
Music & Theatre

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Music & Theatre
Program Cycle: #3 8/1/14 to 7/31/15

1 Program Summary

Contact for Music Program Review:

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HandbookProgramReviewFall2014 [PDF 2,136 KB 9/8/14]

Music [PDF 971 KB 9/8/14]

1.1 Degree Offerings

The Music Program is a Transfer Program and offers no degrees

1.2 Certificate Offerings

The Recording Arts section of the Music Program offers a Certificate in Recording Arts which allows graduate of the curriculum to enter the Recording Industry. Certificate #5090

2 Program Resources

3 Reflection on Institutional Data Data Reflection

Upon examining the provided data, we believe that the Music Program has been a very consistent area for the past three years. Enrollment, class size, credit hours, and attrition has remained basically the same during this three years period. We have had no large increases, and more importantly, no large decreases in any of the provided data sections. Large swings either way could be an indicator of problems within the program, so no significant changes results in a consistent approach to our educational offerings.

We have lost three Adjunct Faculty within the last year:

Alan Murray - left for a full time position at another Kansas community college.
Geoff Wilcken -left to pursue his DMA
Brian Padavic -left to pursue studies in Paris.

Beginning in the Fall of 2015 we will place current Adjunct Faculty into the sections vacated by these three instructors which will allow our enrollment to actually increase in the next Academic year.

Recording Arts, acceding to what data we have from Institutional Research, shows a job placement rate of about 50%. Please bear in mind that Recording Arts is still a vey young program, so it will take a longer amount of time to gain a better view of actual job placement with more accurate data. With the addition of our new courses (Live Sound Production I and II and Recording Studio II) enrollment had now increased to where we are requesting overloads for these courses. In the two semesters these classes have been offered, completion has been at 100% for these classes. Recording Arts has a main goal of preparing students to enter the world of Audio Engineering with skills to either work for a major studio, or begin their own Studio production. Since the remainder of the Music area is a Transfer program, it is very unfortunate that there is no data available that actually shows how many of the students who do transfer from the JCCC Music Program remain in Music at the four year institutions. By visiting with former students, we believe this would be a very high number and percentage.

Our course offerings are quite diverse and provide educational opportunities for many different types of students from the traditional to people looking to enrich their lives.

As will be noted in the Curriculum Section, we now have two of our courses -Intro To Music Fundamentals and Music Theory I -being taught through the College Now program at DeSoto High School and Mill Valley High School.

4 Student Success

4.1 Define Student Success Music Program Student Success Definition

The curriculum in the Music Program is extremely diverse in course content and instructional delivery methods. Because of this, the measurement of Student Success varies from instructor to instructor. However, collectively, we have the following definition:

Students are succeeding in our program when:

1. Course Objectives stated in Course Syllabi are met.
2. Students return from semester to semester to complete the cycle of courses (for example, Music Theory I-IV).
3. Students successfully transfer to four year school Music Programs.
4. Students gain the critical listening and analysis skills that Faculty deem as necessary for a complete musical education.
5. Students gain the necessary practice and performance skills that are required of today's music students.

4.2 Achieve/Promote Student Success Achieving/Promoting Student Success

Here is the breakdown of how we achieve and promote student success in each of the five areas listed above:

1. Course Objectives - we utilize traditional educational tools such as lecture, exams, student participation, and grading to help students achieve the objectives. We as a Faculty utilize the one-on-one teaching philosophy, which has been a proven educational tool for many, many, many years, to help those students who may be struggling to meet course objectives. We all have an "open door" policy which allows students to come and seek help as their schedule allows.
2. Many of our courses are built on a semester to semester series, meaning that students need to take the courses in the order of classes presented. Four semesters of Music Theory will help a transferring student test out of certain theory requirements at a four year school. This same principle applies to our Ear Training/Sight Singing, Piano, performance ensemble, and Applied lesson classes. Unfortunately there is no official data that shows we have this kind of student retention other than the enrollment numbers, which as noted in the Data Reflection section, have remained constant for the last three years.
3. Student transfer - this is the most difficult for us to achieve and promote since we have no method for tracking and recording student transfer to four year music programs. We have relied on correspondence with former students to ensure that they actually are participating in music as transfer students, which has been traditionally a high number and percentage. Devising a method of tracking this would be a worthwhile goal for the Music program and Institutional research.
4. Critical listening and analysis skills - the general method of achieving these skills are through repetition and eventual performance of the skill. We expose the student to the skill, have the student execute many repetitions of the skill to ensure student retention, and then the student success of the skill is demonstrated by student performance of the skill. If the performance does not meet the Faculty standards, the process is repeated until the student masters the task.
5. Practice and performance skills -the same process described above applies here also.

4.3 Successful Transfer Student Transfer

As stated above, at the current time we have no method of tracking student transfer into four year Music programs, nor do we have a method of tracking student success in these programs. We only know that during the last three years we have gotten feedback from former students who believe the education they received at JCCC has helped them succeed at their current institution.

We know realize that we need to begin a dialogue with Institutional Research to find a way to receive this sort of data.

5 Assessment of Student Learning Outcomes

Assessment&CurriculumChart [XLS 41 KB 9/8/14]

Program Review -SLO Chart [XLS 34 KB 9/30/14]

5.1 Reflection on table provided on assessment.

It is quite evident, and we are well aware of the fact, that we are lagging far behind in the area of Student Learning Outcome Assessment. That is why our most important short term goal is getting this happening within the next 1-2 years so that we are meeting all JCCC, State, and National requirements. Enough said!

5.2 Significant Assessment Findings

In the SLO assessment we have been doing in our Intro To Music Listening sections, we have found that our teaching and delivery methods are helping students get from point A to point B during the semester. We also believe that by revising and updating many of our Course outlines (please see Curriculum Reflection) that we will also have more valuable and usable SLO information.

As stated above, we realize that we have a lot of work to do in the SLO area, and it is now a top priority for our Program.

5.3 Ongoing Assessment Plans

Spring 2015 semester we plan to begin SLO assessment in the following courses: Intro To World Music, Music Theory I, MIDI Music Composition, and Class Piano. We will be able to file reports for these courses, as well as the current Intro To Music Listening courses, at the end of the Spring 2015 semester. More courses will be added in the Fall of 2015.

6 Curriculum Reflection

By doing this Program Review and looking at our Curriculum, which we freely admit we have not done in a long while, we realize that first and foremost many of our courses have not had any revisions or updating in several years. So, we have decided as a Faculty that this will be one of our main projects to complete before the next review time. This will work hand in hand with getting the SLO project in place also. We know that our current curriculum is coherent because our courses are taught sequentially. This means that a student can enter at a beginning level of study and exit at the advanced level of study. Our curriculum offers students a comprehensive musical education, meaning that all the facets and skills needed in music are offered here at JCCC. And, since we offer all the skills in a sequential manner, our curriculum is on the same level of instruction as the first two years in a four year University setting. As stated in one of our short term goals, we intend to increase our offerings in the area of Cultural Diversity so that our program becomes more international in nature.

Program Review -Curriculum [XLS 34 KB 9/30/14]

6.1 Honors Contract(s) Honors Contracts

MUS 141H: Music Theory: Harmony I
 MUS 142H: Music Theory: Harmony II
 MUS 162H: Chamber Choir II

6.2 New Course Offerings New Courses

Live Sound Production I: MUS 185
Live Sound Production II: MUS 186

7 Faculty Success Music Faculty Pedagogy of Success

The Music Program Faculty have identified the following areas of professional industry work that facilitates both Departmental and individual success. We firmly believe that our individual success translates to a higher level of education and success for our students. Because Music is mostly a performance art, we believe in the adage that students will respond to Faculty who "Practice What They Preach".

These areas include:

1. Professional performance of individual areas of expertise.
2. The receiving of awards and citations for high levels of the above performance.
3. Publications, masterclasses, workshops, and service to the community given outside and in addition to the JCCC teaching responsibilities.

7.1 Departmental Accomplishments Departmental Accomplishment

Our most noteworthy accomplishment is reflected in the data. We have remained constant and consistent during the last three years in maintaining enrollment, class size, credit hour generation, and student completion percentage.

7.2 Faculty Accomplishments

Program review-Faculty Success [PDF 67 KB 3/31/15]

7.3 Innovative Research, Teaching or Community Service

Please refer to document 7.2 for clarification on this particular subject.

8 Goal Setting and Action Plan Long Term Goal #2

Establish transfer agreements with four year institutions.

The number of JCCC students who progress through our program and eventually transfer to a four year school has been increasing over the last three years. (This ties to our data reflection which means we need to find a way to more accurately track this data). As of now, we have transfer agreements with Wichita State University and Ottawa University. However, the large majority of students seem to transfer to KU, K-State, Emporia State, and UMKC.

SPECIFIC: This goal will allow students to more easily transfer to the more "popular" four year schools.

MEASURABLE: This goal will be accomplished when we have at least one new transfer agreement in place, and when students begin to use this agreement.

ACHIEVABLE: The Music program currently has all the resources in place to accomplish this goal. The main obstacle will be convincing the four year schools of the validity of such an agreement.

RESULTS-FOCUSED: The benefit of this goal will be entirely for the transferring students who will be able to attend one of the above mentioned institutions without having wasted time and money on courses that may or may not transfer.

TIME-BOUND: This goal will in reality take 5-7 years to fully realize.

General Outcomes Links

Key Performance Indicators

Campus-wide KPIs

- | | |
|---------------------------------------|---|
| 2 - Part-time Graduation and Transfer | Part-time and Graduation and Transfer (6-year cohort) |
| 5 - General Education | Mastery Progressing Low or No Skills |

8.1 Long-term Goals Long Term Goal #1

Develop a perpetually growing Jazz Curriculum that creates a viable Jazz education for the students who just want to learn the art form, and for the students who want to enter the Jazz profession.

Jazz is a central part of Kansas City culture since music of the beginning of this art form started right here in the metro area. Currently, Kansas City is once again becoming the mecca of this style of music. Therefore, it is only common sense that JCCC should become a leader in Jazz Education.

SPECIFIC: This goal will accomplish the task of providing JCCC students with a high level of education in the Jazz tradition. The goal will be accomplished by:

- a. adding at least one section of Intro To Jazz Listening to the on-line format.
- b. changing the Instructor for the JCCC Jazz Ensemble to one of our more accomplished Jazz Faculty.
- c. adding another Jazz Ensemble to the curriculum to provide an education for the beginning level students.
- d. adding another section of the Jazz Improvisation course for the beginning level student.
- e. renewing the Jazz Theory course which has not been offered for several semesters.
- f. expanding the Vocal Jazz curriculum to provide education for both beginning and advanced students.

MEASURABLE: This goal will be attained when all the necessary new courses have been approved and are implemented.

ACHIEVABLE: The Music program currently has all the resources in place to accomplish this goal with little budget implications.

RESULTS-FOCUSED: In addition to providing students with a higher level of Jazz education, this goal will also increase the visibility and viability of the JCCC Music Program in the metro area, resulting in higher enrollment and more generated credit hours.

TIME-BOUND: Because of creating new courses and restructuring existing courses, this goal will be implemented by Fall 2018.

General Outcomes Links

Key Campus-wide
Performance KPIs
Indicators

| | |
|--------------------------|--|
| 3 - Persistence | Persistence Fall-to-Fall (Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security |
| 4 - Student Satisfaction | |
| 5 - General Education | Mastery Progressing Low or No Skills |

8.1.1 Actions/Resources Required

Resources and budget is in place. We just need to begin the process in the next three years.

8.1.2 Updates on Long-Term Goals

Work on this goal is just beginning. Update will come in next Review

8.2 Long-term Goals Long Term goal # 3

Actively engage more students in active learning through the use of Learning Studios.

The success of the History of Rock and Roll Music in a Learning Studio has prompted us to set this as a goal for more of our classes.

SPECIFIC: Have more of the Program's non-performing classes taught in the Learning Studio format. This goal will accomplish more student involvement and participation.

MEASURABLE: This goal will be attained when at least one Intro To Music Listening and one Intro To Jazz Listening class is actively taught in a Learning Studio.

ACHIEVABLE: This goal will only be possible when more rooms are available on campus as Learning Studios.

RESULTS-FOCUSED: Students become active learners through more participation rather than passive learners as in the normal "lecture" class.

TIME-BOUND: We need more Learning Studio rooms.

Until the Department is able to secure more Learning Studios, we will continue to utilize the capabilities of the Smart Classrooms. These type of spaces still allow students to become more actively involved in their education than our normal Music rooms, thus insuring student success.

General Outcomes Links

Key Performance Indicators Campus-wide KPIs

| | |
|--------------------------|--|
| 3 - Persistence | Persistence Fall-to-Fall (Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration |
| 4 - Student Satisfaction | Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security |
| 5 - General Education | Mastery Progressing Low or No Skills |

8.2.1 Actions/Resources Required

We would require a Learning Studio room close to our Program area.

8.2.2 Updates on Long-Term Goals

Work on this goal is just beginning. Update will come in next Review.

8.3 Short-Term Goals Short Term Goal # 1

Find a larger and more adequate teaching space for the Recording Arts courses.

Currently the Recording Arts is housed in OCB 364 where there is only space for 12 computer workstations and a very small recording booth. Because of the confined space, the program has been limited in the number of classes that can be offered and the number of students who can be involved. By utilizing a larger space, the following can be achieved:

1. Recording Arts will be able to offer MUS 156 and 157 at concurrent times which will result in higher student enrollment and generation of more credit hours.
2. MUS 175 Songwriting and MUS 160 Recording Studio Lab have not been offered for several semesters due to the current lack of space even though there has been a student demand for these courses.

Currently there is space available in OCB 145 and 154 due to the departure of the Culinary Program.

SPECIFIC: This goal will allow student demand for these courses to be met and allow more flexibility in scheduling and expanding the number of sections.

MEASURABLE: As stated above, this goal will be attained when new space is allocated for the courses.

ACHIEVABLE: Higher enrollment and more credit hours will be generated when this goal is realized.

TIME-BOUND: Entirely possible by Spring 2015.

General Outcomes Links

Key Performance Indicators Campus-wide KPIs

Indicators

| | |
|--------------------------|--|
| 3 - Persistence | Persistence Fall-to-Fall (Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration |
| 4 - Student Satisfaction | Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security |
| 5 - General Education | Mastery Progressing Low or No Skills |

8.3.1 Actions/Resources Required

This goal will require the space being allocated by the College and providing the necessary remodeling costs. The purchase of the necessary additional equipment will be made through the ITP process.

8.3.2 Updates on Short-Term Goals

Work on this goal is just beginning. Update will come in next Review.

8.4 Short-Term Goals Short Term Goal # 2

Student Learning Outcome Assessment

Currently the Music program is conducting Student Learning Outcome assessment in our Intro To Music Listening class, a Gen Ed class which we offer F2F and on-line. The purpose of this short term goal is to expand SLO to include at least one Instrumental performance class, one Vocal performance class, one MIDI Music class, one Recording Arts class, World Music, History of Rock and Roll, and Intro To Jazz Listening.

SPECIFIC: This goal will help the Music Program meet and exceed current JCCC, State, and National educational standards and requirements. It will also provide a much more detailed feedback to the Faculty on the effectiveness of our teaching.

MEASURABLE: We will measure this goal by creating and assessing the data collected, and by Faculty analysis of this data.

ACHIEVABLE: This goal is not only achievable, but must be made to happen.

RESULTS-FOCUSED: This goal will give the Music Faculty a much larger reference on the effectiveness of our teaching philosophies and instructional methods.

TIME-BOUND: Implemented by Spring 2016.

*General Outcomes Links***Key Performance Indicators** Campus-wide KPIs

| | |
|--------------------------|--|
| 3 - Persistence | Persistence Fall-to-Fall (Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration |
| 4 - Student Satisfaction | Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security |
| 5 - General Education | Mastery Progressing Low or No Skills |

8.4.1 Actions/Resources Required

The Music Program has all the necessary resources in place to implement this goal.

8.4.2 Updates on Short-Term Goals

Work on this goal is just beginning. Update will come in next Review.

8.5 Short-Term Goals Short Term Goal # 3

Cultural Diversity.

The Music Program is deeply committed to the concept of Cultural Diversity. This is evident in the popularity of our World Music course, which we currently offer two sections.

To expand our role in Cultural Diversity, a two-prong approach will be developed:

1. develop on line sections of the World Music course
2. develop "nonwestern" performing ensembles such as a World Percussion Ensemble, and a Spanish Mariachi Band.

SPECIFIC: This goal will help the Music Program expand even more into the Cultural Diversity area.

MEASURABLE: will be measurable once the on line courses are implemented, and at least one performing ensemble is operating.

ACHIEVABLE: All necessary resources are already in place to accomplish this goal.

RESULTS-FOCUSED: The benefit of this goal is two-fold: help the Music Program become more Culturally diverse, and provide students with more educational opportunities to learn about other cultures.

TIME-BOUND: Spring 2016

General Outcomes Links

Key Performance Indicators Campus-wide KPIs

| | |
|---------------------------------|--|
| Full-time Graduate and Transfer | Full-time Graduate and Transfer (3-year cohort) |
| 3 - Persistence | Persistence Fall-to-Fall (Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration |
| 4 - Student Satisfaction | Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security |
| 5 - General Education | Mastery Progressing Low or No Skills |

8.5.1 Actions/Resources Required

World Music instructor needs to complete On Line course training - all other resources are in place.

8.5.2 Updates on Short-Term Goals

Work on this goal is just beginning. Update will come in next Review.

9 Accreditation Standards

AQIP Initiative #1 [DOC 24 KB 10/2/14]

External Outcomes Links

9.1 Specialized Accreditation

We have no specialized accreditation in our Program

10 Resource Request/Adjustment

Program Review -Budget [XLS 2,005 KB 10/2/14]

10.1 Long-range Adjustment to Resources

At this point in time it is very difficult to project Budget adjustments. With many things at the present

time being "up in the air" (i.e. - new space for recording Arts, future retirements) it is hard to determine these kinds of Budget changes. However, within the next five years, the electronic keyboards in the Piano Lab will need to be replaced simply because the technology involved is out of date, and if a repair is needed, it is hard to find a technician who stills works on these models of keyboards. A rough estimate bases on current prices would be in the neighborhood of \$8000 for eight keyboards in the Piano Lab.

10.2 Educational Technology Support

The MIDI Music and recording Arts courses utilize the most technology in our Program. If new space is allocated for the Recording Arts, there will be a need for new technology to equip the new and revised courses that will be out into place.

End of report