

Administrative Response to Program Review  
Music  
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On May 22, 2009, John Mery, Music Department Chair (and one of only two full-time faculty in the discipline) presented Program Review (PR) findings to an audience of PCC administrators and others with an interest in the discipline. We found both the written report and the presentation to be informative and thought provoking. We are very appreciative of the engagement of this SAC in both the process and reflective intent of program review. Overall, we learned much from the report and presentation and we all agree that John is to be thanked for his quite successful efforts to rebuild the MUS program. Enrollments have continued to grow since the Spring PR, with 09 Fall enrollment up (from 08) 23% at Sylvania (now at 30.24 SFTE) and 39% at Rock Creek (now at 29.60 SFTE).

This response consists of three sections: areas for which we particularly wish to commend the SAC, areas for further consideration and finally, our response and comments to your recommendations and/or requests.

**Of Note**

We would like to particularly commend this SAC for the following:

- The notable rebuilding efforts which have taken place since the last program review;
- Music has accomplished a great deal with limited resources;
- You provide strong, effective core music academic courses such as music theory and music history;
- Strong instrumental and vocal performance groups;
- Program elements added in recent years include: juried performance class, recital, log of lessons, piano lab, performance space, practice labs, music technology;
- Responding to growth, not with just more, but different. Wide variety of music courses open to all students;
- Have added non-majors courses, expanding access while allowing majors courses greater focus;
- Strong relationships with transfer institutions;
- Vital part of college and community life;
- Strong engagement with the process & intent of program review.

## For Further Consideration

The written program review and discussion during the presentation identified a number of areas that would benefit from further consideration and possible refinement.

1. We encourage the Music SAC to further consider pursuing National Association of Schools of Music (NASM) accreditation for this program.
2. Applied Music Lessons (MUP Offerings):

The Program review notes, and we concur, that the MUP part of the program needs additional attention. There appears to be a greater need for consistency in the student experience of the MUP courses, both in content and exposure. This work has already begun, and we commend that the assessment of student performance level is now completed each term through music juries, and that applied lesson courses (MUP) have recently been increased from 1 to 2 credits for students at the music major level. These strategies seem an appropriate response to the findings of the survey of transfer institutions, which found that in some instances, PCC students did not transfer at the necessary performance levels on main instrument or voice.

Greater consistency might also be achieved by further focus on the MUP CCOG's. The PR notes, "Course Content and Outcomes Guides for MUP courses exist but have never been posted. These CCOG's 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 CCOG's do not conform to the current guidelines set forth by the Curriculum Committee of the EAC and have yet to be revised."

As the program review points out quite clearly, another potential for inconsistency lies with the instruction in the MUP courses. As noted, applied lessons at PCC are currently not taught by PCC faculty, but by instructors who are unofficially approved to provide lessons. This makes it difficult to maintain a consistent level of quality and uniform curriculum and diminishes our capacity to adequately prepare students for transfer. Contractual guidelines make it difficult to hire MUP instructors as PCC faculty at this time, but intermediate strategies could lead to greater consistency. For example, one idea discussed at the PR was requiring MUP instructors to participate on the jury, if not every term maybe two terms out of three a year, as a requirement to stay on the MUP list for referral of students. This would expand the jury pool, help the MUS instructors, and better connect the MUP instructors with program standards. (Another jury related idea was to offer music graduate students the opportunity to participate.)

The recommendations section of this response provides further discussion on MUP.

## **Administrative Response to Music SACC Recommendations**

In general, we concur with all of the MUSIC recommendations, noting that some are more constrained by funding availability than others, and that requests dependent on funding are typically subject to a variety of campus and district based allocation processes. Overall, we have the usual challenge of a growing program with lots of potential, in a time of limited resources. The question becomes, what can we do with the resources we have now? In that spirit, here are some global level responses to the Music Program review, followed by responses to specific recommendations.

First, we encourage the Music SAC to continue working closely with the Sylvania and Rock Creek Division Deans, Steve Ward and Cheryl Scott. Many of the incremental solutions are local (repurposing of existing spaces, closer relationships with advising staff, short term staffing) and Division Deans are typically well informed about how to access those types of solutions.

In that same vein, it is critical to ensure that we are actually leveraging the resources we do have: which include the Academic Advising staff, the 2 full-time faculty, part-time faculty (for special projects as well as teaching), and one-time funding opportunities, to name a few. A concerted effort to bring the attention of the Grants Office to music support at SY & RC may also be quite timely. Again, Division Deans are an excellent source of advice in all of these areas, and also serve as a conduit to your respective Deans of Instruction.

### **RECCOMENDATIONS OF MUSIC SAC IN PROGRAM REVIEW**

*Followed by Administrative Response in Italics*

#### **CURRICULUM AND INSTRUCTION**

The applied lessons and curriculum should be standardized and ideally taught by college faculty as opposed to the current referral system. 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. CCOG's or similar guidelines for MUP courses should be posted on PCC curriculum website similar to other courses.

*We agree in concept with the idea of PCC faculty teaching these courses, but as noted above, faculty hiring must be consistent with contractual*

*guidelines and such a change may not be achievable now. We suggest that Music work with Division Deans to explore changes in how these instructors are hired, but also consider intermediate suggestions that can also increase consistency.*

*In regards to Financial Aid implications, please continue exploring options. We suggest taking a look at how Aviation students are able to access financial aid for flight instruction, which is also not delivered by PCC faculty.*

*Auditions and updated CCOG's are both very "doable" within current constraints, and we encourage and will support work on both.*

CCOG's for aural skills courses (MUS111C-113C and MUS211B-213B) should be revised to include more intensive content after consultation with PSU department of music.

*Agree*

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.

*Agree*

#### GENERAL STUDIES ADVISING

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

*Agree, and further suggest that you ask your Division Deans to help identify advising liaisons at Sylvania and Rock Creek (at least).*

#### LARGE ENSEMBLE FOR ORCHESTRAL 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.

*We cautiously agree that these ideas should be explored. It is vital that program expansion ideas are carefully vetted at the campus and even district level, in order to ensure that additional programming fits in with overall campus planning and resource allocation. As noted throughout*

*this program review, many small and initially low-costs expansions ultimately lead to a need for additional facilities and staff.*

## INSTRUMENTS AND MUSIC LIBRARY

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

*Agree, and work with Division Deans, and across campuses, to leverage both the work and the possible outcomes.*

## FACILITIES

Explore possibilities of finding/creating additional rehearsal space and storage on the Sylvania campus.

*Agree, and Dean Steve Ward should be your first point of contact in these efforts.*

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.

*Agree. Since Rock Creek as yet has no full time faculty, it is important to ensure that Dean Cheryl Scott is closely linked with the work of the SAC. Rock Creek has allocated margin funding to support a one-year temporary music faculty for AY 10-11, so this is an excellent time to engage in planning. The goal for this faculty member will be to identify the steps needed to continue to expand into a full music program at Rock Creek that will mirror the offerings at Sylvania. Additionally, Rock Creek is now involved in Bond development, which includes "Modernization of Art facilities" as an outcome. This could potentially result in addition of some spaces to support music programming.*

*Rock Creek has also used one-time margin funds to purchase pianos, which now allows for the offering of Piano courses levels 1-3. (They do not as yet have the added functionality of the Mac computer interface, which is present at Sylvania.)*

## 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.

*Rock Creek is very interested in and supportive of growing access to Music programming and performance. A permanent full time music position is relatively high on the RC list of new faculty, for when funding becomes available. In the meantime, RC is allocating part time and one time funding to support Music offerings.*

Recommend creating support staff position for music program at Sylvania campus. Duties would include clerical work, tutoring services and possibly music accompaniment.

Explore the 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 hire highly qualified staff to teach freshman level music theory and aural skills courses, through more rigorous interview and search process.

*These requests should all be explored with Sylvania administration. These needs must of course be weighed and balanced with staffing needs across programs and the campus, and considered within available funding which is quite limited at this time.*

Thank you for sharing the results of your program review with us. We very much enjoyed learning about the program and your many successes and plans for the future. We look forward to working with you to support your on-going work on continuous program improvement.