



Program Review All Fields

Music [1]

Main

Overview

Academic Year 2022 - 2023

Originator Amirkhanian, Maria

Division Curriculum Division 10 - Liberal Arts and Sciences

Department Fine Arts

Program Music

Program Type Instructional

Co-Contributors

Contributor

- Behroozi, Dahveed
- Janes, Jan
- Lystrup, Noah
- Maringer-Cantu, Jane
- Richards, Grant

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Department commits itself to the continuing development of musical potential and ability in students by providing students with the opportunity to perform for our communities and receiving high quality instruction from our faculty. In order to cultivate a musically literate community, the Department promotes the study, creation, and performance of diverse forms of music on and off campus. Finally, the department achieves its mission through the integration of performance, composition, analytical processes, technological elements and the historical study of music within the curriculum.

The music program offers a series of concerts with the goal of reaching out to the community. Our Marian Flice Annual Piano Competition/Festival has been reaching out to the youth of the tri-county that Gavilan

serves and is bringing the potential students to Gavilan. The festival portion of the competition includes Gavilan piano students. All music students are highly encouraged to attend the event. Potential students are able to see the music facilities and meet the faculty. Also, part of our concert series includes our yearly Jazz @ Gavilan and Bach to Blues concerts. Both concerts showcase Gavilan Music faculty, students and prominent musicians in our community. This resurgence has allowed our students to have a great service learning experience which also provides important outreach. The Music Department plans to establish a strong relationship with local schools where the music faculty will visit Gilroy, Morgan Hill and San Benito high schools to promote future enrollment of the department with potential students. Some recent accomplishments of the program include the end-of-the-semester student recitals and the music ensemble reaching out to the community. The outreach includes performing at various community events throughout the Gavilan College service learning areas.

On the PIPR website, locate and review your previous program plan and subsequent annual updates.

After studying, please list:

Response and follow-up to previous program reviews

1. **Due to budget restrictions, we were not able to purchase or update musical equipment.**
- 2.
- 3.

Have the services of your program changed over the past three years? Please explain (300 words or less).

The Music Department was affected by Covid since a lot of our classes are performance/face-to-face classes. We are slowly recovering. We established a strong online enrollment with our survey courses. The department is working hard to improve the numbers for our face-to-face courses.

Since the last PIPR report, the music department received a grand piano donation from Erik Siverson for our Music Hall. The music department has been able to improve the enrollment in our survey courses: MUS15, MUS1A

Music Department goals for the next three years:

1. Increase the enrollment and the number of music majors.
2. Increase the budget for maintaining, repairing and replacing instruments/equipment.
3. Two iMac Computers for music faculty.
4. Outreach to high schools and middle schools in Gilroy, Morgan Hill and San Benito.
5. Add a History of Hiphop class

Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Our success rates have dropped slightly when comparing last tree years: moving from 81% to 75%.

Part of the issue is effects of Covid on our program. We had to cancel many classes, including Guitar, Voice, some of the performance courses.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate

Our retention rate is at 90% which is much higher than the retention rate for the college. Looking at the past 3 years, it has not changed.

Success

The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit

Most of our students finish the course with 80% to 100% success rate. Few survey courses have 70% success rate.

Some of the courses show lower numbers due to cancelations: MUS8, MUS9.

We would like to improve our success numbers for face-to-face performance courses.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.

Our fill rates have been increasing. We hope to continue to increase our numbers.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.

Contact your support team for any needed assistance in using Tableau.

From 1039 students, 823 completed successfully. Retention and success for all student populations is at 80% to 100%. We are pleased with our retention and success rates in all student groups.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

The Music program works hard to include and welcome all gender expressions, persons with different abilities, individuals from all ethnicities and other groups. We study music from different cultures and interests, we accommodate students with deferment abilities by providing extra time and other accommodations for a good learning environment.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

While our survey courses do really well online, it's been very difficult to teach performance classes online. We

are hoping to build back enrollment numbers in our performance face-to-face classes.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SAOs mapped in curiQunet?

No

Are your SAOs up to date in curriQunet?

Yes

Have your SAOs been assessed in the last five years?

Yes

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes

If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?

We are waiting for the forms to be created, so we can officially map our PLOs.

Outcome Assessments

Services Area Outcomes (SAO)

Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?

Listen, identify, and work conceptually with the elements of music: rhythm, harmony, melody, and structure.

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

Demonstrate proficiency in areas of performance appropriate to his/ her musical needs and interests.

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

Identify styles of music, including historical periods, composers, performers, stylistic traits, cultural influences and performance practices. Demonstrate fundamental proficiency in reading and writing of music notation.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Music department would like to add History of Hip Hop and bring back choir, voice and guitar courses.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

The plan is to increase the enrollment in the department by offering courses with different interests such as voice, guitar, choir, etc.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

All performance courses will be offered face to face. History of Hip Hop could be taught online or face to face.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2019**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

409

Full Time Faculty

2

Part Time Faculty

1

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

2. **2020**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

336

Full Time Faculty

2

Part Time Faculty

0

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

3. 2018

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

462

Full Time Faculty

2

Part Time Faculty

1

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

Faculty Percentages**Percentage Full to Part Time Faculty**

Year:2018

FT = 66.70%

PT = 33.30%

Year:2019

FT = 66.70%

PT = 33.30%

Year:2020

FT = 100.00%

PT = 0%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

After Covid we lost our part-time instructors. As the enrollment gets stronger for face to face courses on campus, the music department would like to bring back part-time instructors to teach guitar, voice, ensemble and electronic music

Additional Comments**Evaluation of Resource Allocations**

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

No

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. If you do not have student contact, please fill out Total allocated budget and Total spending.

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

The music department has an array of plans in the works to partner with the theater, Spanish and film & television departments. Music majors will plan on performing for the upcoming theater productions in the following years. The film and television department is planning on offering a film scoring class which will implement both music and film faculty. Finally, the Spanish language faculty will continue to perform for upcoming music performances which will bring more visibility to both departments by incorporating Spanish musical repertoire within the performances.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Some of the treats to the music program is lack of resources to update, repair and purchase new musical equipment. Class cancellations is another treat since students can't take the courses that they need to be able to transfer or graduate.

What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?

A strong relationship with students both synchronously and asynchronously.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

A constant lack of resources.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Yes, the division does.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

No need at this time.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

The strong presence of the Music Department in the community through our concerts and festivals assists the District in attracting classified professionals.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Members of the community are so thrilled with our Bach to Blues concerts that a music fund has been established to maintain and expand the music possibilities in our program, such as new equipment, scholarships, and music festivals

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

There needs to be better training and guidance for the faculty working on PIPR reports.

Goals

Three-Year Program Plan Goals

1. Increase enrollment in music performance and survey courses.

Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

The four pillars of Gavilan's Mission Statement: diversity, purposefulness, inclusiveness and equality, are all met by increasing enrollment in our courses. The music department is planning to establish a strong relationship with Gilroy, San Benito and Morgan Hill schools. We plan to meet with potential students every semester to promote the department.

Proposed Activity to Achieve Goal**

Establish a strong connection with local schools.

Responsible Party

Amirkhanian/Behroozi

Fund amount requested. If a collaboration, what % required from each partner?

N/A

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

05/26

How Will You Evaluate Whether You Achieved Your Goal

If are numbers go up, we achieved our goal.

2. **increase number of music majors at Gavilan.****Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results**

This goal is reflected in our commitment to service advancement of knowledge through innovative teaching, learning, embracing collaboration throughout the campus.

Proposed Activity to Achieve Goal**

Music department needs to establish a strong presence in the community by doing more outreach in local schools and participating in local events.

Responsible Party

Music Faculty

Fund amount requested. If a collaboration, what % required from each partner?

N/A

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

05/26

How Will You Evaluate Whether You Achieved Your Goal

If we see an increase of music majors, we achieved our goal.

3. **Add drapes Music Hall in order to hold small, intimate concerts.****Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results**

This Goal meets Gavilan's Educational values and goals.

Proposed Activity to Achieve Goal**

Add drapes in MU101

Responsible Party

Facilities and Maitenance

Fund amount requested. If a collaboration, what % required from each partner?

40,000

Total Three Year Resource Allocation Request

40000

Timeline to Completion Month / Year

05/24

How Will You Evaluate Whether You Achieved Your Goal

If the drapes are installed, we achieved our goal.

4. **Increase the budget for maintaining, repairing and replacing instruments/equipment.****Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results**

This Goal maintains a shared commitment to service our students through effective teaching and learning.

Proposed Activity to Achieve Goal**

Increase budget to music departments annual tuning, repairing and replacing music instruments.

Responsible Party

Music faculty and our Dean

Fund amount requested. If a collaboration, what % required from each partner?

\$9000

Total Three Year Resource Allocation Request

9000

Timeline to Completion Month / Year

05/26

How Will You Evaluate Whether You Achieved Your Goal

Goal is achieved if we are able to tune, repair and maintain our instruments.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The pursuit of excellence in music education is the primary mission of the Music Program. The program commits itself to the continuing development of musical potential and ability in students by providing students with the opportunity to perform for our local communities as well as receive high-quality instruction from faculty. In order to cultivate a musically literate community, the program promotes the study, creation, and performance of a diverse world of music both on and off campus. The program also achieves its mission through the integration of performance, composition, analytical processes, technological elements and the historical study of music within the curriculum.

The Music Program offers a series of concerts with the goal of reaching out to the community. Our Marian Flice Annual Piano Competition/Festival has been reaching out to the youth of the tri-county that Gavilan serves, which therefore brings future enrollment to the program. Potential students are able to see the music facilities and meet with faculty. Also, part of our concert series includes our yearly Jazz@Gavilan and Bach to Blues concerts. Both concerts showcase Gavilan Music faculty, students and prominent musicians in our community. Our students have a great service learning experience which also provides critical outreach. The Music Program plans to establish a strong relationship with local schools where the music faculty will visit

Gilroy, Morgan Hill and San Benito High Schools to promote future enrollment within the program. Recent accomplishments of the program include the end-of-the-semester student recitals and the music ensemble community performances. Finally, via Guided Pathways, the program has an array of plans in the works to partner with the Theater, Spanish and Film & Television programs through combined performances/classes.

Attach Files

Attached File