

Neosho County Community College

Music Program Review

2013-2018

Alan Murray, Music Instructor
3/8/2019

Section 1: Alignment of program mission and purposes with mission and purposes of NCCC.

A. Describe and give examples of how your program has met the mission, vision, and purposes of NCCC since the last program review.

MISSION

The mission of the music program at NCCC is to enrich our communities and students' lives through quality music instruction and performance experiences.

PURPOSES

Our purposes are:

Student learning through

- Integrating effective curriculum, teaching, and technology to build engaging educational environments
- Using effective assessment processes for educational environments
- Advancing critical thinking and open exchange of ideas

The music program at NCCC provides students with opportunities to learn the history, literature, and performance practices of music through on-site and online courses, performance ensembles, musical theater, and applied studies in vocal and piano performance. Standards for students participating in all of these activities is reasonably high, and are assessed each semester through comprehensive final examinations and public performances.

Student success through

- Facilitating student goal completion, retention and persistence,
- Promoting accessibility via college/career readiness efforts, affordability, flexible scheduling & modalities,
- Using a comprehensive system of proactive support,
- Embracing diversity;

The music program at NCCC stresses the importance of consistent improvement and achievement in the area of music performance and historical studies of music. The music faculty is acutely aware of the transferability of courses, and works actively with KCOG to ensure the music courses offered transfer to four year programs statewide. The student fees associated with the performing ensembles are kept low to make access to the ensembles possible for most all students. The audition process for ensembles is appropriate for the community college level students. The music faculty is accessible to students and constantly advises students in their best interest to reach their objectives as musicians. The music department does a wide variety of music, from different ethnic groups, to include diversity in its concert programming.

Accountability to stakeholders through

- Communicating openly with all constituencies,
- Managing resources ethically & effectively,
- Implementing systematic, evidence-based integrated plans,
- Supporting and developing college employees,
- Providing safe and comprehensive facilities

The music program at NCCC responds to stakeholders through regular updates of music program activities to the board of trustees, articles about music student and faculty accomplishments area newspapers and social media posts. All physical locations for practice and performance spaces are kept as safe and secure as possible by the department and the college. The music program is funded by an annual budget and donations. The budget is administered by the music faculty, while the donations are administered jointly by the music faculty and the NCCC Foundation.

Meeting community needs through

- Facilitating community and economic development by providing an informed citizenry & skilled workforce,
- Fostering cultural, educational, and athletic enrichment,
- Offering learning opportunities for all,
- Inspiring a spirit of innovation and entrepreneurship.

The music program at NCCC fosters cultural enrichment through public performances by all music groups throughout the academic year, and periodic performances for local civic groups. The program also offers a free community choir, welcome to any person who wants to participate in choral music. That choir performs two times per year and varies music styles in each performance to attract the largest number of attendees.

B. Brief History of the Program (Previous recommendations and SWOT analyses).

By the spring of 2014, the music program had difficulty maintaining a student vocal ensemble during the daytime. A majority of the music appreciation and music in America courses were taught online, as the former full time music faculty on the Chanute campus was the Special Assistant to the President of the college for a year, ran the honors program, and for a few years, was division chair. There was no instrumental program, but that was mostly because the instruments were in poor condition due to age, and they were traded to Allen Community College for a “sim-man” for the nursing program. The community chorus was a strong element to the program, as it gave the college exposure to the community. The college continued to offer activity scholarships to students interested in music, and those students participated in the community chorus. The foundation offered two housing scholarships to full time students to encourage music program participation. The choir tours had been eliminated due to funding problems for the music program.

Section 2: Curriculum of Program and Outcomes Assessment

1) Program sheet (attach a copy of the program sheet(s))

Music

Associate of Arts

The Associate of Arts with an emphasis in Music is designed to prepare students for a transfer to a four-year institution. The courses required are a basic foundation on which one can build.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

MUSI 109 Applied Music, MUSI 120 Music Appreciation or MUSI 123 Music in America, MUSI 140 Music in the Elementary Classroom, MUSI 187 Concert Choir. These courses are the fundamental building blocks to work toward a four-year degree.

Program Elective Courses

MUSI 104 Theory Block I, MUSI 114 Vocal Ensemble, MUSI 206 Theatre Workshop (Music).

Program Outcomes

Students will develop an understanding of the following:

1. Basic elements of music, including sound, pitch, dynamics, and tone color.
2. Combining basic elements of music to construct melodies, harmonies, rhythm, and meter.
3. Using melody, harmony, rhythm, and meter to determine form and texture.
4. How form and texture, along with societal mores, determine historical style.
5. The multiple function of music for individuals and societies.
6. The notation system of Western music in composing and performing music.
7. Role and nature of various performing ensembles.
8. Role and nature of solo performance.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		Cr Hrs
MUSI 187	Concert Choir	1
MUSI 109	Applied Music (Voice/Instrument)	1
MUSI 109	Applied Music (Piano)	1
MUSI 120	Music Appreciation or	
MUSI 123	Music in America	3
ENGL 101	English Composition I	3
CURR 100	First Year Seminar	1
COMM 207	Fundamentals of Speech	3
CSIS 100	Computer Concepts and Applications	3
	Total	16

(Spring) Semester II		
MUSI 187	Concert Choir	1
MUSI 109	Applied Music (Voice/Instrument)	1
MUSI 109	Applied Music (Piano)	1
MUSI 120	Music Appreciation or	
MUSI 123	Music In America or	
MUSI 140	Music in the Elementary Classroom	3
ENGL 289	English Composition II	3
HPER 150	Lifetime Fitness	1
PSYC 155	General Psychology	3
MATH 113	College Algebra	3
	Total	16

(Fall) Semester III		
MUSI 187	Concert Choir	1
MUSI 109	Applied Music (Voice/Instrument)	1
MUSI 109	Applied Music (Piano)	1
	Biological Science w/Lab or	
	Physical Science w/Lab	5
	Arts/Humanities Elective	3
	Social Science Elective	3
	Free Elective	2
	Total	16

(Spring) Semester IV		
MUSI 187	Concert Choir	1
MUSI 109	Applied Music (Voice/Instrument)	1
MUSI 109	Applied Music (Piano)	1
MUSI 120	Music Appreciation or	
MUSI 123	Music In America or	
MUSI 140	Music in the Elementary Classroom	3
	Social Science Electives	3
	Biological Science w/out Lab or	
	Physical Science w/out Lab*	3
	Free Electives	4
	Total	16

Total Program Credits **64**

*One of the science courses must be biological and one must be physical.

For more information contact:

Program advisor
 Alan Murray, 620-432-0377
amurray@neosho.edu

- 2) **Please provide a list of the core courses as shown on the program sheet. If there is important information about any discipline-related electives, list those electives here as well.**

Program Core Courses

MUSI 109 Applied Music,
MUSI 120 Music Appreciation or
MUSI 123 Music in America
MUSI 140 Music in the Elementary Classroom
MUSI 187 Concert Choir

Program Elective Courses

MUSI 104 Theory Block I
MUSI 114 Vocal Ensemble
MUSI 206 Theatre Workshop (Music).

- 3) **Please describe all methods of assessment used in the program. Does this discipline use a common assessment method? If so, describe the method and if that has any influence at the program level. Please gather information from ALL instructors in the discipline to provide a comprehensive list of assessment methods.**

Listening assignments/quizzes-Students are given a list of musical examples, composers, and genres from each historical period studied. These examples are provided in the online textbook, via YouTube or Vimeo, Screencast and Digital Films on Demand. Students are quizzed over this information with brief excerpts from selected examples.

Chapter/Unit Quizzes-Typically these are objective test items: multiple-choice, matching, or fill-in-the-blank. For online classes these are open-book. Face-to-face classes have had either open-book/open-note or closed-book/note.

Unit Exams-These assessments are larger in scope, generally covering elements of music and individual historical periods. They include listening items, objective items, and essay questions.

Forum Assignments-Students in online and hybrid classes are required to complete several discussion-oriented assignments on real world topics related to music.

Papers- In the survey courses, students write short papers based on composers, compositions, or by attending live classical/jazz/musical theatre/concert band or opera performances and analyzing the music they hear in those concerts using terminology learned in the courses.

Rehearsals-Both performance organizations, Concert Choir and Vocal Ensemble, meet on a regular basis to rehearse performance selections.

Performances-The Concert Choir is made up of students that join with the St. Cecilia Music Club of Chanute. This group performs one public concert per semester. The Student Vocal Ensemble performs their own music selections at this event, and then joins with the Concert Choir. In addition to the large performance, the Student Vocal Ensemble performs for various civic groups and special functions, as well as performing the National Anthem and other selections at sporting events and civic functions (Rotary Club meetings, Veterans' Luncheon) on campus.

Lessons-All students enrolled in Applied Music have a weekly private lesson with the full-time instructor. During these lessons, students demonstrate technical proficiencies and practice performance pieces. They are assessed as part of a solo public performance at the end of the semester.

Final exams-Final exams in lecture/general education courses are usually comprehensive written exam, or final exam that represents a significant portion of the final grade in the course. Final exams for Applied Music entail a public performance. Final exams for ensembles consist of performing at the semester-end concert(s).

In-class activities-In MUSI 140 (Music for elementary education majors), students do multiple teaching projects for their peers, and they are assessed based on the success of their projects. These students are also assessed on playing "recorder" instruments, as well as childrens rhythm instruments and music reading skills.

4) Program outcomes and matrix (attach copies of the most recent program outcomes and matrix)

PROGRAM ASSESSMENT MATRIX – 2017-18

Music – AA Degree

Submitted by Alan Murray – Revised 04-30-18, Curriculum Approved 5-4-18

Effective Date: June 1, 2017 – Had to be effective for 17-18 – AM/LH

Program Outcomes: Students will develop an understanding of the following:

1. Basic elements of music, including sound, pitch, dynamics, and tone color
2. Combining basic elements of music to construct melodies, harmonies, rhythm, and meter.
3. Using melody, harmony, rhythm, and meter to determine form and texture
4. How form and texture, along with societal mores, determines historical style
5. The multiple functions of music for individuals and societies
6. The notation system of Western music in composing and performing music
7. Role and nature of various performing ensembles
8. Role and nature of solo performance

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7	Program Outcome 8
MUSI 109	Applied Music	CO 1, 2, 4, 5	CO 1, 2, 3, 5	CO 1, 2, 3, 5	CO 4, 5	CO 3, 4, 5	CO 1, 2		CO 3, 4, 5
MUSI 114	Vocal Ensemble	CO 1, 2, 3	CO 1, 2, 3	CO 2, 3	CO 3, 4	CO 3, 4	CO 1, 2	CO 1, 3, 4	CO 2
MUSI 120	Music Appreciation	CO 1, 2	CO 1, 2	CO 1, 2	CO 1, 2, 3, 4	CO 3, 4, 5	CO 1	CO 3, 4, 5	CO 3, 4, 5
MUSI 123	Music in America	CO 1, 2	CO 1, 2	CO 1, 2	CO 1, 2, 3, 4	CO 3, 4, 5	CO 1	CO 3, 4, 5	CO 3, 4, 5
MUSI 140	Music in the Elementary Classroom	CO 1, 2, 4, 5, 6, 7, 8	CO 1, 2, 3, 4, 5, 6, 7, 8	CO 2, 3, 5, 6, 7, 8	CO 7, 8	CO 7, 8	CO 2, 3, 4, 5, 6, 7, 8	CO 1, 4, 5, 6, 7, 8	CO 1, 4, 5, 6, 7, 8
MUSI 187	Concert Choir	CO 1, 2, 3	CO 1, 2, 3	CO 2, 3	CO 3, 4	CO 3, 4	CO 1, 2	CO 1, 3, 4	CO 2

CO = Course Outcome Number

5) Assessments

- 1) **Course Assessments:** For each core course, provide the weighted average per course outcome for the five years involved in the review. Also, please provide an analysis of those scores by evaluating the trends (if any), and including information from instructor narratives from assessment report archives when applicable.

MUSI 109 Applied Music					
	CO1	CO2	CO3	CO4	CO5
2013-2014	91	93			
2014-2015	92	88			
2015-2016	91	91	91	91	92
2016-2017	92	92	92	92	94
2017-2018	87	87	88	87	88

There are about 32-36 students total enrollment for this course each academic year, as it is a one-on-one private voice or piano lesson with the one music instructor in Chanute. Applied Music Course Outcomes changed significantly in 2015. Therefore the real data trend is 2015-2018. One student in 2017-18 took an incomplete in the fall, then did not complete the work in the spring of '18. That accounted for the overall average dropping in that year.

MUSI 120 Music Appreciation					
	CO1	CO2	CO3	CO4	CO5
2013-2014	80	79	76	85	89
2014-2015	85	77	80	83	85
2015-2016	88	81	80	74	83
2016-2017	89	81	81	76	80
2017-2018	89	82	79	74	78

There is a downward trend for CO4 and CO5. This outcome was assessed in one instructor's courses primarily in Forum assignments (online) and in attending live performances and writing papers (face to face). In recent years, the number of students in these sections that chose not to complete the work for CO4 and CO5 was significant. This was noted in the assessment summary and reflected in course grades.

MUSI 123 Music in America					
	CO1	CO2	CO3	CO4	CO5
2013-2014	86	84	63	79	91
2014-2015	81	72	60	62	82
2015-2016	85	68	62	67	73
2016-2017	87	83	80	73	79
2017-2018	96	74	71	76	76

The upward trend in CO1 is significant, as well as the overall downward trend in CO5. There are similar assessment tools in CO5 for this course as MUSI 120, and so the downward trend is noted above in the detail for that course. More time and emphasis on basic music understanding (how music works) is covered in CO1 for this course, and scores improved.

MUSI 140 Music in Elementary Classroom								
	CO1	CO2	CO3	CO4	CO5	CO6	CO7	CO8
2013-2014	95	95	94	95	90	93	95	
2014-2015	100	100	82	100	96	100	96	
2015-2016	98	100	99	99	99	98	100	
2016-2017	99	100	99	99	99	99	100	
2017-2018	100	100	100	100	100	100	100	92

Course Outcomes were updated and revamped completely in 2017, the eighth outcome was added as well. This course is only taught in the spring semester, and has between 7 and 14 students, total, for the course. It is usually taken by future elementary education majors, who are highly motivated as this transfers well to the education programs at most 4 year colleges throughout the state.

MUSI 187 Concert Choir				
	CO1	CO2	CO3	CO4
2013-2014	90	90	95	92
2014-2015	92	85	90	85
2015-2016	98	98	95	100
2016-2017	96	96	97	96
2017-2018	100	100	100	100

2017-18 year had a great group of students participating in the evening choir class.

MUSI 104 Theory Block I				
	CO1	CO2	CO3	CO4
2013-2014				
2014-2015				
2015-2016				
2016-2017				
2017-2018				

This course has not been taught at NCCC for the past 5 years. The “block” course is setup as a 5 credit hour course, and has transfer problems for music majors. We are working on revamping the course into two separate courses that will transfer successfully to 4 year colleges. There is also work on co-teaching one of the (yet to be formed) theory courses with Allen Community College so that we have enough students enrolled at both colleges for the course to be successful.

MUSI 114 Vocal Ensemble					
	CO1	CO2	CO3	CO4	CO5
2013-2014					
2014-2015	95	90	95	90	
2015-2016	97	96	96	94	93
2016-2017	98	98	98	98	
2017-2018	100	100	100	100	

The data for Course Outcome 5 in 2015-16 is an error. In the fall semester, the 5th outcome from MUSI 109 appeared in the assessment system for this course, MUSI 114. This was corrected the following semester. The student vocal ensemble, did not meet in 2013-14, for reasons explained in Section 1b of this document. The ensemble had great participation and enthusiastic students in 2017-18.

Program Assessments: For the program, provide the weighted average per program outcome for the five years involved in the review based on data from the two biennial program assessment reports. Based on the Program Review Schedule, a program assessment report may be due along with a program review. Also, please provide an analysis of those scores by evaluating the trends (if any), relate any important information from the course assessment analysis, and provide any applicable information from the two biennial program assessment reports that were completed during this five-year cycle.

Music					
	13-14	14-15	15-16	16-17	17-18
PO 1	87	86	89	92	92
PO 2	86	86	88	92	92
PO 3	86	85	87	91	91
PO 4	86	85	88	86	86
PO 5	80	80	79	85	85
PO 6	84	86	92	94	95
PO 7	80	81	84	86	87
PO 8	83	82	84	84	84
Weighted Average	84	84	86	89	89

The music program data seems to show the program outcomes scores are, overall, moving in a positive direction.

- 2) **Discuss any course or program outcome changes with the rationale for the change and make recommendations for any outcome changes in the future (if change is needed). Please note how the change(s) have/may affect instruction and/or curriculum content.**

MUSI 140, music for elementary education majors, had a significant change in its outcomes in 2017. This was a revamp that was sorely needed, as some of the assessments required in the old outcomes involved instruments and equipment that NCCC did not possess. Those have been corrected to coincide with area 4 year college courses.

6) Efforts to stay current in curriculum

a. Advisory groups

b. Attendance/input from Kansas Core Outcomes Group meetings

- i.** Mr. Murray as full time music faculty attended KCOG meetings for Music Appreciation (2017) and Music Theory (2018). Mr. Murray also served as recording secretary in 2018 meeting.

c. Professional Development

- i.** Mr. Murray was a member of NATS (Natl. Assoc. Teachers of Singing) in 2015, and is a current ACDA (American Choral Directors Association) member 2015-present.
- ii.** March 2016: Mr. Murray took five students to the regional ACDA Conference in Kansas City, MO. The 3 day conference had his students sing in a combined 200 voice community college choir. Mr. Murray spent the conference in choral director development workshops and attending concerts from all levels of choirs around the 7 state region.
- iii.** Summer 2016: Mr. Murray completed the NC201 Course in Online & Hybrid Certification for Instructors at NCCC.
- iv.** January 2017: Natl. Certified Work Ethic Trainer Workshop.
- v.** Summer 2017: Mr. Murray became a certified piano tuner. The course was offered as correspondence from Piano Technicians Academy in Mesa, AZ. This saves the music department nearly \$800.00 per year in tuning costs and small repairs for our aging instruments.

d. Other

- i.** February 2016: Mr. Murray was part of a professional ensemble in Kansas City (KC Chorale) that won the Grammy™ Award for Best Choral Performance that year for their classical choral album, “Rachmaninoff: All Night Vigil”.
- ii.** Fall 2016: Mr. Murray was part of a different professional choral ensemble (Kantorei KC) that released their classical choral album, “To Bethlehem” on Resonus Classics from London, England.
- iii.** Fall 2017: Mr. Murray became a Co-Advisor of PTK Omega Iota Chapter, Chanute Campus (with Dr. Luka Kapkiai).
- iv.** March, 2018: Mr. Murray (and Dr. Luka Kapkiai) won the Horizon Award from PTK Region for growth and development of our chapter at NCCC.

7) Identification of any barriers (if present) that are impeding the pursuit of professional development in your discipline.

The cost of travel and registration at events continues to rise, the college professional development funds have not increased in the past four years that Mr. Murray has been here.

Section 3: Data – Enrollment and Resources

A. Enrollment numbers per year for the last five years:

- 1) Each Course
 - a) Headcount
 - b) Credit hours generated
 - c) FTE

Headcount/Course/Academic Year	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	TOTALS
MUSI 109-Applied Music*	19	27	33	33	29	141
MUSI 114-Vocal Ensemble	0	20	30	31	32	113
MUSI 120-Music Appreciation	217	180	86	103	88	674
MUSI 123-Music in America	32	22	31	30	16	131
MUSI 140-Music in the Elementary Classroom	10	5	6	8	8	37
MUSI 187-Concert Choir	18	22	27	26	29	122
MUSI 206-Theatre Workshop(Music)	0	10	0	9	19	38
TOTALS	296	286	213	240	221	1256
Generated Hours/Course/Academic Year	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	TOTALS
MUSI 109-Applied Music*	19	27	33	33	29	141
MUSI 114-Vocal Ensemble	0	20	30	31	32	113
MUSI 120-Music Appreciation	651	540	258	309	264	2022
MUSI 123-Music in America	96	66	93	90	48	393
MUSI 140-Music in the Elementary Classroom	30	15	18	24	24	111
MUSI 187-Concert Choir	18	22	27	26	29	122
MUSI 206-Theatre Workshop(Music)	0	10	0	9	19	38
TOTALS	814	700	459	522	445	2940
FTE/Course/Academic Year (Generated Hrs/30)	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	TOTALS
MUSI 109-Applied Music	0.6	0.9	1.1	1.1	1.0	4.7
MUSI 114-Vocal Ensemble	0.0	0.7	1.0	1.0	1.1	3.8
MUSI 120-Music Appreciation	21.7	18.0	8.6	10.3	8.8	67.4
MUSI 123-Music in America	3.2	2.2	3.1	3.0	1.6	13.1
MUSI 140-Music in the Elementary Classroom	1.0	0.5	0.6	0.8	0.8	3.7
MUSI 187-Concert Choir	0.6	0.7	0.9	0.9	1.0	4.1

MUSI 206-Theatre Workshop(Music)	0.0	0.3	0.0	0.3	0.6	1.3
TOTALS	27.1	23.3	15.3	17.4	14.8	98.0

*MUSI 109 Breakdown by section (1 section is voice, the other is piano)

<u>YR</u>	<u>CRSE TITLE</u>	<u>HRS</u>	<u># ENRLD</u>	<u>GNRTD HRS</u>
2013	Applied Music: Piano Total	2	11	11
2013	Applied Music: Voice Total	2	8	8
2013 Total		4	19	19
2014	Applied Music: Piano Total	2	7	7
2014	Applied Music: Voice Total	2	20	20
2014 Total		4	27	27
2015	Applied Music: Piano Total	2	9	9
2015	Applied Music: Voice Total	2	24	24
2015 Total		4	33	33
2016	Applied Music: Piano Total	2	8	8
2016	Applied Music: Voice Total	2	25	25
2016 Total		4	33	33
2017	Applied Music: Piano Total	2	8	8
2017	Applied Music: Voice Total	2	21	21
2017 Total		4	29	29
Grand Total		20	141	141

- d) Grade distribution
- e) Withdraw numbers and percentages

Grade Distribution						
MUSI 109 - Applied Music						
<u>GRADE/YR</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>TOTALS</u>
A	16	16	27	24	25	108
B	1	4	2	3	0	10
C	0	1	2	0	0	3
D	0	0	0	0	0	0
F	1	2	1	1	4	9
I	0	0	0	0	0	0
W	0	2	1	5	0	8
WA	1	2	0	0	0	3
TOTALS	19	27	33	33	29	141
ENROLLMENT	19	27	33	33	29	141
WITHDRAWS	1	4	1	5	0	11
WITHDRAW %	5%	15%	3%	15%	0%	8%

Grade Distribution						
MUSI 114 - Vocal Ensemble						
GRADE/YR	<u>13- 14</u>	<u>14- 15</u>	<u>15- 16</u>	<u>16- 17</u>	<u>17- 18</u>	TOTALS
A	0	17	26	27	31	101
B	0	0	2	0	0	2
C	0	0	1	0	0	1
D	0	0	0	0	0	0
F	0	2	0	1	0	3
I	0	0	1	0	0	1
W	0	0	0	1	1	2
WA	0	1	0	2	0	3
TOTALS	0	20	30	31	32	113
ENROLLMENT	0	20	30	31	32	113
WITHDRAWS	0	1	0	3	1	5
WITHDRAW %	0%	5%	0%	10%	3%	4%
Grade Distribution						
MUSI 120 - Music Appreciation						
GRADE/YR	<u>13- 14</u>	<u>14- 15</u>	<u>15- 16</u>	<u>16- 17</u>	<u>17- 18</u>	TOTALS
A	109	84	37	40	38	308
B	55	32	17	15	15	134
C	19	26	10	15	13	83
D	5	7	6	4	7	29
F	15	16	8	14	8	61
I	0	0	1	0	0	1
W	7	10	7	12	4	40
WA	7	5	0	3	3	18
TOTALS	217	180	86	103	88	674
ENROLLMENT	217	180	86	103	88	674
WITHDRAWS	14	15	7	15	7	58
WITHDRAW %	6%	8%	8%	15%	8%	9%
Grade Distribution						
MUSI 123 - Music in America						
GRADE/YR	<u>13- 14</u>	<u>14- 15</u>	<u>15- 16</u>	<u>16- 17</u>	<u>17- 18</u>	TOTALS
A	16	4	3	7	4	34
B	6	4	7	8	3	28
C	4	5	9	5	2	25
D	0	1	2	1	0	4
F	4	2	5	4	2	17
I	0	0	0	0	0	0

W	2	6	4	2	4	18
WA	0	0	1	3	1	5
TOTALS	32	22	31	30	16	131
ENROLLMENT	32	22	31	30	16	131
WITHDRAWS	2	6	5	5	5	23
WITHDRAW %	6%	27%	16%	17%	31%	18%
Grade Distribution						
MUSI 140 - Music in the Elementary Classroom						
GRADE/YR	<u>13-</u> <u>14</u>	<u>14-</u> <u>15</u>	<u>15-</u> <u>16</u>	<u>16-</u> <u>17</u>	<u>17-</u> <u>18</u>	TOTALS
A	9	5	6	8	6	34
B	1	0	0	0	1	2
C	0	0	0	0	0	0
D	0	0	0	0	0	0
F	0	0	0	0	0	0
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	1	1
TOTALS	10	5	6	8	8	37
ENROLLMENT	10	5	6	8	8	37
WITHDRAWS	0	0	0	0	1	1
WITHDRAW %	0%	0%	0%	0%	13%	3%
Grade Distribution						
MUSI 187 - Concert Choir						
GRADE/YR	<u>13-</u> <u>14</u>	<u>14-</u> <u>15</u>	<u>15-</u> <u>16</u>	<u>16-</u> <u>17</u>	<u>17-</u> <u>18</u>	TOTALS
A	17	17	24	23	29	110
B	0	0	1	0	0	1
C	0	1	2	0	0	3
D	1	0	0	0	0	1
F	0	2	0	1	0	3
I	0	0	0	0	0	0
W	0	0	0	1	0	1
WA	0	2	0	1	0	3
TOTALS	18	22	27	26	29	122
ENROLLMENT	18	22	27	26	29	122
WITHDRAWS	0	2	0	2	0	4
WITHDRAW %	0%	9%	0%	8%	0%	3%

Grade Distribution						
MUSI 206 - Theatre Workshop (Music)						
GRADE/YR	13-14	14-15	15-16	16-17	17-18	TOTALS
P	0	9	0	9	18	36
NP	0	0	0	0	1	1
W	0	0	0	0	0	0
WA	0	1	0	0	0	1
TOTALS	0	10	0	9	19	38
ENROLLMENT						
	0	10	0	9	19	38
WITHDRAWS						
	0	1	0	0	0	1
WITHDRAW %						
	0%	10%	0%	0%	0%	3%

- 2) Enrollment by site, day/night
a) Headcount
b) Credit hours generated

Headcount/Site-Time/Academic Year	13-14	14-15	15-16	16-17	17-18	TOTALS
Chanute - Day	40	79	94	107	117	437
Chanute - Night	18	32	27	26	29	132
Chanute - Outreach	0	0	0	0	0	0
Ottawa - Day	0	0	0	0	0	0
Ottawa - Night	0	0	0	0	0	0
Ottawa - Outreach	0	0	0	0	0	0
Web - On-Line	238	175	92	107	75	687
TOTALS	296	286	213	240	221	1256
Generated Hours/Site-Time/Academic Year						
	13-14	14-15	15-16	16-17	17-18	TOTALS
Chanute - Day	82	143	156	175	191	747
Chanute - Night	18	32	27	26	29	132
Chanute - Outreach	0	0	0	0	0	0
Ottawa - Day	0	0	0	0	0	0
Ottawa - Night	0	0	0	0	0	0
Ottawa - Outreach	0	0	0	0	0	0
Web - Online	714	525	276	321	225	2061
TOTALS	814	700	459	522	445	2940

- 3) Instructor Information
 - a) Fulltime instructors
 - a. 2013-14 David Smith
 - b. 2014-present Alan Murray
 - b) Adjunct instructors (List instructors)
 - a. Ted Avara
 - c) Percentage of courses taught by full and part-time instructors
 - a. Full-time instructor teaches all courses except for 1-2 online sections of Music Appreciation each semester. Theatre Instructor Co-taught MUSI 206 (the 1 cr. hr. “Musical” course) in 2015, 2017, 2018.

4) For AS, AA, AGS programs:

a) Transfer information from State Universities

MUSIC					
Transfer Data - Emporia State University					
Community College Academic Subject Progress Report					
	*Number of Courses	Total Credit Hours	NCCC Student SUBJECT GPA	ESU SUBJECT GPA	**CC SUBJECT GPA
Spring 2018	18	31	3.72	3.39	3.49
Fall 2017	19	32	3.53	3.46	3.51
Spring 2016	6	12	2.95	3.48	3.55
Spring 2015	6	11	3.69	3.32	3.43
Fall 2014	3	6	2.33	3.30	3.49
Fall 2013	12	24	2.84	3.28	3.45
*Number of courses NCCC students enrolled in for this subject area					
**All Community College Subject GPA					

Transfer data unavailable from all other state universities except above.

b) Students with program emphasis

- 2013-2014- 2 students
- 2014-2015- 1 student
- 2015-2016- 1 student
- 2016-2017- 3 students
- 2017-2018- 5 students

c) Number of graduates meeting program emphasis requirements

- 1 student – 5/15/17

- o 1 student – 5/15/18

B. Cost information for the last five years:

1) Annual budget with summary of any significant changes

Account	Description	2013-14	2014-15	2015-16	2016-17	2017-18
11 1119 5 5200 627	Music	\$ 47,693.00	\$ 35,590.00	\$ 36,246.00	\$ 36,971.00	\$ 38,617.00
11 1119 5 5220	Faculty Salary (Overload)	\$ 1,500.00	\$ 1,800.00	\$ 2,000.00	\$ 1,500.00	\$ 1,750.00
11 1119 6 6010	Travel	\$ 985.56	\$ -	\$ -	\$ -	\$ -
11 1119 6 6030	Recruiting	\$ -	\$ -	\$ -	\$ 323.71	\$ -
11 1119 6 6040	Vehicle Mileage	\$ 1,019.76	\$ -	\$ 80.92	\$ 132.50	\$ 123.00
11 1119 6 6110	Postage	\$ 30.54	\$ 44.27	\$ 2.42	\$ 21.93	\$ 5.17
11 1119 6 6320	Telephone	\$ 3.50	\$ -	\$ -	\$ -	\$ -
11 1119 6 6430	Copier Lease/Rental	\$ 97.65	\$ 563.38	\$ 434.79	\$ 638.67	\$ 607.53
11 1119 6 6480	Equipment Repair	\$ 380.00	\$ 380.00	\$ 522.10	\$ 780.00	\$ 141.10
11 1119 7 7000	Instructional Supplies	\$ 996.81	\$ 470.85	\$ 373.79	\$ 1,082.69	\$ 1,473.91
11 1119 7 7010	Office Supplies	\$ 55.17	\$ 260.44	\$ 86.52	\$ 359.17	\$ 301.57
11 1119 7 7070	Food	\$ 748.00	\$ 852.50	\$ 725.00	\$ 750.00	\$ 775.00
11 1119 8 8500	Equipment	\$ -	\$ -	\$ 375.54	\$ 95.75	\$ 1,000.00
Total		\$ 53,509.99	\$ 39,961.44	\$ 40,847.08	\$ 42,655.42	\$ 44,794.28
Total (-faculty salary)		\$ 5,816.99	\$ 4,371.44	\$ 4,601.08	\$ 5,684.42	\$ 6,177.28

The Operating Budget (-full time faculty salary) has been frozen at **\$ 5,934.00** and has had no increases in the past five years. Line items were moved around within each year to accommodate program needs.

- 2) Provide a list of core course/program specific fees.
 - i. MUSI 109: Applied Music fee--\$35.00 per credit hour.
 - ii. MUSI 114: \$75.00 course fee
- 3) Any fund 70 account balance
 - i. Music: Foundation Account \$ 1,057.10
- 4) Any contributions from outside sources (grants, donations, etc.)
 - i. Mr. Murray was not here in 2013-14, so he is not aware of any contributions made from outside sources in that year. None have been made from 2014-2018.

C. Cost information for the last five years of scholarships:

fund type	fund source	fund family 2	award year token	fund desc	fund long name	fund number paid	fund amt paid
G	I	Activity Scholarship	2013	In Dist Vocal Book Sch	In Dist Vocal Books	2	\$645
G	I	Activity Scholarship	2013	In Dist Vocal Tuition	In Dist Vocal Tuition	2	\$1,680
G	I	Activity Scholarship	2013	Out Dist/OS Vocal Book Sch	Out Dist/Out State Vocal Books	8	\$4,452
G	I	Activity Scholarship	2013	Out Dist Vocal Tuition	Out Dist Vocal Tuition	7	\$8,904
			2013 Total			19	\$15,681
G	I	Activity Scholarship	2014	In Dist Vocal Book Sch	In Dist Vocal Books	5	\$2,760
G	I	Activity Scholarship	2014	In Dist Vocal Tuition	In Dist Vocal Tuition	5	\$8,700
G	I	Activity Scholarship	2014	Out Dist/OS Vocal Book Sch	Out Dist/Out State Vocal Books	3	\$1,651
G	I	Activity Scholarship	2014	Out Dist Vocal Tuition	Out Dist Vocal Tuition	3	\$5,460
			2014 Total			16	\$18,571
G	I	Activity Scholarship	2015	In Dist Vocal Book Sch	In Dist Vocal Books	6	\$3,090
G	I	Activity Scholarship	2015	In Dist Vocal Tuition	In Dist Vocal Tuition	5	\$8,064
G	I	Activity Scholarship	2015	Out Dist/OS Vocal Book Sch	Out Dist/Out State Vocal Books	7	\$3,241
G	I	Activity Scholarship	2015	Out Dist Vocal Tuition	Out Dist Vocal Tuition	6	\$9,792
			2015 Total			24	\$24,187
G	I	Activity Scholarship	2016	In Dist Vocal Book Sch	In Dist Vocal Books	8	\$3,678
G	I	Activity Scholarship	2016	In Dist Vocal Tuition	In Dist Vocal Tuition	8	\$12,462
G	I	Activity Scholarship	2016	Out Dist/OS Vocal Book Sch	Out Dist/Out State Vocal Books	4	\$1,875
G	I	Activity Scholarship	2016	Out Dist Vocal Tuition	Out Dist Vocal Tuition	2	\$3,149
			2016 Total			22	\$21,164
G	I	Activity Scholarship	2017	In Dist Vocal Book Sch	In Dist Vocal Books	8	\$4,576
G	I	Activity Scholarship	2017	In Dist Vocal Tuition	In Dist Vocal Tuition	8	\$13,930
G	I	Activity Scholarship	2017	Out Dist/OS Vocal Book Sch	Out Dist/Out State Vocal Books	5	\$1,445
G	I	Activity Scholarship	2017	Out Dist Vocal Tuition	Out Dist Vocal Tuition	3	\$4,340
			2017 Total			24	\$24,291
			Grand Total			105	\$103,894
				Years 13-17, a student may have received 2 Vocal Scholaships, 1 for tuition & 1 for books. So the total number paid could have some duplicated students. Beginning with 2018, scholarship award was flat rate toward any charges. LHauser			

“The music program has awarded 8-12 Tuition and Book Scholarships each year from 2014-2017. The scholarships (activity scholarships) work similarly to the athletic scholarships, in that students on scholarship participate in a number of outside the classroom activities (performances) as well as community service. These scholarships (art/theatre/music) were initiated to build the fine arts programs at NCCC.”

Section 4: SWOT

A. SWOT analysis of Program based on above information. Include changes made since the last program review

1) Strengths

- a. The program was taught primarily online in 2013-14. In 2014, Mr. Murray arrived and began rebuilding the choral program and teaching more courses face-to-face each term. Since 2014, the student vocal ensemble has grown and is of vital importance to the success of the

community choir (St. Cecilia) as their numbers have dwindled, mostly due to the average age of the community choir members.

- b. Students on the Chanute campus have options for online or face-to-face courses in Music Appreciation and Music in America. The students are aware there is a performing choir on campus dedicated to their age group.
- c. Five of Mr. Murray's students took part in a regional 200 voice chorus in 2016.
- d. One of Mr. Murray's voice students performed the National Anthem in front of a crowd of 30,000+ spectators for a KC Royals baseball game.
- e. The students in Chanute experience cultural activities deriving from the music program. All students are able to participate in the music club, which travels to area cities to see professional performances of classical, jazz, and musical theater performances. Each semester, about 35 students (many of whom are not in the music program) participate in these events.
- f. The music program has brought in world class, professional singers and instrumentalists for public performances and workshops on campus. This helps with all of our students' exposure to the arts.
- g. All of the private lesson students get a chance each semester to perform solo songs in either their own recital, or as part of the larger choral concert.
- h. Support from NCCC administration continues to be strong.
- i. The music program continues to enjoy a positive reputation in the community.
- j. Two scholarships for 1/3rd the cost of residence hall fees are available to music students.
- k. Music Appreciation (MUSI 120) and Music in America (MUSI 123) transfer seamlessly to state four year colleges due to KCOG agreements. MUSI 140 (Music in Elementary Education) transfers to Elementary Education Programs across the state. All performing ensemble courses and private lesson courses transfer for music majors.

2) Weaknesses

- a. The student vocal ensemble has been steadily growing since it was reinstated by Mr. Murray in 2014, but the lack of an instrumental program at the college hinders overall growth in the program. Mr.

Murray instituted an instrumental ensemble in fall of 2018, hopefully it will increase the program size significantly over the next five years.

- b. There have been no budget line increases since 2014. Mr. Murray is running a program on a minimal budget. The program needs significant more funding to grow.
- c. The current pianos will not hold a tune. Digital instruments in the practice rooms with software for student learning on screens would be even better. The grand pianos are in non-repairable shape, it would be a better use of funds to procure new instruments.
- d. The facilities (auditorium) are sub-standard. It is very difficult to attract students to a facility that has not been updated since it was built in the 1960's. There is lots of talk about this with administration who feel the same way. To attract students to the performing arts, we need to have a first class performance facility, appropriately sized for our student body. It would be difficult to attract students with substandard labs, dormitories, gym, or baseball/softball facilities, likewise for the performing arts.

3) Opportunities

- a. The College music department has been in partnership with St. Cecilia since spring 2005. We perform twice with them, once in December and once in May. It has given the music program great visibility within the community. This relationship continues to be very fruitful for the music program and for the College as a whole.
- b. The music department recently initiated discussions with Allen Community College about Co-teaching Music Theory so students from both colleges enter a 4 year college with some theory/ear training background transferred in.
- c. Plans are underway for the choirs from Ft. Scott Comm. College, Allen CC and Neosho County CC to combine for a joint concert of band and choir in Spring 2019. This may continue annually.
- d. Ottawa Campus could offer face to face music appreciation courses. Our adjunct instructor recently passed away (unexpectedly), so the opportunity to hire a new instructor who could teach live in Ottawa is there.

4) Threats

- a. With so many community colleges nearby offering their in-district students free tuition/reduced tuition, recruiting is difficult from the

surrounding counties. We do not yet have a facility to attract students at the same rate as Allen CC, Independence CC, or Labette CC. Allen CC offers a newer music facility area, a good on campus theatre and the Bowlus Center. Mr. Murray relies on his professional connections to attract students, but more housing scholarships would help attract students in the short term until an updated performing facility could be built.

Section 5: Justification/Recommendations for Program

Should the program be maintained, strengthened, diminished or removed and why. All recommendations should be tied to outcomes assessment results.

Based on the current information, the NCCC music program should be strengthened.

- 1) Additional resources needed/requested to maintain or strengthen the program. Recommendations for resources if diminished or removed.
 - a) An increase in Music Budget to cover sheet music and Orff instruments for elementary education majors. A capital campaign of some sort to break ground on a new performing arts facility. The administration and foundation should look into purchasing the Otterbein United Methodist Church property and converting it to a performing arts facility. The facility is nearby, and has ample classroom and performance spaces that could be used to teach music and theatre, and perhaps art. This is very possible in the near future, as the church congregation is nearly gone.
 - b) Course fees generate nearly 60% of the operating budget for the music department each year since 2015. Those course fees should be used for their original intention, student travel to competitions and events, rather than their current use, buying music, fixing broken instruments, and other items that should be covered by the college budget lines.
 - c) The college and community want a pep band. It costs money, approximately \$40,000 to \$60,000.00 to outfit a 20-30 piece pep band.
 - d) Housing Scholarships to attract out of county or out of state students.

End report.