

Annual Discipline Update LDC YEAR A

Program: Music

Year: 2020

SECTION 7: ADMINISTRATIVE FEEDBACK AND FOLLOW UP

This section is for Administration to provide feedback

To be prepared by Division Dean(s)

6A. Strengths and successes of the program as evidenced by the data, analysis and reflection:

The Music program is to be commended for volunteering to participate in this discipline review pilot. The Program's participation in this pilot will provide valuable information for the college as we continue to assess and make improvements to the discipline review process. This is appreciated!

The 2019-20 academic year has been a year of many transitions. The College is embarking on a reorganization, at Rock Creek Campus the Music program into a new division, and the move to remote teaching due to COVID-19 has shifted instructional energy in a way we haven't seen before. Despite the need to navigate all this change, it was clear in reading this review that opportunities for Music Program students are rich and varied. Faculty in the program have a wide array of specialties ranging from classical guitar, jazz improvisation and percussion, gospel voice, musical theater, and classical voice, among others. Students have access to classes focused on the Music Theory, History, Performance, and Private Lessons, that prepare them for success as they transfer as Music majors and minors. Non-major and minor students join performance ensembles as hobbyists, take Music classes that will help them meet general education requirements, and are encouraged to integrate as much Music programming as they can into their experience at PCC. Music students are eager to share their talents and faculty oblige by preparing them to perform brilliantly as ambassadors to the community.

Among the variety of strengths and successes highlighted in the discipline review the following stood out:

- An increase in student FTE from 2016-19.
- The expansion of private music lesson (MUP) enrollment.
- High student success rates in performance ensemble classes.
- Collaboration districtwide to share curriculum, coordinate scheduling and maintain good working relationships.
- An increase in parity of the gender make-up in Music classes.
- Connections the Music program has made with K-12 partners and area Colleges and Universities.
- Developing strong performing ensembles and choirs at a community college is challenging in many ways, the development of this aspect of the Music Program at Rock Creek Campus has been impressive.

Thank you for your time putting this report together, your dedication to the success of students and commitment to continuous improvement of the Music Program.

6B. Areas of concern, if any: *Areas of concern noted in 6B in Year B response.*

6C. Recommended Next Steps:

Proceed as planned on program review schedule

Follow up conversation needed with SAC, Dept Chair(s) and Deans

6D. Additional Comments:

Faculty. In multiple areas of the discipline review the instructional load for 1-credit performance-based ensemble courses is highlighted as a challenge. While these 1-credit classes are the standard for articulation purposes in Oregon, their instructional load calculation as lab classes is not an accurate reflection of the scope of work required to teach these classes.

Administration will work with the program faculty to research possible solutions for how the instructional load for 1-credit performance ensemble classes can be calculated.

Non-faculty support staff. In the discipline review, it is highlighted that there is a difference in how non-instructional staff are used to support the Music program across the district.

The Music Program has evolved from campus to campus in unique ways, the staffing models reflect this evolution. Over the coming year, with the college navigating a reorganization, there is potential for the Music SAC and Administration to build more consistency in how non-instructional staff are used to support Music.

Enrollment. From 2016-2019 enrollment in the Music Program has increased which is commendable during this period of enrollment declines. Further to this, there are two other community colleges in the Portland metro area with well-established Music Programs. These times merit having a well-mapped out pathway to a Music transfer degree and into careers. In section 2A2 you advocate for improving online courses on a regular basis and continuing to recruit students into face-to-face courses. Do you have feedback regarding how the annual online scheduling process is going for Music? Are you able to say more about what you feel are the key factors in attracting students to the PCC Music Program?

In Section 4 it's stated that, "The growth in enrollment at RC campus has inversely had an impact on enrollment at Sylvania; particularly at the Music major and minor level," attributing this to how classes are scheduled and differing class cancellation policies. While we recognize these issues can be challenging, we feel the Music Program has a track record of collaborating on solutions and compromises to solve such issues. Examples of this include working together to adjust the number of Music History course offerings and implementation of a process for the scheduling of distance learning classes. Further to this, with the decline in enrollment at Sylvania and the pending college reorganization, we look forward to working with the Music team to navigate what lies ahead. It was refreshing to read in the Year B discipline review the following, "...the college-wide reorganization provides us with the opportunity to better serve the community by optimizing our resources, particularly faculty."

Student Success. In this discipline review pilot you were provided 3-years of disaggregated Music course enrollment data broken out into the following categories:

Location and instructional modality

Success rate and modality
Success rate and gender
Success rate and ethnicity
Success rate and Pell Grant eligibility

Thank you for considering this data in a thoughtful and critical way. You highlight that overall success rates are generally between 100%-60%. Further to this, you highlight that there is parity of success across genders. You recognize that success is lower for students taking online classes, among Black or African American, Hispanic or Latino and students declaring two or more races. You understand the need to explore options for differentiating instructional strategies with the aim of improving equitable student success. You highlighted in detail the lower success rate among Pell eligible students in *Fundamentals of Music (MUS 110)* and asked a series of interesting questions, concluding with this, "...does this point to the fact that our Pell eligible students may come to PCC with a deficit in music training that we need to be aware of and assist students with our courses?" Answers to these questions could be worth pursuing with support from the Institutional Effectiveness team.

Assessment. The direct assessment you proposed addresses the needs of students wishing to transfer as a Music major or minor. Additionally, the juried solo performances serve as a pragmatic culminating experience to MUP classes, giving them the opportunity to evaluate their progress and perform in an audition-like atmosphere. We look forward to learning how the assessment goes.

Annual Discipline Update LDC YEAR B

Program: Music

Year: 2020

SECTION 7: ADMINISTRATIVE FEEDBACK AND FOLLOW UP

This section is for Administration to provide feedback

To be prepared by Division Dean(s)

6A. Strengths and successes of the program as evidenced by the reflection, planning and resource requests

Response copied from 6A in Year A update.

The Music program is to be commended for volunteering to participate in this discipline review pilot. The Program's participation in this pilot will provide valuable information for the college as we continue to assess and make improvements to the discipline review process. This is appreciated!

The 2019-20 academic year has been a year of many transitions. The College is embarking on a reorganization, at Rock Creek Campus the Music program into a new division, and the move to remote teaching due to COVID-19 has shifted instructional energy in a way we haven't seen before. Despite the need to navigate all this change, it was clear in reading this review that opportunities for Music Program students are rich and varied. Faculty in the program have a wide array of specialties ranging from classical guitar, jazz improvisation and percussion, gospel, musical theater, and classical voice, among others. Students have access to classes focused on the Music Theory, History, Performance, and Private Lessons, that prepare them for success as they transfer as Music majors and minors. Non-major and minor students join performance ensembles as hobbyists, take Music classes that will help them meet general education requirements, and are encouraged to integrate as much Music programming as they can into their experience at PCC. Music students are eager to share their talents, faculty oblige by preparing them to perform brilliantly as ambassadors to the community.

Among the variety of strengths and successes highlighted in the discipline review the following stood out:

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Thank you for your time putting this report together, your dedication to the success of students and commitment to continuous improvement of the Music Program.

6B. Areas of concern, if any:

In this section we highlight areas where systems could be improved to support the Program.

Gospel Choir. The Portland Community College Music program has a unique resource in its gospel choir. Gospel music is foundational to contemporary music: funk, soul, rhythm and blues, jazz and hip hop. Additionally, gospel choirs afford student access to musical experiences and music education outside the traditions of Western academia. Sylvania is to be commended for bringing the resource of a credit-bearing gospel choir to Portland and Portland Community College.

However, administration perceives the gospel choir as an isolated effort. In other words, administration does not see a supporting ecosystem (inter-campus curriculum and culture). Administration wonders whether PCC Music might collectively develop a curriculum and culture wherein a gospel choir is an integral part.

Degree. The Portland Community College Music program web page highlights the following:

*'Like all Oregon community college's, PCC does not offer a degree in music. We advise our music students to take music classes according to our music transfer **guide**, which prepares them to matriculate to four-year institutions.'*

While the transfer guide referred to in the quote above does a good job laying out, term by term, the classes students can take in route to transferring, we recognize that other community colleges in the State are promoting an AS Music transfer degree. For example, Mt Hood and Clackamas Community Colleges note the following information on their web pages:

Associate of Science in Music (ASM)

Department website: <http://mhcc.edu/performingarts>

The Associate of Science in Music (ASM) is an associate degree that is intended to prepare students to transfer into an upper division baccalaureate degree program in music in many Oregon universities' Bachelor of Music programs. In selecting courses for this degree, students are highly encouraged to consult the specific faculty adviser and the institution to which they intend to transfer to determine if it is an appropriate choice. Completion of this degree does not guarantee that lower-division general education requirements of an Oregon public university will be fully satisfied.

<https://catalog.mhcc.edu/degree-certificate-requirements/asm/>

Associate of Science (AS)

The Associate of Science two-year degree has both general education and discipline-specific requirements and isn't just for science programs. It is designed for students planning to transfer to a public Oregon university. Some of the **Associate of Science** degrees CCC offers include biology, computer science, engineering, geology, horticulture, **music** and English.

We are concerned that prospective Music students may struggle to understand how the Music classes they take will align with degrees and certificates, unless they speak directly with a faculty advisor. We feel it would be prudent for the Music SAC and administration to work with the Curriculum Office to review whether there are options that will allow the program to more clearly communicate available degrees and certificates.

Sylvania Performing Arts Center (PAC). Our understanding is that, due to the PAC's designation as a rental facility, the Music program is not able to hold performances where donations could be collected and put into a Foundation account. Administration would like to explore what options there are for reevaluating this policy.

6C. Recommended Next Steps:

- Proceed as planned on program review schedule
- Follow up conversation needed with SAC, Dept Chair(s) and Deans

6D. Additional Comments:

Thank you for providing thoughtful objectives and resource requests. We look forward to ongoing discussion and collaboration to address the needs of the Music Program.

OBJECTIVES AND RESOURCE REQUESTS

Assessment. We are looking forward to learning how virtual juried solo performances go at the end of spring term, despite the shift to remote teaching.

Music Facilities. We do recognize there is an inequity among facilities impacting Sylvania Campus. At this time program space at Sylvania is yet to be determined. In the Objectives section you identify needs for: lecture classroom/piano and technology lab/student practice rooms. Are you able to say more about how these facilities' needs relate to your vision of the programming you would like to see at Sylvania Campus? For example, as a certificate in Live Audio Engineering comes online, what resources and facilities will be needed to ensure student success?

Certificate in Live Audio Engineering. Administration is supportive of the development of this certificate, as we believe it aligns well with Sonic Arts degrees and certificates and will enhance student employability. As cited above in the comment about music facilities, we recommend the Music Program team incorporate planning around the resources and facilities needed to host the certificate program concurrently with the academic planning which is under way.

MUS and Sonic Arts Curriculum Alignment. We recognize there are overlapping areas of curriculum between Music and Sonic Arts. We are grateful for the spirit of collaboration between the programs. We believe this alignment will benefit students from both programs in many ways. The Music Program/Administrative meeting on 3/4/2020 was an excellent first step to initiate this project. We look forward to ongoing planning and alignment.

Music Therapy transfer agreement. Administration is supportive of articulation agreements with 4-year institutions and the opportunities they afford students. We are grateful for the

progress with this agreement and encourage presenting the draft agreement for SAC review at an upcoming meeting.

On-campus Music Events. We agree that on-campus music events are valuable opportunities for students to perform and experience the work of professional musicians. At Sylvania we would like to encourage partnership with musical builders, formerly affiliated with Marylhurst University, with the aim to increase our capacity to offer musical theater performances on campus. We are supportive of Rock Creek campus hosting more music events, perhaps expanding on the success of the Experience Music Concert Series. We welcome the Music Program Team putting together a proposal outlining what music events you would like to offer across the District, outlining what resources will be needed to produce the events.

Music Ensemble Workload. In multiple areas of the discipline review the instructional load for 1-credit performance-based ensemble courses is highlighted as a challenge. While these 1-credit classes are the standard for articulation purposes in Oregon, their instructional load calculation as lab classes is not an accurate reflection of the scope of work required to teach these classes.

Administration will work with the program faculty to research possible solutions for how the instructional load for 1-credit performance ensemble classes can be calculated.

Student Talent Grants. As the PCC Foundation has procedures and processes in place to create endowed accounts devoted to raising funds and dispersing student scholarship funds, we feel there is a path to creating student talent grants. Currently, many of these accounts are campus and program-based. In the case of the Music Program, we would like to understand more about how you propose to coordinate the development of talent grants in partnership with the PCC Foundation. With the movement toward the centralization of programs it seems prudent to take a district-wide approach to this resource.

MUP tutor pay rate increase. We recognize that the enrollment of students in private music lessons is increasing and that retaining excellent MUP tutors is paramount to this success. However, there are intermingling challenges which need to be considered and addressed regarding a pay rate increase for MUP tutors. First, how would passing the cost associated with increasing the MUP tutor pay rate impact equitable student access to the lessons? Next, is it fiscally possible and prudent to increase the rate, which has been in effect for 3-years, during this challenging budgetary climate? At this time we are not prepared to consider an increase in pay rate but appreciate you bringing the issue to our attention. It highlights the need for more thoughtful consideration of the need for incremental pay increases for MUP tutors while doing all we can to avoid passing costs on to students.