PROGRAM REVIEW

Department: Music

Date of Program Review: 12/31/2024

Prepared by: Chris Goddard

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Recommended Timeline

1. Program Review document will be completed and submitted to the Instruction Office by December 31st.
2. Vice President of Academic Affairs and Institutional Effectiveness Support will complete the summary report and send it to faculty by February 15th.
3. Vice President of Academic Affairs and Institutional Effectiveness Support will provide feedback to faculty by April 15th.
4. The faculty responsible will review the report, provide any follow up information and make comments within seven days of receiving the report.
5. Programs under review may be asked to present a summary of their program findings and an action plan to the Board of Trustees in the following academic year.

ACADEMIC PROGRAM/DISCIPLINE REVIEW
Fort Scott Community College

Introduction to Program

I. Scope

A. Program Relation to College Mission, Core Values, and Strategic Plan:

1. **How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?**

   The music department at FSCC strives to provide an outstanding musical and educational experience for every member of the program. Its purpose is to create musical performances that support FSCC, the campus, and the Ft. Scott community as a whole. By empowering students to take an active role in campus and community events, the music department aligns with the core values of the school by encouraging personal success and growth while demanding personal integrity and respect of all members, regardless of background, to serve as an ambassador of the school.

2. **What specific goals of the strategic plan are affected by this? Please explain.**

   During the Fall 2024 semester, the FSCC music department fostered relationships with the community (Strategic Goal #1) by visiting area high schools to perform with their bands at football games. We will continue this community outreach during the Spring 2025 semester by attending basketball games at area schools and playing with the school basketball bands.
   In addition to the traveling band outreach, the department has recently renovated a seldomly used computer lab into an active campus recording studio. These quality enhancements for education and learning (Strategic Goal #2) set FSCC apart from other community colleges and even local 4-year institutions. Based on the feedback of

current and potential students, the decision to move ahead with a new focus towards music production enhances classroom technology and will also increase the professional development opportunities for our faculty and serve as a lab opportunity for area high school students and teachers that may not have access to a recording space.

Both of these focuses have helped promote student success (Strategic Goal #3) in the music department. Students are creating and performing original music in the community and are inviting their peers to join them in the creative process. These opportunities will undoubtedly serve as great hands-on experience technical programs and 4-year schools are looking for in their applicants.

B. Program/Discipline Demand/Need:
If applicable, provide any advisory board meeting minutes.

1. Describe the need for the program/classes based on regional demands.

   A strong music department is the backbone of any college campus. From participation in campus events, outreach opportunities, recruitment trips, and even representing the school on a state/regional/national level, an active and dedicated music department instantly increases the visibility of FSCC in the community. Having the course load and instructors to support these endeavors is paramount.

2. Is program revision needed? If yes, provide a detailed rationale supporting the program change.

   Revision is needed, but only in addition. The department has already started focusing on music production/commercial music – and some professional development will be required before new credit earning courses can be offered, but there is a distinct lack of musical theater offerings at the collegiate level in the 4-state area. Kansas high schools like Ft. Scott, Pittsburg, Frontenac, Columbus, and Labette County as well as Missouri high schools Joplin, Carthage, Webb City, and Carl Junction all have incredibly strong musical theater programs that are underserved by post-secondary schools in our area.

3. Describe how the revised program differs from the current one?

The revised program requires the hire of a Director of Vocal Music and the addition of several credit earning courses.

C. Program/Discipline Analysis:

1. **What procedures are used to ensure that course content is up-to-date?**

   Student assessments and feedback are used to keep content relevant and up-to-date. Instructors also participate in professional development and attend music conferences in the state to learn new techniques and procedures.

2. **How do you ensure appropriate academic rigor and consistency of course content in all modalities and locations where the courses are offered?**

   Courses are only offered online or in-person on the main FSCC campus. To keep courses similar between different instructors, pacing guides and general unit plans are included in the course information for teachers.

3. **Provide the following data for your program below: Enrollment Data by course, credit hours, and grade distribution.**

   Intro to Music Theory – 1.00 CR – 2 Enrolled
   Choir I, II, III, IV – 1.00 CR – 7 Enrolled
   College Band I, II, III, IV – 2.00 CR – 15 Enrolled
   Ear Training I – 1.00 CR – 1 Enrolled
   Stage Band I, II, III, IV – 1.00 CR – 8 Enrolled
   Music Appreciation – 3.00 CR – 57 Enrolled
   Private Study I, II, III, IV – 1.00 CR – 10 Enrolled
   Music Theory 1 – 3.00 CR – 4 Enrolled
   Elementary School Music – 3.00 CR – 1 Enrolled

4. **Instructor Information: List full time faculty, adjunct faculty, and concurrent faculty who teach courses in the program.**

    Chris Goddard, Director of Music

D. Program Assessment:

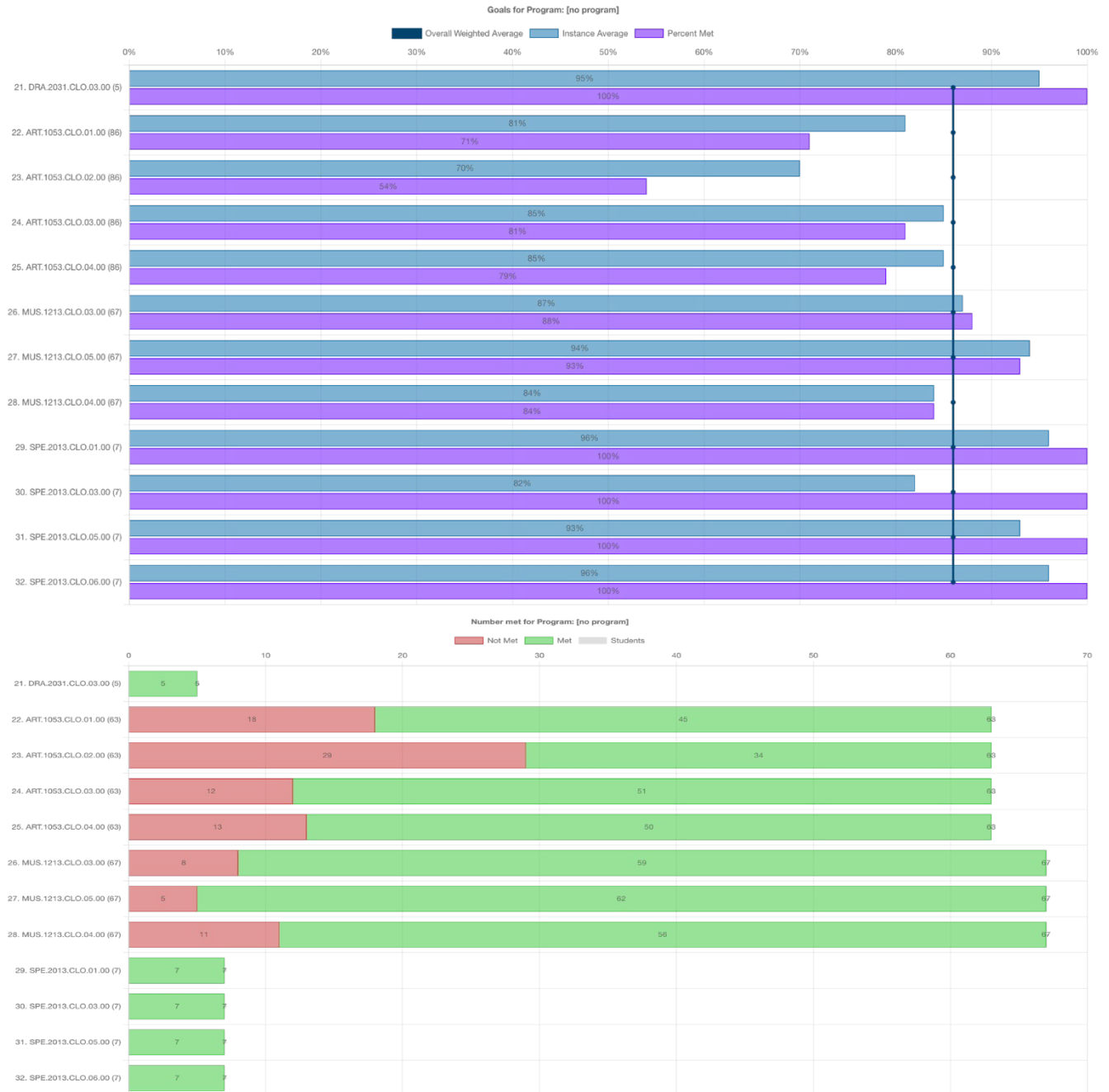1. **What are the program outcomes and what methods are used to assess the program outcomes?**

2. **Complete the Curriculum Mapping Matrix.**

Course Number	Course Name	Program Outcome #1	Program Outcome #2	Program Outcome #3	Program Outcome #4	Program Outcome #5
MUS1221	**Music Appreciation**	Identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics	Identify the expressive qualities of the elements of music through listening experiences	Describe the general characteristics of musical genres and the relationship to their cultural/historical settings	Demonstrate knowledge of musical artists, composers, and compositions related to the context of the course	Critically evaluate the role of music in their lives
MUS1011	**Music Theory 1**	Recognize and notate rhythmic patterns in common simple and compound meters (duple,	Demonstrate fluency in the construction of all major and minor scales and key signatures	Identify and write simple and compound intervals, diatonic triads and seventh chords in all positions, in treble and bass clef	Analyze and construct chords using Roman numerals and figured bass	Demonstrate the integration of diatonic and voice-leading principles, including the use of passing and

		triple and quadruple)				neighboring tones

3. **What is the process for program and course level assessment? Assessments are given in class to identify advancement and knowledge retention in the form of written quizzes, listening quizzes, musical analysis, and performances.**

4. **Include the findings of outcomes assessment reports from the department since the last program review? (Include the assessment data to support your findings.)**

Goals for Program: [no program]

■ Overall Weighted Average ■ Instance Average ■ Percent Met

21. DRA.2031.CLO.03.00 (5)	95% / 100%
22. ART.1053.CLO.01.00 (86)	81% / 71%
23. ART.1053.CLO.02.00 (86)	70% / 54%
24. ART.1053.CLO.03.00 (86)	85% / 81%
25. ART.1053.CLO.04.00 (86)	85% / 79%
26. MUS.1213.CLO.03.00 (67)	87% / 88%
27. MUS.1213.CLO.05.00 (67)	94% / 93%
28. MUS.1213.CLO.04.00 (67)	84% / 84%
29. SPE.2013.CLO.01.00 (7)	96% / 100%
30. SPE.2013.CLO.03.00 (7)	82% / 100%
31. SPE.2013.CLO.05.00 (7)	93% / 100%
32. SPE.2013.CLO.06.00 (7)	96% / 100%

Number met for Program: [no program]

■ Not Met ■ Met ■ Students

	Not Met	Met	Students
21. DRA.2031.CLO.03.00 (5)		5	5
22. ART.1053.CLO.01.00 (63)	18	45	63
23. ART.1053.CLO.02.00 (63)	29	34	63
24. ART.1053.CLO.03.00 (63)	12	51	63
25. ART.1053.CLO.04.00 (63)	13	50	63
26. MUS.1213.CLO.03.00 (67)	8	59	67
27. MUS.1213.CLO.05.00 (67)	5	62	67
28. MUS.1213.CLO.04.00 (67)	11	56	67
29. SPE.2013.CLO.01.00 (7)		7	7
30. SPE.2013.CLO.03.00 (7)		7	7
31. SPE.2013.CLO.05.00 (7)		7	7
32. SPE.2013.CLO.06.00 (7)		7	7

E. For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3 year graduates

5. **Please list any third party accreditation.**

6. **List any additional needs for the program (facilities, personnel, technology, student support, etc.).**

II. SWOT Analysis

A. **Strengths: The music department strengths include the knowledge and resources from the director, the attitude of current students, performance capabilities of the ensembles, FSCC Foundation financial support, the FSCC facilities inside Ellis, community support, and the interest in the program/class offerings.**

B. **Weaknesses: Weakness include the size of the department, recent turnover in instructional positions, community perception of the college, limited course offerings, lack of department faculty, scheduling, and budget.**

C. **Opportunities: The department has been supporting local schools at football and basketball games, hosts open houses, tours, and invites local students to join the pep band at mass band days. Once potential students realize the kind of program being built at FSCC they are usually on board and committed to becoming a part of the department. There is an underserved area of post-secondary music education locally in regards to commercial music and musical theater. Local schools have strong programs and students are having to look multiple**

hours away to find schools that offer programs like musical theater and commercial music.

D. Threats: Low numbers are always a threat. Retention from semester to semester, current losses are around 25% from one semester to the next. Recruiting and teaching full loads without any support staff, no set departmental policies, procedures, documents, or organization. Low financial compensation compared to the number of hours worked.

III. Action Plan

A. Action Plan

1. Provide a list of accomplished action items from the previous Program Review. What items are pending/not completed from the last Program Review? Please provide rationale.

2. Create an action plan including justification for the program.

The FSCC music department, while recovering from a drop to zero students 2 years ago, is still a vitally important facet of campus life. With no cheer at basketball games, the pep band is the only form of school spirit and crowd entertainment that is student-led. In addition to the presence of the department on campus, there are students who are choosing to attend FSCC because of the departmental offerings and instructor knowledge.

1. IMMEDIATE NEEDS – 1 year
   a. Increase ensemble numbers
      i. Visit high schools/music festivals to meet with potential students

  ii. Organize events for potential future students to visit campus and interact with current students

  iii. Place informational posters around campus at the start of the semester encouraging students to enroll in band/choir/lessons

  iv. Organize alumni events, spotlight alumni who are doing things in the entertainment field

    1. Fayelyn Kmiec – Music Education student at PSU

    2. Roger Horton – Business Owner/Musician in Pittsburg

    3. Jaley Hoyt – Actor living in LA

b. Increase community visibility

  i. Participate in Ft. Scott Christmas Parade in 2025

  ii. Community outreach – fundraisers, cleanups, masterclasses with high schools

  iii. Band on the Run outreach tours

  iv. Music department open house

c. Organize student leadership

  i. Elect Student Music Ambassadors and Vocal/Instrumental Section Leaders to help with tours, copies, setup, and organization

  ii. Involve current students in the recruitment of potential students

d. Review current music courses

  i. Can we offer anything else?

  ii. Are there any redundancies?

  iii. What will students find most helpful after they transfer to a 4-year?

    1. Coordinate with local 4-year music departments about what is desired for students enrolling after 1 year, 3 semesters, 2 years, etc.

e. Establish department identity

  i. Consistent logos and branding

    1. Utilization of photographs, designs, and school colors inside Ellis

  ii. Unified recruitment approach

  iii. Active on social media, reels, stories, and posts

    1. Encourage student-led content

  iv. Shirts/merchandise for students to purchase/wear

    1. Coordinate with bookstore

  v. What sets us apart from the other area CC's?

f. Set scholarship and audition standards

  i. Different tiers of aid

    1. Maroon – All-state/All-district or musician of need. Financial compensation includes 15 hrs of tuition, books and fees plus additional $1,500-2,000/semester Foundation scholarship. Must audition and live on campus. Limit number to 5-7.

    2. Hound – 15 hrs of tuition and books plus additional $800/semester Foundation scholarship. No audition required – basic Music Scholarship

      ii. On campus Scholarship Audition Days
1. Late fall – Nov/Dec
2. Early Spring – Feb
3. Late Spring – April
      iii. Audition content
1. Instrumentalists
      a. Two contrasting pieces that demonstrate the technical and musical ability of the student. Recommended one lyrical and one technical, do not need to be full solo literature, method and etude books are fine
      b. Chromatic scale demonstrating the full range of the player
      c. Major scales up to 3 sharps or flats (C, G, D, A, F, Bb, Eb Major)
      d. Short sight-reading excerpt
      e. Percussion only – Drumset in the following styles – 4/4 rock, 4/4 latin or samba, ¾ waltz, 4/4 swing, 12/8 blues
2. Vocalists
      a. 3 songs that demonstrate the musicality and range of the student
      b. One song preferred in a foreign language
      c. Can be unaccompanied, with a track, or the student can accompany themselves/bring an accompanist
      d. Short sight-reading excerpt

2. MEDIUM-TERM NEEDS – 2-3 years
    a. Increase enrollment enough to justify a full-time Choir Director
      i. 2nd music position can allow for more music offerings
      ii. Twice as many music recruiters
    b. Digitally catalog instrument and music inventory
      i. Living document can be utilized even with instructor changes
    c. Consider reorganization of music spaces
      i. Move locker room out of band room and into storage
      ii. Keypad/fob access to band room/practice spaces
    d. Build reserve equipment inventory
      i. Percussion – sticks, drum heads, hardware
      ii. Winds – Mouthpieces, oils, reeds
      iii. Strings – guitar/bass strings, batteries, picks, straps
      iv. Simple repair tools/space
    e. Introduce new Modern/Popular Music curriculum
      i. Convert Computer Lab to campus studio
      ii. Coordinate with business faculty about courses
      iii. Utilize student workers for recordings on campus, work with IT/theater to gain practical experience
    f. Schedule honor events and competitions for band/choir

    i.   State Large Group Prep Festival (March/April) 400+ students
    ii.   Jazz Band Festival (February) 200+ students
    iii.   Battle of the Pep Bands (December) 200+
    iv.   High School Honor Band/Choir (May) 150-200
  g. Campus involvement
    i.   Welcome week performance
    ii.   Midnight Madness
    iii.   Team send-offs
    iv.   Concerts, performances, and one-off events
  h. Update website with recent images and recordings/videos

3. LONG-TERM NEEDS – 3-5 years
  a. Recruitment plan consistency
    i.   Rotation of schools
    ii.   Adjudication schedule
    iii.   Upgrade recruitment materials/convention items
  b. More instruments
    i.   Only one sousaphone
    ii.   Upgrade amps
    iii.   Upgrade drumset
    iv.   New timpani/keyboard percussion
  c. Establish Music Alumni Association
    i.   Music homecoming?
    ii.   Hounds in the Wild support group – Post graduate connections

SUMMARY REPORT
ACADEMIC PROGRAM REVIEW

Date:

Academic Program Report Checklist

Cover Sheet:

- ☐ **Department**
- ☐ **Date of Program Review**
- ☐ **Prepared By**

Introduction to Program

I. Scope

- ☐ **Program Relation to College Mission, Core Values, and Strategic Plan:**
  - ○ ☐ Goals and measurable objectives aligned with college mission.
  - ○ ☐ Strategic plan goals impacted by the program.
- ☐ **Program/Discipline Demand/Need:**
  - ○ ☐ Advisory board meeting minutes (if applicable).
  - ○ ☐ Description of regional demands for the program/classes.
  - ○ ☐ Need for program revision (if applicable).
  - ○ ☐ Rationale and details of proposed program changes.
- ☐ **Program/Discipline Analysis:**
  - ○ ☐ Procedures ensuring up-to-date course content.
  - ○ ☐ Measures ensuring academic rigor and consistency.
  - ○ ☐ Enrollment data by course, credit hours, and grade distribution.
  - ○ ☐ Instructor information (full-time faculty, adjunct faculty, concurrent faculty).
- ☐ **Program Assessment:**
  - ○ ☐ Program outcomes and assessment methods.
  - ○ ☐ Curriculum Mapping Matrix completion.
  - ○ ☐ Process for program and course level assessment.
  - ○ ☐ Findings from outcomes assessment reports since the last review.
  - ○ ☐ Assessment data supporting findings.
- ☐ **CTE Programs Only:**
  - ○ ☐ Program majors/current concentrators.
  - ○ ☐ Unduplicated prior three-year graduates.
  - ○ ☐ Third-party accreditation (if any).
  - ○ ☐ Additional program needs (facilities, personnel, technology, student support).

II. SWOT Analysis

- ☐ **Strengths:**
- ☐ **Weaknesses:**

- ☐ **Opportunities:**
- ☐ **Threats:**

III. Action Plan

- ☐ **Action Plan:**
  - o ☐ List of accomplished action items from the previous review.
  - o ☐ Pending/not completed items from the last review with rationale.
  - o ☐ Justification for the current action plan.

Recommendation