

**Portland Community College
Music Transfer Program Review
Spring 2009**

Based on Program Review Guidelines - revised December 2008

The music transfer program is headquartered at the Sylvania campus. The Rock Creek and SE campuses also offer a limited number of MUS courses. In addition, a few MUS courses are offered at the Cascade campus as part of the professional music program. MUP (applied music lesson) courses are offered exclusively through the Sylvania campus.

1. Music Program Goals

A. Educational Objectives

To prepare students for transfer to four-year institutions as music majors or minors by providing a comprehensive music education through music courses at the lower division level.

The primary transfer institution for PCC students is Portland State University. During the past few years there have been small changes to PSU's lower division requirements. New degrees have also been added, including two new Bachelor of Music Degrees: the Bachelor of Music in Music Education and the Bachelor of Music in Composition. (*Appendix A1-A9 – PSU Bachelor of Music Major and Minor Requirements*)

Another important goal of the music program is to provide the general PCC student population with general interest music courses.

B. Context within PCC and relation to PCC's Mission, Values and Goals:

The music transfer program is a vital part of college life and fits wholly within the Mission, Values and Goals of Portland Community College. The program regularly provides free music performances to the general student population, to the college and to the larger community through student recitals and concerts, through Club PCC and through other off-campus performances. These events not only serve as educational milestones for our students, but also provide audiences with opportunities for self-reflection, heightened awareness, and life-long learning experiences that contribute to personal growth.

In addition to providing musicians on a regular basis when called upon by the college, the music program serves as an essential partner in the community by reaching out and cultivating relationships with high schools, transfer institutions, charitable organizations and other public and private groups.

Music courses are open to all students and offer transformative learning experiences to music majors and minors, to the general student body and to the community at large.

2. Curriculum

A. Evaluation

PCC music program curriculum has been created, revised and evaluated using standards set forth by the National Association of Schools of Music (NASM) Handbook 2009-2010 for two-year transfer institutions. (*Appendix B – NASM Handbook 2009-2010*)

In addition, consultation with our main transfer institutions, Portland State University and Marylhurst University, is used to assess and evaluate the music curriculum and the effectiveness of the music program in preparing students for transfer.

PSU music transfer students must pass an Upper Division Examination to be admitted to the program at the junior level. The Upper Division Examination is designed to measure the integration of musical knowledge and performance skills at the mid-point of a student's university career and serves as an additional benchmark in evaluating the curriculum. (*Appendix C – PSU Upper Division Examination*)

NASM Handbook:

Section VI.B.1. – “Institutions offering the music major transfer program shall maintain curricular requirements equivalent to the first two years of a four-year baccalaureate program. In this regard, the following shall serve as standards for community/junior colleges. Institutions offering programs intended to transfer to a professional baccalaureate degree must use the Common Body of Knowledge and Skills.”

Section VI.B.2. “All music major transfer programs shall therefore provide the following throughout the two-year period:

Basic Musicianship

- (1) Programs for developing skills and basic understanding of musical properties such as rhythm, melody, harmony, timbre, texture, and form....”*
- (2) Repeated opportunities for enacting in a variety of ways roles such as listener, performer, composer, and scholar, and by responding to, interpreting, creating, analyzing, and evaluating music.*
- (3) A repertory for study that includes various cultures and historical periods.*

Performance

a. Students shall be required to study performance privately or in classes throughout the two-year period. The studies are intended to develop the highest level of performance on the major instrument and also to develop keyboard competencies. Essential experiences and goals are the following:

- (1) The development of technical skills adequate to meet the needs of artistic self-expression.*
- (2) Performance of a cross-section of music from the various styles represented in the complete repertory of the particular performance medium.*
- (3) The ability to read at sight.*
- (4) Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular ensemble experiences.*

b. Students shall be required to participate in at least one chamber or large ensemble each semester throughout the two-year period.

Basic Analysis

Students shall be provided opportunities to develop basic analytical knowledge and skills including an understanding of music in both its cultural and historical contexts. This may be achieved in a multidisciplinary setting or in courses with a music emphasis. Students should be able to place compositions into historical and stylistic perspective.

Music Education

Students expecting to transfer to baccalaureate degree programs in music education shall be provided opportunities to gain background understanding and skills that support upper-division completion of competencies with instruments and the voice essential to the teaching specializations. Normally, two-year institutions offer at least one introductory course in music education.

General Studies

The liberal arts component of a student's program shall be selected according to the requirements of each state for the specific colleges to which the students will transfer, taking into consideration the NASM guidelines and recommendations for general studies listed under the standards for the various baccalaureate degrees in music.

Studies in foreign language are essential for students whose major area is voice or music history and literature."

How PCC Music Courses Match PSU and NASM Courses and Guidelines

Basic Musicianship

Basic musicianship skills are developed comprehensively through our music theory and aural skills course sequences (MUS111, 111C, 112, 112C, 113, 113C, 211, 211B, 212, 212B, 213, 213B), through performance courses including chorus, symphonic band and chamber ensemble, and through applied lesson study and performance of applied lesson work (MUP) .

Within these courses students are provided with many opportunities to act as listener, composer, performer and scholar. Assignments regularly include evaluation and analysis of musical compositions from different historical periods and genres.

Assessment methods include qualitative and quantitative examinations, analytical examinations including harmonic analysis and historical context, and applied musical skills such as singing and clapping.

Performance

Students are required to complete two years of applied music lesson study as well as large and/or small ensemble courses. This varies slightly depending on the specific requirements of the undergraduate music degrees. Course Content and Outcomes Guides for MUP courses exist but have never been posted. These CCOGs were created and/or revised as part of this and the last program review using Portland State University and NASM Guidelines for performance and applied lesson study. The outcomes in these CCOGs do not conform to the current guidelines set forth by the Curriculum Committee of the EAC and have yet to be revised. (*Appendix D PCC MUP CCOGs*) (*Appendix E – PSU Guidelines for Applied Lesson Study*)(*Appendix F - NASM Standards for Performance*)

Part of MUP course requirements, in addition to lessons, includes attendance of performance classes and participation in music recitals and concerts. Assessment of student performance level is completed each term through music juries. Keyboard skills are developed through class piano courses (MUS191p, 192p and 193p) and are assessed using applied examination. (*Appendix G – PCC Music Jury Evaluation Form*)

Basic Analysis

The music theory course curriculum includes analysis of music compositions from a variety of genres and places them in historical context. In addition our music history course provides in-depth instruction on the music literature of the Western world. Elective courses in non-Western music such as MUS108 Music Cultures of the World and MUS206 History of Jazz give students the opportunity to broaden their perspectives beyond the traditional European historical and musical perspective.

Music Education

Portland State University does not require lower division music education course. Other OUS schools do not offer LD music education courses therefore either does PCC.

General Studies

General studies for PCC music students planning to transfer to PSU and major in music present some unique challenges. Undergraduate music degrees are pre-professional fields of study that require many music courses at both the lower and upper-division levels and leave little room for other courses. PSU BM, as well as BA and BS degrees in music, require a single yearlong course at the freshman level (Freshman Inquiry – 15 credits total), and three Sophomore Inquiry courses (12 credits total) selected from University Studies Clusters. PCC does not offer these types of courses so it's difficult to advise students in the area of general studies. In the past we have advised students to pursue AAOT requirements but the AAOT degree is not necessarily the best route for PSU music transfer students because it has requirements that exceed the credit degree requirements at PSU. For that reason, transfer students often do not obtain the AAOT. Moreover, music transfer students are not guaranteed junior status even if they possess the AAOT. Placement of transfer students is achieved through the PSU Music Department Upper Division Level Examination.

Foreign language (4-8 credits) is now required for PSU music majors whose main instrument is voice and/or vocal performance, and we are currently advising vocal majors of this change.

B. New courses and course content and outcome changes since last review.

MUS101 Introduction to Music (Basic Materials) (new course)

Course matches PSU intro to music theory for non-majors and replaces the current PCC MUS110 Fundamentals of Music (3 credits). Course suitable to be taught via distance modality.

MUS195 Symphonic Band (new course)

Course fulfills large ensemble requirement for instrumentalists who are planning to major or minor in music.

MUS110 (3 to 4 credit conversion)

Depth and breadth added to course including applied keyboard, rhythm and singing components. Also adds more complex harmony and introduces physics of music and sound, and begins development of aural skills. Course serves as prerequisite for core music theory study and will now better prepare students. Outcomes revised to current format and standards.

MUS190 Intro to Piano (new course)

Course matches PSU piano course intended for non-music major or minors and frees up space in other piano courses for music majors and minors.

MUS204 Music of the Western World (new course)

Course fulfills PSU music history requirements for students who are planning to major or minor in music.

We are currently in the process of revising the remaining MUS course outcomes to conform to the current format recommended by PCC curriculum committee.

C. How MUS and MUP courses address the College Core Outcomes.

MUS and MUP courses are very diverse: some are survey courses from a historical perspective, some are theory based and include analytical skills and critical thinking, while others focus on the development of specific applied skills such as singing and hearing. These courses include hands-on experience at the piano, student-led projects, self-reflection assignments, cultivation of artistic expression, oral presentations and group work. The courses collectively develop and employ both sides of the brain and include the musical literature of many cultures and historical periods.

The majority of MUS courses have a Core Outcomes Mapping Level Indicator of 3 or 4. Examples of courses that do not are ear training, sight-singing, and applied music lessons these score lower in some areas because they are specialized and focus on developing specific skills such as aural dictation and playing an instrument. (*Appendix H – MUS Core Outcomes Mapping*)

D. MUS courses and DL Modality

The following courses are currently offered via DL modality:

MUS105 Music Appreciation
MUS108 Music Cultures of the World
MUS110 Fundamentals of Music
MUS205 History of Rock
MUS206 History of Jazz

With the exception of MUS110, these courses are effectively taught via DL modality. MUS110 was converted from 3 to 4 credits and now includes applied components such as playing scales and chords at the piano, singing, and developing aural skills.

E. No curricular changes as result of exploring innovative practices.

Service learning is one area that has been brought up in the MUS SAC meetings as an area that might be explored.

3. Student and Community Needs and Changes

A. Student Demographics and Instruction

No notable changes since the last review, although the ethnic distribution of MUS students is slightly less diverse than all PCC credit students.

B. Changes made to curriculum and instruction based on feedback

In addition to the previously mentioned changes under section 2.B, the following changes have been made since the last program review:

Aural skills courses (MUS111C-113C) and (MUS211B-213B) were increased from one contact hour per week to two contact hours per week. This was done after the last program review and recommended after a review of our curriculum by our main transfer institution Portland State University.

Recommended changes to curriculum:

Additional changes to the music curriculum are recommended as part of this review based on feedback from primary transfer institutions PSU and Marylhurst University in response to a survey on the effectiveness of the PCC music program in preparing students for transfer. The survey focused on NASM's "Common Body of Knowledge" (*Appendix 11-12 – Transfer Preparedness Survey and Responses*)

Requests to transfer institutions for feedback on the effectiveness of the PCC music program in preparing students for transfer shows that PCC students are adequately prepared in most areas. The survey did, however, highlight the following areas for improvement in some of our transfer students: more intense aural skills study and higher performance level on main instrument or voice. This has been reinforced by informal discussions with former students. Still, we have had students successfully transfer and complete degrees in music at institutions across the nation including Eastman School of Music, Berkeley School of Music,

University of Oregon, Western Oregon University, Evergreen State College and Cornish, to name a few.

Examples of feedback:

Performance (MUP courses):

“The typical experience is that PCC transfer students are under-prepared by at least a year of applied music, often more.” (PSU Music Department Chair)

Anecdotal evidence from discussions with former PCC students that have transferred to PSU reinforces this point.

On the other hand:

“Students who have studied privately while at PCC seem to come in at level. Not all PCC students have studied privately, however, which puts them a year or two behind in this area.” (Marylhurst University Music Department Chair)

Applied lesson courses (MUP) have recently been increased from 1 to 2 credits for students at the music major level. This was done at the request and recommendation of PSU and was implemented winter term 2009. This was done by allowing students to register for more than two sections of MUP courses per term and should go a long way towards mitigating this issue.

Applied lessons at PCC are currently not taught by PCC faculty, but by instructors who are unofficially approved to provide lessons (*see section 4 of this program review for more detail*). This makes it difficult to maintain a consistent level of quality and uniform curriculum and diminishes our capacity to adequately prepare students for transfer.

Some students do not register for applied lesson study due to the high out-of-pocket cost of lesson fees. These fees vary widely and are set by each instructor.

Aural Skills:

“PCC students seem to be a year behind” (Marylhurst Music Department Chair)

This point is reinforced by a number of informal discussions held with former students.

To mitigate this it is recommended that additional aural skills components in second year courses be implemented as part of this program review.

A survey of former PCC students was also emailed and posted on surveymonkey.com to measure the effectiveness of the music program in preparing students for transfer. Unfortunately, this yielded only two responses.

C. Enrollment Trends

Increased demand for MUS courses has required additional MUS courses and sections to be offered at the Sylvania, Rock Creek, and, to a limited extent, the SE campus. Unduplicated enrollment in MUS courses has increased steadily from the 2004-2005 to the current academic year. (*Appendix J1-J2 – MUS and MUP Program Data on Enrollment and Student Characteristics*)

MUS Enrollment

- 17% increase from 2006-2007 to 2007-2008
- 5.8% increase from 2005-2006 to 2006-2008
- .5 increase from 2004-2005 to 2005-2006

Ethnic distribution of MUS students is slightly less diverse than all PCC credit students.

MUP Enrollment

- 29.8% decrease from 2006-2007 to 2007-2008*
- 7.5% increase from 2005-2006 to 2006-2008
- 6% increase from 2004-2005 to 2005-2006

*The drop in enrollment occurred after we began “hiding” MUP courses in banner, thus blocking standard registration methods and enforcing departmental approval. Previously students could register without reviewing course policies and requirements.

Projected increase in the population of Washington County over the next couple of decades will increase student demand on the Rock Creek campus. The Rock Creek campus has limited MUS course offerings. Currently students who plan to be music majors and minors must attend the Sylvania campus for many of the core music requirements.

D. Strategies used within the program for facilitating access and diversity:

- Community outreach
- Highly diverse faculty
- Diversity of introductory MUS courses open to all students

E. Operational Challenges and Areas for Improvement

Although enormous strides have been made since the last review the following challenges remain and should be addressed as budgetary constraints allow.

- Music tutors and music lab assistants are needed. These positions were previously staffed with work study students but the lack of federal funds this academic year has not allowed us to staff these positions.
- Support staff for music program; assistance needed in areas of clerical duties, music librarian and additional accompanist work.
- Adequate large rehearsal space with storage for large instruments such as kettle drums, bass drums, vibraphone, marimba, low brass and string bass.
- Limited student practice space is available.
- Additional full-time music faculty at other campuses offering MUS courses.
- Small performance space with acoustics for live music performance.
- Music library needs to be substantially augmented to provide adequate repertoire for symphonic band and small ensembles.
- Piano/music technology lab is needed on the Rock Creek campus if complete core music courses are to be offered (required for core music courses – class piano 1-3, music technology and aural skill practice)

See NASM Handbook 2009-2010 for guidelines on facilities: Standards for Accreditation II. Purposes and Operations F. Facilities, Equipment, Health, and Safety (page 54)

Highlights include:

1. Standards

a. The following facilities shall be provided as appropriate to the student learning purposes, and to the size and scope of (1) the music unit and (2) the degrees and programs offered: classrooms; faculty teaching studios and offices; student practice rooms; ensemble rehearsal rooms; auditoriums for concerts; a music library; computer facilities; storage facilities; and administrative offices.

b. Space allotted to any music unit function must be adequate for the effective conduct of that function.

c. The following equipment shall be provided as appropriate to the student learning purposes and to the size and scope of (1) the music unit and (2) the degrees and

programs offered: grand pianos; upright pianos; pipe and/or electronic organs; electronic instruments and equipment; recording equipment; audio and video playback equipment for libraries, listening rooms, and classrooms; orchestral and band instruments; computers; supplies; and audio-visual aids.

4. Faculty – Composition, Qualifications and Development

i. Rational for Size and Distribution

There are two full-time faculty members in the transfer music program offered at the three campuses. Both of these members are at the Sylvania campus, which needs a minimum of two full-time faculty members to meet the needs of students: one specializing in instrumental music, the other in vocal music. As it currently stands, a single full-time faculty member handles all administrative duties for the music program, manages applied lessons (MUP courses), and is sole advisor to students who plan to major or minor in music. Rationale for this is budgetary and logistical. As a frame of reference on this point, the professional music program headquartered at the Cascade campus has an FTE enrollment that is less than half of the transfer music program yet the chair of the professional music program is given department chair release time for administration of the program and student advising. FTE enrollment data excludes all MUP courses, which generate relatively small FTE. (*Appendix K – MUC Enrollment Data and Student Characteristics*)

See NASM Handbook 2009-2010 Standards for Accreditation II.E. “Faculty and Staff” for guidelines. (page 51)

Highlights include:

NASM Handbook 2009-2010

section II.E.4.b. Loads

(6) Normally, the teaching loads of those having administrative and/or consultative duties are appropriately reduced.

ii. Quantity and Quality of Faculty

The Sylvania campus has the minimum number of faculty needed to meet current student demand and needs. More full-time faculty will be needed if student demand increases. Quality of all music faculty meets or exceeds qualifications set by the college and NASM standards through education and professional experience. Both full-time faculty members are highly qualified and are active artists who are respected in their fields.

NASM Handbook 2009-2010 section II.E.5. Student/Faculty Ratio

a. Standard. *The student/faculty ratio must be consistent with the size, scope, goals, and the specific purposes and requirements of the music programs offered.*

Teaching Loads and MUP Faculty

Single credit performance courses do not adequately reflect teaching load. Performance courses require extensive preparation for faculty – repertoire that is to be performed must be selected and learned thoroughly each term prior to teaching it to students. Applied lesson (MUP courses) faculty qualifications are not consistent. Currently there is no way to officially assess MUP faculty.

iii. Faculty Turnover

Relatively high turnover rate of part-time faculty in Freshman level music theory and aural skills courses due to lack of quality part-time faculty finding full-time positions or leaving to attend graduate school. These crucial courses are difficult to staff with quality part-time faculty. Remaining full and part-time faculty retention consistently strong.

iv. Full-time and Part-time Faculty

There is a reliance upon part-time faculty. In general the experience of part-time faculty is equal to the experience and educational background of full-time faculty. In some cases part-time faculty have higher educational experience.

v. Faculty Composition

The music faculty is considerably more diverse than the student population. Music faculty includes highly qualified and respected performers, composers, music educators and state and national music organization board members.

Applied Lesson Faculty

Applied lessons (MUP courses) are currently not taught by PCC faculty but through a referral system that approves instructors to be added to a list from which students select an instructor. Payment is made directly to the instructor in addition to PCC tuition for the credit. Instructors set their own fees and payment policies and courses are taught off-campus. This system creates inconsistencies in curriculum and does not allow for college assessment of faculty. MUP courses are critical during undergraduate study and serve as a type of apprenticeship – these crucial courses should be taught by faculty.

B. Instructor Qualification Changes

No changes made to instructor qualifications since last program review.

Cascade campus currently offers MUS courses taught by instructors that do not meet MUS instructor qualifications.

C. Faculty Professional Development and Improvement on the Strength of the Music Program

The professional development activities of the music faculty is one of strongest aspects of the PCC music program. Both full-time faculty members are active performers in each of their respective fields and are highly respected among their peers. Part time faculty members include OMTA executive committee members and researchers who travel extensively and complete work in Europe, Asia and at the New Orleans Jazz Institute Archives. Professional activities of faculty have strong impact on the college, the program, and most importantly upon student learning. Professional development can be a challenge for full-time faculty members to balance with teaching and administrative loads but is an indispensable part of the program.

NASM Handbook 2009-2010 E.1.b. – Guidelines and Recommendation and Comment

(2) Teachers of performance, composition, and other applied subjects normally are, or have been, deeply involved as practicing artists in the specific disciplines or specializations they are teaching.

5. Facilities and Support

- A. The piano/music technology lab on the Sylvania campus has been indispensable in effectively preparing music students for transfer. Campuses intending to have music programs need this type of facility. Additional rehearsal space, practice rooms, music offices and storage space for instruments and music library are also needed.
- B. Students primarily use the library for research papers, to check out and listen to recordings, and they use a multitude of online resources.
- C. There is a strong demand for tutoring support. Music theory courses are as intensive and difficult as LD math courses. Students often struggle during the first two terms of these courses. Music tutors would facilitate student success and help strengthen retention. Support staff needed to ease clerical and administrative work and possibly to be a staff accompanist. The ideal position would cover all three duties: music tutoring, clerical support, accompaniment.
- D. General education advising for music students is challenging due to a lack of PCC courses that fulfill PSU's freshman and sophomore inquiry courses. More specific

advising and communication between the advising office and the music program is needed. Currently advising for all students planning to major or minor in music is the responsibility of a single full-time music faculty member.

6. CTE Program – Not Applicable

7. Recommendations for Improvement

A. Strengths

- Strong, effective core music academic courses such as music theory and music history.
- Diverse faculty made up of respected professionals and active artists.
- Strong instrumental and vocal performance groups.
- Strong relationships with transfer institutions.
- Wide variety of music courses open to all students.
- Vital part of college and community life.

B. Areas in Need of Improvement

- Applied lesson program and curriculum needs to be standardized.
- Additional, more intensive aural skills training is needed in core courses (MUS111C-113C and MUS211B-MUS213B).
- Clear general studies advising for students planning to major or minor in music at the upper-division level.
- Lack of orchestra for instrumentalists such as string players who need to fulfill large ensemble requirement.
- Additional music instruments and music library needed for symphonic band and small ensembles
- Additional class and student rehearsal space and storage needed at Sylvania campus.
- Piano lab and additional facilities and staff including full-time faculty needed at Rock Creek in order to offer all courses required for students planning to major or minor in music at the upper-division level.
- Music program (MUS and MUP courses) administration and music student advising currently handled by a single full-time faculty member.
- Lack of full-time music instructors at other campuses offering MUS courses.

- Lack of support staff.

C. Recommendations for Added Student Success and Student Needs

MUP Lessons and Curriculum

- The applied lesson and curriculum should be standardized and ideally taught by college faculty as opposed to the current referral system. Clackamas Community College and Portland State University serve as good models for implementing this. Lesson study would be uniform and would allow for assessment and evaluation of faculty and would also standardize fees. Financial aid would directly cover lesson costs – currently students pay this fee out-of-pocket in addition to tuition. All students planning to major or minor in music would be required to register for the appropriate number of lesson credits per term. Auditions to take lessons at the music major or minor level should be considered to bring up the general level. CCOGs or similar guidelines for MUP courses should be posted on PCC curriculum website similar to other courses.

MUS Curriculum

- CCOGs for aural skills courses (MUS111C-113C and MUS211B-213B) should be revised to include more intensive content after consultation with PSU department of music.
- Explore the possibility of creating a first-year composition curriculum in consultation with PSU for students planning to pursue the Bachelor of Music in Music Composition degree.

General Studies Advising

- Work in conjunction with the office of student advising and PSU to develop clear general studies advising for music transfer students.

Large Ensemble for Orchestra Musicians

- Partner with transfer institutions and community-based groups to allow students to receive credit for performing in orchestras. Alternatively the PCC music program should consider starting an orchestra class that would fulfill this requirement for students and provide opportunities for community members that might be interested in joining such a group. This could be done with minimal costs.

Instruments and Music Library

- Explore grant opportunities for obtaining additional instruments and sheet music library. Work in conjunction with grants office to achieve this.

Facilities

- Explore possibilities of finding/creating additional rehearsal space and storage on the Sylvania campus.
- Work with Rock Creek campus administration and staff to identify facilities, equipment and staff needed to provide core music courses for students who plan to major or minor in music at the upper division level.

Faculty and Staff

- Recommend one to two full-time music faculty positions at Rock Creek campus in order to fulfill future and current student needs.
- Recommend creating support staff position for music program at Sylvania campus. Duties would include clerical work, tutoring services and possibly music accompaniment.
- Explore possibilities of additional release time for sole faculty member who handles administrative and advising duties and serves as SAC chair or spread the work around more equitably.
- Devise plan to of hire highly qualified staff to teach freshman level music theory and aural skills courses through more rigorous interview and search process.

Appendices

Appendix A1-A9 – PSU Bachelor of Music Major and Minor Requirements

Appendix B – NASM Handbook 2009-2010

Appendix C – PSU Upper Division Examination

Appendix D1-D15 – MUP CCOGs

Appendix E – PSU Guidelines for Applied Lesson Study

Appendix F - NASM Standards for Performance

Appendix G – PCC Music Jury Evaluation Form

Appendix H – MUS Core Outcomes Mapping

Appendix I1-I2 – Transfer Preparedness Survey and Responses

Appendix J1-J2 – MUS and MUP Program Data on Enrollment and Student Characteristics

Appendix K – MUC Enrollment Data and Student Characteristics