Music Tech Program Review

Rubric Evaluation	Debbie Lee (Dean)	Brian Evans (At-Large Faculty)	Carolyn Brown (Same Division Faculty)	Christine Mangiameli (At-Large Classified Staff)
A. Program Information				
How many criteria are met for the Program Mission statement?	Addresses all 8 criteria - Meets the Standard	Addresses all 8 criteria - Meets the Standard	Exceeds expectations for all 8 criteria - Excellent	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	The mission statement addresses all 8 criteria provided in the rubric.	Great. Some phrases/words could be removed to make it more straightforward for students. Words like: real-world, socioeconomic, educational (so, just "innovative program").	The concise mission statement clearly states the MTEC program purpose, primary function, and activities are offering cutting-edge curriculum, instruction, and hands-on training in the areas of digital media content creation based on real-world industry standards. The MTEC aspirational goals, priorities, and values enable their stakeholders to realize a competitive advantage in an ever evolving, digital-centric socioeconomic era. Aligning with the college mission statement, the MTEC program prepares students for divers, productive careers, or continued higher education.	The purpose /mission of the program seems to be described in the last sentence, ... "The Foothill College MTEC program prepares...". Start the paragraph with this sentence. Stakeholder/target audience is not mentioned(#6). Not sure the values/priorities are clear. Aspirational goals don't include the students; what are they asking for that FH MTEC is providing. It feels impersonal, where are the students dreams in this mission? As a student, I'd want to see me in the mission statement. What kinds of students are you targeting?
How many criteria are met for the Program Learning Outcomes?	Exceeds expectations for all 5 criteria - Excellent	Exceeds expectations for all 5 criteria - Excellent	Exceeds expectations for all 5 criteria - Excellent	Addresses all 5 criteria - Meets the Standard
Reader Feedback	All of the PLO's are clear, measurable, student-centered, actionable and build towards higher order thinking skills.	N/A	The PLOs of the MTEC program focus on the student with phrasing easily understood by students stating the actionable learning outcomes. The PLOs that reflect levels of learning including, but not limited to demonstrating, applying, evaluating, and distinguishing.	While some of the language used to describe outcomes is "jargon" in nature, the program is a technical program made up of jargon used in the industry. It appears reasonable to me.
B. FTES - Enrollment Trends				
1. What does the FTES data trend indicate?	FTES has decreased over the time span no more than 10% - Meets the Standard	FTES has decreased over the time span no more than 10% - Meets the Standard	FTES has decreased over the time span no more than 10% - Meets the Standard	
How many criteria are met in the data trend narrative explanation for FTES?	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for FTES?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

Reader Feedback	The plan to reach out to local high schools using marketing and social media is a wonderful collaborative effort between the department and the marketing department. Also, reaching out to at-risk students is a great way of humanizing online classes and letting students know that the instructor is caring. All of these action items are informed by data, demonstrable, measurable, possible to accomplish and within department control.	These questions assume a trend - in this case there really is no trend. Enrollment has been steady. The proposed actions seem appropriate.	N/A	1. While there are several good points noted in the FTES Enrollment Trends, there is no mention of what the program had under it's control -Item 3 - did they try classes at new times, delivery options, etc. to increase enrollment? (Information is asked for in this section, but kind of gets answered in later sections). Redundancy? 2. Action - there are no measurable outcomes: is there a growth target? Number of students in outreach target market? What kind of student populations are in the targeted schools,etc. Are there short term/long term aspirational/ practical possibilities?

C. Sections - Enrollment Trends

How many criteria are met in the data trend narrative explanation for sections?	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
How many criteria are met in the narrative explaining why the number of sections increased while FTES decreased?		The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	FTES did not decrease, so no narrative is necessary for this section.	N/A	The MTEC department intentionally increased the number of sections to accommodate more students with more scheduling options.	It's difficult to know if the writer knows why the enrollment in these sections remains flat besides it being a statewide trend. Did marketing help and how? There are no measureable marketing outcomes: is there a growth target? Numbers of students in outreach target market(s)? What kind of student populations are in the targeted schools,etc. Do they need to try different market strategies?

D. Productivity - Enrollment Trends

1. What does the data indicate about the productivity trend?	The program productivity trend has increased - Excellent	The program productivity has not decrease by more than 5% - Needs Some Improvement to Meet the Standard	The program productivity trend has increased - Excellent	The program productivity trend has increased - Excellent
How many criteria are met in the data trend narrative explanation for productivity?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard

How many criteria are met in the proposed action narrative for productivity?		The narrative is not included		The narrative is not included
Reader Feedback	This section is N/A since the productivity is increasing. The MTEC faculty are content to offer stacked classes to achieve higher productivity and enrollment. I still think the MTEC faculty should look for ways to get more students enrolled in the first courses of the sequence such as MTEC 70A, so that there wouldn't be a need for as much stacking.	N/A	N/A	N/A

E. Enrollment by Student Demographics

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for enrollment by gender?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
How many criteria are met in the proposed action narrative for enrollment by gender?	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included
Data Table for Enrollment by Gender of Declared Majors https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)				
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard

Reader Feedback	The difference in gender enrollment has stayed the same for the last 5 years. Has the department been collaborating with Women's Audio Mission for the past 5 years or was this a recent effort? What concrete actions were taken as a result of this collaboration?	It appears fewer males and females are declaring a Music Tech major (the program review notes a rise in males). In an earlier question, the PR checked a box that said males enrollment had fallen - when I believe the correct box would be "no change." Though this problem is somewhat beyond the faculty, the proposed action plan to grow female enrollment is to continue ongoing marketing efforts. Perhaps a new plan of attack is needed (although, again, it is hard for faculty to control this).	N/A	There is a wide gap between men and women in the Music Tech by gender of declared majors...80% men, 19% women, 1% unknown. This is similar to STEM, and as the national focuses to include women in targeted careers traditionally held by men, this could/should change. Even in the music business, there are much higher numbers of men than women in bands. Some of this is due to the amount of travel, and the mode of travel being much easier for men. Women are still traditionally home caregivers (home and children).
2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?				
(2018-19 College enrollment distribution by ethnicity: 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment mirrors the college's ethnic distribution - Meets the Standard	The enrollment mirrors the college's ethnic distribution - Meets the Standard	The enrollment mirrors the college's ethnic distribution - Meets the Standard
How many criteria are met in the data trend narrative explanation for enrollment by ethnicity?	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for enrollment by ethnicity?	The narrative is not included	The narrative is not included		

Reader Feedback	The percentage enrollment for African-Americans in MTEC is higher than the college's enrollment percentage. The percentage enrollment for Asians in MTEC is lower than the college's enrollment percentage. There is no specific plan listed since the department felt the data trends to not suggest programmatic actions are necessary. The department does plan to continue proactive outreach to all ethnic groups, but this is vague and no specifics were given as to what this outreach looks like.	Department demographic has a higher share of African American students than the campus (13% vs 5%) and a lower share of Asian students(14% vs 30%). The numbers do not align perfectly but it would be surprising they did - this reader is not sure why it is a "goal" to have every department mirror the overall campus demographics. I agree with the department that no departmental action is needed. I did have to not that the narrative on this only recounted the trend (with no reasons or departmental explanation) but I do not think that necessarily means "major improvements" are needed.	N/A	The Ethnic Enrollment is better in some categories, and only a few are less than FH college ethnic enrollment, but in b.2 above the options don't allow for this variance, so the answers don't represent this department's make-up. The department did not address any reasons for their ethnic makeup, and does not to see any trend, so there is a no problematic action needed (answer NA). Are you targeting certain ethnicities or schools with certain ethnic populations in marketing or outreach? Do they invite ethnic guests to encourage visibility of the ethniticty? What is driving this particular ethnic blend? Why do they have higher ethnic numbers than the FH norm? How can they expand? Are they asking the ethnic students?

F. Student Course Success

1. What does the data trend indicate about overall course success?	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
How many criteria are met in the data trend narrative explanation for student course success?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for student course success?	The narrative is not included	The narrative is not included		The narrative is not included
Reader Feedback	There is no plan provided. The overall success rate in MTEC is around 70% and has increased slightly over the years. Although there is no need to come up with a plan to increase overall success based on this section of the program review, the overall success would probably increase if the department looks into ways to increase the success of the African-American and Latinx population.	This reader believes it is a dangerous precedent to mandate success as this form does. This is what has led to elementary school teachers changing answers on student standardized tests. If instructors are forced to continually have higher success rates over time there is one easy answer - lower standards.	N/A	There is no no narrative. The conclusion is that there is nothing the writer sees the department can do to increase success percentages. Is that true? I'm not sure how much reflection is involved in the answers, given the reasons the narrative 'could' include. Proposed actions are "NA".

3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	
How many criteria are met in the data trend narrative explanation for course success by student groups?	The narrative is not included	The narrative is not included	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	
How many criteria are met in the proposed action narrative for course success by student groups?	The narrative is not included	The narrative is not included	The narrative is not included	
Reader Feedback	No plan was submitted to decrease the course gap. Since there is more than 10% achievement gap between the ethnic groups, the department should come up with a concrete plan of action to decrease the gap. Are there professional development opportunities that the department could look into?	I have the same comment as above with respect to mandating success.	N/A	The writer did not read the data correctly for success rates in the African American, Filipinx and Latinx group. The writer indicated they had a decrease in success, but the percentage went from 60% to 64 % success. The Asian, Native American, Pacific Islander, White group was actually flat, but was represented as higher by the writer. The writer also didn't see the 10% difference in success between the groups as a gap that might suggest changes are needed. Interesting. This area needs to be re-evaluated.

G. Student Course Success by Demographics

1. What does the data indicate about course success?

Female	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Male	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
How many criteria are met in the data trend narrative explanation for course success by gender?	The narrative is not included	The narrative is not included		The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

How many criteria are met in the proposed action narrative for course success by gender?	The narrative is not included	The narrative is not included		The narrative is not included
Reader Feedback	No action plan is included in the program review for course success by gender. The course success for males has increased over time and has ranged from 67 - 71%. The course success for females has fluctuated a little year over year but has hovered at about 70 - 75%.	N/A	N/A	N/A
1. What does the data trend indicate about program student course success by ethnicity?				
African Americans	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Asian	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Filipinx	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Latinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Native American	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	
Pacific Islander	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
White student	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Decline to State	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

How many criteria are met in the data trend narrative explaining why the percentage decreased for the student ethnic group(s)?	The narrative is not included	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard		The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the data trend narrative explaining reasons for the gap in course success?	The narrative is not included	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
How many criteria are met in the proposed action narrative for student course success by ethnicity?	The narrative is not included	The narrative is not included		The narrative is not included
Reader Feedback	The narrative provided points out that African-American and Latinx students have a larger percentage of non-success students. However, there is no proposed action plan to address the success gap that exists between the ethnic groups. Although the success rates fluctuate for Filipinx, Native Americans and Pacific Islanders from 2014/15 to 2018/19, success rates for African-Americans and Latinx students are consistently lower than the success rates for all students during those years. The department should create an action plan on how to address the success gap that exists.	The program is fine. Some of the boxes were left unchecked - that may be due to the writers feeling uneasy checking a box that states "the data indicate changes are necessary" when the faculty do not, in fact, feel that way. I do not hold the department at fault because "too many" males and "too many" African American students enrolled. My concern is the larger process. I find the forced assumptions of "success" and "areas of improvement" of this form unproductive. We should not be forcing higher measured success rates - or attempting to have every department match the demographics of the campus wide student population.	N/A	The narrative is not included here by the writer. More data is given in the Feedback and Labor Market Data. Some of this data could be included in the narrative above, giving substance to the answers. If the marketing data is showing trends, and other facts, it could be listed in the narrative answer instead of answering "NA".

Music Tech CTE Program Review

Career and Technical Education Programs Rubric	Carolyn Brown (Same Division Faculty)	Christine Mangiameli (At-Large Classified Staff)	Brian Evans (At-Large Faculty)	Debbie Lee (Dean)
A. Re-Accreditation Information				
2. Did the program maintain accreditation?	The program was reaccredited, received commendations, and no citations/recommendations - Excellent		The program was reaccredited, received commendations, and no citations/recommendations - Excellent	
4. Did the program make the required improvements in response to the major citations of the last re-accreditation report?				
B. Advisory Board				
1. Did the program hold an annual advisory board meeting each year of the five-year cycle?	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	No, the program did not hold an annual meeting of the advisory board and/or did not submit the minutes - Needs Improvement to Meet the Standard
4. Did the program receive any commendations/special mentions from the advisory board?	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard
5. Did the program identify actions for improvement or recommendations based on feedback from the advisory board?				
C. Regional Labor Demand				
1. What does the labor demand data trend indicate?	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent
2. How many criteria are met in the data trend narrative explanation for labor demand?	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
D. Regional Labor Supply				
1. What does the labor supply data trend indicate?	Labor supply is projected to increase - Needs Improvement to Meet the Standard	Labor supply has a downward trend - Excellent	Labor supply has a downward trend - Excellent	Labor supply is projected to increase - Needs Improvement to Meet the Standard
2. How many criteria are met in the data trend narrative explanation for labor supply?	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
E. Regional Wages				

1. What does the wage data trend indicate?	The occupational wage stayed flat - Meets the Standard	The occupational wage stayed flat - Meets the Standard	The occupational wage stayed flat - Meets the Standard	The occupational wage stayed flat - Meets the Standard
2. How many criteria are met in the data trend narrative explanation for wages?		The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard		

F. Program 13.5 Course Completion

1. 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 the program?	The number of students completing 13.5 units increased over the 5 year period - Excellent	The number of students completing 13.5 units increased over the 5 year period - Excellent	The number of students completing 13.5 units increased over the 5 year period - Excellent	The number of students completing 13.5 units increased over the 5 year period - Excellent
2. How many criteria are met in the data trend narrative explanation for the number of students completing the 13.5 CTE units?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard

G. Program Graduate Employment Rates

1. What does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard
2. How many criteria are met in the data trend narrative explanation for graduate employment rate for both degrees and certificates?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard

| **Reader Feedback** | N/A | A. Re-Accreditation: does not have an option for "no previous re-accreditation", so all answers are NA and no meaningful response is possible. B5- need a "No Action Recommended" or "No Improvement Needed" response as reader feedback G2- The response doesn't give any of the data that would support the argument about the LaunchBoard being less accurate than other sources. Add some of the statistics from these other sources. Drop the parenthesis data, which is already available in each section; it wastes words that could be used make a stronger analysis of actual trends. It would help the narrative immensely. Siting other sources is great, but quote some of the data they show, even a few bits, to strengthen the explanation. | N/A | I would agree with the department that the data for this discipline is rather lacking and there are limitations to the data since actual jobs are not necessarily tied to the given TOPS code for MTEC. A. It is not clear to me that the MTEC program requires accreditation and thus, there was no need to fill out this portion of the template. B. I did not see any minutes for meetings with the advisory board. C. No explanation was provided as to why the labor demand increased. D. No explanation was provided as to why the labor supply increased. E. No explanation was required since regional wages remained the same. However, the median wage is well below the regional living wage. G. The department feels that the data provided for this part of the program review is not an accurate reflection of the actual job market in MTEC. Although more sources of data are provided by the department, I did not see any data from these sources used in this program review. F. |