Program Review – Annual Program/Discipline Update
Administrative Response and Follow Up
2020-2021

Program/Discipline:

SAC Chair(s): Jason Palmer and John Mery

SAC Administrative Liaison: Andrew Roessler

Other Division Dean(s): Gene Flores, Dan Wenger

Department Chair(s): Jason Palmer, John Mery, and Julianne Johnson (co-chair at SY Winter and Spring 2021)

Date: 4/19/2021

This section is for Administration to provide feedback.
To be prepared by Division Dean(s) and reviewed by DOI(s).

We want to thank the Music program for volunteering to pilot the Annual Discipline Update process. We appreciate the time and effort you have made to update us on the Music program over the past two years.

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

While analysis of enrollment, course success rates, and student demographics data are not part of the Year B Update, we do want to recognize the Music Team's comments regarding the impact of COVID-19 on program enrollment. Prior to the pandemic, Music program enrollment had been on the rise and there was a strong community of students participating in a robust performance calendar. The Music team took extraordinary measures to maintain continuity for students and deliver nearly all the Music curriculum remotely throughout remote operations.

Despite the adversity brought on by remote operations, the Music team sought out digital recording solutions and streaming technologies which made it possible for students to collaborate and perform successfully.

We want to commend the Music team's efforts to initiate planning for what a districtwide Music program could look like under the "one college" model PCC is moving to. Your spirit of collaboration and willingness to work through challenges will be key to the success of students and the Program..

Assessment. While your intent had been to use juried solo performances for your assessment project, we understand that the shift to remote operations made this not possible. We are grateful for your efforts to refocus the Music assessment project on evaluating the four dimensions of integrative learning in the 8 Music courses that meet General Education requirements. We are supportive of this effort and look forward to learning how students are meeting expectations on the signature assignments in these classes.

2. Areas of challenge or concern, if any:

Impact of the Pandemic on the Music Community. There is concern among the Music Program team about the impact of the pandemic on the Music student community. We understand there is a general sense that rebuilding this community will be a significant undertaking. The pandemic has forced students and faculty to reconsider the possibilities for how the educational process can unfold. As you plan for the future of the Music program we encourage you to ensure you are reaching out to Music students in a meaningful way to confirm what about remote learning has been challenging but also explore what has worked well for students..

Delivering the Music program in multiple modalities. While it is very challenging to replace the power of in-person music education, your efforts to navigate the COVID-19 pandemic have been impressive. We feel there is good reason to be optimistic about the future. We want to encourage the Music team to reflect further on how the experience of remote operations have impacted your thinking about future delivery of the Music curriculum. We feel it is important to consider how you can successfully incorporate multiple modalities of instruction into the program, capitalizing on what has worked well during this time and be well prepared for the future.

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.

3. Reflection on goals and resources:

Shift to District-wide Music Program. This objective makes sense in light of PCC's move to a "one-college" model and Music's placement in the Art and Design pathway. In the coming

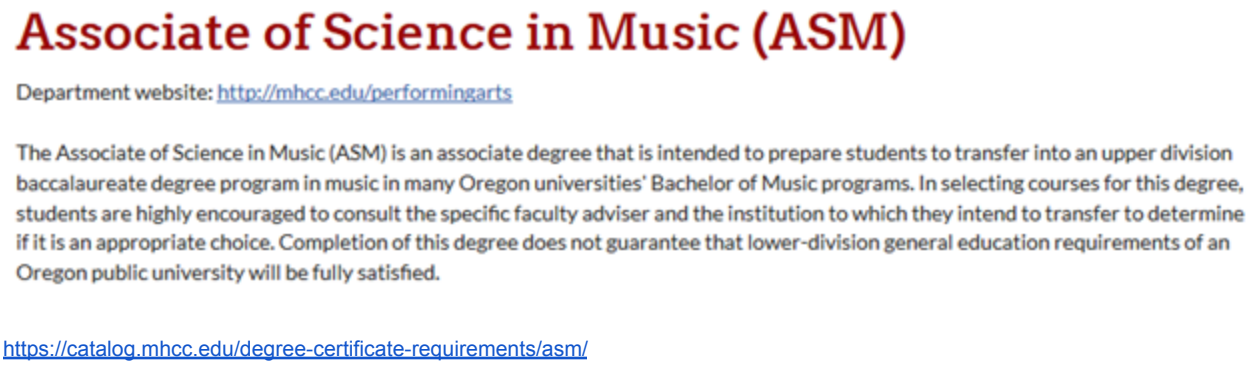
months, the Music program will move under the leadership of the Program Dean for Art and Design. It will be important for the Program team to expand on recent collaborations related to program planning, course scheduling and developing a shared vision for the program. It will also be important to consider the issue of locality and how you can leverage facilities to improve the Music student experience. For example, if a student lives near Sylvania, is enrolled in classes at Rock Creek, could they use Sylvania practice facilities? Administration is committed to working with you to facilitate a smooth transition into our new structure.

Streamlining/aligning curriculum. We recognize there are overlapping areas of curriculum between Music and Sonic Arts. With Music and Sonic Arts aligned under the Art and Design Academic and Career Pathway, we are optimistic about the prospects for continued collaboration between the programs. We would also encourage the Music Team to evaluate more broadly the current Music curriculum to consider two questions: (1) is there an opportunity to streamline the degree? (2) does the program have the best balance between general education and formal Music program courses? Lastly, we would ask you to consider whether Theater Arts could be included in our vision for collaboration.

Courses of study for transfer degrees. We are in agreement with the objective to bring more clarity to transfer courses of study. In last year's administrative response we recognized as a concern the challenge prospective Music students may have in understanding how the music classes they take will align with degrees and certificates unless they speak directly with a faculty advisor. We highlighted the following excerpt from the PCC Music program web page:

*'Like all Oregon community colleges, 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:

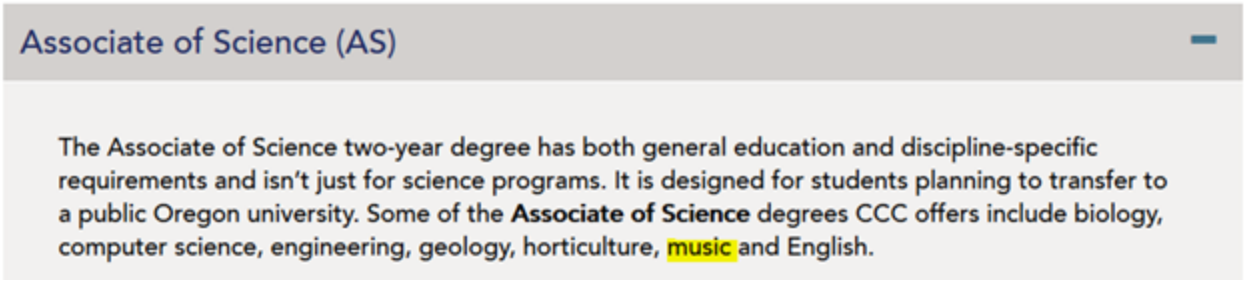


Associate of Science in Music (ASM)

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/



https://www.clackamas.edu/academics/academic-offerings/degrees-and-certificates

In terms of next steps, we recommend that the Music SAC and administration work with the Curriculum Office to review whether there are options that will allow the program to more clearly communicate available degrees and certificates to students.

On-campus Music Events. We continue to 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.

Faculty Workload. It has been difficult to manage full-time workloads, remote operations have made this difficult issue even more challenging. In the program update you outline two proposals to address the workload challenge:

(1) Restructure full-time faculty into area coordinators (voice, instrumental, musical theatre, etc.) so this service could be quantified toward meeting instructional load requirements.
(2) Recognition that the instructional FTE associated with 1-credit ensemble classes is not an accurate reflection of the scope of work required to teach these classes. You highlighted that Umpqua, Mt Hood and Lane Community Colleges have made this recognition.

We appreciate you considering this issue and conducting a scan of area community college practices in an effort to offer solutions. We recommend that the program dean for Art and Design work with program faculty to complete an analysis of the options available to address full-time faculty workload. As part of this analysis, we feel it will be important include the following in this analysis:

(1) Guided by PCC's commitment to equitable student success and inclusivity, evaluate the number of ensembles we are able to sustain while meeting the needs of Music students.

(2) An evaluation of how expectations for college/program service of full-time music faculty differ from other disciplines.

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. There continue to be intermingling challenges that need to be considered and addressed regarding a pay rate increase for MUP tutors. Addressing the following questions will be important:

(1) Beyond the Student Talent Grant proposal, what more can we do to make our private music tutoring program accessible in an equitable and inclusive way?
(2) How would passing the cost associated with increasing the MUP tutor pay rate impact equitable student access to the lessons and student financial aid?
(3) Is it fiscally possible and prudent to increase the rate, which has been in effect for 3-years, during this budgetary climate?

At this time we are not prepared to consider an increase in pay rate but appreciate your bringing the issue to our attention in this year's update. It highlights the need for thoughtful consideration of the need for incremental pay increases for MUP tutors while doing all we can to increase equitable access to MUP tutoring and avoid passing costs on to students.

4. Recommended next steps:

_x__ Proceed as planned on program review schedule

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

5. Additional comments/questions:

Thank you again for volunteering to pilot the Annual Discipline Update process and for your planning based on the "one college" model. We appreciate your initiative and collaboration.