

Annual
Program
Of
Music
For
2017-2018

Prepared by
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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

MUE Assessment Data AY 2018

Number of Faculty:

3 full time (M. Rutherford, E. Rutherford, M. Carter)

5 part time (Knox, Farthing, Warlop, Kleinert, Koontz)

Enrollment & Student credit hours by Faculty type:

Full time: 98 total credit hours taught, with 514 total students enrolled

Part time: credit hours taught, total students enrolled

Average Class size:

7.95 students in Face-to-Face classes

15.33 students in online classes

8.63 students across all courses

Completion rates:

95.74% face-to-face

97.83% online

96.08% all courses

Pass ('D' or better) rates:

94.21% face-to-face

78.89% online

91.65% all courses

Pass ('C' or better) rates:

91.31% face-to-face

73.33% online

88.31% all courses

Number of Majors: 12 (6 returned in Fall 2018)

Degrees Awarded: 3

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

Since all music faculty is new as of Fall 2018, no new data/assessment has been collected.

Program and course outcomes have not changed in this new semester (Fall 2018).

Future data will be gathered based on existing and future priorities.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative: Not Applicable

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative: Not Applicable

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

Due to Independence Community College's current accreditation through the Higher Learning Commission, the Music Program is also accredited. Of the Music courses offered in Independence Community College, Music Appreciation and Music Theory I are listed on Kansas Board of Regents' Transfer Course Matrix.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

*The curriculum, including ear training, music theory, applied instrumental and voice study, ensemble participation, etc., is particularly appropriate to the breadth, depth and level of the program.

*The music program has currently (and has in the past) transferred successfully to four-year universities for students seeking a degree in music and relevant fields.

*Students seeking professions in music performance, music teaching/coaching, music therapy, music production, music composition, etc. can find employment in these fields after studying in the program.

*Again, since all music faculty are brand new, this question is a little difficult to answer. In my professional opinion, the current curriculum meets and/or exceeds national standards, textbooks, and methods related to the field(s).

*The study of world music, instrumentation, pedagogy and methodology gives us confidence in being “international” in scope and practice.

*Assessment of diversity will be analyzed as the program moves forward with the current faculty.

*Students and faculty spend a great deal of time interfacing with, and performing for, various members and groups within our community. This includes contact with area schools and community groups.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

This is the music degree (A.A. in Music) that we currently offer, including, but not limited to, course offerings:

MUSIC

Applied Instrumental I-IV (MUE1101, 1111, 2101, 2111) 1 hr.

Private instruction in all brass, woodwind, and percussion instruments. Required for students majoring in instrumental music. Includes fundamentals of instrumental technique, study, and performing of appropriate literature. (Students working toward a Bachelor of Music degree must enroll in at least one hour of Applied Music [Voice, Instrument, or Piano] per semester. One lesson each week). **Prerequisite: Consent of Instructor**

Applied Music - Instrumental for Music Majors (MUE1112) 2 hrs.

Guided Applied Music lessons serve to develop a student's musical aptitude and accomplishment in study and performance. Subjects addressed may include performance and practice techniques, interpretation of musical styles, and the study of theory and history, all in relation to performance of repertoire on the student's instrument. Each student is expected to devote significant time between lessons in practice and preparation in order to progress. This is a repeatable course.

Applied Music - Organ I-IV (MUE1061, 1071, 2061, 2071) 1 hr.

Individual instruction in performance area of music. **Prerequisite: Consent of Instructor**

Applied Music - Piano I-IV (MUE1081, 1091, 2081, 2091) 1 hr.

Private instruction in piano. Includes fundamentals of piano technique, study, and performing of appropriate piano literature. Students majoring in music education should enroll in Applied Piano each semester for four semesters to achieve basic required keyboard skills. (Students working toward a Bachelor of Music degree must enroll in at least one hour of Applied Music [Voice, Instrument, or Piano] per semester. One lesson each week).

Prerequisite: Consent of instructor
Applied Music - Piano for Music Majors
(MUE1062) 2 hrs.

Private instruction in piano. Includes fundamentals of piano technique, study, and performing of appropriate piano literature. Students majoring in music education should enroll in Class Piano or Applied Piano each semester for four semesters to achieve basic required keyboard skills. This is a repeatable course.

Applied Music - Voice for Music Majors (MUE1122)
2 hrs.

Private instruction in voice. Includes fundamentals of singing, diction studies, vocal technique, and vocal literature. (One lesson each week 1 hour length). This is a repeatable course.

Athletic Band (MUE 1211) 1 hr.

This offering is intended as a large performing ensemble of woodwind, brass, and percussion instrumentalists, and appropriate auxiliary personnel with an emphasis on live performance for athletic events. This course consists of two main elements: the marching band and the basketball band and serves as both an academic class AND a service organization. This is a repeatable course.

Chamber Singers (MUE 1141) 1 cr.

The ICC Chamber Singers is a performing ensemble of 20-24 singers. This audition based ensemble studies and performs repertoire selected from a broad range of chamber vocal literature, including both sacred and secular music spanning the Renaissance to the contemporary periods of music history and modern jazz arrangements. The ensemble performs regularly on campus, in local high schools, at community functions, and tours annually. This is a repeatable course.

Chorale I-IV (MUE1021, 1031, 2021, 2031) 1 hr.

A vocal organization performing traditional & contemporary choral literature. Open to any student who enjoys singing or wants to expand his/her knowledge of choral literature.

Class Piano I-II (MUE1241, 1271) 1 hr.

Class approach to learning the basic techniques of piano playing. Focuses on beginning music theory and skills. Using basic chord progressions the student learns to play single accompaniments, to sight read, and to transpose. Establishes the technique and musicianship necessary for the intelligent study and appreciation of more difficult piano compositions.

Concert Band (MUE 1001) 1 hr.

This music performance course provides the opportunity for you as a woodwind, brass, or percussion performer to

come together with other musicians in an ensemble setting to rehearse and perform standard and emerging literature from the concert band and wind ensemble repertoire. This is a repeatable course.

Guitar I-IV (MUE1501, 1281, 1291, 1511) 1 hr.

Individual instruction in performance area of music. **Prerequisite: Consent of Instructor**

93

The History of the Broadway Musical (MUE1223) 3 hrs.

How has Musical Theatre developed in America over the last two centuries? What is happening on Broadway today? What goes into a good musical theatre production? The History of the Broadway Musical will provide the student with answers to these questions and enhance the student's ability to analyze and enjoy musical theatre productions during the semester. Students will read about the history of musical theatre, will study various scripts and scores, and will see videos and live performances of musicals. This class meets the requirements of Theatre Appreciation.

Jazz Band (MUE1401) 1 hr.

The Jazz Band is designed to allow students the opportunity to study and perform the highest quality jazz literature. This is a repeatable course.

Men's Chorus (MUE1701) 1 hr.

A vocal organization performing traditional and contemporary choral literature. Open to male voices who enjoy singing and want to expand knowledge of choral literature. This is a repeatable course.

Music Appreciation (MUE1303) 3 hrs.

Designed to help the layman better understand and enjoy music through a study of the fundamentals of music and examination of music from various periods of musical history and countries around the world. This course is for the non-music major, and is specifically designed to satisfy Arts/Humanities requirements.

Music Theory I-IV (MUE1093, 1113, 2093, 2103) 3 hrs.

This course is the study of the grammar of music. The student will learn the makeup of music essentials so that he/she will be more knowledgeable concerning musical scores. Coursework includes scales and modes, intervals, triads (kinds and inversions), seventh chords, cadences, modulation, melody writing, harmonizing melodies, nonchordal tones, borrowed dominant seventh and leading tone chords, along with harmonic, melodic, and formal analysis. **Required for music majors.**

Note: Music Theory I-IV must be taken in conjunction

with Sight Singing and Ear Training I-IV for all music majors. Together these courses form the primary components of the music major curriculum forming the core of the music education transfer program.

Note: Music Majors will perform in a general recital each semester.

Musical Rehearsal and Performance I-IV

(MUE1321, 1331, 1341, 1351) 1 hr.

Students may earn one lab credit by participating as an actor/vocalist in a college musical production. Enrollment will be through appointment with the director of the production. There are no prerequisites for this class.

Sightsinging & Ear Training I-IV

(MUE1142, 1152, 2142, 2152) 2 hrs.

Sight Singing and Ear Training is a four-semester course designed to be taken in conjunction with Comprehensive Musicianship. Sight Singing and Ear Training and Comprehensive Musicianship are primary components of the music major curriculum forming the core of the music education transfer program. Class time is used to work with the student developing sight singing, identification and dictation skills. A one hour lab provides an environment for the student to work with Programmed Ear Training.

Prerequisite: Consent of instructor

Women's Chorus (MUE1341) 1 hr.

A vocal organization performing traditional and contemporary choral literature. Open to treble voices who enjoy singing and want to expand knowledge of choral literature. This is a repeatable course.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment

- Other, as applicable

- Accreditation Fee Request

- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

*Conferences (ACDA, KMEA, other choral/band conferences): Current: \$600.00/Desired: \$2000.00 for travel, hotels, per diem, other expenses

*Repairs: Current: \$950.00/Desired: \$3000.00 for piano tunings, band instrument repair

*New Band Instruments: Current: \$0.00/Desired: \$3000.00 for new and replacement band instruments for students that can not afford them

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Prepared by Jim Henderson (Choral/Vocal Director) and Larry Markiewicz (Instrumental/Band Director)

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

I agree with the information shared in this review. At this time, with having a brand new faculty, we are just learning what is needed to re-grow the program and to help our new faculty be successful.

Kara Wheeler 12/5/2018

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

None at this time.