Instructional Discipline Template

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A. Program Information

Program Mission Statement

Please enter your mission statement here.

Answer:

Foothill College's Music Technology Program (MTEC) offers cutting-edge curriculum, instruction, and hands-on training in the areas of digital media content creation based on real-world industry standards. MTEC is an innovative educational program that integrates art and music with science and technology using a vocational strategy that enables students to realize a competitive advantage in an ever-evolving, digital-centric job market. In addition to preparing students to pursue baccalaureate degrees at four-year institutions, the Foothill College MTEC program prepares students for diverse, productive careers in digital media content creation for music, technology, liberal and audio-visual arts, and communications.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Answer:

Students who complete the MTEC program will be able to:

- Demonstrate proficiency with various aspects of digital media content creation, including the use of hardware, software, digital asset management practices and other areas identified by the program's Board of Advisors.
- Apply concepts from audio engineering, acoustics, sound synthesis, music theory, computer literacy and team collaboration in practical situations to optimize digital media production workflows.
- Demonstrate proficiency with audio-video equipment including live content acquisition, microphones, video cameras, sound reinforcement, post-production editing, mixing, mastering, metering, and system troubleshooting.
- Evaluate merits of professional media productions with an understanding of technical and aesthetic considerations appropriate for various genres.
- Distinguish between related career paths associated with the discipline of Music Technology including digital media content creation, technical support, marketing, entrepreneurship and business administrative positions.

Enrollment Variables and Trends

Enrollment Trends

Fine Arts & Communication - Music Technology-FH

	2014-15	2015-16	2016-17	2017-18	2018-19	5-yr %Inc
Unduplicated Headcount	571	475	508	510	523	-8.4%
Census Enrollment	1,196	984	1,068	1,236	1,202	0.5%
Sections	73	67	79	105	97	32.9%
WSCH	2,385	1,903	2,091	2,416	2,413	1.2%
FTES (end of term)	160	124	136	157	157	-1.5%
FTEF (end of term)	5.0	4.2	4.1	3.8	3.3	-33.5%
Productivity (WSCH/FTEF)	476	457	504	634	725	52.3%

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B. FTES - Enrollment Trends

1. In the data table above, what does the FTES data trend indicate?

- ☐ the data trend shows an increase in FTES
- ☑ the data trend shows a decrease in FTES
- ☐ the data trend shows no change in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease.

Answer:

The data shows FTES headcount has been rather consistent since 2014 with 160 students. In years 2015 through 2017, there is a slight decrease in FTES enrollment. During this timeframe, most Foothill College programs, and all California community colleges, experienced a decline in enrollment. When comparing the 2014-2015 data of 160 FTES with the 2018-2019 data of 157 is rather static. And, during the five-year period (from 2014 to 2019), FTES enrollment declined by -1.5 percent overall.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- ☑ yes
- ☐ no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

Answer:

We will continue to help increase FTES enrollment in Music Technology through marketing and outreach initiatives to local high schools and using social media channels. In addition, we will proactively reach out and offer one-on-one support to students at risk of failing or dropping. MTEC faculty have deployed various marketing campaigns on their own over the years, and we look forward to collaborating with the Foothill Marketing office to expand our advertising campaigns.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

- ☑ the data trend shows an increase in sections
- ☐ the data trend shows a decrease in sections
- ☐ the data trend shows no change in sections

If the data trend shows an increase or decrease in sections, explain why the number of sections increased or decreased.

Answer:

Prior to 2017, we offered some sections only one time per year. In 2017, we began offering multiple class sections every quarter. Over the five-year period, this contributed to the 32.9 percent increase of sections offered. This benefits students because they have an opportunity to take classes when they best fit their schedule each year instead of having only one chance per year. Offering entry-level classes every quarter allows new students to start our program any quarter, not just in the Fall.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

Answer:

Even though we are teaching more sections by bundling classes, the FTES headcount has essentially remained flat with a decline of 1.5 percent.

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- [x] the data trend shows the productivity number increased
- [ ] the data trend shows the productivity number decreased
- [ ] the data trend shows no change in the productivity number

If the data trend shows an increase or decrease in productivity, explain why the productivity increased or decreased.

Answer:

Productivity is derived by WSCH divided by the number of FTEF. The data shows MTEC productivity has increased 52.3 percent since 2014. This increase in productivity stems from an increase in the number of class sections offered. Plus, there is an increase in student enrollment while decreasing FTEF because we have fewer MTEC instructors. In 2014, MTEC had three full-time faculty and five part-time faculty. By 2018, MTEC only has two full-time faculty and one part-time faculty. Productivity has increased because we are offering students more class sections with less faculty, combined with our marketing efforts.

2. Does the data trend suggest changes are necessary to improve productivity?

- [ ] yes
- [x] no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

Answer:

NA

E. Enrollment by Student Demographics

Enrollment Distribution

by Gender

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	230	19%	222	23%	245	23%	246	20%	229	19%
Male	948	79%	743	76%	802	75%	960	78%	951	79%
Not Reported	18	2%	19	2%	21	2%	30	2%	22	2%
Total	1,196	100%	984	100%	1,068	100%	1,236	100%	1,202	100%

by Ethnicity

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	183	15%	161	16%	99	9%	155	13%	152	13%
Asian	150	13%	134	14%	151	14%	197	16%	171	14%
Filipinx	61	5%	33	3%	53	5%	43	3%	51	4%
Latinx	257	21%	237	24%	303	28%	317	26%	338	28%
Native American	21	2%	21	2%	8	1%	7	1%	8	1%
Pacific Islander	22	2%	4	0%	13	1%	11	1%	8	1%
White	462	39%	348	35%	401	38%	461	37%	445	37%
Decline to State	40	3%	46	5%	40	4%	45	4%	29	2%
Total	1,196	100%	984	100%	1,068	100%	1,236	100%	1,202	100%

by Age

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
19 or less	144	12%	106	11%	117	11%	189	15%	131	11%
20-24	421	35%	323	33%	396	37%	418	34%	440	37%
25-39	445	37%	405	41%	404	38%	466	38%	467	39%
40 +	186	16%	150	15%	151	14%	163	13%	164	14%
Total	1,196	100%	984	100%	1,068	100%	1,236	100%	1,202	100%

by Education Level

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Bachelor or higher	243	20%	228	23%	243	23%	202	16%	220	18%
Associate	78	7%	60	6%	39	4%	66	5%	80	7%
HS/Equivalent	820	69%	640	65%	728	68%	889	72%	863	72%
All Other	55	5%	56	6%	58	5%	79	6%	39	3%
Total	1,196	100%	984	100%	1,068	100%	1,236	100%	1,202	100%

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a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- ☐ the data trend shows an increase in the female enrollment rates
- ☐ the data trend shows a decrease in the female enrollment rates
- ☑ the data trend shows no change in the female enrollment rates

Males

- ☐ the data trend shows an increase in the male enrollment rates
- ☑ the data trend shows a decrease in the male enrollment rates
- ☐ the data trend shows no change in the male enrollment rates

If the data trend shows a change in male or female enrollment, explain why there was a change.

Answer:

NA

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)

- ☑ yes
- ☐ no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Answer:

Of Foothill's 52 percent female student population, MTEC has averaged 19 percent of that population since 2014. Music technology is a male-dominated industry. Nationwide, higher-education statistics confirm very few women enter music technology programs. The University of Colorado, for example, typically has six women or less who apply for its Recording Arts Program each year out of 50-75 applicants. MTEC is aware of this gender-related disparity and deploys ongoing marketing efforts to reach female students. This includes collaborating with Women's Audio Mission, which provides training, work experience, career counseling, and job placement to over 2,000 women/girls annually in music technology.

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- ☐ the data trend shows an increase in the female enrollment of the declared major
- ☑ the data trend shows a decrease in the female enrollment of the declared major
- ☐ the data trend shows no change in the female enrollment of the declared major

Males

- ☑ the data trend shows an increase in the male enrollment of the declared major
- ☐ the data trend shows a decrease in the male enrollment of the declared major
- ☐ the data trend shows no change in the male enrollment of the declared major

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- ☐ the data trend shows an increase in the African Americans enrollment rates
- ☑ the data trend shows a decrease in the African Americans enrollment rates
- ☐ the data trend shows no change in the African Americans enrollment rates

Asian

- ☑ the data trend shows an increase in the Asian enrollment rates
- ☐ the data trend shows a decrease in the Asian enrollment rates
- ☐ the data trend shows no change in the Asian enrollment rates

Filipinx

- ☐ the data trend shows an increase in the Filipinx enrollment rates
- ☑ the data trend shows a decrease in the Filipinx enrollment rates
- ☐ the data trend shows no change in the Filipinx enrollment rates

Latinx

- ☑ the data trend shows an increase in the Latinx enrollment rates
- ☐ the data trend shows a decrease in the Latinx enrollment rates
- ☐ the data trend shows no change in the Latinx enrollment rates

Native American

- ☐ the data trend shows an increase in the Native American enrollment rates
- ☑ the data trend shows a decrease in the Native American enrollment rates
- ☐ the data trend shows no change in the Native American enrollment rates

Pacific Islander

- ☐ the data trend shows an increase in the Pacific Islander enrollment rates
- ☑ the data trend shows a decrease in the Pacific Islander enrollment rates
- ☐ the data trend shows no change in the Pacific Islander enrollment rates

White

- ☐ the data trend shows an increase in the White enrollment rates
- ☑ the data trend shows a decrease in the White enrollment rates
- ☐ the data trend shows no change in the White enrollment rates

Decline to State

- ☐ the data trend shows an increase in the Decline to State enrollment rates
- ☐ the data trend shows a decrease in the Decline to State enrollment rates
- ☑ the data trend shows no change in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2018-19 = 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

- ☐ yes
- ☐ no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

Answer:

– African American enrollment of has decreased slightly, from 15% to 13%, This remains higher than college wide enrollment of 5% for African American. – Asian enrollment of has increased slightly, from 13% to 14% which is much lower lower than college wide enrollment of 30% for Asian. – Latinx has increased from 21% to 28%, slightly higher than 26% college average – White has decreased from 39% to 37% compared to the 29% White overall college enrollment.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- ☐ yes
- ☑ no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

Answer:

Data trends do not suggest programmatic actions are necessary. MTEC will continue proactive outreach to all ethnics groups and increase overall enrollment with ethnic diversity.

F. Student Course Success

Course Success Rates by Unit

Course Success
Fine Arts & Communication - Music Technology-FH

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Success	820	69%	683	69%	756	71%	867	70%	852	71%
Non Success	233	19%	159	16%	138	13%	203	16%	188	16%
Withdrew	143	12%	142	14%	174	16%	166	13%	162	13%
Total	1,196	100%	984	100%	1,068	100%	1,236	100%	1,202	100%

Course Success for African American, Latinx, and Filipinx Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	302	60%	275	64%	299	66%	334	65%	347	64%
Non Success	125	25%	91	21%	73	16%	106	21%	106	20%
Withdrew	74	15%	65	15%	83	18%	75	15%	88	16%
Total	501	100%	431	100%	455	100%	515	100%	541	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	518	75%	408	74%	457	75%	533	74%	505	76%
Non Success	108	16%	68	12%	65	11%	97	13%	82	12%
Withdrew	69	10%	77	14%	91	15%	91	13%	74	11%
Total	695	100%	553	100%	613	100%	721	100%	661	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

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a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- ☐ the data trend shows an increase in the students' course success percentage
- ☐ the data trend shows a decrease in the students' course success percentage
- ☐ the data trend shows no change in the students' course success percentage

If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.

Answer:

Success rate increased slightly from 69% - 71%. This is primarily due to the instructor's efforts to support students including office hours, messaging, phone calls and Zoom web conferencing.

2. Do the data suggest changes are necessary to improve student course success?

- ☐ yes
- ☑ no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

Answer:

NA

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- ☐ the data trend shows an increase in the course success percentage
- ☑ the data trend shows a decrease in the course success percentage
- ☐ the data trend shows no change in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- ☑ the data trend shows an increase in the course success percentage
- ☐ the data trend shows a decrease in the course success percentage
- ☐ the data trend shows no change in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- ☑ yes
- ☐ no

If the data trend shows an increase or decrease in course success gap, explain why the course success gap increased or decreased.

Answer:

The gap is about the same.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- ☐ yes
- ☑ no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

Answer:

NA

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates by Gender
Fine Arts & Communication - Music Technology-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	161	70%	29	13%	39	17%	229	100%
Male	674	71%	158	17%	119	13%	951	100%
Not Reported	17	77%	1	5%	4	18%	22	100%
All	852	71%	188	16%	162	13%	1,202	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	184	75%	31	13%	31	13%	246	100%
Male	663	69%	166	17%	131	14%	960	100%
Not Reported	20	67%	6	20%	4	13%	30	100%
All	867	70%	203	16%	166	13%	1,236	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	172	70%	30	12%	43	18%	245	100%
Male	573	71%	104	13%	125	16%	802	100%
Not Reported	11	52%	4	19%	6	29%	21	100%
All	756	71%	138	13%	174	16%	1,068	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	155	70%	29	13%	38	17%	222	100%
Male	516	69%	129	17%	98	13%	743	100%
Not Reported	12	63%	1	5%	6	32%	19	100%
All	683	69%	159	16%	142	14%	984	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	169	73%	31	13%	30	13%	230	100%
Male	634	67%	202	21%	112	12%	948	100%
Not Reported	17	94%	0	0%	1	6%	18	100%
All	820	69%	233	19%	143	12%	1,196	100%

Success Rates by Age

Fine Arts & Communication - Music Technology-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	86	66%	33	25%	12	9%	131	100%
20-24	304	69%	73	17%	63	14%	440	100%
25-39	331	71%	69	15%	67	14%	467	100%
40 +	131	80%	13	8%	20	12%	164	100%
All	852	71%	188	16%	162	13%	1,202	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	119	63%	44	23%	26	14%	189	100%
20-24	292	70%	67	16%	59	14%	418	100%
25-39	324	70%	67	14%	75	16%	466	100%
40 +	132	81%	25	15%	6	4%	163	100%
All	867	70%	203	16%	166	13%	1,236	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	70	60%	24	21%	23	20%	117	100%
20-24	274	69%	51	13%	71	18%	396	100%
25-39	299	74%	48	12%	57	14%	404	100%
40 +	113	75%	15	10%	23	15%	151	100%
All	756	71%	138	13%	174	16%	1,068	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	59	56%	25	24%	22	21%	106	100%
20-24	224	69%	56	17%	43	13%	323	100%
25-39	284	70%	61	15%	60	15%	405	100%
40 +	116	77%	17	11%	17	11%	150	100%
All	683	69%	159	16%	142	14%	984	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	99	69%	24	17%	21	15%	144	100%
20-24	258	61%	100	24%	63	15%	421	100%
25-39	312	70%	89	20%	44	10%	445	100%
40 +	151	81%	20	11%	15	8%	186	100%
All	820	69%	233	19%	143	12%	1,196	100%

Success Rates by Ethnicity
Fine Arts & Communication - Music Technology-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	87	57%	37	24%	28	18%	152	100%
Asian	128	75%	26	15%	17	10%	171	100%
Filipinx	31	61%	5	10%	15	29%	51	100%

Latinx	229	68%	64	19%	45	13%	338	100%
Native American	7	88%	0	0%	1	13%	8	100%
Pacific Islander	7	88%	1	13%	0	0%	8	100%
White	338	76%	52	12%	55	12%	445	100%
Decline to State	25	86%	3	10%	1	3%	29	100%
All	852	71%	188	16%	162	13%	1,202	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	104	67%	34	22%	17	11%	155	100%
Asian	151	77%	20	10%	26	13%	197	100%
Filipinx	28	65%	5	12%	10	23%	43	100%
Latinx	202	64%	67	21%	48	15%	317	100%
Native American	5	71%	0	0%	2	29%	7	100%
Pacific Islander	5	45%	2	18%	4	36%	11	100%
White	333	72%	72	16%	56	12%	461	100%
Decline to State	39	87%	3	7%	3	7%	45	100%
All	867	70%	203	16%	166	13%	1,236	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	58	59%	20	20%	21	21%	99	100%
Asian	109	72%	18	12%	24	16%	151	100%
Filipinx	40	75%	5	9%	8	15%	53	100%
Latinx	201	66%	48	16%	54	18%	303	100%
Native American	5	63%	1	13%	2	25%	8	100%
Pacific Islander	6	46%	3	23%	4	31%	13	100%
White	301	75%	40	10%	60	15%	401	100%
Decline to State	36	90%	3	8%	1	3%	40	100%
All	756	71%	138	13%	174	16%	1,068	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	91	57%	40	25%	30	19%	161	100%
Asian	101	75%	14	10%	19	14%	134	100%
Filipinx	26	79%	5	15%	2	6%	33	100%
Latinx	158	67%	46	19%	33	14%	237	100%
Native American	19	90%	1	5%	1	5%	21	100%
Pacific Islander	1	25%	2	50%	1	25%	4	100%
White	253	73%	44	13%	51	15%	348	100%

Decline to State	34	74%	7	15%	5	11%	46	100%
All	683	69%	159	16%	142	14%	984	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	104	57%	60	33%	19	10%	183	100%
Asian	111	74%	22	15%	17	11%	150	100%
Filipinx	39	64%	14	23%	8	13%	61	100%
Latinx	159	62%	51	20%	47	18%	257	100%
Native American	12	57%	8	38%	1	5%	21	100%
Pacific Islander	10	45%	7	32%	5	23%	22	100%
White	352	76%	65	14%	45	10%	462	100%
Decline to State	33	83%	6	15%	1	3%	40	100%
All	820	69%	233	19%	143	12%	1,196	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

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1. In the data table above, what does the data indicate about program course success by gender?

Females

- ☐ the data trend shows an increase in the female course success rates
- ☐ the data trend shows a decrease in the female course success rates
- ☑ the data trend shows no change in the female course success rates

Males

- ☐ the data trend shows an increase in the male course success rates
- ☐ the data trend shows a decrease in the male course success rates
- ☑ the data trend shows no change in the male course success rates

If the data trend shows an increase or decrease in the male or female student course success percentages, explain why the percentage increased or decreased for both.

Answer:

Male and female student course success percentages have remained essentially unchanged over the past 5 years.

2. Do the data suggest changes are necessary to improve female or male student course success percentage rates?

- ☐ yes
- ☐ no

If yes, describe proposed actions to stabilize/increase the course success rates for either male or female.

Answer:

NA

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- ☐ the data trend shows an increase in the African Americans course success rates
- ☐ the data trend shows a decrease in the African Americans course success rates
- ☑ the data trend shows no change in the African Americans course success rates

Asian

- ☐ the data trend shows an increase in the Asian course success rates
- ☐ the data trend shows a decrease in the Asian course success rates
- ☑ the data trend shows no change in the Asian course success rates

Filipinx

- ☐ the data trend shows an increase in the Filipinx course success rates
- ☐ the data trend shows a decrease in the Filipinx course success rates
- ☑ the data trend shows no change in the Filipinx course success rates

Latinx

- ☑ the data trend shows an increase in the Latinx course success rates
- ☐ the data trend shows a decrease in the Latinx course success rates
- ☐ the data trend shows no change in the Latinx course success rates

Native American

- ☑ the data trend shows an increase in the Native American course success rates
- ☐ the data trend shows a decrease in the Native American course success rates
- ☐ the data trend shows no change in the Native American course success rates

Pacific Islander

- ☑ the data trend shows an increase in the Pacific Islander course success rates
- ☐ the data trend shows a decrease in the Pacific Islander course success rates
- ☐ the data trend shows no change in the Pacific Islander course success rates

White

- ☐ the data trend shows an increase in the White course success rates
- ☐ the data trend shows a decrease in the White course success rates
- ☑ the data trend shows no change in the White course success rates

Decline to State

- ☐ the data trend shows an increase in the Decline to State course success rates
- ☐ the data trend shows a decrease in the Decline to State course success rates
- ☑ the data trend shows no change in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

Answer:

None of the ethnic group’s course success rates changed more than 3% in either direction over the past 5 years.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- ☑ yes
- ☐ no

If yes, describe the reasons for the gap in course success.

Answer:

African American and Latinx students are more likely to have a larger percentage of non-success students. Pacific Islanders are also likely to have a larger percentage of non-success students, though it should be noted that this percentage easily fluctuates due to a small student sample size within this ethnic group.

3. Do the data suggest that changes are necessary to improve program course success equality?

- ☐ yes
- ☑ no

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Answer:

NA

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Answer:

Template Feedback

This new Program Review process is a huge improvement from previous years. The planning, training and support offered from the Foothill Administration has been much appreciated.

There are two main points of feedback for the Program Review Template for Foothill College Administrators to consider for future iterations of this process. In its current capacity, this template form does not allow for collaborations with other department faculty members, nor does it offer an opportunity to submit drafts for review or allow a history of revisions.

While one designated faculty member oversees the writing and submission of the form itself, it is critical for ALL faculty members to collaborate with their colleagues within the academic department to ensure a successful program review. Not being able to do this within the form creates a hurdle for faculty collaboration.

As with most meaningful work, a Program Review is an iterative process that requires a series of revisions before final document submission. The Program Review process currently does not offer official means of submitting drafts for feedback and improvement. Faculty would appreciate the opportunity to submit Program Review drafts for feedback before final submission; this ultimately would support us in better understanding how we can best align our department and courses to the Foothill College mission.

We circumvented this limitation by using Google Docs, a free platform that facilitates real-time collaboration, including an elegant commenting system and the ability to maintain a history of edits and versions.

Music Technology Labor Market Data

Music Technology and Commercial Music trends, and labor supply and demands used by Foothill College do not accurately reflect the breadth of real-life jobs/opportunities in today's industrial labor markets. We hope to improve and expand these data sources to help provide a more accurate view of our program and student’s success. MTEC faculty have done considerable additional research beyond the scope of this program review and have started to create a database of Careers in Music Technology which can be found here: Music Technology Careers (https://www.musictechwiki.com/Music_Technology_Careers)

Music Tech Program - Final Comments

Music Technology is an emerging discipline and field with a history of less than 100 years. Despite being an emerging discipline, the rapidly evolving capacity of technological innovations is democratizing the art of music production and digital media content creation, making anyone with a smartphone a potential Grammy or Oscar Awards nominee. In the last 20 years alone, the stable career pathways within this field have expanded immensely, opening many doors for Foothill College students who successfully complete courses in the Music Technology program.

While Music Technology could once be only seen as a labor of love hobby, that is not the case today. The 2020 Grammy Awards saw a top 5 category award sweep by young artist Billie Eilish, including album of the year, song of the year, and record of the year; it should be noted that this album was produced in a bedroom studio in her house, Producing Billie Eilishs Number One Album in Her Bedroom (https://www.prosoundnetwork.com/recording/finneas-on-producing-billie-eilishs-number-one-album-in-his-bedroom).

The Bay Area is home to over a dozen private Music Technology and Music Production schools, often charging 5 figures for an intensive 3-month course. The Foothill College Music Technology Program is led by two professionals with vast experience within the field, with over 50 years of in-field experience, and 50 years of instructional experience between them. Our Music Technology program at Foothill College offers the same quality instruction for a tiny fraction of the price of these schools' tuition, offering an education that otherwise our students would not be able to afford.

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum

Table of Contents

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Answer:

December 2017

2. Did the program maintain accreditation?

- [x] yes
- [ ] no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

Answer:

The program was reaccredited, received commendations, and no citations/recommendations.

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

Answer:

NA

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

Answer:

NA

6. If applicable, what areas of concern were noted during the annual accreditation report?

Answer:

NA

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

- [x] yes
- [ ] no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

- [x] yes
- [ ] no

3. Web link to meeting minutes?

Answer:

MTEC_Advisory_Board_Minutes from last 5 years can be found here: https://www.musictechwiki.com/MTEC_Advisory_Board_Minutes

4. Were there any advisory board commendations/special mentions identified?

Answer:

All advisory board members affirmed the MTEC program offers a much larger collection of Music Technology courses compared to other community colleges in the Bay Area, and across the country. Advisory Board members tour our facilities, or reviews our curriculum, they commends us on building such a strong program and comment that our Music Technology Program rivals many 4 year universities. Foothill MTEC students can receive an outstanding education at a significantly lower tuitional expense compared to private colleges in the Bay Area.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

Answer:

NA

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

Answer:

NA

C. Regional Labor Demand

Visit https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Demand, see the user guide here https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2 (https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

1. In the data table, what does the regional labor demand data trend indicate?

- [x] the data trend shows an increase
- [ ] the data trend shows a decrease
- [ ] the data trend shows no change

2. Describe the regional demand for labor in this sector. If the projected data trend shows an increase or decrease in labor demand, explain why.

Answer:

The projected data trend shows an average increase of 10% labor demand in this sector.

D. Regional Labor Supply

Visit https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Supply, see the user guide here https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4 (https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

1. In the data table, what does the regional labor supply data trend indicate?

- [x] the data trend shows an increase
- [ ] the data trend shows a decrease
- [ ] the data trend shows no change

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows an increase or decrease in supply, explain why labor supply increase or decreased or showed no change.

Answer:

The regional labor supply stayed around the same from 2011 - 2015, until there was a sharp uptick in 2016 - 2017

E. Regional Wages

Visit https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Wages, see the user guide here https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8 (https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

1. In the data table, what does the wage data trend indicate?

- ☐ the data trend shows an increase
- ☐ the data trend shows a decrease
- ☑ the data trend shows no change

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows an increase or decrease in wages, explain why the regional wages increased, decrease or showed no change.

Answer:

NA

F. Program 13.5 Course Completion

Visit https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf (https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf) to view your program data.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- ☑ the data trend shows an increase in the number of students completing the 13.5 CTE units
- ☐ the data trend shows a decrease in the number of students completing the 13.5 CTE units
- ☐ the data trend shows no change in the number of students completing the 13.5 CTE units

2. If the data trend shows an increase or decrease, explain why the number of students increased or decreased in completing the 13.5 CTE units.

Answer:

Special efforts have been made to reach out and offer support to students at risk of failing or dropping out including directly contacting them by phone, email and text message.

G. Program Graduate Employment Rates

Visit https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data. To navigate to the LaunchBoard website, see the instructions below.

Select "Bay Area" in the College or Region and enter your program under Program or Sector (Note: Music Tech is identified as Commercial Music). Under Credit Status select "For-Credit" and in Academic Year, select "2016-2017" then click "View." Scroll down the page and click "View Employment," then "Detailed Data." Next, click the link on the left titled "Employed in the Second Fiscal Quarter After Exit (All Exiters)." Use this data table to respond to the questions below.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- ☑ the data trend shows an increase
- ☐ the data trend shows a decrease
- ☐ the data trend shows no change

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows an increase or decrease, explain why.

Answer:

Music Technology and Commercial Music trends, and labor supply and demands data from LaunchBoard (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) used by Foothill College do not accurately reflect the breadth of real-life jobs/opportunities in today's industrial labor markets. We hope to improve and expand these data sources to help provide a more accurate view of our program and student’s success.

Additional sources of career and labor data can be found here:

https://www.burning-glass.com/ (https://www.burning-glass.com/)

Center of Excellence for Labor Market Research (http://www.coeccc.net/)

Music Technology Careers (https://www.musictechwiki.com/Music_Technology_Careers)

This form is completed and ready for acceptance.