

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Maria Amirkhanian

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Music

II - CO-CONTRIBUTORS

- 1) Dahveed Behroozi
- 2) Max Rain
- 3) Cheise Mantia
- 4) Carla Johnson
- 5) Click or tap here to enter text.

III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

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. 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 Filice 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 can see the music facilities and meet with faculty. Also, part of our concert series includes our annual 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

1. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

1. Increase number of music majors at Gavilan.

**Based on the data we have seen an increase in the number of music majors.
This is an ongoing goal of the department.**

2. The music department needs a grand piano for the piano lab.

This goal has been successfully achieved through a generous donation from a member of the local community, who contributed a high-quality Kawai grand piano during the F'25 semester. At present, the instrument is housed in the MU101, which currently has two grand pianos. Plans are in place to relocate one of the Kawai grand pianos to the Piano Lab, ensuring that the lab is equipped with an appropriate performance-level instrument.

**3. The budget for maintaining, repairing and replacing instruments/equipment.
Increase budget to music departments annual tuning, repairing and replacing music instruments.**

Music department needs to maintain an annual tuning of 10 pianos, repair and replacement of musical equipment. The current budget allowance does not satisfy the financial needs of the department.

This has been an ongoing request. There was a slight increase in the annual budget but not enough to cover the cost for replacing or repairing musical equipment.

4. **Increase enrollment in music performance and survey courses.**

The department has established a strong connection with local schools.

We successfully increased the enrollment in our survey courses.

We plan to continue our outreach strategies through our concerts and by visiting local high schools in Gilroy, Morgan Hill and Hollister, with hopes to interest potential students in taking music courses and pursuing a music degree.

5. **Add drapes Music Hall to hold small, intimate concerts.**

Drapes were installed in MU101 in the Fall of 2024.

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

No change in courses over the past 3 years.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#) .

1. **(Instructional Only)** Find your program's course success information. Consider your program 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?

Student success rates in music courses have shown steady improvement. Overall success increased from 75% (2021-220 to 78% (2023-24), while non-success and withdrawal rates declined slightly. These gains suggest effective instruction, strong student engagement, and positive learning outcomes, even as enrollment expanded.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Fall to Spring persistence remained relatively stable, ranging from 74% to 78% over 3 years. The increase in persistence during 22-23 suggests improved student

engagement, while slight fluctuations in subsequent years may reflect broader enrollment growth and changing student demographics. Overall persistence levels indicate moderate to strong program continuity.

3. 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.

Music course success rates consistently exceed the college average.

Music Program approximately 75-78%

College Overall approximately 72-73%

This represents a positive gap of 3-6 percentage points in favor of the Music Program. Importantly, Music success rates have improved over time, while college-wide success has remained relatively flat. This indicates that the Music Program is achieving strong outcomes.

This difference is even more pronounced in student persistence.

Music Program approximately 74-78%

College Overall approximately 61-61%

This is a substantial gap of 12-17 percentage points, indicating that Music students are significantly more likely to continue from fall to spring than the average Gavilan student. This suggests strong student engagement, sense of belonging, and program cohesion within the Music discipline.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program 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)?

Building on the steady improvement in course success rates over the past three years, the Music Program's goal is to continue increasing overall student success while reducing non-success and withdrawal rates. The program will prioritize equity-minded instructional practices, early academic support, and consistent assessment of slos to ensure that growth in enrollment is matched by improved academic outcomes.

5. 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? (200 words or less)

The Music program has experienced strong and sustained growth over past three years. Unduplicated headcount increased from 261 (2021-22) to 347 (2023-24) reflecting growing student interest and access to music courses. Enrollment rose even more sharply, indicating that students are taking multiple music courses within the program. Sections increased from 27 to 32 allowing the program to accommodate demand. FTES grew from 33 to 48, a significant gain that demonstrates both increased enrollment and improved course fill rates.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)
Student retention in the Music Program has remained consistently strong over past three years, outperforming the institutional average. Music persistence rates ranged from 74% to 78% between 2021-22 and 2023-24, compared to college-wide persistence rates of approximately 61-61% during the same period.
7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).
Focusing on early academic engagement and progress monitoring. Implement early check-ins during the first 3-4 weeks of semester. Use early alerts and coordinate referrals to tutoring, counseling, and learning support.

V - EQUITY

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

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) 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? How can your area help increase disproportionate student success? (200 words or less)?
Over the past three years, the Music Program has taken intentional steps to address equity gaps in course success and retention, as reflected in gradual improvements in outcomes for disproportionately impacted student populations. Course success rates for Latinx, Black, and Filipinx students have increased modestly over time, while withdrawal rates have declined, indicating progress toward more equitable outcomes even as overall enrollment has grown significantly.
2. **(Instruction Only)** 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? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?
Over the past 4 years, online music instruction has demonstrated steady student demand, increasing instructional efficiency, and stable student outcomes, even as the number of online sections has remained relatively flat or declined slightly. Unduplicated headcount and enrollment in online music courses increased by 20-22%, indicating sustained student interest in online music offerings despite limited expansion in course sections. FTES and WSCH increased, resulting in a substantial rise in productivity – nearly 50% increase over the period. Course success rates in online music courses have remained relatively stable, 74% and

77%, which is comparable to in-person success rates in the discipline.

However, withdrawal rates increased in the most recent year, suggesting that while students are generally successful once engaged, additional support may be needed to sustain persistence in the online modality.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(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 actively supports an inclusive college environment by fostering welcoming, participatory, and culturally responsive learning spaces that reflect the diversity of Gavilan College’s student population. With a majority Latinx enrollment and a high proportion of first-time and traditional college-age students, the program prioritizes access, belonging, and meaningful engagement as central components of instruction. Music courses – particularly ensembles and performance-based classes-create collaborative, community-oriented learning environments where students from varied backgrounds work together toward shared artistic goals.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires? **To address issues of student and employee equity, the Music Program will continue to prioritize inclusive, equity-minded practices that expand access, support success, and promote belonging. For students this includes early academic support, culturally responsive instruction, and ongoing review of success and retention data to identify and address equity gaps. For employees, the program will support equitable workloads, professional development opportunities that strengthen faculty capacity to serve diverse learners.**

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? YES

2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? YES
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? YES
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

Click or tap here to enter text.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

N/A

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

N/A

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

N/A

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. 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).

The Department is exploring the development of a new course titled History of Hip-Hop to expand curriculum relevance and reflect diverse musical traditions and student interests.

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

The regular review and deactivation of inactive courses support curricular integrity while allowing the department to focus resources on courses that best serve students' educational and transfer goals. Courses that showed no recent scheduling history or demonstrated student demand are in the process of

being deactivated.

3. 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).

We try to offer courses in an appropriate and intentional sequence so that students can complete the program requirements within a two-year timeframe. The program offers face-to-face as well as hybrid and fully online options. Currently, all performance face-to-face courses are offered on the main campus only.

IX - PROGRAM AND RESOURCE ANALYSIS

1. 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.

Click Add Item to enter information for each year

Select Year 1: 2023-2024

Number of Full Time Faculty: 2

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: Noah Lystrup

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Select Year 2: 2024-2025

Number of Full Time Faculty: 2

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: Noah Lystrup

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Select Year 3: 2025-2026

Number of Full Time Faculty: 2

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: **Click or tap here to enter text.**

Number of Full Time Manager, Confidential or Administrator: Carla Johnson

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

2. 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)
Faculty that plan on retiring or taking a sabbatical will communicate their plans to the department well in advance so proper procedures will take place accordingly.
3. Additional Comments: Full transparency of all academic duties will be displayed for the entire department.

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. 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. Do this for the last three years.**

Select Year 1: 2024-2025

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 50 Students

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

Select Year 2: 2025-2026

Number of Students Served. *45 music majors*

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

Select Year 3: Choose an item.

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): N/A

2. Please evaluate the effectiveness of the resources utilized for your program. How did

these resources help student success and completion? (200 words or less)

These resources helped students succeed in a multitude of ways in their academic journeys.

3. 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. (200 words or less)

The Music Program's costs are only partially aligned with the current budget allocation, particularly in the area of instrument maintenance, repair, and replacement. The ongoing and unavoidable expenses related to the upkeep of instruments that are essential for student learning and course delivery. A key inconsistency is that the operational budget for equipment maintenance has remained flat. As a result, the program routinely faces shortfalls, requiring difficult decisions about delaying repairs or replacement purchases.

To better align costs with the program's budget, the Music Program recommends establishing a scheduled replacement and maintenance cycle for high-use instruments.

:XI - INTEGRATED PLANNING AND INITIATIVES

1. 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 program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

The music department is planning on partnering with the theatre, and film & television departments in hopes of boosting visibility and enrollment for all parties involved. Our plans are to host interdisciplinary multi-media events for both faculty and students to participate in.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. 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 Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**
Plans for the next three years include the expansion of enrollment via concerts and community outreach.
2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**
The shift to remote and online instruction during and after the pandemic revealed several practices that have positively supported student success and engagement in the Music Program and should be maintained moving forward.

Online music courses demonstrated steady enrollment growth and success rates, confirming that remote instruction can be effective particularly lecture-based, music appreciation and music history offerings.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**

Issues that are exacerbated or emerging that are likely to remain, unless addressed include a lack of technological support for students including student resources and student study spaces.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit): Purchase 18 new keyboards for the piano lab**
- Alignment to Strategic Goal Choose an item.
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
Click or tap here to enter text.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
- Proposed Activity to Achieve Goal: **One-time funds to purchase 18 keyboards.**
- Responsible Party (One Sentence limit): Gavilan college
- Timeline to Completion: Semester/Year: **26-27**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
The goal will be achieved if 18 keyboards are purchased

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): Provide sound proofing material for MUS 101 (Acoustic Panels)
2. Request amount: Click or tap heApprox. \$2,000 for Acoustic Panels/Sound proof material. re to enter text.
3. Type of Request: Non-Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*)**Click or tap here to enter text.**
5. Is this a one-time or ongoing expense? Choose an item.
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☒
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Choose an item.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)
The music department would like to request sound treatment for MUS 101.

XV - 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? **Click or tap here to enter text.**
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. **Click or tap here to enter text.**
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? **Click or tap here to enter text.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Click or tap here to enter text.**
5. 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. **Click or tap here to enter text.**

XVI - 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 program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Over the past three years, the Music Program at Gavilan College has demonstrated exceptional growth, strong student outcomes, and high alignment with institutional

priorities, consistently outperforming college-wide trends in enrollment growth, productivity, success, and persistence. .

Key Outcomes

- Enrollment and FTES Growth: Music enrollment and FTES increased at a faster rate than the college overall, reflecting strong student demand and program vitality.
- Productivity: Music productivity (WSCH/FTEF) increased substantially during this period, while college-wide productivity remained flat or declined slightly. This indicates efficient use of instructional resources, though it also signals increasing faculty workload pressure.
- Student Success: Music course success rates are consistently 6–10 percentage points higher than the institutional average and have improved steadily despite rapid growth.
- Retention: Fall-to-Spring persistence for Music students remains significantly higher than the college average, underscoring strong student engagement and program cohesion.

Equity and Access

The Music Program closely reflects Gavilan’s service population, with a majority Latinx enrollment and a high proportion of traditional college-age students. While equity gaps persist, success and retention outcomes for disproportionately impacted students in Music exceed college-wide averages, indicating a comparatively supportive and inclusive learning environment.

Institutional Impact

The Music Program contributes disproportionately to Gavilan College’s enrollment recovery, student success, and persistence goals. Its cohort-based instructional model, accessible curriculum, and high levels of student engagement align strongly with Guided Pathways, Student Equity, and completion priorities.

While some of our previous goals have been completed or are currently in progress, we still have ongoing goals:

1. Increase our annual budget to be able to address issues with repair, replacement of musical equipment that the department needs for successful instruction.
2. New grand piano in the piano lab to replace the current old and broken grand piano.

3. Continue to work on increasing enrollment in our music courses through active outreach in the community and local high schools.

Our new goal is to purchase 18 keyboards for the piano lab. The keyboards were purchased 13 years ago and are breaking down. From 18 keyboards we are down to 14. This number keeps dropping every semester. The keyboards are so old that repair companies refuse to fix it. We will need one-time funds to make the purchase. The department has two quotes from Sweetwater ranging from \$20,000 to \$25,000.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.