

**2c. Student Success and Equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery, describing your successes, works in progress, and/or ongoing challenges.**

Data Trends

The data for the academic years 2015-2018 shows trends in the music program that are very encouraging. Additionally, the data indicates that we have much work to do in certain areas.

According to the Student Success and Core Program Indicators, the music department is well above the college averages of Success and Retention Rates in all categories, and has a substantially lower percentage of Withdraw Rates than the college average. Over a three year period from 2015-2018, the success, retention, and withdraw percentages in the music program improved at a rate parallel to those at the college level. In the demographic variable of Ethnicity, the percent success rate for every listed ethnicity in music courses was higher than the college totals. The same statistic is evident in all gender and age categories as well.

Online Courses

There has been a leap in online music student success from 58% (FA 15), and 54% (FA 16) to the current, 70% (FA 17). The current online music course success rate (70%) is within two percent of the overall college's online course success rate (71.9%). One reason for this leap may be the introduction of the Canvas system which seems more student-friendly. Another may be attributed to the assistance and workshops given by CSM's instructional technologist.

Yet, this success rate is still below the traditional mode music courses (86%), a difference of 16%. The online music faculty will continue to work towards closing the gap in the success rate of online music students by finding student-friendly music software and texts to incorporate into their courses and implement best practices in online learning including more modes of delivery (virtual conference hours and video instruction).

Online music faculty have also identified online education inequities. Data show that LatinX, Filipino and Pacific Islander student success rates are significantly lower in online music courses than in traditional classroom music courses. PRIE may be able to help with discovering reasons and possible solutions for this troubling fact.

Enrollment Equity

In terms of enrollment figures, there is not too much variance in trends among ethnicities between the college and the music program. The African American enrollment for music is 1% under that of the college population, while the Pacific Islander community 1.6% lower for music. The Caucasian student population in the music department came in at 25.7%, while showing 24.7% for the college. These enrollment trends are fairly consistent with the college totals with minimal variance among ethnicities.

However, one area where the music department was proportionally higher was in the enrollment numbers of Asian students. Asian students comprised 36.3% of the population in music in the 2017-2018 academic year, while the college population total was 25.9%. Conversely, the Hispanic population made up 20.5% of the music students, while making up 28.7% of the college population.

The music program is concerned about the under representation of Hispanic students when compared to the college totals. Our plan for increasing the enrollment for these students is to establish a dialogue with the following campus organizations to discuss strategies that may improve enrollment of not only Hispanic students for the music program, but to include other underserved communities.

- METaS
- UMOJA
- MESA
- EOPS
- ESL

We also recently updated our MUS 100, Music Fundamental Course to include world music and multi-cultural systems.

### Gender Equity

Perhaps the largest equity gap in the music department lies in the demographic of gender. The Student Success and Core Program Indicator data provides evidence that females are underrepresented in the music department when compared to the total college enrollment. The enrollment data shows in the 2017-2018 academic year, 38.5% of the music students are female, compared to 46.6% of the college population. The three-year average of female students enrolled in music courses is 39.2%, as compared to the average of 57.8% male students. Interestingly, the data is somewhat different for the online courses. For MUS 202 online course, 65.9% of the enrolled students were female. The MUS 100 online courses showed 45% female enrollment, which is in line with the college totals.

Empirical evidence of the largest gender gap within the music department is in the area of jazz performance and electronic music. Approximately 7% of our current jazz students are female, which is a large gap when compared to our department and college totals. This is not a unique issue with our music department, but is of major concern in the international jazz community. Jazz education organizations nationwide are working to address this issue, setting target numbers for female students and faculty, offering workshops for female jazz musicians, and creating safe and non-threatening environments in which females can thrive.

In electronic music, currently only 15% percent of electronic music students are women. Women's Audio Mission is a local non-profit organization working to close the gender gap in creative music and audio technology. Given our common goal, CSM electronic music faculty hope to collaborate with WAM to attract more women to our program.

The music department will consider the following strategies in order to increase female participation in our jazz performances.

- Discuss and consider sponsoring a "Women in Jazz" event, inviting female jazz students from our neighboring school districts to perform and hear female professional jazz musicians give presentations, performances, and workshops.
- Continue to employ female jazz educators as adjudicators for the College of San Mateo Jazz Festival.
- Invite more female jazz performers as guest artists/lecturers for our department.
- Encourage our music colleagues to attend conference or workshop sessions on the subject of increasing female participation in the music program. The Music Association of California Community Colleges (MACCC), California Music Education Association (CMEA), California All-State Music Conference (CASMEC), and Jazz Education Network (JEN) all hold annual conferences with increasing numbers of workshops dedicated to increasing female participation in jazz.