

# Foothill Comprehensive Program Review (CTE) 2024-25

Instructional Discipline Template

## Instructional Discipline Template 2024

### A. Program Information

#### Program Mission Statement

Please enter your mission statement here.

The Foothill College Music Technology Program (MTEC) delivers an innovative curriculum integrating music, art, science, and technology. Aligned with industry standards, MTEC combines hands-on training and theoretical instruction to develop the technical expertise and creativity needed for success in music production, digital media, and audio-visual arts. The program supports workforce readiness, career development, and academic progression, preparing students for professional roles and seamless transfer to four-year institutions. Built on a foundation of innovation, inclusivity, and excellence, MTEC advances student achievement, fosters leadership in the technology-driven creative industries, and supports Foothill College's mission of equitable access to education and opportunity.

### B. Enrollment Trends

#### Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends						
Fine Arts and Communication - Music Technology-FH						
	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	547	467	428	474	454	-17.0%
Enrollment	1,098	932	852	970	986	-10.2%
Sections	81	58	65	66	66	-18.5%
WSCH	2,178	1,838	1,685	1,901	1,953	-10.3%
FTEF (end of term)	142	120	110	124	128	-9.9%
FTEF (end of term)	2.8	2.6	2.4	2.3	2.6	-4.4%
Productivity (WSCH/FTEF)	787	698	698	826	738	-6.2%

#### B.1 - FTES

Goals: What is your program's goal with respect to FTES?

The Music Technology Program aims to achieve sustainable FTES while maintaining the quality and accessibility of our courses.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

The data shows a drop in FTES from 2019-2022. This can most likely be attributed to the pandemic lockdown and 1320 reductions. FTES has recovered and looks to be in the 120-130 range over the past two years. This would appear to be a sustainable number given student demand and the the number of course sections scheduled. What the College Should Understand:

The consistent FTES from 2022-2024 underscores the strong demand for the program and its alignment with industry trends in music technology. Continued investment in resources and staffing will be essential to maintain this level of enrollment.

The program has room to scale further by expanding the number of course sections along with increased marketing efforts. But it's probably not possible to grow FTES given the current constraints on 1320 funding.

Action: What actions does your program plan to take in order to achieve your goals?

Given the limited number of sections that can be offered by two full-time faculty and zero part-time faculty, our best course of action is to continue to strategically stack existing courses. This has proven an effective strategy to maximize enrollment across the program, increase course availability for students regardless of enrollment term, and allow more advanced courses to be offered than would normally be possible without stacking. There is also an opportunity to create new courses or modify existing courses to follow industry trends.

Needs: What does your program need to execute this action plan?

First and foremost is the need to maintain current levels of 1320 funding across the program. Any additional 1320 cuts will result in fewer course sections and a corresponding reduction in FTES.

In addition, current levels of funding for technology and infrastructure must be maintained and ideally increased. Any further cuts in this area will seriously hamper the program's ability to simply maintain current equipment and infrastructure.

Finally, marketing and outreach programs with meaningful metrics would help to attract greater numbers of MTEC majors and could also help to diversify the program.

#### B.2 - Sections

Goals: What is your program's goal with respect to sections?

The current level of approximately 66 sections seems like a reasonable target to maintain the target FTES of 120-130.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

The data seem to show that the current number of sections is adequate to maintain FTES of 120-130. The college should understand that it won't be possible to grow FTES further without restoring 1320 funds.

Action: What actions does your program plan to take in order to achieve your goals?

The plan is to continue with an annual schedule of approximately 66 sections.

Needs: What does your program need to execute this action plan?

No additional cuts in 1320 funding.

### B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our current productivity number is exceptionally high. Although there will be some fluctuation, there doesn't seem to be any reason to be concerned about productivity going forward. The program hopes to maintain exceptional productivity number by offering approximately the same number of sections in an annual schedule.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

Productivity has fallen slightly over the five-year period, but has remained exceptionally high throughout. The current level of 700+ may not be sustainable, but there doesn't seem to be any reason for concern. The college should understand that the MTEC strategy of stacking courses is **the key factor** in the program's exceptionally high productivity.

Action: What actions does your program plan to take in order to achieve your goals?

The program plans to maintain exceptional productivity by offering approximately the same number of sections in an annual schedule.

Needs: What does your program need to execute this action plan?

Continuous effort to maintain and update the course stacking MOU. And strategic planning regarding course updates, new courses, and innovative stacking.

## C. Enrollment by Student Demographics

### Enrollment Distribution

Enrollment Distribution For Program Review

Enr Distribution by Student Demographics  
Fine Arts and Communication - Music Technology-FH

#### Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	254	23%	230	25%	255	30%	239	25%	243	25%
Male	823	75%	680	73%	560	66%	697	72%	711	72%
Non-Binary	0	0%	0	0%	1	0%	0	0%	0	0%
Unknown gender	21	2%	22	2%	36	4%	34	4%	32	3%
<b>Total</b>	<b>1,098</b>	<b>100%</b>	<b>932</b>	<b>100%</b>	<b>852</b>	<b>100%</b>	<b>970</b>	<b>100%</b>	<b>986</b>	<b>100%</b>

#### Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	162	15%	168	18%	135	16%	179	18%	144	15%
Black	98	9%	49	5%	55	6%	71	7%	102	10%
Filipinx	25	2%	47	5%	59	7%	51	5%	42	4%
Latinx	305	28%	291	31%	193	23%	243	25%	264	27%
Native American	7	1%	14	2%	11	1%	0	0%	8	1%
Pacific Islander	10	1%	7	1%	8	1%	33	3%	23	2%
Unknown ethnicity	41	4%	19	2%	39	5%	35	4%	57	6%
White	450	41%	337	36%	352	41%	358	37%	346	35%
<b>Total</b>	<b>1,098</b>	<b>100%</b>	<b>932</b>	<b>100%</b>	<b>852</b>	<b>100%</b>	<b>970</b>	<b>100%</b>	<b>986</b>	<b>100%</b>

### C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

The program's goal is 20% non-male enrollment.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

The program is meeting the goal of 20% non-male enrollment. The college should understand that the music technology industry is approximately 4% non-male.

Action: What actions does your program plan to take in order to achieve your goals?

The program plans to continue outreach through partners such as our female board members, Women's Audio Mission, Audio Engineering Society, and other industry groups. In addition, the program has maintained relationships with a number of high-profile non-male audio engineers.

Furthermore, the program has experienced great success at attracting and retaining non-male students by continuously employing non-male student employees. These employees are important to non-male students because they create an environment that is welcoming to students of all genders.

Needs: What does your program need to execute this action plan?

Financial and staff resources to continue outreach programs. Student employee funding is a critical component to support gender diversity.

## C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

The program's goal is to achieve similar diversity to the college as a whole.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

The data show that MTEC appears to have greater diversity than the college as a whole in the following demographics:

- Black
- Native American
- Pacific Islander

MTEC appears to have less diversity than the college as a whole in the following demographics:

- Filipinx
- Latinx

Overall, the program is approximately similar to the college in ethnic diversity, with one notable differences in the underrepresentation of Latinx students.

The college should understand that music technology is an ethnically diverse field, and the program has achieved this level of diversity organically. The program doesn't currently conduct ethnically focused marketing or recruitment activities. (Most of that energy goes toward gender-focused outreach.)

Action: What actions does your program plan to take in order to achieve your goals?

The program should look to increase outreach efforts to the Latinx community in particular. Some strategies may include marketing campaigns, masterclasses/guest lecturers, and high school visits.

Needs: What does your program need to execute this action plan?

Financial and staff resources to continue outreach programs. Student employee funding is a critical component to support ethnic diversity.

## D. Overall Student Course Success

### Student Population Areas of Focus

Course Success For Program Review

Limits: Course Credit Status Credit

#### Course Success

Fine Arts and Communication - Music Technology-FH

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	831	76%	656	70%	615	72%	756	78%	694	70%
Non Success	155	14%	166	18%	133	16%	138	14%	173	18%
Withdrew	112	10%	110	12%	104	12%	76	8%	119	12%
Total	1,098	100%	932	100%	852	100%	970	100%	986	100%

### Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	301	70%	247	64%	218	71%	280	77%	199	65%
Non Success	82	19%	105	27%	37	12%	59	16%	75	25%
Withdrew	45	11%	35	9%	52	17%	26	7%	32	10%
Total	428	100%	387	100%	307	100%	365	100%	306	100%

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

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	530	79%	409	75%	397	73%	476	79%	495	73%
Non Success	73	11%	61	11%	96	18%	79	13%	98	14%
Withdrew	67	10%	75	14%	52	10%	50	8%	87	13%
Total	670	100%	545	100%	545	100%	605	100%	680	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.

#### D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

The program's goal is to achieve student success metrics that exceed the college as a whole.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

The overall course success percentage in MTEC averages in the 74% range, whereas the college average is around the 80% range.

Action: What actions does your program plan to take in order to achieve your goals?

The program plans to incorporate RSI strategies to achieve greater student success. Technologies such as Pronto, and the "Message Students Who..." feature of Canvas will help to close this gap.

Needs: What does your program need to execute this action plan?

Online course success is key here. So ongoing professional development in RSI strategies is a need.

#### D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

[https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222\\_fhda\\_edu/Euw5yUwbvn5OiqkDTAn6yIYBcy0PmInLpXnQm47I7cPKQ?e=rSml5L](https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBcy0PmInLpXnQm47I7cPKQ?e=rSml5L)

Goals: What is your program's goal with respect to course success by modality?

The program's goal is to achieve student success metrics in all instructional modalities that exceed the college as a whole.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

The data indicates that while dual enrollment courses are conducted face-to-face, all other MTEC courses are delivered either as online asynchronous or hybrid (on-campus/asynchronous) modalities. Over the past five years, course success rates for MTEC online-asynchronous classes have remained relatively consistent, ranging from 70% to 76%.

From 2019 to 2024, the average enrollment for MTEC online-asynchronous courses was 739 students, whereas hybrid on-campus/asynchronous courses had an average enrollment of 126 students.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve our goals, the MTEC program will focus on enhancing support for students to improve retention and minimize attrition. This includes offering additional resources such as tutoring, targeted workshops, and regular check-ins, particularly for online-asynchronous students.

By fostering a stronger sense of connection and providing timely academic and technical support, we aim to create a more engaging learning environment and community. These efforts are expected to increase overall success rates and ensure that students feel supported in MTEC courses.

Needs: What does your program need to execute this action plan?

Student employee funding to help co-host MTEC support groups both on campus and online. Equipment to facilitate live streaming and webinars in buildings 1200 and 1100.

#### E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

[https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222\\_fhda\\_edu/Euw5yUwbvn5OiqkDTAn6yIYBcy0PmInLpXnQm47I7cPKQ?e=rSml5L](https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBcy0PmInLpXnQm47I7cPKQ?e=rSml5L)

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

Based on the provided data, the MTEC program averages around a 70% success rate.

Based on the provided data the number of additional successes required to close success gaps are:

- Black - 6
- Latinx - 26
- Pacific Islander - 8
- Female - 9

Goals: What is your program's goal with respect to disproportionate impact?

The program's goal is to eliminate the success gaps for disproportionately impacted groups.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

The number of students reflected in the success gaps is relatively small, which seems to imply that some small changes throughout the department could have a substantial impact. The college should know that the majority of MTEC students are online asynchronous which makes it difficult to connect with students on a personal level.

Action: What actions does your program plan to take in order to achieve your goals?

To achieve our goals, the MTEC program will focus on enhancing support for students to improve retention and minimize attrition. This includes offering additional resources such as tutoring, targeted workshops, and regular check-ins, particularly for online-asynchronous students.

By fostering a stronger sense of connection and providing timely academic and technical support, we aim to create a more engaging learning environment and community. These efforts are expected to increase overall success rates which should help to close the existing achievement gaps.

Needs: What does your program need to execute this action plan?

Student employee funding to help co-host MTEC support groups both on campus and online. Equipment to facilitate live streaming and webinars in buildings 1200 and 1100.

## F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

- MTEC49
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
  - Discussion forums with appropriate facilitation and/or substantive instructor participation
  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
  - Group or individual meetings
- MTEC50A
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
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  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
  - Group or individual meetings
- MTEC51A
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
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demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC51B

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

Discussion forums with appropriate facilitation and/or substantive instructor participation

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demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC51C

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

Discussion forums with appropriate facilitation and/or substantive instructor participation

- MTEC52A

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

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demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC52B

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

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demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC52C

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

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demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC53A

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

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demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC53B

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

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Discussion forums with appropriate facilitation and/or substantive instructor participation

E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC54A

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

- Private messages within the Course Management System

- Personal email outside of the Course Management System

- Telephone contact

- Chat room within the Course Management System

- Weekly announcements in the Course Management System

- Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

- Discussion forums with appropriate facilitation and/or substantive instructor participation

- E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

- Group or individual meetings

- MTEC55A

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

- Private messages within the Course Management System

- Personal email outside of the Course Management System

- Telephone contact

- Chat room within the Course Management System

- Weekly announcements in the Course Management System

- Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

- Discussion forums with appropriate facilitation and/or substantive instructor participation

- E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

- Group or individual meetings

- MTEC55B

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

- Private messages within the Course Management System

- Personal email outside of the Course Management System

- Telephone contact

- Chat room within the Course Management System

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- Group or individual meetings

- MTEC55C

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

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- E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

- Group or individual meetings

- MTEC57A

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

- Private messages within the Course Management System

- Personal email outside of the Course Management System

- Telephone contact

- Chat room within the Course Management System

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- E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

- Group or individual meetings

- MTEC57B

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

- Private messages within the Course Management System

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- Telephone contact

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Group or individual meetings

- MTEC57C

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method  
Private messages within the Course Management System  
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- MTEC60A

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method  
Private messages within the Course Management System  
Personal email outside of the Course Management System  
Telephone contact  
Chat room within the Course Management System  
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E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts  
Group or individual meetings

- MTEC62A

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method  
Private messages within the Course Management System  
Personal email outside of the Course Management System  
Telephone contact  
Chat room within the Course Management System  
Weekly announcements in the Course Management System  
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus  
Discussion forums with appropriate facilitation and/or substantive instructor participation  
E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts  
Group or individual meetings

- MTEC62B

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method  
Private messages within the Course Management System  
Personal email outside of the Course Management System  
Telephone contact  
Chat room within the Course Management System  
Weekly announcements in the Course Management System  
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus  
Discussion forums with appropriate facilitation and/or substantive instructor participation

- MTEC62C

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method  
Private messages within the Course Management System  
Personal email outside of the Course Management System  
Telephone contact  
Chat room within the Course Management System  
Weekly announcements in the Course Management System  
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus  
Discussion forums with appropriate facilitation and/or substantive instructor participation  
E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

- MTEC70A

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method  
Private messages within the Course Management System  
Personal email outside of the Course Management System  
Telephone contact  
Chat room within the Course Management System  
Weekly announcements in the Course Management System  
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus  
Discussion forums with appropriate facilitation and/or substantive instructor participation  
E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to



demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC70B

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

Discussion forums with appropriate facilitation and/or substantive instructor participation

E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to

demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC70C

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

Discussion forums with appropriate facilitation and/or substantive instructor participation

E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to

demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC70D

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

Discussion forums with appropriate facilitation and/or substantive instructor participation

E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to

demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC70E

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

Discussion forums with appropriate facilitation and/or substantive instructor participation

E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to

demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC70F

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

Discussion forums with appropriate facilitation and/or substantive instructor participation

E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to

demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC72B

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Private messages within the Course Management System

Personal email outside of the Course Management System

Telephone contact

Chat room within the Course Management System

Weekly announcements in the Course Management System

Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus

Discussion forums with appropriate facilitation and/or substantive instructor participation

E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to

demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Group or individual meetings

- MTEC72C
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
  - Discussion forums with appropriate facilitation and/or substantive instructor participation
  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
- MTEC76A
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
  - Discussion forums with appropriate facilitation and/or substantive instructor participation
  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
  - Group or individual meetings
- MTEC80A
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
  - Discussion forums with appropriate facilitation and/or substantive instructor participation
  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
  - Group or individual meetings
- MTEC82A
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
  - Discussion forums with appropriate facilitation and/or substantive instructor participation
  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
- MTEC86A
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
  - Discussion forums with appropriate facilitation and/or substantive instructor participation
  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
  - Group or individual meetings
- MTEC88A
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
  - Discussion forums with appropriate facilitation and/or substantive instructor participation
  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
  - Group or individual meetings
  - Orientation and review sessions
  - Supplemental seminar or study sessions
  - Field trips
- MTEC88B

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
- Private messages within the Course Management System
- Personal email outside of the Course Management System
- Telephone contact
- Chat room within the Course Management System
- Weekly announcements in the Course Management System
- Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
- Discussion forums with appropriate facilitation and/or substantive instructor participation
- E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
- Group or individual meetings
- MTEC88C
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
  - Discussion forums with appropriate facilitation and/or substantive instructor participation
  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
  - Group or individual meetings
- MTEC90A
  - Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
  - Private messages within the Course Management System
  - Personal email outside of the Course Management System
  - Telephone contact
  - Chat room within the Course Management System
  - Weekly announcements in the Course Management System
  - Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
  - Discussion forums with appropriate facilitation and/or substantive instructor participation
  - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

## G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The discussions above highlight the strengths and opportunities within the Foothill College Music Technology program. By integrating innovation, inclusivity, and academic excellence, the program equips students with the technical skills, creative vision, and industry contacts required to excel in music production, digital media, and audio-visual arts.

The music technology field is advancing at an unprecedented rate, driven by exponential growth in areas like artificial intelligence and machine learning. This evolution presents unparalleled opportunities for the program to remain at the forefront of education and workforce preparation.

Moving forward, the MTEC program is committed to enhancing student support systems, expanding outreach to underrepresented communities, and continually refining our curriculum to meet the demands of this rapidly changing landscape. By doing so, Foothill College will maintain its position as a leader in music technology education, preparing students to thrive in an increasingly innovative and technology-driven workforce.

## H. Rubric

Click the link below to view the Instructional Template Rubric.

[https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222\\_fhda\\_edu/EeXQOxxcnqRGsXkb-Btxsz4BoUlaCXwgPngOB\\_gc8HQemw?e=2EgwaV](https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222_fhda_edu/EeXQOxxcnqRGsXkb-Btxsz4BoUlaCXwgPngOB_gc8HQemw?e=2EgwaV)

End of Instructional Discipline Template

Career and Technical Education Programs Addendum

## Career and Technical Education Programs Addendum 2024

### A. Re-Accreditation Information

1. When was your last re-accreditation visit?

N/A

2. Did the program maintain accreditation?

- yes
- no

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

N/A

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

N/A

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

N/A

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

N/A

## B. Advisory Board

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

- yes  
 no

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

- yes  
 no

3. Web link to meeting minutes?

[https://foothilldeanza-my.sharepoint.com/:f/g/personal/10621894\\_fhda\\_edu/EhSyRfE2MP1CjZnSrX5g4P8BmfRuPljirO2uhQF0kcCqRQ?e=Bp0Oyy](https://foothilldeanza-my.sharepoint.com/:f/g/personal/10621894_fhda_edu/EhSyRfE2MP1CjZnSrX5g4P8BmfRuPljirO2uhQF0kcCqRQ?e=Bp0Oyy)

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

Our advisory board, comprised of industry professionals across various sectors—such as music production for major record labels, audio post-production for film and video, and podcast production for leading media companies—consistently commends the MTEC program. They recognize our innovative curriculum, which includes a diverse array of courses that align closely with industry standards. Board members also highlight the relevance and depth of the material taught in our courses, as well as the exceptional access our students have to professional-grade equipment and resources. Their feedback reaffirms the program's commitment to excellence and its pivotal role in preparing students for success in the rapidly evolving music technology field.

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

Feedback from our advisory board has highlighted key industry trends and areas for improvement. One notable trend is the increasing availability of cost-effective, high-quality recording equipment and software. When the MTEC program began in the 1990s, professional studio equipment was prohibitively expensive for student. Today, affordable tools enable students to create professional-grade recording studios in their homes. While large recording studios remain essential, personal studios have become critical hubs for collaboration and creativity, serving as vital nodes in a networked industry.

Additionally, the board has emphasized the rapid evolution of technology and the expanding skill sets required for success. Many younger students, having grown up using smartphones and tablets, lack the foundational computer literacy and technical knowledge necessary for careers in music technology. Addressing this gap through targeted instruction in computer systems and industry-standard workflows will be essential for preparing students to meet workforce demands and thrive in this ever-evolving field.

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

The program has taken several steps to address recommendations from the Advisory Board. We have expanded the range of DAW (Digital Audio Workstation) software applications and integrated additional third-party plug-ins, processors, and digital sample libraries. This ensures broader support for students across various platforms and enhances their versatility in using industry-standard tools.

To create a seamless transition between home and on-campus learning environments, we have worked to accommodate students using their personal laptops and computers within our Building 1200 lab and recording studio spaces in Building 1100. However, implementing this workflow has revealed the need for additional funding to optimize compatibility. Specifically, resources are required to enhance infrastructure that allows students to easily connect their devices to the larger music technology production hardware ecosystem, ensuring an efficient and professional learning experience.

## C. Regional Labor Demand

Visit <https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-labor-demand-2024-25.pdf> to view your program data.

Data is collected from Cal-PASS Plus LaunchBoard.

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

- the data trend shows an increase in labor demand  
 the data trend shows a decrease in labor demand  
 the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

The Regional Jobs Total increased by 6% from 2016-2021. The number would certainly be higher if not for the COVID pandemic impacting many of the typical MTEC jobs. For example, *Music Directors and Composers* were significantly impacted by Covid closures of performing arts facilities, with the data showing a 32% decrease in jobs from 2016-2021. However, the overall regional jobs total reflects a robust industry that was able to grow slightly during such a difficult period.

## D. Regional Labor Supply

Visit <https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-labor-supply-2024-25.pdf> to view your program data.

Data is collected from Cal-PASS Plus LaunchBoard.

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

- the data trend shows an increase in labor supply  
 the data trend shows a decrease in labor supply  
 the data trend shows no change and/or is flat in labor supply

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

The Music Technology labor supply data show a slight decrease from 2016-2021 (the most recent data available). This decrease is probably due to folks leaving the Music Technology field as a result of COVID pandemic lockdown policies in the greater Bay Area.

## E. Regional Wages

Visit <https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-regional-wages-2024-25.pdf> to view your program data.

Data is collected from Cal-PASS Plus LaunchBoard.

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

- the data trend shows an increase in wages
- the data trend shows a decrease in wages
- the data trend shows no change and/or is flat in wages

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

Music Technology wages showed no substantial change from 2015-2020 (the most recent data available). Wages holding steady in the field would seem to imply that labor supply and demand are at equilibrium.

## F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2018-29	2019-20	2020-21	2021-22	2022-23
Dental Assisting	22	23	0	26	20
Music Technology	64	46	46	46	55
Pharmacy Technology	26	15	12	17	9
Theatre Technology	8	7	1	4	6

CTE courses offered between 2018-19 and 2022-23 that were used to retrieve completion counts include the following:

Dental Assisting: DA 50, 51A, 51B, 51C, 53A, 53B, 53C, 56, 57, 58, 60A, 60B, 62A, 62B, 62C, 63, 65, 66, 67, 71, 73, 74, 85, 88, 100, 200L

Music Technology: MTECH 49, 50A, 51A, 51B, 51C, 52A, 52B, 53A, 53B, 54A, 55A, 55B, 55C, 57A, 57B, 60A, 60B, 62A, 62B, 62C, 70A, 70B, 70C, 70D, 70E, 70F, 72B, 72C, 80A, 82A, 88A, 88B, 88C, 90A

Pharmacy Technology: PHT 50, 51, 52A, 52B, 53, 54A, 54B, 55A, 55B, 55C, 56, 56A, 56B, 58, 60, 61, 62, 63, 64A, 64B, 101, 102, 103, 200L

Theatre Technology: THTR 21A, 21B, 21C, 25, 25B, 27, 31, 40A, 40B, 42, 45A, 45B, 45C, 45D, 45E, 45F

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 and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

The data show a significant drop during the COVID pandemic era, which held steady for the lockdown period when most classes were online, and has increased as classes returned to campus.

## G. Program Graduate Employment Rates

Visit <https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-graduate-employment-2024-25.pdf> to view your program data.

Data is collected from Cal-PASS Plus LaunchBoard.

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 in graduate employment
- the data trend shows a decrease in graduate employment
- the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

The data seem to show that graduate employment held steady at around 64% from 2015-2020, but then fell substantially to 48% in 2020. This is most likely due to the COVID Pandemic effects on typical Music Technology jobs.

## H. Rubric

Click the link below to view the CTE Rubric.

[https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222\\_fhda\\_edu/efcQKjTAQJ5CuisxyarJ3HABY6VJfarZn9tSOG7wcv-jnA?e=4Qd4Gb](https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/efcQKjTAQJ5CuisxyarJ3HABY6VJfarZn9tSOG7wcv-jnA?e=4Qd4Gb)