



Foothill has amazing faculty, staff, administrators, and programs. Program Review is about documenting the discussions and plans you have for sustaining and improving student success in your program. It is also about linking your plans to decisions about resource allocations. Thank you for taking the time to review your program and sharing your findings with the college community!

Program Review Committee Members for 2017-18:

Administrators

Andrew LaManque

Paul Starer

Teresa Ong

Faculty

Carolyn Holcroft

Bruce McLeod

K Allison Meezan;
Classified Staff

Craig Gawlick
Jackie Brown
Melia Arken
Elaine Kuo (Ex Officio)

Let us know how we can help you!
<https://foothill.edu/staff/irs/programplans/index.php>

BASIC PROGRAM INFORMATION

Department Name: Music:Music Technology

Division Name: Fine Arts and Communication

Please list all team members who participated in this Program Review:

Name	Department	Position
Bruce Tambling	Music Technology	Co-Director, Music Technology
Eric Kuehnl	Music Technology	Co-Director, Music Technology
Al Ruffinelli	Music Technology	Technical Support

Number of Full Time Faculty: 2

Number of Part Time Faculty: 7

Please list all existing Classified positions: Example: Administrative Assistant I

AI Ruffinelli - Lab Manager (when not in the IDEA lab)

List all programs covered by this review and indicate the program type:

AA Degree Music Technology	Certificate	<u>AA</u> / AS	AD-T	Pathway
Certificate of Achievement in Music Technology	<u>Certificate</u>	AA / AS	AD-T	Pathway
Certificate of Achievement in Music Technology	<u>Certificate</u>	AA / AS	AD-T	Pathway
Certificate of Achievement in Pro Tools				
Songwriting Certificate of Proficiency	<u>Certificate</u>	AA / AS	AD-T	Pathway
Music Business Certificate of Proficiency	<u>Certificate</u>	AA / AS	AD-T	Pathway
Game Audio Certificate of Proficiency				
Electronic Music Certificate of Proficiency				
Audio Post Production Certificate of Proficiency				

Not sure? Check: <https://foothill.edu/programs/> and click to sort using the “Areas of study/Divisions” button

Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION

Data for certificates and degrees will be posted on Institutional Research’s [website](#) for all measures except non-transcriptable completion.

1A. Analysis of Transcriptable Program Completion Data: Please use your data to complete the following table.

Transcriptable Program	Five-year trend in degrees/certificates awarded	Comments
(9) AA Degrees	The number of awarded degrees declined from the 5 year average of 11 AA Degrees awarded per year.	We believe this is due to students not applying for the degree, even if they are eligible. MTEC will work to increase student awareness of the AA degree.
(3) MusicTech-CEA	The number of awarded Certificates of Achievement has been similar over the past 5 years.	We believe the numbers can increase and we will encourage students to complete certificates when they are eligible.
(1) ProTools-CEA	The number of awarded certificates has been modest over the past 5 years, averaging 3 per year.	Considering Pro Tools Certification has attracted students to our program, we believe this certificate has potential for significant growth.

*according to CCCApply data

1B. Non-Transcriptable Program Data: If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

Non-Transcriptable Program	Comments	Five-year trend	Rationale for program
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(3) Songwriting Certificate Proficiency	This certificate was recently added.	We expect the number of completers to increase over coming years.	Helps elevate songwriting classes into the goal of certification. Strengthens resume for industry job searches.
(1) Music Business Certificate Proficiency	Certificate was recently added.	We anticipate an increase in future years.	This credential boosts potential for job advancement in the Music Tech industry.
(0) Game Audio Certificate Proficiency	Certificate was recently added.	We anticipate an increase in future years.	Even with modest number of completers, all awarded certificates can have far reaching, positive impact in student careers.
(0) Electronic Music Certificate Proficiency	Certificate was recently added.	We anticipate an increase in future years.	Boosts potential for job advancement in the Music Tech industry.
(0) Audio Post Production Certificate Proficiency	Certificate was recently added.	We anticipate an increase in future years.	Boosts potential for job advancement in the Music Tech industry.

The 2017-18 College Strategic Objectives (E²SG) operationalize the college's 3 EMP goals and include:

Equity– Develop an integrated plan; identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.

Enrollment Growth – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center.

1C. Course Enrollment: Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program's courses. It also serves as an indicator for program viability. Please use your program review data to examine your course enrollment trends and check the appropriate box below.

The link to the program review data tool can be found on the Employee tab of the portal: myportal.fhda.edu (Program Review Application).

5-year Enrollment Trend: Increase Steady/No Change Decrease

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

The Music Technology Program continues to proactively increase the number of students enrolling in our courses. This has included open house events, promotional videos, social media marketing campaigns, group collaborations across multiple courses and class sections, and the creation of the Music Technology Club. Students declared as Music Technology majors have been offered a one-year software application package. Valued at over \$5,000 each, this has been a strong incentive towards encouraging student retention. The Music Technology curriculum, and course materials, continues to evolve to best support incoming students. In addition to offering advanced studies in the latest developments of digital media content creation technology, our classes are designed with no prerequisites, to support students who are new to the field. This includes lesson modules addressing basic computer literacy, digital media file management and music production fundamentals.

The Music Technology Program has retained the assistance of third-party independent advertising and professional marketing consultant experts. Working in collaboration with the Foothill College Advertising office, our expanded marketing team will continue targeted efforts to increase student enrollment and general awareness of the Music Technology Program. We believe that consistent advertising, with a reasonable budget allocated, is essential for the success and growth of our program.

1E. Productivity: Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend: Increase Steady/No Change Decrease

The college productivity goal is **500 (+-25)**. There are many factors that affect productivity (i.e. seat count/ facilities/accreditation restrictions, curriculum, etc.). Please discuss factors that may be affecting

your program's productivity trends and any plans you have for addressing the trends, especially if they are declining.

For on-campus classes, we advertise and promote to increase enrollment so that classroom seat counts are filled to capacity. This includes being willing to give additional add codes to students on the first week of class, even if it appears the class is filled to capacity, to help balance the inevitable attrition as some students drop.

We realize, how important it is to maintain retention of students in the first couple of weeks of the quarter before the required California State Census is taken. Particular attention and support is given to students as they are becoming oriented to the class assignments and requirements and deliverables during this phase. We make an effort not to overwhelm, discourage or overburden students in the first couple weeks.

As more and more students choose to take online sections of the class, we have consciously and strategically deployed efforts to support and follow-up with the success of students. This includes reaching out to them with email, and phone calls, if we see they may be struggling in a class.

Online office hours, utilizing the ZenDesk support ticket application, chat support are additional ways we strive to be accessible to students 7 days a week.

On campus Music Technology production classes that meet in the IDEA Lab can only accommodate 30 seats. In order to increase the productivity of these classes, we would need to construct a larger computer lab.

The recording studio facility, in room 1101, is limited in the total number of students it can accommodate which is 25-30 max.

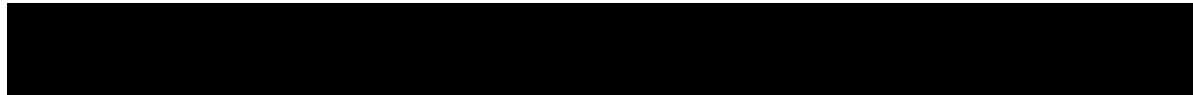
Online classes do not have the seat count limitation. We believe the opportunity for the Music Technology online courses to expand is significant. Online Music Technology classes present an opportunity to transcend the inherent seats count limitations of on-campus classes. This literally opens up the entire state of California for student prospects. The Music Technology Program at Foothill College has a huge advantage over other community colleges in California in the area of online course development. The number of our classes offered, and the development of the classes, is on a much higher level than other California community colleges. We recognize the importance of ongoing statewide marketing of our online Music Technology courses to build public awareness.

We hope to synergistically support and expand our online and on-campus classes by having more video production and live streaming video events of our on-campus sections to share with our online sections. Additionally, we continue to offer the opportunity for our online students to use

the facilities, and visit our on-campus classes when their schedule permits. This is been a very exciting development. Some students are working full-time and cannot commit to regular on campus class schedules. However, they are very interested in utilizing our facilities and interacting and collaborating with the other students.

The Music Technology classes with the greatest productivity are the entry-level, beginning classes and the GE history classes. We will continue to cultivate and maximize our productivity opportunities in this area by marketing our online and GE history classes.

Some of our more advanced, specialized, classes do not achieve the same productivity statistics as the larger survey classes. Nevertheless, the Music Technology program remains confident and committed that these upper-level advanced courses are essential for the success of our students entering the workforce or seeking to advance their current positions. With the elimination of repeatability, the general enrollment of these classes has been significantly reduced. Our solution to continue supporting students that need training and certification credentials in these higher levels of Music Technology is to simultaneously offer multiple courses in a given quarter. With the efforts and commitment of our instructors, the cumulative productivity of two or three course titles offered simultaneously adjusts the productivity factor in a positive way.



2A. Institutional Standard: This percentage represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.

Please check the appropriate box:

Program Level Course Completion: **X Above Standard** At Standard Below Standard

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

Above Standard

2B. Institutional Effectiveness (IEPI) Goal: This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.

Please check the appropriate box:

Program Level Course Completion: Above Goal At Goal **X Below Goal**

If your program’s course completion (success) rate is **ABOVE** the IEPI goal, please share your thoughts about why/how this is so (we hope to learn from your effective practices!).

Below Goal

2C. Course Success Demographics: Please examine the “Disproportionate Impact data by year” shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.

<https://foothill.edu/staff/irs/programplans/docs/appendix-a.pdf>

The target populations that fall below the course success average include African-Americans, Native Americans, Pacific Islanders, foster youth, individuals with disabilities, and low income students.

Our plans to address all of the lower-performing target populations are three-fold:

First, we have already begun a program to provide free software licenses to all MTEC majors which will ease the financial burden for students entering the program. This bundle of software products has a retail value of over \$5000.

Second, we have expanded access to the MTEC studios to make them more available to students who may not have access to the hardware necessary to record, mix, and master their class projects.

Third, we are requesting reassignment of a lab technician to the department to further expand access to both the IDEA Lab and the MTEC studios. Currently, both the lab and studios are closed on Friday. Because MTEC courses are not typically offered on Friday, this reassignment would increase access to these valuable resources by more than 25%.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

2E. Faculty Discussion: Course-Level Outcomes: Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

We are in the process of implementing several strategies to improve course-level outcomes.

First, we are in the process of updating all course syllabi to follow generally accepted practices for syllabus construction. These include clearly stating Student Learning Outcomes, Timeframes to Respond to Student Communications and Feedback on Student Performance, Attendance Requirements, and Disability Related Accommodations.

Second, we have modified our schedules to guarantee that a full-time MTEC faculty member is available on campus during days when courses are offered (currently Monday - Thursday). This faculty member is available for private consultation with any student in need of support.

Finally, all full-time MTEC faculty now offer both on-campus and online offices hours to further support the needs of students.

2E. Faculty Discussion: Program-Level Outcomes: Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, "career days"/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

In addition to the changes mentioned in section 2E above, we have begun several program-level initiatives to assist students in achieving successful outcomes.

We have begun an initiative to formalize our relationships with the four-year institutions that are the most relevant transfer destinations for MTEC students. This includes schools such as Cogswell College, Academy of Art, San Francisco State University, San Jose State University, Cal State East Bay, California Institute of the Arts, and Mills College. Because there is no ADT in Music Technology, we have recognized the importance of building and maintaining relationships with these schools.

In addition, we've begun an initiative to create informational events for all current MTEC majors. These events feature a formal presentation regarding program updates, and an informal opportunity to meet with MTEC faculty and fellow students. Our first event was held in October 2017 and was attended by more than 30 MTEC majors. This was the largest extra-curricular gathering of MTEC majors in program history.

Furthermore, we are currently working on a revised academic program map the will be included in our 2018-19 curriculum sheet. This program map will help to guide students to the AA in Music Technology.

**Please attach Course and Program-Level Outcomes (Four Column Report from TracDat).
Contact the Office of Instruction if you need help.**

**If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.**

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional five-year projected occupational growth for your program?

7.7%

What is being done at the program-level to meet/adjust to the projected labor market changes?

We have worked to increase the visibility of the MTEC program through several marketing initiatives.

We worked with an online marketing consultant during the 2016-17 academic year to create a marketing strategy. This strategy includes the construction of a new MTEC web landing page, social media marketing and content creation, and search engine optimization.

In addition, we have offered a series of open house events that have alternated in focus between drawing in new students and expanding awareness of the MTEC program with existing Foothill students.

What is being done at the program-level to assist students with job placement and workforce preparedness?

Portfolio development. Resume development. Letters of Recommendation. Posting Job and Internship Opportunities. Inviting industry professionals as guest instructors and mentors in our classes. Increasing studio access for students to acquire more hands-on experience in real-world professional workflows.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Increase available lab time and recording studio access.	Year:	Completed	Ongoing	No Longer a Goal
Repair equipment and upgrade recording studio facility.	Year:	Completed	Ongoing	No Longer a Goal
Increase frequency of Open House events to promote the program	Year:	Completed	Ongoing	No Longer a Goal
Complete upgrades to new control room in 1103	Year:	Completed	Ongoing	No Longer a Goal
Design and deploy comprehensive advertising campaigns in various demographics and social media channels.	Year:	Completed	Ongoing	No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

We have made progress in efforts to Increase available lab time and recording studio access with faculty and staff supervising during different times. We also have 2-4 student employees assisting during scheduled lab and studio times.

Repairing equipment, and upgrading recording studio facility, is a constant work in progress. Al Ruffinelli has been very helpful with equipment repair. Music Tech faculty allocate significant time installing and configuring recording studio equipment. For example, in Summer 2017, we all participated in weekly "tech days," rewiring and testing equipment to prepare for Fall Quarter 2017.

We have increased the frequency of our Music Tech Open House and special events to several times per quarter. We have also increased the frequency of campus tours and invitations for student prospects to visit and observe our classes in action. Feedback and response from all visitors has been very positive.

Our advertising efforts continue to improve and evolve. Music Tech faculty are working under the guidance of a 3rd party professional marketing consultant. Our consistent efforts are starting to pay off as new students are converted into Music Tech majors. We anticipate this momentum continuing to increase enrollment and productivity.

Please provide rationale behind any objectives that are no longer a priority for the program.

All past objectives continue as active goals.

3B. Current Program Objectives and Resource Requests: Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (Section 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) [website](#) for rubrics and resource allocation information.

Resource Request	Program Objective	Implementation Timeline	Progress Measures	Resource Type	Requested*	Estimated cost
Recording Studio Tech and Admin Support	Increase available lab time and repair equipment.	Ongoing	Enrollment, retention, productivity	New faculty/staff		\$40,000
Independent Marketing Consultant	Advertising	Ongoing	Enrollment, retention	Ongoing	B-budget augmentation	\$6,000

			productivity		tion	
Social Media Advertising	Advertising	Ongoing	Enrollment, retention productivity		Ongoing B-budget augmentation	\$6,000
Video Production	Marketing	Ongoing	Enrollment, retention productivity		Ongoing B-budget augmentation	\$4,000
API 500 Series	Upgrade studio	Ongoing	Enrollment, retention productivity		Facilities/Equipment	\$12,000
Acoustical CAD architectural drawings Building 1100	Prepare for studio construction.	Ongoing	Enrollment, retention productivity		Facilities/Equipment	\$6,000
Design plans for acoustical isolation 1100	Upgrade Studio	Ongoing	Enrollment, retention productivity		Facilities/Equipment	\$4,000
Soundproof Studio Control Rooms	Design plans for acoustical isolation 1100	Ongoing	Enrollment, retention productivity		Facilities/Equipment	\$100,000
Hearback Pro Headphone system	Upgrade Studio	Ongoing	Enrollment, retention productivity		Facilities/Equipment	\$6,000

Video Lighting Grid 1101	For live events and video shoots.	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$20,000
PA Speaker system 1101	For live events	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$25,000
Soundproof Exterior Windows 1101	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$50,000
Soundproof Interior Windows 1101	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$10,000
Re-wire all audio and data connections in facility using modern cable raceways.	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$100,000
Acoustic Doors in control Studio rooms	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$70,000
Upgrade Lights 1102 and 1103	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$30,000
Acoustical Bass Traps 1103	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$20,000

			y			
Upgrade HVAC system	Upgrade Studio	TBD	Enrollment , retention productivity		Facilities/E quipment	\$100,000
Floor standing Mastering Speakers	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$20,000
5.1 Surround Speakers 1103	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$20,000
Headphone Amplifiers 1102	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$1,000
Instructor Podium Console 1101	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$5,000
New Video Projector 1101	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$3,000
New Projector Screen 1101	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$1,000
Custom microphone cabinet	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$2,000
Wireless	Upgrade	Ongoing	Enrollment		Facilities/E	\$6,000

Podcast recording system	Studio		, retention productivity		quipment	
Video Cameras	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$9,000
Tool Kit	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$500
Drumset	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$10,000
Fender Precision Bass Guitar	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$1,000
Fender Stratocaster Guitar	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$1,000
Kemper Profiler Guitar Amp	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$2,000
Martin Acoustic Guitar	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$2,000
Modular Synthesizers	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$10,000

Keyboard Synthesizers	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$10,000
Vocal Booth	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$10,000
Studio Gobos	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$10,000
Steinway 9-foot Concert Grand Studio Piano	Upgrade Studio	Ongoing	Enrollment , retention productivity		Facilities/E quipment	\$148,000

*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

3C. Faculty/Staff Position Requests: Please describe the rationale for any new faculty or staff positions your program is requesting:

3D. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

None.

3E. Please review any resource requests granted over the last five years and whether it facilitated student success.

Requests granted for studio upgrades and new equipment have allowed students to acquire hands-on experience using equipment found in the professional job market. It has also supported students in creating professional quality portfolios to enhance their resumes.

The upgrades for 1103, Studio B, has doubled the number of available studio lab hours for students, and has added a new environment focused on electronic music production including access to analog modular synthesizers, industry-standard MIDI controllers, and a 120" cinema projection system for screening student film sound design projects.

The requests granted for advertising have promoted general awareness of the Music Technology program and fostered collaboration as students network and meet each other at various marketing events. In addition, the MTEC initiatives have generated high-quality marketing assets, such as promotional video content, that are now being used by other departments and programs around campus.

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
MTEC faculty focusing too much on growing their online presence. Consequently the recording studio and IDEA Center are not used to full potential.	We have developed a comprehensive Google Calendar system, helping to maximize the use of all Music Tech labs and studios. We have also encouraged all MTEC students, including online students regardless of course titles, to use the studio facilities and actively promote awareness of our campus facilities to online students.
Full-time faculty should commit more time to being present on campus.	We have scheduled additional on-campus hours and strategically stagger our schedules to help increase opportunities for students to access the studio and lab facilities.
There should be more effort to create strong relationships with local employers to fund internships.	We have been working to build relationships to help refer students to internship opportunities. Recent destinations include OTR Studios, Fantasy Studios, Suspect Studios and Sony Playstation.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The Music Technology (MTEC) Program is evolving into a gateway for students to embark on a college education. Some of these student prospects might otherwise not consider college. By leveraging their interest in music and media creation, students learn about many things that contribute to their academic and career success including transfers to 4 year degree programs and also entering the workforce. This includes computer science literacy, writing and communication skills, time management and collaborative teamwork. Many of our students continue into other fields, including the sciences and business. And they find employment in diverse destinations including Tesla, Google, Apple Computer and Facebook. The Music Technology Program provides a foundation that supports many options for our students' future and helps promote general awareness of Foothill College.

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Music Technology (MTEC) faculty have worked hard to find the right balance between F2F/Hybrid and Online offerings and seem to have found a scheduling formula that fits our students' schedules. Offering co-loaded online and hybrid sections has increased enrollment and productivity and gives online students the opportunity to also join the F2F class when their schedules allow. The MTEC faculty have also embraced social media and market their program on a quarterly basis with Open Houses featuring guest producers and musicians. This allows our students to learn from industry professionals. The SW and Perkins funding has facilitated the acquisition of state-of-the-art equipment and has also enabled faculty to hire student interns to keep the studio open more hours each week. This has also been supported by scheduling the IDEA Lab Tech in the studio for more hours each week as well. The goal is to have the studio operating at least five days each week.

The student success numbers have improved consistently and the numbers for underrepresented students have improved at a better rate than for non-targeted student groups, but there is much room for improvement.

Finally, I am happy that the two full-time faculty have taken on most of the teaching load (this will continue in 2017/18 as one faculty member has finished his PDL) and I expect the part-time load to continue to decrease in 2017/18. Productivity and enrollment in the first two quarters of 2017/18 has been impressive and I am optimistic MTEC will surpass their 2016/17 productivity and enrollment totals.

Overall, the faculty should be commended for their willingness to try new scheduling strategies and their energetic marketing of the MTEC program. They are collaborative and are truly invested in closing the achievement gap and improving success rates across the board.

6B. Areas of concern, if any:

Overall, MTEC is moving in the right direction. Productivity and enrollment numbers are good and trending upward and the department has benefitted from SW and Perkins funding. The department should look closely at how it can improve success and retention rates for female students and students from underrepresented populations. In addition, despite the increase in the percentage of female students taking MTEC classes over the last four years (19% in 2013 to 25% in 2017), the department still needs to make a concerted effort to attract more women into Music Technology classes and careers (see recommendations below).

Both FT faculty have made an effort to be on campus more, however, I recommend that they work to ensure that there is a FT MTEC faculty member on campus every day (M-F) to support our students and facilitate more access to the excellent facilities (IDEA Lab, Recording Studio, Sound Editing Studio).

6C. Recommendations for improvement:

1. Make a concerted effort to market MTEC careers and classes to female students. The dean has already connected with Women's Audio Collective in San Francisco and the department should follow up on this to establish a support network for women in Audio Technology careers.
2. Schedule so that at least one FT MTEC faculty member is on campus four to five days every week. As noted above, this will help with success rates, retention, and create a higher on-campus profile for the program
3. Develop a realistic timeline and put in place strategies to close the achievement gap. The success rates are trending in the right direction, but the department should examine why so many students are withdrawing (look at access to technology, software, etc.) and actively work to mitigate these factors wherever possible. I would like to see improvement in overall success rates and improved success rates for underrepresented students (5% + improvement) in 2017/18. This is easily achievable given the upward trend of the last four years.
4. Schedule more Open Houses and invite local high schools to these events.
5. MTEC has been consistently mentioned as an area of interest by local high schools. Work with the dean to develop dual enrollment opportunities for our service area.

6D. Recommended Next Steps:

- X Proceed as Planned on Program Review Schedule
Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

6F. Areas of concern, if any:

6G. Recommendations for improvement:

6H. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.