style="list-style-type: none"> • Resource-intensive nature of project-based learning. • Budget constraints and lack of administrative support. • Excessive workload for some faculty members. • Insufficient administrative roles impacting efficiency. • Financial constraints affecting assessment-related activities. • Outdated assessment data and challenges in data collection. • Balancing standardization and uniqueness in assessment. • Flat 4-year graduation rates and declining 6-year graduation rates. • Outdated information on department web pages.
	Recommendations	<ul style="list-style-type: none"> • More institutional support and release time for faculty leading large ensembles, engaging in community outreach, recruitment, assessment, and other department efforts essential to student success. • Evaluate and restructure administrative roles, such as adding an associate department chair. • Improve collaborations with the college advising center to streamline advising and alleviate faculty workload. • Improve collaborations with the Advancement Office for fundraising. • More support from the Office of Assessment & Program Review to provide updated assessment data, DFW rates by courses, equity gap data, graduation rates for First-time Freshmen and Transfer students. • Modify assessment tools and implement clarified expectations for music performance levels. • Provide more financial assistance, scholarships, and student employment. • Update department contact information, advising pages, and implement mobile-friendly navigation structure for department website.

Summary

The Music Department at Cal Poly Pomona exhibits notable strengths through its diverse degree programs, a B.A. in Music with two options, a B.M. in Music with three options, and a minor in Music, extensive performance opportunities, redesigned curriculum, and commitment to inclusive learning experiences. Several institutional barriers impede the programs' growth and effectiveness. Resource-intensive learning, such as project-based learning, internships, service learning, ensemble performances, demand increased institutional support and faculty/staff investment. Budget constraints, lack of administrative roles, and workload concerns contribute to inefficiencies and impact program management. The assessment process encounters challenges related to financial constraints, outdated data, and clear rubrics for performance levels. GI 2025 faces obstacles, including stagnant 4-year graduation rates, declining 6-year graduation rates, and financial hardships for students. Addressing these barriers requires a comprehensive approach involving increased institutional support, administrative restructuring, financial assistance, release time, updated assessment practices, and improved technology integration.

Sincerely,

Reviewer 1: _____ Wei Yu _____ Signature/Date: _____

Reviewer 2: _____ Julie Shen _____ Signature/Date: _____