CTE Program Review – Annual Program Update for 2021-2022
PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Music and Sonic Arts**

Program Faculty Department Chair(s): Jesse Mejia

Program SAC Chair(s): Jesse Mejia

Program Dean: Gene Flores

Pathway Dean: Dan Wenger

Please highlight where your classes are offered.

Classes/Services offered at: <mark>CA</mark> / RC / SE / SY / NB / HC / WCC / Metro / CLIMB / OMIC / Other:

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?

    ___   Competitive, based on admission criteria

    ___   Competitive due to limited capacity, based on order of application

    __x_   Open entry

    ___   Other _____

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:
***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

2020-21 73.4 total (all remote)
2019-20 92.5 (69 onsite / 21.7 remote)
2018-19 83.9 (all onsite)
2017-18 78.3

SEE Student FTE Tab.

2A1. Does this data suggest any questions that the SAC would like to pursue?

Our enrollment trend was growing by about 10 SFTE per academic year until Covid. The year covid hit and we went remote, and it appears that we lost the 2 years of gains we had seen up until that point. As we resume more on campus operations, we will need to consider offering multiple modalities in an ongoing way.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

I think we need a more nimble and hybrid modality across the board. We need to be able to offer in person courses for students who need them - and remote courses for students who need remote. I would love for every classroom we teach in to have a webcam and zoom setup to facilitate this.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

Since we only have 1 year of post-covid data, it's hard to be sure of any analysis. 21-22 numbers will be very informative.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% \ S = \frac{\textit{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\textit{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab
2020-21 91.1% remote success rate
2019-20 85.1% onsite success rate and 95.6% remote success rate
2018-19 93.8% success rate

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

The past 2-3 years have been fairly consistent across the department in terms of success rate with the exception of the on-site term during covid's onset. We took an in person hit during the first covid year and appear to have bounced back. I did notice that our creative coding courses (270, 271, 272, 274) all have gotten higher success rates over the past 3 years. I am inclined to attribute some of that to our robust model of hiring former students as casual support mentors.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

There was a dip for the in-person modality the year covid hit. I think that was a major interruption for a lot of students.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The course sequences that have had the most growth (our creative coding sequence) map directly to those sequences where we have been able to hire former students in casual support positions to provide welcoming open lab mentorship environments. Both our faculty and student support techs have been extremely deliberate in counting gender descriminiation in this STEM centered work. I have seen many students go from feeling discouraged and wondering if programming was for them, to excelling and creating inspiring work after working one on one with faculty and student techs with a radically welcoming pedagogical approach. One piece of this is being mindful around representation as we choose historical and contemporary examples of work to show and praise - and another important piece is intentional peer-reinforced

acknowledgement of imposter syndrome that comes in part from a long history of gender based descrimination both in applied computer science, and in music.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Gender

20-21

total success rate for muc is 91.1%

Male 729 enrolled 90.4% success rate
Female 259 enrolled 92.3% success rate
Non-binary 47 enrolled 91.5% success rate

19-20
Total success rate 87.6%
Male 891 87.1%
Female 319 86.8% success rate
Non-binary 80 98.8% success rate

18-19
Total success rate 93.8%
Male 846 94%
Female 295 92.9%
Non-binary (data doesn't exist for this year)

Our completion numbers disaggregated by gender are quite good - again with a dip around the start of covid. I think we need to keep doing what we're doing, and do it more. One place for improvement is in enrollment numbers. Over half of our students are Male identified. My goal is

for a more even distribution in enrollment. I think by continuing the work we're doing, this pattern will shift.

Pell:
20-21 91.1% success 396 offered enrollment
19-20 87.6% success 601 offered enrollment
19-19 93.8% success 501 offered enrollment

While our completion rates for Pell are also looking pretty good, it's notable that since going remote our Pell offers dropped by around 45%. I believe this may be related to the laptop requirement that online learning adds. This is a financial burden that many students are unable to afford. When we are in person, students are able to use PCC computers. For this to be equitable, we need to be able to offer laptops to students.

Race:

20-21
total success rate for muc is 91.1%
Black 34 85.3%
White 750 91.9%
Latinx 126 91.3%
Asian 25 76%
Native American n/a

19-20
Total success rate 87.6%
Black 49 83.7%
White 868 88.6%
Latinx 171 87.1%
Asian   54 85.2%
Native American 6 100%

18-19
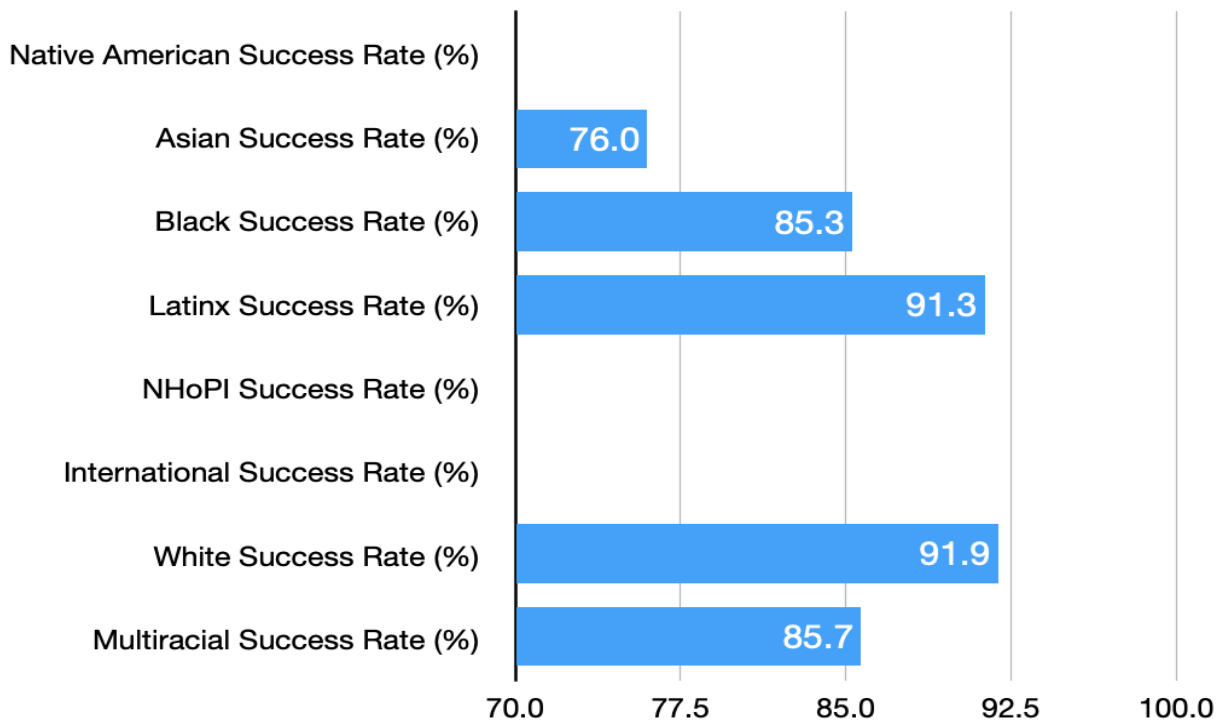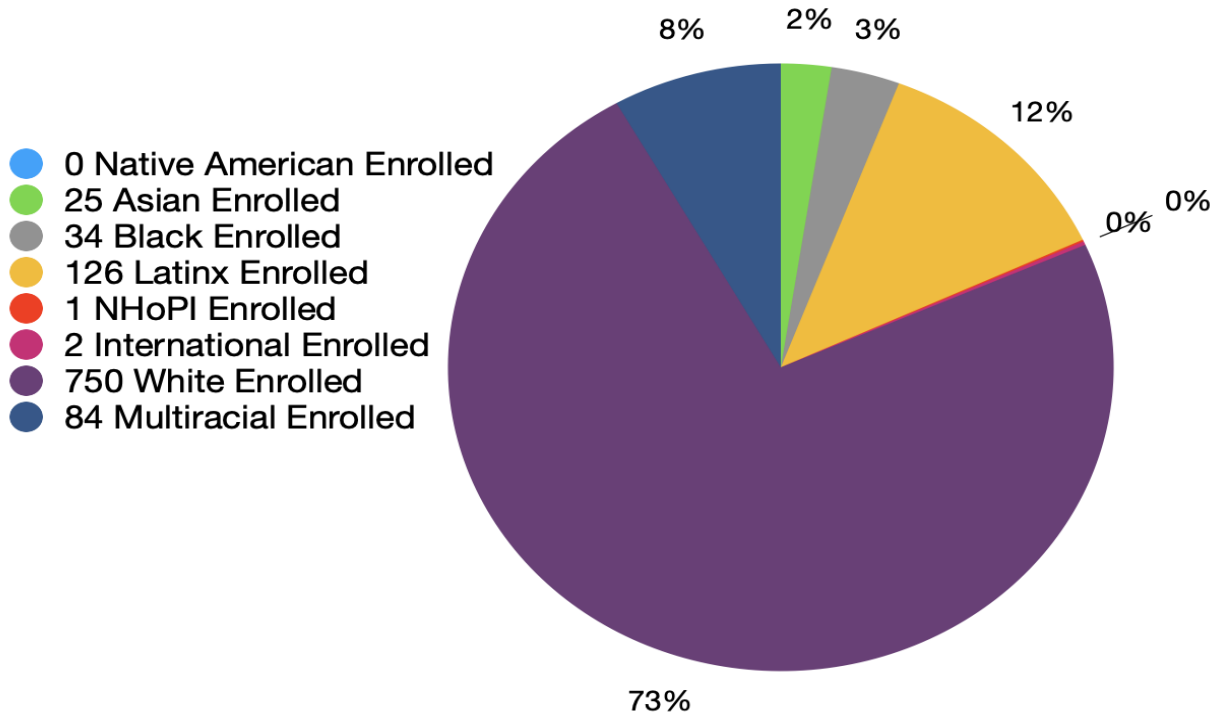*Total success rate 93.8%*
Black 58 89.7%
White 783 94.4%
Latinx 97 90.7%
Asian 41 87.8%

Our success rate for Asian students is 75% - which is a larger than 10% difference from our white student success rate. This could point to patterns that are inequitably affecting this one group of students - though with a sample size of only 25 it is hard to be sure we are seeing a

pattern. What is very clear is that we have a real problem recruiting Black, Asian, and Native American students into our program. The enrollment here points to a serious deficit.

Pie chart legend:
- 0 Native American Enrolled
- 25 Asian Enrolled
- 34 Black Enrolled
- 126 Latinx Enrolled
- 1 NHoPI Enrolled
- 2 International Enrolled
- 750 White Enrolled
- 84 Multiracial Enrolled

Pie chart percentages: 8%, 2%, 3%, 12%, 0%, 0%, 73%

Bar chart (Success Rate %):
- Native American Success Rate (%):
- Asian Success Rate (%): 76.0
- Black Success Rate (%): 85.3
- Latinx Success Rate (%): 91.3
- NHoPI Success Rate (%):
- International Success Rate (%):
- White Success Rate (%): 91.9
- Multiracial Success Rate (%): 85.7

X-axis: 70.0, 77.5, 85.0, 92.5, 100.0

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

I think it's critical that we have continual funding and support to hire students and former students in leadership and mentoring roles. This more than anything else I've seen has been a dramatic help in equitable success.

I'm also interested in the recruitment side of things. I think there is a lot we can do in terms of promotional materials and promotional efforts in specific communities that would increase equity in enrollment. On the SAC side of things, I think all of the language in our course catalog needs to be carefully looked at for gender and racial bias.

2C. CTE Completions

SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

2020-21 32 awards

2019-20 30 awards

2018-19 14 awards

2018-17 18 awards

The number of awards we've been giving out have essentially doubled over the last 4 years. I attribute a great deal of this to the student / mentor support system I've mentioned above that we've had in place for the past several years.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

We don't currently do any internal tracking - this is something I'm interested in looking into.

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

I believe if we can create internships and business partnerships we will see more enrollment and more completions. This is something I'm actively looking at this year. I haven't formed any yet - but it is something I am working on.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

This is an area where I really want data but don't have it. I wish I had a way to get this information.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

      X Multi Year Plan current and complete
      ____ 2021 Summary Data Report submitted
      ____ 2021 CTE Learning Assessment Report submitted

      ____ 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Music and Sonic Arts did not submit a learning assessment report in 2021.

Question: SACs have experienced a range of challenges in assessing outcomes in 2020-2021. As you think about the next academic year and the many ways you already assess students, how might you share that information with others and learn from it? The LAC has coaches ready to help you translate that into a learning assessment project.

SAC Response:

I am a new SAC chair and wasn't involved in the process last year. I am in process with LAC this year.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

Our program has had significant success in teaching computer programming skills to artists of a diverse gender background over the past few years. We have had several cohorts of new leaders in the community who immediately began actively working as artists / programmers / performers, and as educators. The second cohort of our Creative Coding certificate went on to form a grant funded community education space (called "WhateverSpace") - centered around teaching STEAM workshops to a diverse and open range of people in the community. We also had a team of former students publish a paper on designing new musical interfaces for people with disabilities at the prestigious NIME conference - an honor historically bestowed on graduate and PhD candidates of traditional universities. Just before covid, we had so much momentum that in 2019, most public art events in Portland (from small scale informal art spaces to large scale events at PICA and Disjecta) had PCC student or graduate representation and participation. Covid has presented a huge challenge to this growth, as it was all centered around public events and presentations - both PCC sponsored and in the community. This is a

significant challenge and we need to start determining how many of these professional opportunities and practices that we currently train for are permanently vs temporarily changed by covid. It feels like such a moving target that right now we are stuck in a wait and watch position.

4B. Are there any challenges not described above that you would like to note here?

4C. Do you see any opportunities in the near or long term that you would like to share?

We have opportunities to pivot some of our training and applications to web-based art and performance as opposed to in-person. This requires a lot of thought in terms of curriculum and longevity, but it's something we as faculty are actively exploring.

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to academicaffairs@pcc.edu and we can update Spaces for you.

Advisory committee roster is current as of: May 2019

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

Again, I am a new SAC chair, but I don't believe we've been in contact with our advisory committee since before covid.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

I don't have experience working with that committee.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

I am interested in reaching out to the committee, introducing myself, and having a discussion. Minutes from any past meetings would be helpful - or if this committee hasn't been active it might be time for a new one to be created.

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

  YES / NO

- If yes:
    - What is the name of your accrediting body?

    - What is the typical accreditation cycle?

    - When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.