

# Cecil College Academic Program Review



Performing Arts:

Music

December 2013

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**Cecil College  
Performing Arts: Music  
Academic Program Review  
Fall 2013**

AA Music/Instrumental Degree  
AA Music/Voice Degree

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## Executive Summary

The Music Program of Cecil College consists of two degrees: Music/Instrumental and Music/Voice. As a program embedded in an open-enrollment college, both degrees cater to students with varying musical interests, skill levels, ages, and career goals. Students who have entered the music program have had a variety of musical interests including classical, jazz, blues, pop, rock, a capella, experimental music, and more. In addition, students enter the program at different ages with varying levels of ability. Some students started music at a young age, others have only been playing a few years, and older students have returned to school to “do what they love.” After graduation, we have seen students follow their varying interests into equally varying careers: Some have transferred to four-year schools, some have started teaching careers, and others have toured nationally and internationally. It is both exciting and a challenge, but the talented faculty at Cecil College are equipped to support and assist students on their musical journey. They excel at adapting to the different needs of the students, preparing them for the wide array of choices available to musicians before and after graduation.

In addition to classes that support music majors, the music program also provides many Humanities classes available to non-music majors. These courses fulfill General Education electives in many degree programs, making the music program an important contributor to Cecil College as a whole. Students often choose to pursue other careers, but still have a love for music and a desire to continue their training. Music studies help all students, regardless of major, become more disciplined, observational, and culturally diverse. Whether a student is a music major or not, music can still be a part of a quality educational experience at Cecil College.

The Music Program also plays an important role in the community by providing music-related events throughout the year. Summer camps are held annually for elementary, middle, and high school students. Concerts and performances are held on the First Friday of most months in conjunction with the Cecil College Art Department and the Elkton Arts District. In addition, students are frequently heard performing at libraries, galleries, receptions, hospitals, coffee houses, and other locations around the county. At the end of each semester, students showcase the work they have done by performing on a concert open to the public. In order to reach out to younger students, the Music Program has recently joined the VCP program’s “Tech Prep” workshops, offering audio classes to middle and high schools students that visit the campus each semester. In addition, a strong relationship has been developed with the Continuing Education program, and many classes are now offered for youth, seniors, and other members of the community who are not necessarily interested in taking classes for credit. The Music Department also developed a class for the Learning for Independence program, which allows disabled students to become involved in music and use it assist with social interaction, academic learning, and workplace skills.

The Music Program continually incorporates new technology and teaching methods, including iPads, piano labs, ear-training software, Turning Point, and more. The instruction is augmented by faculty with high credentials who are working professionals in their field: they have graduated from some of the best music schools in the country and are regular performers on national and international stages.

The Music Program has grown since its inception, but there is still much room for growth. The next few years should see a continued incline in students, faculty, and resources while still maintaining an important connection to the community.

## 1.0 Program Description

The Music Program provides students with performing experience, practical career skills, and applied technique as a foundation for advancement in music. Solid training in classical and/or contemporary technique is given in individual lessons with participation in music ensemble performances every semester. This program helps students to prepare for transfer to a four-year institution, internships, and employment or career advancement in the areas of performance, education, administration, and production. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

### 1.1 Program History

Although a few music classes have been a part of Cecil College for many years, the current music program began to take shape in 2002 as part of a directive from the President of Cecil College to expand course offerings and degrees in the performing arts. As part of the college's Strategic Plan, the Music Program, along with other Performing Arts Programs, was developed as the new Elkton Station facility was built. To accommodate a learning center for the arts, the Elkton Station was built with performing arts studios, a recital hall, and a gallery on the first floor. Classes for the music program commenced in Spring 2005 as the doors to Elkton Station opened. At the time, only the bare minimum of classes were offered to fulfill the Music Degree, and the only private lessons offered were Classical Guitar and Jazz Guitar. Although a successful articulation agreement was made with Harford Community College to accommodate other musical interests, it became clear that students would benefit from more offerings on the Cecil College campus. Eventually, a Music/Voice degree was developed, in tandem with other vocal course offerings, to cater to the growing number of vocal students. The program advanced soon after with the introduction of Woodwind, String, Piano, Brass, and Percussion faculty. The degrees continue to evolve with periodic updates to private lessons, faculty, General Education classes, and other new developments that cater to the ever-changing musical landscape.

### Cecil College Mission Statement

The Music Department is devoted to the Mission of the College as laid out in the *Cecil College Strategic Plan*:

Cecil College is a comprehensive, open-admission, student-centered institution committed to academic excellence. The College provides learning experiences that meet the dynamic intellectual, cultural, and economic development needs of Cecil County and the surrounding region. Through an enriched and supportive learning environment, the College strives to empower each student with skills, knowledge, and values needed for college success, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Cecil College promotes diversity, social responsibility, and lifelong learning

### Cecil College Strategic Plan 2010-15

In support of the College's mission, the Music Department welcomes students of all interests, ages, and skill levels. Regardless of whether they have been involved in music for one year or twenty years, faculty members are committed to working with students at their level and assisting in their progress. In addition to music skills, the Music Program reinforces many of the abilities necessary for success in academics and the workplace. Through courses, students are empowered with proficiency in discipline, critical thinking, analysis, research, writing, and reading comprehension. The music courses at Cecil expose



students to a wide range of culturally diverse ideas, and faculty continually implement emerging technologies in the classroom.

## **Cecil College Strategic Plan**

The Strategic Plan focuses on four strategic initiatives:

### **Emphasis on student completion.**

Completion is extremely important to music students for their careers and education after Cecil. In order to support this initiative, we encourage students to develop concrete ideas early in the educational process. Faculty assist by providing information concerning careers, schools, and their own personal experience. In classes, tutoring is encouraged and coordinated for students having difficulties. The Music Department frequently works closely with advisors to identify at-risk students, and we have periodic meetings with students to assist them in their course planning. Other efforts include the selection of affordable textbooks and implementation of technology that allows for more structured learning.

We feel it is important to work with each student as an individual who has distinctive needs and a unique set of skills. Students who fall behind report issues such as time constraints from larger course loads and outside work schedules. Time management is an ongoing discussion in our classes, as is stress management and practice techniques. Other concerns reported by students include more personal issues such as family matters, physical health, and mental health. When possible within the law, we encourage students to seek help in these matters and make our best effort to point them toward people who can help with these subjects.

A music instructor is in a unique position because we frequently see students for multiple semesters and in multiple classes, as compared to a General Education teacher who only sees a student for a single semester during a single class. This allows for the potential to see students in many different areas of learning: We see a student's strengths and weaknesses in varying classes, we have the opportunity to advise them in different subject areas, and we eventually see how they grow as both musicians and people over the course of several years. Our hope is for all students to stay dedicated throughout their degree program, and we make every effort to assist in anyway we can.

### **Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County.**

Although there are no Bachelors or Higher Degree Programs for music in Cecil County, this is an exciting prospect. The Music Department would be willing to do research and help find a way to make this possible.

### **Creating workforce opportunities related to federal government expansion.**

The Music Department has developed several strong relationships to aid students as they move into the workforce. Several students have obtained teaching jobs at the Oxford Arts Alliance through opportunities coordinated by both organizations. In addition, students are frequently hired to perform at libraries, galleries, receptions, hospitals, coffee houses, and other locations around the county. The recent addition of an Audio Technology class will also give students a workforce skill that is in high demand in the current musical environment.

### **Becoming a regional leader in incorporating innovative technology for learning.**

The music department continually implements new technology and teaching methods, including iPads, piano labs, Blackboard, ear-training software, Turning Point, audio/recording software, notation software, and more. The program provides hands-on access to leading technology that prepares and enriches students for success in the sophistication of a 21<sup>st</sup> century world.

### **1.2 Faculty Profiles**

Below is a brief listing of credentials, courses taught, committee participation, College activities, and other professional endeavors of the music faculty at Cecil College.

#### **Full Time**

<b>Name</b>	<b>Degrees</b>	<b>Courses Taught</b>	<b>College Activities/ Professional Experience</b>
J. Andrew Dickenson	BM, Peabody Conservatory of the Johns Hopkins University  MM, Mannes the New School for Music	MUC 110, 111, 120, 121, 122, 135, 136, 143, 151, 210, 211,  MUL 105, 106, 107, 108, 205, 206, 207, 208	Academic Affairs (chair), Senate, Search Committees, MACMA (Vice President)  Founder and performer with Midnight Moon Ensemble and Bel Solé  Recordings and frequent freelance work as a composer and performer  Formerly President of New York City Classical Guitar Society and String Department Head of Concordia Conservatory
<b>Part Time</b> Christopher Shiley	BM, Peabody Conservatory of the Johns Hopkins University	MUL 133, 134, 135, 136, 233, 234, 235, 236	Founder and Manager of Clipper City Brass Quintet  Freelance performing artist

Name	Degrees	Courses Taught	College Activities/ Professional Experience
	MM, Temple University		Nominee for the Musical Fund Society of Philadelphia's 2010 Career Advancement Award
Noelle Lipa	BM, Florida Atlantic University  MM, Peabody Conservatory of the Johns Hopkins University	MUL 117, 118, 119, 120, 217, 218, 219, 220	Clarinet instructor at Harford Community College, Towson University Prep, Maryland Conservatory of Music  Founding member of Quintaero Woodwind Quintet and Arioso Reed Trio
Lauren Rausch	BM, Arizona State University  MM, University of Oregon  DMA, Peabody Conservatory of the Johns Hopkins University (in progress)	MUL 125, 126, 127, 128, 225, 226, 227, 228	Violin instructor at Peabody Preparatory, Baltimore School for the Arts, Greater Baltimore Youth Orchestra  Performer with Eugene Symphony Orchestra, Concertmaster of University of Oregon Symphony Orchestra, Founder of Classical Revolution  Freelance performing artist
Dane Krich	BM, Towson University  MM, University of Maryland College Park	MUL 129, 130, 131, 132, 229, 230, 231, 232	Percussion Instructor at Morgan State University, Towson University Prep, Suitland Center for the Arts  Performer with Mid-Atlantic Symphony Orchestra, Baltimore Philharmonic Orchestra, National Players, The Ed Meyers Jazz Quartet  Freelance performing artist
Yeonjune Suh	Graduate Diploma, Conservatorio di Giuseppe Verdi in Milan	MUC 102, 114, 124, 125, 224, 225, 263, 264	Performances at New York's Carnegie Hall, Asia's KNUA hall, Italy's <i>Teatro alla Sicilia</i> , and other major opera centers

Name	Degrees	Courses Taught	College Activities/ Professional Experience
	Professional Diploma, Mannes the New School for Music		throughout the world  Winner of the Accadio Foundation for the Arts Competition for Operatic Voice  Performer with Midnight Moon, Bel Solé  Recordings and frequent freelance work as a performing artist
James Meyer	BM, Towson University  MM, University of Maryland College Park	MUC 104, 122, 143  MUL 109, 110, 111, 112, 209, 210, 211, 212	Performer with duos, trios, and quartets in Baltimore  Freelance performing artist
Alastair Edmonstone	BM, Birmingham Conservatoire in England  MM, New England Conservatory  DMA, University of Washington	MUL 121, 122, 123, 124, 221, 222, 223, 224	Teaching Associate at University of Washington, Piano instructor at new England Conservatory of Music  Accompanist for City of Birmingham Symphony Orchestra, Coach and Accompanist for Lichfield International Festival, England  Freelance performing artist
Anthony Derrico	BM, Lebanon Valley College	MUC 104, Continuing Education Classes	Guitar instructor at State Street Academy of Music, Music Education Director at Oxford Arts Alliance  Collaborator with Midnight Moon Ensemble, Milburn Stone Theater  Freelance composer and performer

### 1.3 Program Curriculum

#### *Arts and Sciences Transfer – Performing Arts Option - Music - Associate of Arts*

General Education Requirements		General Education Code	Credits
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective	M	3-4
MUC 122 <i>or</i> MUC 135 <i>or</i> MUC 136	Music Appreciation History of Rock Survey of World Music	H	3
ARTS/HUM	Arts and Humanities Elective (Choose from ART, DAN, or THE disciplines) <sup>1</sup>	H	3
SCI	Science Electives <sup>2</sup>	S/SL	7-8
SOC SCI	Social Science Electives <sup>3</sup>	SS	6
Program Requirements			
MUC 102	Piano Class I		1
MUC 114	Piano Class II		1
MUC 110	Music Theory & Musicianship I		4
MUC 111	Music Theory & Musicianship II		4
MUC 210	Music Theory & Musicianship III		4
MUC 211	Music Theory & Musicianship IV		4
	Program Electives – Music Lessons		4
	Program Electives – Ensembles		8

Total Credits Required in Program: 61 - 63

**Arts and Sciences Transfer – Performing Arts Option - Music/Voice- Associate of Arts**

General Education Requirements		General Education Code	Credits
ARTS/HUM	Arts and Humanities Elective (Choose from ART, DAN, or THE disciplines)	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective	M	3
MUC 128	Introduction to Audio Technology	I	3
MUC 122 <i>or</i> MUC 135 <i>or</i> MUC 136 <i>or</i> MUC 104 <i>or</i> MUC 143	Music Appreciation  History of Rock  Survey of World Music  Guitar Fundamentals  Music Fundamentals	H	3
SCI	Science Electives	S/SL	7
SOC SCI	Social Science Electives	SS	6
Program Requirements			
MUC 110 MUC 111 MUC 210 MUC 211	Music Theory & Musicianship I  Music Theory & Musicianship II  Music Theory & Musicianship III  Music Theory & Musicianship IV		4  4  4  4
MUC 102	Piano Class I		1
MUC 114	Piano Class II		1
MUC 263 MUC 264	Diction for Singers I  Diction for Singers II		2  2
MUL	Voice Individual Music Lessons		8
MUC	Chamber Choir		8

Total Credits Required in Program: 69

## 2.0 Statistical Data

### Enrollment

#### Music/Instrumental

	Total Enrollment
FY 2008/2009	10
FY 2009/2010	8
FY 2010/2011	11
FY 2011/2012	16
FY2012/2013	22

#### Music/Voice

	Total Enrollment
FY 2008/2009	7
FY 2009/2010	7
FY 2010/2011	10
FY 2011/2012	10
FY2012/2013	8

### Full-time/Part-time Students

#### Music/Instrumental

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
<u>FY 2008/2009</u>	Summer 2008	0	0	0%	0	0%
	Fall 2008	9	4	44%	5	56%
	Spring 2009	7	2	29%	5	71%
<u>FY 2009/2010</u>	Summer 2009	0	0	0%	0	0%
	Fall 2009	6	3	50%	3	50%
	Spring 2010	8	5	63%	3	38%
<u>FY 2010/2011</u>	Summer 2010	2	0	0%	2	100%
	Fall 2010	4	2	50%	2	50%
	Spring 2011	8	3	38%	5	63%
<u>FY 2011/2012</u>	Summer 2011	2	0	0%	2	100%
	Fall 2011	14	8	57%	6	43%
	Spring 2012	12	7	58%	5	42%
<u>FY 2012/2013</u>	Summer 2012	2	0	0%	2	100%
	Fall 2012	18	10	56%	8	44%
	Spring 2013	18	11	61%	7	39%

## Music/Voice

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
<u>FY 2008/2009</u>	Summer 2008	0	0	0%	0	0%
	Fall 2008	7	5	71%	2	29%
	Spring 2009	5	2	40%	3	60%
<u>FY 2009/2010</u>	Summer 2009	1	0	0%	1	100%
	Fall 2009	7	5	71%	2	29%
	Spring 2010	5	5	100%	0	0%
<u>FY 2010/2011</u>	Summer 2010	4	1	25%	3	75%
	Fall 2010	6	6	100%	0	0%
	Spring 2011	8	5	63%	3	38%
<u>FY 2011/2012</u>	Summer 2011	2	0	0%	2	100%
	Fall 2011	6	5	83%	1	17%
	Spring 2012	8	4	50%	4	50%
<u>FY 2012/2013</u>	Summer 2012	2	0	0%	2	100%
	Fall 2012	7	5	71%	2	29%
	Spring 2013	6	3	50%	3	50%

## Students by Gender

### Music/Instrumental

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	10	3	30%	7	70%
FY 2009/2010	8	1	13%	7	88%
FY 2010/2011	11	1	9%	10	91%
FY 2011/2012	16	3	19%	13	81%
FY2012/2013	22	4	18%	18	82%

## Music/Voice

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	7	6	86%	1	14%
FY 2009/2010	7	6	86%	1	14%
FY 2010/2011	10	8	80%	2	20%
FY 2011/2012	10	6	60%	4	40%
FY2012/2013	8	5	63%	3	38%



## Students by Ethnicity

### Music/Instrumental

	Total Enrollment	African-American	% of Total	American Indian	% of Total
FY 2008/2009	10	1	10%	0	0%
FY 2009/2010	8	2	25%	0	0%
FY 2010/2011	11	1	9%	0	0%
FY 2011/2012	16	1	6%	0	0%
FY2012/2013	22	5	23%	0	0%

	Asian	% of Total	Hispanic	% of Total	Pacific Islander	% of Total
FY 2008/2009	0	0%	0	0%	0	0%
FY 2009/2010	0	0%	0	0%	0	0%
FY 2010/2011	0	0%	0	0%	0	0%
FY 2011/2012	0	0%	1	6%	1	6%
FY2012/2013	0	0%	0	0%	1	5%

	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2008/2009	8	80%	0	0%	1	10%
FY 2009/2010	5	63%	0	0%	1	13%
FY 2010/2011	10	91%	0	0%	0	0%
FY 2011/2012	13	81%	0	0%	0	0%
FY2012/2013	15	68%	1	5%	0	0%

### Music/Voice

	Total Enrollment	African-American	% of Total	American Indian	% of Total
FY 2008/2009	7	0	0%	0	0%
FY 2009/2010	7	0	0%	0	0%
FY 2010/2011	10	0	0%	0	0%
FY 2011/2012	10	2	20%	0	0%
FY2012/2013	8	1	13%	0	0%

	Asian	% of Total	Hispanic	% of Total	White	% of Total
FY 2008/2009	0	0%	0	0%	6	86%
FY 2009/2010	0	0%	0	0%	6	86%
FY 2010/2011	0	0%	0	0%	10	100%
FY 2011/2012	0	0%	0	0%	7	70%
FY2012/2013	0	0%	0	0%	6	75%

	Two or more races	% of Total	Unknown	% of Total
FY 2008/2009	0	0%	1	14%
FY 2009/2010	0	0%	1	14%
FY 2010/2011	0	0%	0	0%
FY 2011/2012	1	10%	0	0%
FY2012/2013	1	13%	0	0%

## Students by Age

### Music/Instrumental

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total
FY 2008/2009	10	10	100%	0	0%
FY 2009/2010	8	7	88%	0	0%
FY 2010/2011	11	10	91%	1	9%
FY 2011/2012	16	14	88%	2	13%
FY2012/2013	22	18	82%	2	9%

	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	0	0%	0	0%	0	0%
FY 2009/2010	1	13%	0	0%	0	0%
FY 2010/2011	0	0%	0	0%	0	0%
FY 2011/2012	0	0%	0	0%	0	0%
FY2012/2013	1	5%	0	0%	1	5%

### Music/Voice

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total
FY 2008/2009	7	6	86%	1	14%
FY 2009/2010	7	6	86%	0	0%
FY 2010/2011	10	9	90%	0	0%
FY 2011/2012	10	8	80%	1	10%
FY2012/2013	8	8	100%	0	0%

	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	0	0%	0	0%	0	0%
FY 2009/2010	1	14%	0	0%	0	0%
FY 2010/2011	0	0%	1	10%	0	0%
FY 2011/2012	0	0%	0	0%	1	10%
FY2012/2013	0	0%	0	0%	0	0%

**Degrees Awarded**  
**Music/Instrumental**

	Total Degrees
FY 2008/2009	2
FY 2009/2010	0
FY 2010/2011	0
FY 2011/2012	2
FY 2012/2013	2
Total	6

	Total Degrees
FY 2008/2009	0
FY 2009/2010	1
FY 2010/2011	2
FY 2011/2012	1
FY 2012/2013	0
Total	4

**Music/Voice**

**First-time Students in the Fall Semester who enrolled in the next Fall Semester**  
**Music/Instrumental**

	Number of First Time Students Enrolled in Fall
FY 2008/2009	2
FY 2009/2010	3
FY 2010/2011	1
FY 2011/2012	5
FY 2012/2013	9

	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	1	50%
FY 2009/2010	1	33%
FY 2010/2011	0	0%
FY 2011/2012	4	80%
FY 2012/2013	4	44%

**Music/Voice**

	Number of First Time Students Enrolled in Fall
FY 2008/2009	5
FY 2009/2010	0
FY 2010/2011	2
FY 2011/2012	2
FY 2012/2013	2

	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	4	80%
FY 2009/2010	0	0%
FY 2010/2011	1	50%
FY 2011/2012	2	100%
FY 2012/2013	1	50%

## Degrees Awarded to Pell Recipients

### Music/Instrumental

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	2	0	0%
FY 2009/2010	0	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	2	1	50%
FY 2012/2013	2	0	0%
Total	6	1	17%

### Music/Voice

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	0	0	0%
FY 2009/2010	1	1	100%
FY 2010/2011	2	0	0%
FY 2011/2012	1	0	0%
FY 2012/2013	0	0	0%
Total	4	1	25%

## First Time Students Who Have Completed 30 College Level Credits or More

### Music/Instrumental

	Total First-time Students	Students WHO HAVE NOT COMPLETED College-Level Credits	% of Total
FY 2008/2009	2	0	0%
FY 2009/2010	3	0	0%
FY 2010/2011	6	1	17%
FY 2011/2012	7	2	29%
FY 2012/2013	12	5	42%
TOTAL	30	8	27%

	Students Who Have Completed 15 College-Level Credits or less	% of Total	Students Who Have Completed 16-29 College-Level Credits or more	% of Total
FY 2008/2009	1	50%	0	0%
FY 2009/2010	3	100%	0	0%
FY 2010/2011	3	50%	0	0%
FY 2011/2012	1	14%	0	0%
FY 2012/2013	4	33%	3	25%
TOTAL	12	40%	3	10%

	<b>Students Who Have Completed 30 College-Level Credits or more</b>	<b>% of Total</b>
FY 2008/2009	1	50%
FY 2009/2010	0	0%
FY 2010/2011	2	33%
FY 2011/2012	4	57%
FY 2012/2013	0	0%
<b>TOTAL</b>	<b>7</b>	<b>23%</b>

### Music/Voice

	<b>Total First-time Students</b>	<b>Students WHO HAVE NOT COMPLETED College-Level Credits</b>	<b>% of Total</b>
FY 2008/2009	5	0	0%
FY 2009/2010	1	0	0%
FY 2010/2011	3	2	67%
FY 2011/2012	5	1	20%
FY 2012/2013	2	0	0%
<b>TOTAL</b>	<b>16</b>	<b>3</b>	<b>19%</b>

	<b>Students Who Have Completed 15 College- Level Credits or less</b>	<b>% of Total</b>	<b>Students Who Have Completed 16-29 College-Level Credits or more</b>	<b>% of Total</b>
FY 2008/2009	1	20%	1	20%
FY 2009/2010	0	0%	1	100%
FY 2010/2011	0	0%	0	0%
FY 2011/2012	1	20%	2	40%
FY 2012/2013	1	50%	1	50%
<b>TOTAL</b>	<b>3</b>	<b>19%</b>	<b>5</b>	<b>31%</b>

	<b>Students Who Have Completed 30 College-Level Credits or more</b>	<b>% of Total</b>
FY 2008/2009	3	60%
FY 2009/2010	0	0%
FY 2010/2011	1	33%
FY 2011/2012	1	20%
FY 2012/2013	0	0%
<b>TOTAL</b>	<b>5</b>	<b>31%</b>

## Students Starting in FY 2009-2010 who Completed 15-29 credits and Transferred Out (Headcount)

### Music/Voice

In-State Transfer	
2-year institution	4-year institution
0	1

Out-of-State Transfer	
2-year institution	4-year institution
0	0

In-State Transfer	
Public	Private
1	0

Out-of-State Transfer	
Public	Private
0	0

### Top 10 Higher Education Institutions where Cecil College Students Transferred

In-State	
Salisbury University	1

Out-of-State	

## General Education Objectives

The Music Program addresses the General Education Objectives in many of its General Education courses available to both majors and non-majors. These classes employ writing skills, critical thinking skills, problem-solving strategies, oral communications, quantitative analysis, information technology, cultural diversity, and artistic expression, and information literacy.

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
A. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in critical and creative thinking skills and problem-solving strategies.	1. Students will identify, categorize and distinguish among elements of ideas, concepts, theories and/or practical approaches to standard problems. 2. Students will analyze, evaluate, and/or criticize various academic disciplines and/or regional/national/global issues.	a. Research Papers b. Exams/Tests c. Final Exams d. Projects e. Multimedia Presentations f. Team-oriented Activities g. Capstone projects	Students in all General Education music classes	Course Assessments for all General Education music classes: MUC 104 Guitar Fundamentals MUC 122 Music Appreciation MUC 135 History of Rock MUC 136 Survey of World Music MUC 143 Music Fundamentals

<b>Program Outcomes</b>	<b>Student Learning Outcomes</b>	<b>Direct/Indirect Assessment Measure</b>	<b>Population</b>	<b>Reporting/Use</b>
				MUC 151 Film Music
B. Students who complete the College's General Education Core Requirements will demonstrate College-level competency in writing.	1. Students will demonstrate accurate and effective explanatory writing skills. 2. Students will locate, collect and organize evidence on an assigned research topic.	a. Research papers b. Papers c. 'C' Standards rubric	Students in all General Education music classes	Course Assessments for all General Education music classes: MUC 104 Guitar Fundamentals MUC 122 Music Appreciation MUC 135 History of Rock MUC 136 Survey of World Music MUC 143 Music Fundamentals MUC 151 Film Music
C. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in oral communications.	1. Students will demonstrate effective public speaking skills. 2. Students will demonstrate an ability to evaluate their own public speaking skills.	a. Oral presentation rubrics b. Informal Oral Responses e. Formal Oral Presentations f. Multimedia Presentations g. Team-oriented Activities	Students in all General Education music classes	Course Assessments for all General Education music classes: MUC 104 Guitar Fundamentals MUC 122 Music Appreciation MUC 135 History of Rock MUC 136 Survey of World Music MUC 143 Music Fundamentals MUC 151 Film Music
D. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in	1. Students will demonstrate understanding of mathematical principles and methods. 2. Students will demonstrate the ability to perform accurate	a. Papers b. Tests c. Final Exams d. Projects e. Team-oriented Activities	Students in all General Education math courses and Music Theory courses	Course Assessments for the following Music Theory courses: MUC 110, 111, 210, 211 – Music Theory and

<b>Program Outcomes</b>	<b>Student Learning Outcomes</b>	<b>Direct/Indirect Assessment Measure</b>	<b>Population</b>	<b>Reporting/Use</b>
quantitative analysis.	calculations and symbolic operations.			Musicianship I-IV
E. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in computer literacy and in the ability to work productively with information technology.	<ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to determine or calculate the solution to a problem through the use of computer technology.</li> <li>2. Students will demonstrate the ability to make effective use of writing-related computer technology.</li> </ol>	<ol style="list-style-type: none"> <li>a. Information Technology Assessment tool</li> <li>b. Papers</li> <li>c. Tests</li> <li>d. Final Exams</li> <li>e. Projects</li> <li>f. Team-oriented Activities</li> </ol>	Students in all General Education English courses and music courses	Course Assessments for all General Education music classes: MUC 104 Guitar Fundamentals MUC 122 Music Appreciation MUC 135 History of Rock MUC 136 Survey of World Music MUC 143 Music Fundamentals MUC 151 Film Music
F. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment.	<ol style="list-style-type: none"> <li>1. Students will demonstrate an awareness of ethical behavior.</li> <li>2. Students will demonstrate an understanding of and appreciation for cultural diversity.</li> <li>3. Students will demonstrate understanding of and appreciation for artistic expression.</li> <li>4. Students will demonstrate understanding of and appreciation for health-and-wellness issues.</li> <li>5. Students will demonstrate understanding of and appreciation for the physical and social environment.</li> </ol>	<ol style="list-style-type: none"> <li>a. Papers</li> <li>b. Tests</li> <li>c. Final Exams</li> <li>d. Projects</li> <li>e. Team-oriented Activities</li> </ol>	Students in all General Education music classes	Course Assessments for all General Education music classes: MUC 104 Guitar Fundamentals MUC 122 Music Appreciation MUC 135 History of Rock MUC 136 Survey of World Music MUC 143 Music Fundamentals MUC 151 Film Music



<b>Program Outcomes</b>	<b>Student Learning Outcomes</b>	<b>Direct/Indirect Assessment Measure</b>	<b>Population</b>	<b>Reporting/Use</b>
G. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in information literacy including finding, evaluating, and using information effectively.	1. Students will identify, categorize, and evaluate multiple information resources. 2. Students will cite multiple information resources in various course assignments.	a. Information Technology Assessment tool b. Papers c. Tests d. Final Exams e. Projects f. Multimedia Presentations g. Team-oriented Activities h. Capstone projects	Students in all General Education music classes	Course Assessments for all General Education music classes: MUC 104 Guitar Fundamentals MUC 122 Music Appreciation MUC 135 History of Rock MUC 136 Survey of World Music MUC 143 Music Fundamentals MUC 151 Film Music

### 3.1 Program Strengths

The Music Program has many significant strengths and achievements to be proud of. These include:

- Professional faculty who are active in their fields as performers, composers, and recording artists
- Faculty who advise students on transfer opportunities, career possibilities, and scholarships
- Committed faculty with a low turnover rate
- Lessons on voice and all instruments are offered
- Many music courses that are classified as General Education and are popular choices for students fulfilling Gen Ed electives
- Major and non-major music courses that are acknowledged by the Maryland Area College Music Association (MACMA) as good preparation for the first two years of a music degree
- General Education courses that support easy transfer for majors and non-majors
- A modern piano lab used in most music classes
- Classrooms structured for lectures and interactive learning
- Administration that supports updates to current software and technology
- Good relations with nearby four-year colleges and universities
- Low faculty/ student ratio
- Professional development of faculty is encouraged
- Library that offers excellent support with Oxford Music Online and other resources
- Adjuncts who are actively involved in curriculum improvement
- Day, night and online class offerings that are available to meet the scheduling needs of students.
- Course textbooks that are high quality and affordable
- Positive student evaluations and feedback from former students
- Cost of education at Cecil is very affordable
- A Music Degree that attracts a diverse group of students and has a diverse group of faculty teaching in the program.
- Commitment to the community through partnerships with Continuing Education
- Community involvement that is encouraged through performances at Elkton Station
- Partnerships with First Friday events that have brought recognition to programs at Elkton Station
- Performance Hall that is an ideal size for students and intimate concert settings
- Students who have work opportunities after graduation
- Administration that supports new ideas and initiatives

### 3.2 Program Weaknesses

Although there are many strong points, the Music Program also has areas that need improvement. These include:

- Low enrollment in some classes
- A need to improve relationships with K-12 schools
- Only one full time faculty member
- Programs that need more publicity and updated marketing
- Students who struggle with General Education classes
- Lack of practice rooms
- A need for a second full-time faculty member as the program grows
- A need for part-time or full-time workers as non-academic events continue to grow

### 3.3 Program Opportunities

There are many opportunities for growth within the Music Program. These include:

- Articulations can be made with many four-year institutions in surrounding states
- Student population is drawn from Maryland, Delaware, and Pennsylvania
- Cecil County Public Schools have a strong music program
- Performing Arts students are supported by grants and scholarships from the Cecil College Foundation
- Potential for partnerships with other programs at Cecil College
- Music club for students could enhance student interest and help promote programs.
- Milburn Stone Theater provides many opportunities for students to perform
- Close proximity to Baltimore, Philadelphia, and New York offers opportunities for field trips and learning experiences
- Performance Hall at Elkton offers opportunities for guest artists

### 3.4 Program Threats

Threats to the Music Program include:

- Student and parental concerns for careers in the Arts
- Rising textbook prices
- Low enrollment in some courses
- Difficulty keeping adjuncts due to Affordable Care Act
- Competing two-year institutions

## 4.0 Other Program Information

### 4.1 Advisory Council/Board

The Performing Arts Department maintains an advisory board consisting of instructors and working professionals in the performing arts.

Advisory Board Member	Credentials
Anthony Derrico	Director of Music Education at Oxford Arts Alliance
Heather Morrissey	Executive Director of Cecil County Arts Council
Yeonjune Suh	Professional Singer
Noelle Lipa	Clarinet Instructor at Harford Community College
Ryan Nicotra	Founder of Boom Theatre Group

In the future, we would like to expand the advisory board to involve more members of the community. The advisory board can be an effective venue for making connections and developing ideas for the program.

### 4.2 Adequacy of Available Technology

The Music Program advocates utilizing technology as much as possible in classrooms and performances. The administration has been very supportive with this endeavor. With the addition of a new Audio Technology class, students will learn popular recording software and how to operate sound equipment.

This will be an important asset for students, as knowledge of sound and recording become an increasingly critical skill for people in the music business. Other technology currently used includes:

- o Apple TV, computer, and LCD screen in ES 113
- o Music software installed on computer in ES 113
- o Piano Lab in ES 113
- o iPad purchased for classroom use
- o Projector and screen in ES 138
- o Smart Boards in many classrooms at Elkton Station
- o Portable sound equipment utilized for performances at Elkton and North East

### 4.3 Adequacy of Facilities

Facilities utilized by the Music Program include:

- o Music room (ES 113) that allows pianos and technology to be integrated into many music classes
- o Theater (ES 138) that has the flexibility to hold a diverse range of arts events
- o Dance Studio (ES 109) that is an adaptable space used for lessons, classes, and student practice
- o Computer Labs that are available to students at both Elkton Station and North East
- o Math lab and Writing lab at North East that is available to students.
- o Faculty offices located at Elkton Station, allowing students to easily access faculty

In general, faculty and students are happy with the facilities at Elkton Station because they are good for the size of the Music Program and allow for flexibility in classes, rehearsals, and performances. Being at Elkton, however, can be disadvantageous as related to the visibility of the program. Because large portions of students are at North East, sometimes there is a lack of awareness of the program. This has been addressed by hosting events in the student lounge and advertising on the LCD screens around campus. Additional strategies could involve the implementation of a student group that is active at North East, creating performance opportunities that involve students outside of the music program, and better marketing for events around campus. In addition, the new Audio Technology class will be held in one of the VCP labs on the North East campus and should be attractive to a wide selection of students. We have also recently started to experiment with the idea of having a few of the popular General Education classes held on the North East campus.

### 4.4 Articulation Agreements

The Music Program has developed the following articulation agreements:

<b>Cecil College Degree or Course</b>	<b>College/University</b>	<b>Articulations Effective</b>	<b>Current Status</b>
Music Degree	Towson University	Unknown	On Going
Applied Music Courses	Harford Community College	Unknown	On going
Selected Music Classes	Cecil County Public Schools	Fall 2011	On going

Articulations have been especially successful with Towson University, where several students have transferred. In addition to the articulations listed above, Cecil College is a member of the Maryland Area College Music Association (MACMA), which states that the core music classes are transferable to all member institutions in Maryland.

There are many opportunities for developing articulations with other colleges in Maryland, Delaware, and Pennsylvania. It would be beneficial to adapt relationships with other high schools in these areas as well.

## 5.0 Program Goals and Objectives

The Music Program has many opportunities for growth and development. Goals for the next five years are listed below.

Goals	Timetable for Completion	Required Resources	Obstacles to Completion
1. Addition of a second full-time faculty member	As budget allows	Funding	Funding and budget
2. Addition of part-time workers for non-academic events such as performances and festivals	As budget allows	Funding	Funding and budget
3. Develop additional articulations with four-year colleges	1-2 years	Administrative support	Reorganization of degrees due to Senate Bill 740
4. Develop additional articulations with high schools in Delaware and Pennsylvania	1-2 years	Administrative support	Finding appropriate people to talk to in school systems
5. Increase recruitment efforts in Cecil County High Schools and surrounding areas	On going	Administrative support	Access to schools
6. Host an Arts Festival at Elkton Station	Planned for June 2014	Funding, building resources, and administrative support	Marketing
7. Increase enrollment in music classes	On going	Marketing support	Competition with other programs and schools
8. More effective marketing for programs and events	On going	Marketing support, high school advisors	Marketing budget

Goals	Timetable for Completion	Required Resources	Obstacles to Completion
9. Create Music Certificates to augment Music Degrees	1 year	Academic Affairs and MHEC approval	MHEC approval
10. Expand performance events at Elkton Station	Planned for Spring 2014	Funding, building resources	Time restraints of current faculty, budget
11. Increase membership of Advisory Board	1 year	Members of community	Developing contacts with members of the community

## 6.0 Recommendations

The Music Program has come a long way since its inception, however, there is much room for growth. Below are recommended actions that will aid in its evolution.

- **Add a second full-time faculty member**

In Spring 2013, approximately 50% of classes were taught by adjuncts and overloads. In Fall 2013, this increased to approximately 53%. In Spring 2014, it is projected to rise to approximately 57%. These figures only reflect classroom teaching – including private lessons, the numbers would be between 80% and 90%. The course load, planning, paperwork, and administrative work that is associated with the program cannot be the responsibility of a single full-time person for much longer.

- **Add part-time workers to assist with events**

In addition to their regular duties, full-time and part-time instructors contribute to event planning and organization. In order for this to become a significant operation, additional workers will be needed to assist with organization, ticket sales, promotion, and even smaller things like ushering.

- **Convert AA degrees to AAS or AFA degrees**

This will reduce the number of General Education courses required for music majors, allowing them to focus more on performance skills that will enhance their transferability to four-year institutions. Steps toward this began with the regulations of Senate Bill 740 and degrees have been sent through Academic Affairs Committee. This will also potentially increase completion initiatives.

- **Incorporate the arts into STEM initiatives**

The arts are an important part of education and can be integrated into STEM programs to enhance the learning experience. In addition to the many benefits of studying music and other arts, they can also be used to fortify projects, presentations, and demonstrations.

- **Continue to update the facilities and equipment**

As music landscape changes, the need for additional equipment will be necessary. New equipment will allow students to develop skills more proficiently and allow them to adapt to changing technology.

- **Increase recruitment efforts**

Enrollment will be a key factor in growth of both the Music Program and of Cecil College in general. It will be important to reach out to both high schools and colleges in the surrounding areas. Working with the marketing department and with admissions will greatly enhance the chances of successful recruitment.

- **Increase membership of Advisory Board**

Adding new members to the advisory board will bring new connections within the community and could be key to recruitment and growth.

- **Continue to partner with Continuing Education**

Partnerships with Continuing Education have had great results. They have opened the door to a new population, and more opportunities and ideas arise every semester.

- **Increase events at Elkton Station**

Events at Elkton Station bring awareness to the Music Program, Cecil College, and the Elkton Arts District. They are beneficial in elevating cultural diversity and artistic endeavors in Cecil County.

- **Increase articulations with four-year institutions**

Forging additional relationships with colleges in Maryland, Delaware, and Pennsylvania will assist students in their transfer goals.

Overall, it has been exciting to see the growth in the Music Program since it began nearly ten years ago. The program itself has had a significant impact on Cecil County and the students at Cecil College. Although changes and updates to the program are necessary, it will be exciting to see its development in the future. There are many opportunities for music to have an influence on the college, county, and region. The Music Department looks forward to being a part of this advancement.

## Approvals

Signature of Division Chair  Date 5-14-14

Signature of the Chair of the  Date 5-14-14  
Academic Affairs Committee

Signature of the Dean of  Date 5-15-14  
Academic Programs

Signature of the Chief  Date 5/16/14  
Academic Officer

Date Presented to CMT: \_\_\_\_\_





