

Services & Activities Fee Annual Program Review

Program Name: Marching Band
Program Manager: Dr. T. André Feagin
Fiscal Year: FY2024

1. In what ways does your program support CWU students? Please be specific, yet concise.

Fostering Community and Belonging: Both ensembles welcome students from diverse academic majors and cultural backgrounds, creating a sense of unity and inclusivity through shared musical and performance experiences.

Enhancing Educational Opportunities: Participation in these ensembles allows students to develop essential skills such as teamwork, leadership, and discipline while fostering creativity and musicality.

Promoting School Spirit and Engagement: The ensembles serve as spirit leaders for CWU, enhancing the atmosphere at athletic events and university functions, contributing to a vibrant campus life.

Cultural and Artistic Representation: As ambassadors of the university, the bands engage with the broader community, showcasing CWU's commitment to excellence and cultural

2. What are your specific program goals or learning/operational objectives? How are you assessing the effectiveness of your program in achieving those targets?

Foster Musical Excellence:

Goal: Provide students with the opportunity to develop and demonstrate high levels of musicianship through participation in the Wildcat Marching Band.

Objective: Students will enhance their technical skills in ensemble playing, tone production, pitch matching, balance, and articulation.

Assessment: Evaluation is done through live performance feedback, where students are assessed on their musical accuracy, expression, and overall performance quality. Additionally, performance recordings are analyzed to assess musicianship over the course of the season.

Develop Visual and Technical Marching Skills:

Goal: Teach students the principles of corps-style marching and effective visual performance.

Objective: Students will master marching techniques, coordinate movements with musical execution, and perform pregame and halftime routines with precision.

Assessment: Students are assessed during rehearsals and performances using rubrics for marching technique, visual coordination, and music memorization. Drills are evaluated using video analysis and peer feedback.

Foster Teamwork and Leadership Skills:

Goal: Encourage students to develop leadership skills and work collaboratively within a diverse, inclusive ensemble.

Objective: Students will practice leadership in the form of section leadership roles and demonstrate positive teamwork throughout rehearsals and performances.

Assessment: Leadership and teamwork are evaluated through peer reviews, instructor observation, and student self-assessments at the end of each season.

Promote School Spirit and Community Engagement:

Goal: Strengthen the sense of school spirit and foster a positive relationship between the university, students, and the community.

Objective: Students will actively participate in performances at athletic events, pep rallies, and community events.

Assessment: The success of this goal is measured by audience feedback, attendance at events, and participation rates. Additionally, survey data from students and community members helps gauge the impact of performances on school spirit.

Assessing Effectiveness:

To ensure that the program is meeting its goals, effectiveness is assessed through a combination of performance evaluations, direct feedback from participants and audience members, self-reflection reports from students, and instructor observations. Ensemble rehearsals and performances are recorded for review, allowing both students and instructors to assess improvement. Student surveys and feedback forms are also used at the end of each season to evaluate the program's impact on students' educational experience and personal growth.

3. What is the overall purpose of your program and what service(s) does your program provide?
 - a. Are there overlaps or intersections with other university programs who have a similar purpose or service?

Overall Purpose of the Program:

The overall purpose of the Wildcat Marching Band is to provide students with a unique and enriching opportunity to develop their musical, leadership, and teamwork skills in a spirited, performance-driven environment. The program serves as a musical ambassador for Central Washington University, engaging with the larger university and local communities through high-energy performances at athletic events, pep rallies, and other university functions.

These ensembles help foster a sense of school pride, belonging, and unity, contributing significantly to the overall student experience at CWU. By offering students from all academic disciplines a chance to participate, regardless of their major or previous marching band experience, the program promotes inclusivity and enhances the cultural diversity of the university community.

Services Provided:

Musical and Performance Opportunities: Students gain hands-on experience in musical performance, marching technique, and ensemble collaboration, allowing them to refine their musicianship and develop performance confidence.

Leadership and Team Building: The program encourages leadership through section leadership roles and enhances teamwork through the collaborative nature of large ensemble performance.

School Spirit and Campus Engagement: By performing at athletic events and university functions, the program strengthens the connection between students, alumni, faculty, and the community, boosting school spirit and campus morale.

Community and University Representation: The Wildcat Marching Band serves as ambassadors of CWU, representing the university in the broader community at events that promote school pride and foster positive relationships.

Overlap or Intersection with Other University Programs:

While the Wildcat Marching Band serve unique functions within the university, there are some intersections with other programs that promote school spirit and student engagement:

CWU Athletics: There is a natural alignment between the marching band and CWU Athletics, as both groups work to energize the crowds at sporting events. However, the marching band focus specifically on musical and performance elements, whereas Athletics' primary mission is competitive sports.

Student Activities and Campus Life: Programs within Student Activities, such as student organizations or spirit clubs, may have similar goals of fostering school spirit and community. However, the bands provide a musical and artistic dimension to these efforts, complementing the activities that focus more on student interaction and event planning.

University Outreach Programs: Some outreach and community engagement initiatives may have similar goals of representing CWU to the public. The marching band, however, provide a more direct musical and performance-based approach to engagement, representing the university through music at various events.

While there are some overlaps, the Wildcat Marching Band is distinctive in its musical and performance-driven contributions to both the campus and the broader community. The organization provide a unique service that ties together musical excellence, school spirit, and student engagement in ways that complement and enhance the efforts of other programs.

4. How does your program align with the purpose of S&A funding? *“Supporting cocurricular and extracurricular activities and programs participated in by students in the furtherance of their education.”*

Alignment with the Purpose of S&A Funding:

The Wildcat Marching Band directly align with the purpose of S&A funding by providing students with valuable cocurricular and extracurricular opportunities that enhance their educational experience. The ensemble offers a platform for students to develop a wide range of skills that support their academic and personal growth.

Cocurricular Learning and Skill Development:

Participation in the marching band allows students to engage in hands-on, performance-based learning that complements their classroom education. Students develop musicianship, teamwork, leadership, and time management skills that are transferable to a variety of academic and professional contexts. This supports the furtherance of their education by providing real-world applications for the skills and knowledge they acquire in their academic studies.

Fostering Academic Success and Engagement:

The program encourages student engagement and a sense of belonging on campus, both of which are critical to student retention and success. Students who participate in the Wildcat Marching Band can strengthen connections with their peers, faculty, and the broader university community. These connections contribute to a more inclusive, supportive environment that fosters student success and well-being.

Promoting Inclusivity and Access:

The program is open to all students, regardless of their major or prior marching experience, ensuring that a diverse group of students can participate. This inclusivity reflects the university’s commitment to expanding access and success for all students, which aligns with the overarching goals of S&A funding.

Contributing to Campus Life and School Spirit:

The ensemble contributes significantly to the vibrancy of campus life by enhancing school spirit and fostering positive engagement with CWU’s athletic community. This participation strengthens students’ connection to the university, which supports their academic and personal development.

5. How does your program support CWU’s mission and goals? (<https://www.cwu.edu/mission/>)

The Wildcat Marching Band plays a key role in supporting Central Washington University’s mission to build a community of equity, belonging, and cultural sustainability, while expanding access and success for all students. The program aligns with CWU’s core values in the following ways:

Fostering a Community of Belonging:

The Wildcat Marching Band brings together students from a variety of academic disciplines, fostering a sense of community and inclusion across the university. By creating an environment where all students can participate, regardless of their major or prior marching experience. The program promotes equity and belonging. This aligns with CWU's commitment to welcoming and integrating diverse perspectives and providing a supportive, inclusive space for student engagement.

Cultural Sustainability and Diversity:

The bands embrace CWU's emphasis on the importance of cultural diversity by offering students the opportunity to express themselves through music in a shared environment. Students from different backgrounds contribute to the ensembles, creating a rich and diverse learning environment. Additionally, the program provides a platform for students to experience and engage with music that resonates across various cultures, fostering a broader understanding of the role of music in community-building and cultural exchange.

Supporting Student Success and High-Impact Practices:

Through its hands-on, performance-based activities, the program provides high-impact learning opportunities that enhance students' personal and academic development. Participation in the marching band allows students to develop critical skills in musicianship, leadership, and teamwork, all of which contribute to their academic and professional success. The program also provides a sense of belonging, engagement, and connection to the university, which helps improve student retention and success. These outcomes align with CWU's focus on high-impact practices that promote student achievement and holistic development.

Promoting School Spirit and Community Engagement:

The marching band serves as spirited ambassadors for CWU, representing the university at athletic events, pep rallies, and community engagements. This strengthens the bond between students, the university, and the broader community, aligning with CWU's goal of building meaningful relationships and authentic community partnerships. The bands' contributions to school spirit also reflect the university's commitment to fostering a vibrant, engaging campus life for all students.

Expanding Access and Inclusivity:

By offering open participation for students of all majors and experience levels (with a placement audition required for drumline), the program promotes access and provides opportunities for personal growth and achievement to a wide range of students. This inclusivity supports CWU's goal of expanding access to opportunities and ensuring that all students, regardless of their background, have the resources and support needed for success.

6. Please provide detailed information regarding who utilizes your program? (*Students, faculty, staff, community? Specific demographic information? Class standing, gender, ethnicity, transfer, campus location, etc.*)

Students:

Academic Majors: The program is inclusive of all students, regardless of their major. While many participants are music majors or students from the Department of Music, many students come from a variety of academic disciplines, including education, business, science, and the arts. This diversity in academic backgrounds enriches the ensemble, providing a broader range of perspectives and experiences.

Class Standing: Both underclassmen and upperclassmen utilize the program, including freshmen, sophomores, juniors, and seniors. The program fosters leadership development for upperclassmen, who often take on section leader or other leadership roles, while offering new students (freshmen and transfers) the opportunity to become involved in campus life and the university community early on.

Gender and Ethnicity: The program prides itself on its inclusivity and aims to represent the diversity of CWU's student body. The bands reflect a diverse demographic in terms of gender and ethnicity, offering opportunities to all students regardless of gender identity, race, or ethnicity.

Transfer Students: Transfer students from other institutions are also welcomed and encouraged to participate. Many students who transfer into CWU from community colleges or other universities join the marching band to quickly become involved with campus life and build connections within the CWU community.

First-Generation College Students: The program attracts many first-generation college students, providing them with a sense of community and belonging as they transition into university life. The inclusive, low-pressure environment of the marching band offers a supportive space for these students to thrive both personally and academically.

Faculty and Staff:

While the marching band is primarily student-run, faculty and staff occasionally participate in or attend performances, particularly those that are tied to school spirit, recruitment, or community events. Faculty in the Department of Music are also involved as directors or advisors for the band, providing mentorship and guidance to student members.

Community Engagement:

The community, both locally in Ellensburg and beyond, plays a significant role in the program. The Wildcat Marching Band performs at various events that are open to the public, including CWU football games and community festivals. These performances bring together students and community members, strengthening ties between the university and the local community.

The program also provides opportunities for local schools and other community organizations to engage with the university. High school students are often exposed to the marching band through outreach and recruitment events and collaborative performances where they may join the ensemble. This fosters connections between CWU and local school music programs.

Campus Location:

The marching band primarily performs at athletic events located on CWU's main campus in Ellensburg.

Diversity and Inclusivity:

Ethnicity: The Wildcat Marching Band serves students from a range of ethnic backgrounds, with a focus on inclusivity and ensuring that all students, regardless of race or cultural background, feel welcome. The program supports CWU's mission of diversity by encouraging students from all backgrounds to participate and contribute to the ensemble's success.

Gender: The program maintains gender inclusivity, offering opportunities to all students regardless of gender identity. The ensemble is made up of students who identify as male, female, and non-binary, with section leadership roles open to all students, regardless of gender.

7. How many unique CWU students utilize your program or services?
- How do you gather these metrics?
 - If you do not, what is preventing you from getting that data and how are you determining usage by CWU students?

The Wildcat Marching Band serve approximately **110-130** unique CWU students annually.

a. How do you gather these metrics?

The metrics for tracking student participation in the program are gathered through the following means:

- Enrollment Records:** Each student in the marching is enrolled in a course (MUS 287 for Marching Band), and enrollment records from the Department of Music provide a clear count of all students officially registered in the ensembles. These records are maintained by the Department of Music and are updated each academic year (marching band is fall quarter only).
- Audition Participation:** Participation in auditions is tracked annually, especially for the percussion section, where auditions take place in August. A roster of students who audition for, and are accepted into, the ensemble is maintained. These records are also cross-referenced with the department's student database to ensure accurate tracking.
- Section Leaders and Attendance Records:** Attendance and section leadership roles are tracked throughout the academic year. Section leaders assist to maintain attendance records for rehearsals and performances, which helps ensure accurate data on how many students are actively engaged at any given time.

8. Are there any current vacant positions in your program?

Yes, there are currently vacant positions in the Wildcat Marching Band. Specifically, the ensemble has vacancies in both the **Percussion Instructor** and **Color Guard Instructor** positions. These positions were lost in 2022 when operating budgets were adjusted, and as a result, there has been a gap in specialized instruction for these sections.

The Percussion Instructor is responsible for overseeing the drumline, teaching marching percussion techniques, and coordinating percussion-related performance elements for the marching band. This role is critical for maintaining the high level of performance expected from the percussion section, especially in both traditional and modern percussion techniques.

The **Color Guard Instructor** oversees the visual presentation of the marching band, directing the color guard section, including flag, rifle, and other movement-based performances. This position is essential for ensuring that the visual aspect of the marching band's performance matches the musical excellence and provides an exciting and engaging experience for both the performers and the audience.

Since the loss of these positions, the program has been relying on support from faculty, graduate assistants, and students within the department, but these efforts do not fully replace the specialized instruction that was previously provided. As a result, the marching band has faced challenges in maintaining the level of expertise and consistency in these areas, which are key to achieving the program's high standards.

9. Given the budget reductions taking place and continuing for the remainder of the funding cycle, please tell us what specific impacts those reductions have had on your program compared to what was originally planned and including in your initial base funding request.

The recent budget reductions have significantly impacted the Wildcat Marching Band, affecting several key areas of the program's operations. These reductions have necessitated adjustments to the program's structure, staffing, and overall execution compared to the initial base funding request. Some of the primary impacts include:

1. **Loss of Specialized Instructor Positions:** One of the most significant impacts of the budget reductions has been the loss of the Percussion Instructor and Color Guard Instructor positions in 2022. These positions were originally part of the base funding request and were integral to maintaining the quality of instruction for the percussion and color guard sections. The absence of these roles has led to reliance on volunteer faculty, graduate assistants, and student leaders to fill the instructional gaps, which has limited the specialized training and consistency that the sections previously received.
2. **Reduced Staffing and Instructional Support:** Due to the elimination of instructor positions, the program now faces a reduction in direct instructional support. The percussion and color guard sections are vital to the overall success of the marching band, and the lack of dedicated, experienced instructors has had a direct impact on the quality of these sections' performances. This has created additional strain on current faculty and staff who are already managing multiple responsibilities across other ensembles and academic duties.
3. **Increased Dependence on Volunteers:** With reduced funding, the program has had to rely heavily on student and graduate assistants for instruction and operational support. While these individuals are dedicated and highly capable, they cannot fully replace the expertise and time commitment that professional instructors would provide. As a result, the quality of instruction, particularly in the percussion and color guard sections, has been compromised, affecting the overall performance standard of the Wildcat Marching Band.

4. **Impact on Student Experience:** The loss of specialized instruction has also affected the overall student experience in the marching band. Students who were expecting a high level of professional mentorship in their respective sections have instead had to adapt to a more improvised and less structured approach. This has led to some frustration among students, particularly those in the percussion and color guard sections, as they are not receiving the type of targeted, expert instruction that they need to grow and succeed in these roles.
5. **Limitations on Performance Opportunities:** Budget cuts have also resulted in a reduction in the number of performance opportunities for the ensemble. The marching band historically participated in a wider variety of events, including exhibition performances, festivals, and parades. With the current budget constraints, these opportunities have been nearly eliminated, limiting the band's visibility and ability to serve as a representative of CWU both on and off-campus.
6. **Equipment and Resource Constraints:** The program has also faced challenges in maintaining and acquiring new equipment, including instruments, uniforms (which need replacing), and technology for drill coordination. With reduced funding, it has become increasingly difficult to keep up with necessary repairs and upgrades, which affects the quality of the program's performances.

10. Are there any circumstances or challenges that are currently impacting your ability to use your base funding allocation this year?

Yes, there are several circumstances and challenges currently impacting our ability to fully utilize the base funding allocation this year:

Staffing Shortages: As previously mentioned, the loss of the Percussion Instructor and Color Guard Instructor positions due to budget reductions in 2022 continues to be a significant challenge. Without dedicated, specialized instructors for these areas, the program has had to rely on volunteers and graduate assistants, which limits the efficiency and effectiveness of resource allocation for instructional needs. These gaps in staffing have prevented the program from utilizing base funding for professional development and instructional staffing as originally planned.

Increased Operational Strain: The reliance on volunteers and graduate assistants, while valuable, has created additional strain on other staff and faculty who are already managing multiple responsibilities. This added pressure affects the ability to use funding for new initiatives, performance opportunities, and recruitment efforts. Much of the available funding is being directed toward immediate operational needs rather than long-term program enhancements, such as expansion of student services or performance opportunities outside of CWU.

Travel and Performance Opportunities: The limitations on performance opportunities, particularly for travel, have been exacerbated by the budget cuts. Due to the lack of sufficient funds for travel and performance-related expenses, the program has had to cut back on these activities, and funds are being reserved primarily for essential on-campus performances. This

limits the potential impact of the program on the broader community and restricts the visibility of CWU's musical ensembles.

1. **Equipment and Maintenance Constraints:** The marching band relies on high-quality instruments, uniforms, and technology to ensure a top-tier student experience. However, the base funding has been insufficient to maintain and upgrade equipment at the level originally planned. With some funding directed toward immediate needs, such as repairs and replacements for worn equipment, the program has been unable to allocate funds for new investments in technology or visual performance tools that would enhance the ensemble's presentations and performances.
2. **Unanticipated Increases in Operating Costs:** Like many programs, the Wildcat Marching Band has faced rising operating costs, such as for uniforms, instrument repairs, and other maintenance-related expenses. These costs were not fully anticipated in the base funding request and have contributed to the challenge of utilizing available funds effectively. As expenses increase, funding has had to be redirected to cover basic operating needs, rather than investing in growth or expansion.

11. What growth or increases would you like to see in your program in the future?

Looking ahead, there are several key areas where we would like to see growth and increases in the Wildcat Marching Band to further enhance student experience, visibility, and impact. These areas of growth align with the goals of expanding student participation, improving the quality of the programs, and increasing the overall reach of the CWU Bands.

1. **Expansion of Staffing and Instructional Support:** One of the primary goals for future growth is to restore the Percussion Instructor and Color Guard Instructor positions that were eliminated due to previous budget reductions. These specialized positions are critical for maintaining high-quality instruction in these essential sections, ensuring that students in the marching band receive the expert mentorship they need to excel. Additionally, the possibility of adding more instructional support in the brass and woodwind sections would help elevate the overall quality and consistency of the ensemble.
2. **Increase in Student Participation and Recruitment:** We aim to increase student participation in the Wildcat Marching Band with a particular focus on recruiting students from diverse academic disciplines and backgrounds. By expanding recruitment efforts, both on-campus and in the surrounding community, we hope to increase the size and diversity of the ensembles, giving more students the opportunity to be involved in these high-profile programs. Growth in membership will also foster a more vibrant and inclusive campus culture.
3. **Enhanced Performance and Travel Opportunities:** One of the goals for future growth is to expand performance opportunities for the ensembles, particularly through out-of-community and regional travel. This would include participating in parades, university festivals, and competitions, which would not only elevate the program's visibility but also provide students with meaningful performance experiences that contribute to their personal and professional growth. These experiences would help position the CWU Bands as a major representative of the university.
4. **Technology and Visual Innovation:** As the marching band seeks to remain innovative in its performances, we would like to invest in new technology and visual resources to

enhance the overall presentation of our performances. This includes integrating advanced drill design software, better visual performance tools, and more sophisticated staging and lighting options for halftime shows and other performances. Increased investment in these areas will elevate the program's overall production value and keep the band at the forefront of contemporary marching ensemble performances.

5. **Additional Performance Stipends and Compensation for Students:** To further support the growth of our program, we would like to increase performance stipends for students involved on the Wildcat Marching Band leadership team. Offering better financial support for students' participation in these ensembles would help encourage a greater number of students to join and remain committed to these programs. The availability of student employment would help to better reflect the time commitment, skill level, and dedication required for students to be a part of these performance groups.
6. **Increased Community Engagement and Outreach:** Another important goal is to deepen the program's community engagement through more outreach efforts and collaborations with local schools, arts organizations, and community groups. By providing outreach performances, educational workshops, and community-based events, the Wildcat Marching Band and Pep Band can become a stronger presence both on and off-campus, creating more connections between the university and the local community.
7. **Strengthened Alumni Connections:** Strengthening the alumni network for the Wildcat Marching Band and Pep Band is another goal. Creating opportunities for alumni to remain connected with the program, whether through reunions, special performances, or mentorship opportunities, would provide a stronger sense of community for current and former students alike. Alumni engagement is also an important way to build a sustainable support system for the program, especially as we seek to expand our resources.