

**Music Departmental  
Quadrennial  
2016-2020**

HLC  
Ref.

Academic Standard & Narrative

Possible  
Artifact,

1.A1 & 1.A5	<p>Provide the department's mission statement and explain how it fits within the context of our institution. Provide evidence that the mission is clearly articulated through public information, such as purpose, vision, values, goals, plans or priorities.</p>	EVIDENCES:
		<a href="#">Music Department Handbook 2020-21</a>
	<p>Music Department Mission Statement (Adopted 2010-11 School Year): The music Department of Central Christian College encompasses the development of 1) music skills (practical), 2) music knowledge (theoretical) and 3) music appreciation (historical), 4) while embracing a Christian worldview for dynamic engagement with community and culture (convergence).</p> <p>The overarching goal is to develop excellent Christ-like musicians who, with servant attitudes, fulfill all academic requirements and obtain a college degree. The music faculty endeavor to be role models who teach, inspire, drill, and cultivate students in order to prepare them for a life of service in the multi-faceted world of music.</p> <p>Music Department Goals are imbedded in CCC's Fit Four: (1) Practical: Fit Mind (2) Theoretical: Fit Mind (3) Historical: Fit Mind (4) Convergence: Fit Heart, Fit Soul, Fit Mind, Fit Bodies</p> <p>There is a Practical, Theoretical, Historical and Convergence definition for every Student Learning Objective which can be found in the Music Department Handbook button (pp. 5-9) All syllabi include CCC Mission Statement and Fit Four, Music Department Mission Statement, and Music Program Objectives for that specific course. These three together prove that all courses are intentionally fulfilling the mission of the college</p>	<a href="#">Choir Syllabus</a>
	<p>Provide evidence of actions and decisions that demonstrate the department and related program's service to the public, not solely the institution or any superordinate entity.</p>	EVIDENCES:

1.B1	Evidence that the music department serves the public may be found in music department minutes and on music event posters. Music events are open to the public, and some performances of music groups occur off campus such as the choir singing for church services or the jazz band performing at Craft Coffee.	<a href="#">Music Department posters, Choir syllabus</a>
1.C1	Provide evidence that the department and related programs encourage curricular or co-curricular activities that prepare students for informed citizenship and workplace success.  Evidence that the Music Department and Ministry Department encourage activities that prepare students for workplace success include worship leading in chapels through Music Ministry Team and Worship Leading Internship through the Ministry Department and local churches. For example, Worship Arts students have lead worship on the Music Ministry Team (Music Ministry Team Syllabus in "Ministry/Worship Team Contract 2021 Semester) and have fulfilled a Worship Leading Internship through local churches. The Choir has participated by singing in worship services in local churches (Choir Syllabus MU-EN 243 443 Concert Choir in "Calendar").	EVIDENCES:  Choir syllabus MU-EN 243 443 Concert Choir, MU-EN 182 282 482 Ministry Team Spring 2021 Syllabus
	Provide evidence that the department and related programs foster a climate of respect among all students and faculty from a range of diverse backgrounds, ideas and perspectives.	EVIDENCES:

1.C3	Evidence that the department fosters a climate of respect among all students and faculty from a range of diverse backgrounds, ideas, and perspectives can be found in any music course syllabus under the "Class Participation/Freedom of Expression" clause, located in Concert Choir Syllabus, pg. 13-14.	Choir syllabus MU-EN 243 443 Concert Choir
2.A2	<p>Provide evidence that the department and related programs ensure operational integrity in regards to its financial, academic, human resources and auxiliary functions.</p> <p>Evidence of operational integrity can be found through the budgeting process and spending of the department (Annual Budget Request tab and Annual Budget Music Budget). Evidence of operational integrity in regards to academic and human resources can be found in the AD03 Annual Report (Executive Summary and Departmental Profile).</p>	<p>EVIDENCES:</p> <p><a href="#">Annual Budget Request</a></p> <p><a href="#">Annual Budget Request 2018-19</a></p> <p><a href="#">Annual Budget Request 2019-20</a></p> <p><a href="#">Annual Budget Request 2020-21</a></p>

		<a href="#">Annual Budget Music Budget 2020-21</a>
		<a href="#">Form AD03</a>
2.B1	<p>Provide evidence that the department and related programs are presented clearly and completely to its students and the public with regard to its programs, requirements, faculty and staff, costs to students, and accreditation relationships.</p> <p>EVIDENCES:</p>	
	<p>Evidence that the department and related programs are presented to the students and public can be found in the 2020-21 Catalog. For example, the Music Program can be found on pg. 145. Degree and requirements can be found on pg. 57-64 and 108, costs to students can be found on pg. 44-48, and accreditation to the Higher Learning Commission can be found on pg. 19.</p>	<a href="#">2020-2021 Catalog</a>
2.D	<p>Provide evidence of the department and related programs' commitment to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.</p> <p>EVIDENCES:</p>	
	<p>Evidence of freedom of expression can be found in each syllabus in the appendix under "Freedom of Expression."</p>	<a href="#">Choir syllabus MU-EN 243 443 Concert Choir</a>
2.E2	<p>Provide evidence that the department and related programs provide effective support services to ensure the integrity of research and scholarly practice conducted by their faculty, staff, and students.</p> <p>EVIDENCES:</p>	
	<p>Support services that are provided to students to ensure the integrity of research and scholarly practice include the Success Center (pg. 58 of Catalog) and the library (Pg. 22 of Catalog).</p>	<a href="#">2020-21 Catalog</a>

	Provide evidence that the department and related programs provide students with guidance in the ethics of research and use of informational resources.	EVIDENCES:
2.E3	Evidence that the department provides students with guidance in the ethics of research and use of informational resources can be found in each syllabus in the Appendix "Academic Integrity"	<a href="#">Choir syllabus MU-EN 243 443 Concert Choir</a>
2.E4	Provide evidence that the department and related programs enforces the institution's policies on academic honesty and integrity.	EVIDENCES:
	Evidence of enforcing the institution's policies on academic honesty and integrity can be found in the 2020-21 Catalog, pg. 69-72.	<a href="#">Catalog</a>
3.A1	Provide evidence that courses and programs within the department and related programs are current and require levels of student performance appropriate to the credential awarded.	EVIDENCES:
	Evidence that courses within the music program are current and require levels of student performance appropriate to the credential awarded is apparent in comparing the music program core and electives at CCKK with those at Oklahoma Baptist University, Wichita State University, and Greenville University, as seen in the Best Practices Matrix.	<a href="#">Best Practices Matrix</a>
3.A3	Provide evidence that the department and related programs ensure program quality and learning goals are consistent across all modes of delivery and all locations (main campus, online, and dual credit).	EVIDENCES:
	The only course the Music Department teaches online through SPE is MS 105 Music Appreciation. The Music Appreciation syllabus lists the learning objectives of the course, but only gives the number of the Music Department Objectives. The Music Department Objectives that the course fulfills should be listed on the syllabus.	<a href="#">Music Appreciation Syllabus (MU-MS 105)</a>
	Provide evidence that the department and related programs offer programs to engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.	EVIDENCES:

3.B

The Music Department collects, analyzes, and communicates information in multiple places in the curriculum. For example, MU-MP 421 Senior Recital Syllabus, a course required for all music majors, allows for the creativity of the student to be displayed (Pg. 40 in Music Department Handbook): 1. Compile a recital program or design a project (Collect and Analyze):(Assessment) The student's repertoire was appropriate for a Jr. Recital or project and the student practiced good communication skills with evaluator, instructor, performers, and others involved in the recital or project (preparation).

2. Integrate musical knowledge into the project or recital (Analyze and Communication): (Assessment) The student used their musical and historical knowledge to interpret the music performed during the recital or project (true to the genre); the student was skilled in "performance," that is the overall presentation of the work at hand (Creative Work); the student's repertoire was appropriate for a Jr. Recital or project; and the student was skilled in regards to their instrument(s) (Creative work)

3. Develop a promotional package for the project/recital (Collecting, Analyze, and Communicating): (Assessment) The student created a quality Promotional Package/Press Kit (Creative Work and Adaptability) (pp. 37-59). The Music Department is intentional in making sure that its graduates are able to adapt to changing environments. This can best be seen to the student answers in the "'Next Step' Paper" from the capstone course MU-MS 420 Worship, Performance, and the Christian Musician: Goals for the summer after graduation, one year, and three years (one page); two Master's degree programs with a description on why the student has chosen them and one application process completed (if the student does not turn them into the institution, they must be attached to the paper); professional development plan (Answer the questions directly: How will I continue in my creativity post college? How will I continue developing my instrument post college? How will I collaborate? What will my daily practice times look like post college? What practical things will I do to get my foot in the door to fulfill my goals?); list of 10 books that will develop the student - the books combined should prove a holistic formation for the student; and list of 10 musician(s) that will develop the student - the musician(s) combined should prove a holistic formation for the student.

[Senior Recital Syllabus \(Pg. 40 in the Music Department Handbook\)](#)

[Worship Performance and the Christian Musician Syllabus.](#)

Provide evidence that the general education program appropriately supports your department and related programs' purposes, content and intended learning outcomes.

EVIDENCES:

3.B1	Evidence that the general education program supports the music department can be found in the Catalog under General Education requirements (pg. 85), where there is a requirement for every major to complete at least three hours of the arts, of which music (and art, theatre, and literature) are included as options.	<a href="#">2020-21 Catalog</a>
3.B3	<p>Provide evidence of the department and related programs' education recognizing diversity and providing students with growth opportunities and lifelong skills to live and work in a multicultural world.</p> <p>Music Theory IV recognizes cultural diversity by incorporating a unit of World Music during the final portion of the course, assessed on the final exam. Students learn about instruments throughout the world, the purpose of the music (ceremonial, entertainment, or academic) and how it relates to the culture/religion. (MU-MS 203 MT IV Syllabus Learning outcomes, pg. 2, and Calendar pg. 5-6). Music History I-III recognizes cultural diversity by examining the settings and backgrounds of cultures throughout time, from ancient cultures (Jews, Greeks, and Romans) to the present day. (MU-MS 362 Music History I Syllabus FA20, pg. 7). Music Ensembles often study, rehearse, and perform music of diverse cultures. For example, Spring 2021 the choir performed African Psalm (Kenyan melody), Emerald Stream (Style of Appalachian folk song), and Blue Skies (Jazz tune from a musical). The Jazz band performed Chameleon (Herbie Hancock Jazz), Calypso Jive (Caribbean Jazz), Pink Panther (Film Jazz). All are represented in Choir Jazz Concert program 2.23.21.</p>	<p>EVIDENCES:</p> <p><a href="#">MU-MS 203 MT IV Syllabus</a></p> <p><a href="#">MU-MS 362 Music History I Syllabus FA20</a></p> <p><a href="#">Choir Jazz Concert 2.23.21.</a></p>
	Provide evidence of the department and related programs' faculty and students contributing to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.	EVIDENCES:



3.B4	<p>Evidence of music faculty and students contributing to scholarship, creative work, and the discover of knowledge can be found on the AD03 annual report form under "Summary of Accomplishments." For example, during the 2020-21 year, Luke Koerperich had a Junior Project Listening Party for his recording project and a Senior Recital.</p> <p>Faculty professional development (Brett Janssen) included presentation: Injury Prevention for Musicians. Music Seminar Faculty Lecture Series at Central Christian College of Kansas. January, 2021 and What Motivates Us To Learn Piano? Music Seminar Faculty Lecture Series at Central Christian College of Kansas. September, 2020.</p> <p>Brett Janssen also accomplished the following:</p> <ul style="list-style-type: none"> <li>• Pianist for Hesston High School Singers Variety Show. Hesston, KS. May, 2021. <ul style="list-style-type: none"> <li>• Accompanist for an Alto Saxophone senior recital at McPherson College. McPherson, KS. April, 2021.</li> </ul> </li> <li>• Accompanied high school students at regional/state solo and ensemble virtual festival. McPherson, KS. April, 2021.</li> <li>• Conducted half of the groups in the MAPTL (McPherson Area Piano Teachers League) Multi-Piano Christmas Concert. McPherson, KS. December, 2020.</li> </ul>	<p><a href="#">AD03 Form 2017-18</a></p> <p><a href="#">AD03 Form 2018-19</a></p> <p><a href="#">AD03 Form 2019-20</a></p> <p><a href="#">AD03 Form 2020-21</a></p>
3.C1	<p>Provide evidence that the department and related programs strive to ensure the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.</p> <p>Evidence that the department strives to ensure the overall composition of its faculty and staff reflecting human diversity can be found in the 2020-2021 Catalog on page 9 under Nondiscrimination Policy in Employment under General Policies and Procedures.</p>	<p>EVIDENCES:</p> <p><a href="#">2020-2021 Catalog</a></p>

	<p>Provide evidence that the department and related programs have sufficient numbers and continuity of faculty member to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.</p>	<p>EVIDENCES:</p>
<p>3.C2</p>		
		<p><a href="#">AD01 Form</a></p>
	<p>The Music Department has one full-time faculty who keeps a full work load with lessons, class work, committee work, and advising. Faculty often feel the strain of completing daily tasks mentioned while trying to recruit, seek grants, and continue in personal professional</p>	<p><a href="#">AD03 form 2017-18</a></p>
	<p>development alongside publishing and continue care of our personal practicing of our instruments. The full-time faculty member oversees 10 adjunct faculty and 3 student assistants (Music Department Handbook). All faculty under the music department have Master's or doctoral degrees in the area of music or worship and therefore are qualified. This documentation is reported to the Dean of Academics annually in the</p>	<p><a href="#">AD03 form 2018-19</a></p>
	<p>AD01 and AD03 forms and can be accessed by contacting the Academic Office.</p>	<p><a href="#">AD03 Form 2019-20</a></p>
		<p><a href="#">AD03 Form 2020-21</a></p>

		<a href="#">Music Department Handbook 2020-21</a>
3.C3	Provide evidence that all instructors within the department and related programs are appropriately qualified, including those in dual credit, contractual, and consortial programs	EVIDENCES:
	All faculty under the music department have Master's or doctoral degrees (or equal to) in the area of music or worship and therefore are qualified (See Music Department Handbook, pg. 3-4, and the Academic Office Documents)	<a href="#">Music Department Handbook</a>  <a href="#">Music Instructors Equivalent of Masters</a>
3.C4	Provide evidence of the department and related programs' instructors being regularly evaluated in accordance with established institutional policies and procedures.	EVIDENCES:
	Classroom Observations are required by the Academic Dean and occur once each academic year, and faculty observe another faculty within the institution (Form AD05). Instructors are also evaluated by students in TIGER surveys that occur at the end of each course.	<a href="#">Form AD05</a> <a href="#">TIGER S Spring 19</a>  <a href="#">TIGER S Fall 19</a>
	Provide evidence that the department and related programs have processes and resources for assuring that instructors are current in their discipline and adept in their teaching roles, and how the department supports their professional development.	EVIDENCES:

3.C5

All full time SPS faculty in the Music Department fill out the AD01 report to the Chair who completes the AD03 form to the Dean. Updated vitas are sent to the Dean of Academics. All faculty have continued to grow in their disciplines, as seen by gained degrees, memberships, and presentations/grants/publications/adjudications. The music department annual budget allows for \$300 of professional development for all full time faculty at CCC. The Music Department has utilized this along with the professional development grants offered by the Academic Office at CCKK. The Tuition Assistance Program (TAP, seen in 2020-21 Faculty Handbook pg. 68) has assisted music faculty in pursuing terminal degrees.

[Form AD01](#)

[AD03 Form 2017-18](#)

[AD03 Form 2018-19](#)

[AD03 Form 2019-20](#)

[AD03 Form 2020-21](#)

[Music Department Budget](#)

[Faculty Handbook](#)

3.C6	<p>Provide evidence that the department's instructor's are accessible for student inquiry.</p> <p>Evidence that the Music Department's instructor's are accessible for student inquiry is that each full-time instructor is required to have office hours. Office hours can be found on each music course syllabus (page 1-2), along with phone number and email address of the instructor.</p>	<p>EVIDENCES:</p> <p><a href="#">Choir syllabus MU-EN 243 443 Concert Choir</a></p>
3.D1	<p>Provide evidence that the institution provides student support service that are suited to meet the needs of students within the department and related programs.</p> <p>All syllabi include the following in an appendix, proving that support services are there for the Music students at CCC: 1) Academic Accommodations Any student who has a documented learning or physical disability and wishes to access academic accommodations under the 1973 Rehabilitation Act of the Americans with Disabilities Act must contact the Central Christian College of Kansas Success Center Director (1-800-835-0078). The student must have appropriate documentation of the disability and the need for the requested accommodation on file with the Success Center Director before accommodations can be provided. Please click on the link below to access the information. <a href="http://www.centralchristian.edu/student-success-center2">http://www.centralchristian.edu/student-success-center2</a> and 2) Support Services The Center for Academic Excellence and Enrichment (The Success Center) include a writing center, academic support services, career services, ESL/ELL services, and tutoring. Students are also eligible for 10 free hours of tutoring, each semester, through Tutor.com. To access these services go to <a href="http://CCCK-Tutor.com">CCCK-Tutor.com</a>.</p> <p>Music Department Faculty have office hours posted for students in need in syllabus (pg. 1-2)</p>	<p>EVIDENCES:</p> <p><a href="#">Choir syllabus MU-EN 243 443 Concert Choir</a></p>
3.D3	<p>Provide evidence that the department and related programs provide academic advising that is tailored to meet your students' needs.</p> <p>The Music Department faculty have an advising syllabus and advise all music majors, meeting at least four times a school year as scheduled on the academic calendar, seen in the advising syllabus.</p>	<p>EVIDENCES:</p> <p><a href="#">Advising Syllabus Janssen 2020-2021</a></p>

3.D4	Provide evidence that the institution has provided the necessary resources and infrastructure to support the department and related programs' faculty and students' effective teaching and learning.	EVIDENCES:
	<p>Libraries – We are currently growing our library and appreciate the support and partnering with Briner Library for recording, NAXOS, magazines, and encyclopedias, and Ebsco Host. Performing spaces - Performing Spaces – It is in the ten-year plan to have a concert hall. CCKC needs to address the stage lights in Greer. A proposal was sent to the CCKC administration by former CCKC English/Theatre professor Roy Milam over ten years ago. It has been communicated to us that the President will bring in a consultant to provide some insight into Greer sound, lighting, etc. in the spring of 2017 (Greer Auditorium Lighting Proposal 2-3-12). Further, the walls and wall paper need to be repainted in Greer Auditorium. Second, the parking lot of the Contemporary Christian Music Center needs to be</p>	<p><a href="#">Music Department Handbook 2020-21</a></p> <p>//www.centralchristian.edu/academic/briner-library/</p>
		<p><a href="#">Locker Storage Inventory</a></p>

	<p>repared. Technology: The music department was able to purchase a new macbook for Studio A in summer of 2019 (Music Department Handbook 2020-21pg. 31). The Music Department keeps a tight inventory of all sound equipment and instruments and submits the report to the Dean of Academics, Dr. Favara, and business office. (Locker Storage Inventory, Complete Choral and Instrumental Library Database, Music Department Inventory FA 20)</p>	<p><a href="#">Complete Choral and Instrumental Library Database</a></p>
		<p><a href="#">Music Department Inventory FA 20</a></p>
		<p><a href="#">Greer Auditorium Lighting Proposal 2-3-12</a></p>
<p>4.A1</p>	<p>Provide evidence that the department and related programs maintain a practice of regular program reviews and acts upon its findings.</p>	<p>EVIDENCES:</p>
		<p><a href="#">form AD01 Instructor Annual</a></p> <p><a href="#">AD03 Form 2017-18</a></p>

	<p>Evidence of regular program reviews and acting upon its findings can be found in form AD03 Annual Report provided each year by the music department chair. In addition to this, full time instructors evaluate curriculum within courses and indicate changes they will make the next time the course is taught (form AD01 Instructor Annual Report)</p>	<p><a href="#">AD03 Form 2018-19</a></p>
		<p><a href="#">AD03 Form 2019-20</a></p>
		<p><a href="#">AD03 Form 2020-21</a></p>
<p>4.A4</p>	<p>Provide evidence of the department and related programs maintaining and exercising authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs. Provide evidence that the department ensures its dual credit programs are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p>	<p>EVIDENCES:</p>
	<p>The Music Department submits all curriculum changes to the Academic Office for approval by the AAAC, proving accountability and partnership with the institution as it applies to expectations for student learning, access to learning resources, as they apply to the courses offered. All assignments requiring rubrics have rubrics located in an appendix. Finally, the Music Department requires an appendix showing closed-loop assessment (Concert Choir Syllabus). Course objectives are the same for SPE and Dual Credit versions of MU-MS 105 Music Appreciation (Music Appreciation Syllabus)</p>	<p><a href="#">Music Appreciation Syllabus</a></p> <p><a href="#">choir syllabus MU-EN 243 443 Concert Choir</a></p>
	<p>Provide evidence that the department and related programs maintain specialized accreditation for its programs as appropriate to its educational purposes.</p>	<p>EVIDENCES:</p>



4.A5	The Music Department has created a checklist of requirements to fulfill NASM accreditation, with a subjective checklist of what our music department offers and fails to offer. The goal of the music department is to take steps towards aligning with the NASM accreditation requirements. However, this has been tabled due to only one full time faculty in the music department. See NASM 2014-15)	<a href="#">NASM 2014-15</a>
4.A6	Provide evidence that the department and related programs evaluate the success of its graduates. Cite indicators that the department considers to be appropriate measures (employment rates, admission rates to advanced degree programs, internships, etc.).	EVIDENCES:
		<a href="#">AD03 Form</a>
		<a href="#">AD03 Form 2018-19</a>
		<a href="#">AD03 Form 2019-20</a>
		<a href="#">AD03 Form 2020-21</a>
	Evidence that the department evaluates the success of its graduates can be found in Form AD03 Annual Report under "Graduate Placement"	<a href="#">Data book 2017-18</a>
		<a href="#">Data book 2018-19</a>
		<a href="#">Data book 2019-20</a>
		<a href="#">Data book 2020-21</a>

4.B1	Provide evidence that the department and related programs have effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.	EVIDENCES:
	The clearly stated goals for student learning can be found in the Music Department Handbook 2020-21, pg. 5-9. Each syllabus has a closed loop assessment of the departmental learning objectives, course learning objectives, assessment tool, and rubric (Concert Choir Syllabus Appendix)	<a href="#">Music Department Handb</a>  <a href="#">choir syllabus MU-EN 243 443 Concert Choir</a>
4.B2	Provide evidence that the department and related programs use information gained from assessment to improve student learning.	EVIDENCES:
	Evidence that the department uses information gained from assessment to improve student learning is evident in the "Individual Course Assessment and Evaluation" completed after each semester for every course taught (Post Course Enhancements and Mod Evaluation Sheet). Reporting is required in the following areas: MU-MS assessment test results; final test/project/paper results; final average grade; course assessment – positive aspects of the course, concerns with the course, classroom/curriculum enhancements and modifications; Post-course changes based on Assessment – post-course curriculum changes and post-course enhancements and modifications; and comments. The music department now keeps minutes under the Department of Humanities minutes of any changes that might happen to improve student learning.	<a href="#">Post Course Enhancements and Mod Evaluation Sheet</a>  <a href="#">Department of Humanities Minutes</a>
4.B3	Provide evidence that the department and related programs' processes and methodologies used to assess student learning reflect good practice.	EVIDENCES:
		<a href="#">Music Department Handb</a>

	<p>The Music Department's process and methodologies are compliant with CCC's expectations: Quadrennial Review, Department of Humanities Meeting Minutes, and "Assessment Evaluation for Music Program Courses" as found in the Music Department Handbook (pp. 19).</p>	<a href="#"><u>Department of Humanities Minutes</u></a>
<p>4.C</p>	<p>Provide evidence that the department and related programs pursue educational improvement through goals and strategies that improve retention, persistence, and completion rates within the department.</p>	<p>EVIDENCES:</p>
		<a href="#"><u>Data book 2017-18</u></a>
		<a href="#"><u>Data book 2018-19</u></a>
	<p>Evidence that the department pursues educational improvement through goals and strategies that improve persistence and completion rates within the department can be found in the data book for each year. Educational improvement can be found through curriculum changes following assessment of instruction, which can be found in</p>	<a href="#"><u>Data book 2019-20</u></a>
	<p>Post-Course Enhancements and modifications document.</p>	<a href="#"><u>Data book 2020-21</u></a>
		<a href="#"><u>Post Course Enhancement and Modification Evaluation Sheet</u></a>

5.A2	Provide evidence that the department's leadership uses data to reach informed decisions that are in the best interest of the department?	EVIDENCES:
		<a href="#">AD03 Form 2017-18</a>
		<a href="#">AD03 Form 2018-19</a>
		<a href="#">AD03 Form 2019-20</a>
	<p>The department's leadership uses data from the Data Book and the AD03 Annual Report to reach informed decisions that are in the best interest of the department.</p>	<a href="#">AD03 Form 2020-21</a>
		<a href="#">Data Book 2017-18</a>
		<a href="#">Data book 2018-19</a>
		<a href="#">Data book 2019-20</a>
		<a href="#">Data book 2020-21</a>

5.A3	Provide evidence that the department's faculty, and when appropriate, students are involved in setting academic requirements, policy and processes through effective collaborative structures.	EVIDENCES:
	While we have no oversight of the administration and staff's decisions regarding policy and processes, the Music Department is dedicated to upholding its academic policies and has placed strategic structures to make sure these policies are completed as seen in our Music Department Handbook (Pg. 10-19) and submitted documents to AAAC. All decisions regarding academic requirements, policies, and processes are done as a department and are recorded in the Department of Humanities Minutes.	<a href="#">Music Department Handbook 2020-21</a>  <a href="#">Department of Humanities Minutes</a>
5.B3	Provide evidence that the department and related programs have a well-developed process in place for budgeting and for monitoring its finances.	EVIDENCES:
		<a href="#">Annual Budget request 2017-18</a>
		<a href="#">Annual Budget request 2018-19</a>

	<p>Evidence of the process for budgeting and monitoring its finances can be seen in the annual budget request (representing the budgeting process) and in the Annual Budget Music Budget (representing the spending process). The Music Department has proven to be responsible with its finances, staying within the budget presented by the college at the beginning of each school year and can be reviewed in the Business office in the document, "Current Fund Income Sheet."</p>	<a href="#">Annual Budget Request 2019-2020</a>
		<a href="#">Annual Budget Request 2020-21</a>
		<a href="#">Annual Budget Music Budget 2020-21</a>
		<p>Current Fund Income Sheet</p>
	<p>Provide evidence that the department and related programs engage in systematic and integrated planning and improvement (resource allocation, operations evaluation, institutional mission, external effects, student outcomes).</p>	<p>EVIDENCES:</p>

5.C	Evidence of the music programs engagement in systematic and integrated planning and improvement can be seen in the Department of Humanities Minutes.	<a href="#">Department of Humanities Minutes</a>
Additional	Confirm that the department has completed assessment of all AO forms.	AO Assessment Data is completed.

<b>Action Points</b>		
space below, list the actions that still need to be completed in order to be compliant with the standards of this re		
HLC Ref.	Necessary Actions	Possible
	Rework to reduce the number of Music Department Objectives so that courses that all music majors take will fulfill lower level and upper level music department objectives.	
	Place Music Department Objectives on Music Appreciation Syllabus	