College Curriculum Committee Meeting Agenda
Tuesday, June 20, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom
Masks required for all in-person attendees

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: June 6, 2023	2:00	Action	#6/20/23-1	Kuehnl
2. Report Out from Division Reps	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		

4. Announcements
  a. CCC Meeting Dates for 2023-24
  b. New TOP Code Manual
  c. Industrial Technology and Construction Project Management BS Degree Title Change
  d. Recent CCCCO Approvals!
	2:17	Information	#6/20/23-2	CCC Team

5. New Certificate Proposal: Animation	2:22	Action	#6/20/23-3	Kuehnl
6. New Certificate Proposal: Semiconductor Process Technician	2:27	Action	#6/20/23-4	Kuehnl
7. New Degree Proposal: Semiconductor Process Engineering AS	2:32	Action	#6/20/23-5	Kuehnl
8. New Degree Application: Audio Technology and Product Management BA	2:37	2nd Read/ Action	#6/20/23-6	Kuehnl
9. Stand Alone Applications: APPR 140A, 140B	2:42	2nd Read/ Action	#6/20/23-7-10	Kuehnl
10. Process for Implementing Equity Updates to CORs	2:45	2nd Read/ Action	#6/20/23-11	Kuehnl
11. CCC Priorities for 2023-24	3:10	Discussion		CCC Team
12. Good of the Order	3:27			Kuehnl
13. Adjournment	3:30			Kuehnl

Times listed are approximate

Attachments:

#6/20/23-1	Draft Minutes: June 6, 2023
#6/20/23-2	CCC Meeting Dates for 2023-24
#6/20/23-3	New Certificate Proposal: Animation
#6/20/23-4	New Certificate Proposal: Semiconductor Process Technician
#6/20/23-5	New Degree Proposal: Semiconductor Process Engineering AS
#6/20/23-6	New Degree Application: Audio Technology and Product Management BA
#6/20/23-7-8	Stand Alone Applications: APPR 140A, 140B
#6/20/23-9-10	LMI for APPR Stand Alone Applications
#6/20/23-11	Mock-up of Equity Text Field on COR Form—updated

2022-2023 Curriculum Committee Meetings:

Fall 2022 Quarter	Winter 2023 Quarter	Spring 2023 Quarter
~~10/4/22~~	~~1/24/23~~	~~4/25/23~~
~~10/18/22~~	~~2/7/23~~	~~5/9/23~~
~~11/1/22~~	~~2/21/23~~	~~5/23/23~~
~~11/15/22~~	~~3/7/23~~	~~6/6/23~~
~~11/29/22~~	~~3/21/23~~	6/20/23

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2022-2023 Curriculum Deadlines:

~~12/1/22~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/22~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~4/21/23~~	Deadline to submit curriculum sheet updates for 2023-24 catalog (Faculty/Divisions).
~~6/1/23~~	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/23/23	Deadline to submit course updates and local GE applications for 2024-25 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Kelly Edwards (KA), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Tom Gough (FA), Allison Herman (LA), Kurt Hueg (Interim VP Instruction), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Ana Maravilla (CNSL), Tiffany Mitchener (HSH), Patrick Morriss (STEM), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Ron Painter (STEM), Sarah Parikh (STEM), Chrissy Penate (LRC), Amy Sarver (LA), JP Schumacher (Dean, SRC), Shaelyn St. Onge-Cole (HSH), Ram Subramaniam (Administrator Co-Chair), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President)

CC: Interpreters

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2022-23

Meeting Date: 6/20/23

Co-Chairs (2)

✔*	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	
			kuehnleric@fhda.edu	
✔*	Ram Subramaniam	7179	Acting Associate Vice President of Instruction	
			subramaniamram@fhda.edu	

Voting Membership (1 vote per division)

✔*	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
✔	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
✔*	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔*	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔*	Tom Gough	7130	FA	goughtom@fhda.edu
	Allison Herman	7460	LA	hermanallison@fhda.edu
✔*	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔*	Ben Kaupp		SRC	kauppben@fhda.edu
✔*	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Ana Maravilla		CNSL	maravillaana@fhda.edu
✔*	Tiffany Mitchener	7468	HSH	mitchenertiffany@fhda.edu
✔*	Patrick Morriss	7548	STEM	morrisspatrick@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
	Tim Myres		APPR	timm@smw104jatc.org
	Ron Painter		STEM	painterron@fhda.edu
✔	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
	Chrissy Penate		LRC	penatechrisanthy@fhda.edu
✔	Amy Sarver	7459	LA	sarveramy@fhda.edu
	JP Schumacher	7549	Dean—SRC	schumacherjp@fhda.edu
	Shaelyn St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
✔*	Kella Svetich	7924	LA	svetichkella@fhda.edu

Non-Voting Membership (4)

			ASFC Rep.	
✔*	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

Visitors

Jordan Fong* _____

_____

_____

Indicates in-person attendance

College Curriculum Committee
Meeting Minutes
Tuesday, June 6, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: May 23, 2023	Morriss thanked Vanatta for keeping detailed and informative minutes. **Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** STEM: Finishing up curriculum approvals. LRC: No updates to report. Language Arts: Working on Title 5 updates and Program Maps. Svetich shared hoping to create new pathways in Creative Writing and Technical Writing. Kinesiology: Working on Title 5 updates. HSH: Working on Title 5 updates. Fine Arts: Working on Title 5 updates. Gough noted BA degree on today's agenda. SRC: Working on Title 5 updates. Counseling: No updates to report. BSS: Working on Title 5 updates. Apprenticeship: No updates to report.
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. Cal-GETC Update	**Speakers: CCC Team** Gilstrap highlighted specifics from recently-released standards. Area A1 English Composition: still has requirement of 5000 words, but 4000 of those must be in final revised draft form; standards specify may be across multiple major assignments. Area 1C Oral Communication: no ENGL 1A prereq required, but we will need to resubmit our courses. Gough asked when resubmission will occur—Gilstrap responded, COR edits should be made during 2023-24 year, for June 2024 resubmission to UC TCA and Dec. 2024 submission for Cal-GETC (Cal-GETC begins fall 2025). Area 2 Mathematics: patterned after IGETC, so Math for Elementary Teachers courses won't be accepted. Area 3B Humanities: elementary languages other than English won't be accepted. Cal-GETC will require grade of "C" or higher in all areas (some CSU GE areas allow for "D" grade as long as total GPA is 2.0 or higher). Additionally, Cal-GETC will not allow for partial certification—Gilstrap wonders if this will result in fewer students completing ADTs; perhaps students will complete major prep courses but not the full ADT. Area 6 Ethnic Studies: Gilstrap has seen conflicting info re: whether we may use Ethnic Studies subject code; our ETHN courses currently approved for IGETC will be grandfathered in, even if we end up needing to change subject codes. Discussion occurred re: variety of minimum

	qualifications (AKA disciplines) listed on ETHN courses, even though same subject code is used. Parikh wondered if there's a similar plan for Engineering, as many different types of engineering currently housed within one umbrella term and discipline. Gilstrap also mentioned as of fall 2024 Ethnic Studies is a graduation requirement; over this summer, Board of Governors will determine if it will be a specific local GE area.
b. Division Reps for 2023-24	Kuehnl asked the reps to please check in with their division to identify who the reps will be for next year—will report out at next meeting. Mitchener asked if each division should have two reps—Kuehnl responded, two is common, but not a requirement; each division has one vote regardless of number of reps. Lee asked if CCC holding hybrid meetings next year—Kuehnl responded, unknown and somewhat depends on Brown Act; will still need on-campus quorum. Each body allowed to determine quorum; CCC has adopted 50% + 1 of divisions present (not of total members, just of divisions).
5. New Degree Application: Industrial Technology and Building Construction Management BS	**Speaker: Eric Kuehnl** Second read of new Industrial Technology and Building Construction Management BS Degree. No comments. Motion to approve **M/S** (Kaupp, Svetich). **Approved.**
6. New Degree Application: Audio Technology and Product Management BA	**Speaker: Eric Kuehnl** First read of new Audio Technology and Product Management BA Degree. CCC previously approved a version of degree but after consultation w/ CSUs and industry, changes have been made. Previous version was more focused on creative production, which overlapped w/ some local CSUs. Additionally, industry in local area not focused on music production, it's more focused on products/technology. Local industry seeing lack of product design/management skills in students graduating from other Music Technology programs. Updated version of degree has more technical focus. None of the courses offered at local CSUs, and all local CSUs are supportive, some enthusiastically! Upper division GE courses same as previous version; Kuehnl collaborated w/ faculty in other disciplines on GE courses, hoping they can be also used for future bachelor degrees. Gough noted that courses all above level of associate degree; Kuehnl noted this would be a two-year program, and students can come from different types of associate degree programs. Gilstrap mentioned state's proposal of GE pattern for BDP students, for lower division GE. Second read and possible action will occur at next meeting.
7. Stand Alone Applications: APPR 140A, 140B	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Requests for APPR 140A & 140B. Each will be permanently Stand Alone. No comments. Second read and possible action will occur at next meeting.
8. Process for Implementing Equity Updates to CORs	**Speaker: Eric Kuehnl** First read of text field to add to COR form in CourseLeaf, as part of campus-wide implementation of Guiding Principles for Equitable CORs document. Vanatta noted mock-up has been updated based on discussion at previous meeting (moved location on COR form and updated field question/text wording). Kaupp suggested change to second sentence of wording: "Please describe how principles of equity have been incorporated in this COR". Believes this is more inclusive (removal of "you" suggests collaborative process) and ends less abruptly. Morriss concerned this moves from active voice to passive voice, which could diffuse responsibility; Kaupp agreed somewhat but noted it also includes faculty involved in process during previous edits.

Kaupp mentioned the group needs to determine whether field response will be cleared out for each edit, and believes important to acknowledge good equity-minded updates made during previous editing cycles.

Parikh suggested: "Please describe how your team has incorporated principles of equity in this COR." Believes this helps to imply work shouldn't be done by just one person. Kuehnl unsure if work typically done by a team; others noted should be a collaborative process and not taken on by just one faculty. Kaupp appreciates Morriss' feedback re: passive voice, noting mainly wants to avoid abrupt ending. Svetich noted "you" can be plural and believes adding "in this COR" to end of current wording is redundant. Agreed w/ Morriss' feedback, but believes clarity is most important when drafting wording. Vanatta suggested: "Please describe how you have incorporated principles of equity during this review cycle (or editing cycle)." Believes this avoids redundancy and acknowledges previous work done.

Kuehnl asked the group for their thoughts re: field response being cleared out each time faculty initiates edit. Parikh believes maintaining previous response allows faculty updating COR to review that info and not only add their own entry but also take action based on what which COR section(s) previously targeted. Faculty could date their entries, for example. Agyare mentioned COR can be updated at any time, outside of a specific Title 5 cycle, and suggested avoiding "cycle" in wording, which could suggest equity work not needed if COR being updated independent of Title 5 list. Agyare suggested: "Please describe how you have incorporated principles of equity during this revision"—group agreed with this new wording.

Discussion occurred re: field response clearing out, with general consensus for responses to be retained with each edit. Vanatta noted that not clearing out response could result in faculty's ability to ignore field (intentionally or not); even if field is required, if a previous response exists the "required field" error message won't be triggered, and there is no way to require new response if previous response exists. Gough suggested perhaps separate checkbox is needed, to clear out with each edit, with the text field response retained.

Kuehnl mentioned need to determine wording for checkbox if adding one. Kaupp noted others will be reviewing COR once submitted, which will help ensure work being done. On the other hand, Kaupp and Vanatta both noted not unusual for some faculty to skip certain steps or fields if not required by system; Vanatta added, in some years faculty may have dozens of Title 5 courses to update and if they procrastinate they might easily breeze through and not notice the field. Further discussion occurred re: spirit of process and hope that equity updates will become a habit and not something faculty will ignore. Vanatta clarified that checkbox would be completely separate field and can be cleared out even if text field not cleared out.

Morriss recalled discussion at previous meetings not in favor of checkbox—Kuehnl recalled concern was that having checkbox only (without text field) could result in less impact, whereas current idea is that checkbox helps alert faculty to text field and equity work. Parikh suggested: "Have you considered equity in the edits you've made?" or similar for checkbox. Discussion occurred re: COR updates made outside of Title 5 list and whether equity work should be included in such updates, with some arguing that any update to COR should be done with equity in mind.

	The group agreed on the following updates to the mock-up, for the second read:
	- New wording for second sentence of text field: "Please describe how you have incorporated principles of equity during this revision." - Text field responses will be retained with each edit - Add checkbox underneath text field, with the following wording: "I have added my comments with the current date to the field above." - Checkbox will clear out with each edit Second read and possible action will occur at next meeting.
9. CCC Priorities for 2023-24	**Speakers: CCC Team** Kuehnl mentioned, in previous years has used survey to see which topics the group would like to discuss or tackle during the upcoming year, in order to determine priorities. Academic Senate also sets priorities for CCC. Noted that CCC has recently accomplished some priorities which have been on the list for many years. Asked the group to suggest topics. Gilstrap suggested topic of revising or rethinking our local GE pattern, especially considering updates to statewide requirements for local GE (e.g., possible new Ethnic Studies area). Discussion should include whether or not to keep Lifelong Learning area, which is not state requirement. Also suggested topic of changing the start of our curriculum year from summer to fall, noting that everything related to articulation starts with fall, and De Anza's year starts with fall. Gough asked what this change would entail—Gilstrap responded, will need to research and figure out why we start with summer. Parikh believes switch (from fall start to summer) happened in 2015 and was related to budgeting. Kuehnl mentioned Academic Senate wants CCC to create bylaws or constitution, has been on our to-do list for few years.
10. Good of the Order	
11. Adjournment	**3:32 PM**

Attendees: Micaela Agyare (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Kelly Edwards (KA), Valerie Fong* (Dean, LA), Evan Gilstrap* (Articulation Officer), Tom Gough* (FA), Julie Jenkins* (BSS), Ben Kaupp* (SRC), Eric Kuehnl* (Faculty Co-Chair), Andy Lee* (CNSL), Ana Maravilla* (CNSL), Tiffany Mitchener* (HSH), Patrick Morriss* (STEM), Brian Murphy (APPR), Sarah Parikh* (STEM), Chrissy Penate* (LRC), JP Schumacher* (Dean, SRC), Ram Subramaniam* (Administrator Co-Chair), Kella Svetich* (LA), Mary Vanatta* (Curriculum Coordinator)
Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
2023-24 Meeting Dates

Fall Quarter:	Winter Quarter:	Spring Quarter:
October 3	January 16	April 16
October 17	January 30	April 30
October 31	February 13	May 14
November 14	February 27	May 28
November 28	March 12	June 11

All meetings fall on Tuesday and will be held from 2:00 p.m. – 3:30 p.m. in Administrative Conference Room 1901 (likely w/ Zoom option).

Note: Meeting dates are tentative and subject to change. The final schedule will be confirmed via calendar invitations sent to CCC members via email.

FOOTHILL COLLEGE

New Degree or Certificate Proposal

Faculty Author(s):   Jordan C. Fong

Division: Fine Arts & Communication

Proposed Title of Degree/Certificate: Certificate of Achievement in Animation

Type of Award: Certificate of Achievement

Workforce/CTE Program: Yes

Which academic departments will be involved in the creation of this new degree/ certificate? Are any new departments being created?   Graphic & Interactive Design (GID)

Does De Anza offer a similar degree or certificate?   De Anza currently offers an Animation Certificate of Achievement, as well as an Animation Associate in Arts. Similar successful programs outside of Foothill's service area include the Academy of Art University, San José State, and Cogswell College, to name a few.

What is the educational need for this new degree/ certificate?   Animation Certificate of Achievement would provide a foundation for students interested in pursuing a career in the film, TV, or game animation industries, as well as students planning to transfer to a baccalaureate program in Animation. Objectives would be to expose students to professional pre-production and production animation methods that include storyboard design, character design, layout design, environment design, 2-D animation, and 3-D computer animation.

This Certificate of Achievement encompasses a wide range of careers, and the fundamentals of animation are taught and applied to many of them. This would also prepare our students for entering the job field even if they don't transfer to a 4-year.

How does the degree/ certificate align with Foothill's Strategic Vision for Equity?   Under the college's current Strategic Vision for Equity, creating this Certificate of Achievement would specifically address Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.

This certificate would empower students to share more diverse stories that represent themselves and provide them the tools tell their story and experiences. It would also teach them the necessary skills bring those stories to life through visual storytelling and animation.

This certificate would also empower students to achieve their goals as members of the workforce, specifically the film, TV, or game animation industries. This new Certificate of Achievement also serves multiple disciplines. The skills learned from this Certificate of Achievement are transferable into other careers such as illustrator, painter, script writer, screen writer, or Art Director, to name a few, that may not be directly associated with Animation but are related.

Comments and other relevant information for discussion:

FOOTHILL COLLEGE

New Degree or Certificate Proposal

Faculty Author(s):	Sarah Parikh
Division:	Science Technology Engineering & Mathematics
Proposed Title of Degree/Certificate:	Semiconductor Process Technician Certificate of Achievement
Type of Award:	Certificate of Achievement
Workforce/CTE Program:	Yes
Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?	Engineering. No.
Does De Anza offer a similar degree or certificate?	No
What is the educational need for this new degree/certificate?	Led by government grants, industry partners are looking to hire many new employees with these skills. The creation of the program has been done with lots of feedback and input from these employers.
How does the degree/certificate align with Foothill's Strategic Vision for Equity?	This program is designed to have a low barrier to entry in addition to lots of support and guidance along the journey to completion. Students are able to learn and earn so that their education and job growth go hand in hand.
Comments and other relevant information for discussion:	

FOOTHILL COLLEGE

New Degree or Certificate Proposal

Faculty Author(s): Sarah Parikh

Division: Science Technology Engineering & Mathematics

Proposed Title of Degree/Certificate: Semiconductor Process Engineering Associates Degree

Type of Award: AA/AS Degree (local)

Workforce/CTE Program: Yes

Which academic departments will be involved in the creation of this new degree/ certificate? Are any new departments being created? Engineering. No.

Does De Anza offer a similar degree or certificate? No

What is the educational need for this new degree/ certificate? Led by government grants, industry partners are looking to hire many new employees with these skills. The creation of the program has been done with lots of feedback and input from these employers.

How does the degree/ certificate align with Foothill's Strategic Vision for Equity? This program is designed with alignment to job opportunities with industry partners. As students progress through their educational pathway, they grow in their job pathway as well.

Comments and other relevant information for discussion:

Foothill College
Credit Program Narrative
Bachelor in Arts in Audio Technology and Product Management

Item 1. Program Goals and Objectives

The Bachelor in Arts in Audio Technology and Product Management degree program is intended for students who have completed an approved associate degree program in the fields of audio engineering, commercial music, or music technology as a pathway to complete a four-year degree. The curriculum focuses on audio hardware and software product design and management, sound studio acoustics, sound studio design and integration, sound studio wiring, and immersive audio technologies. The proposed baccalaureate degree program would open applications in August and close April 30 for a starting date in Fall quarter. The program will be limited to 40 students and will commence Fall quarter.

Program Learning Outcomes:
- The Bachelor in Arts in Audio Technology and Product Management graduate will have the skills to succeed in a variety of roles as an audio professional and will possess the skills and knowledge integral to the profession with an emphasis on audio product design and management and sound studio design and integration.
- The Bachelor in Arts in Audio Technology and Product Management graduate will be able to design and manage analog and digital audio products and design and integrate sound studio spaces in a professional employment setting.

Item 2. Catalog Description

The Bachelor in Arts in Audio Technology and Product Management degree program is intended for students who have completed an approved associate degree program in the field of commercial music as a pathway to complete a four-year degree. The curriculum focuses on audio hardware and software product design and management, sound studio acoustics, sound studio design and integration, sound studio wiring, and immersive audio technologies.

Item 3. Program Requirements

Program Prerequisites
- Completion of one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC)
- Associate degree from an accredited two-year community college in audio engineering, commercial music, music technology, or equivalent

Requirements	Course #	Title	Units	Sequence
Core Courses (56 units - upper division courses)	ATPM 3XX	Audio Software Product Design	4	Year 1, Fall
	ATPM 3XX	Audio Hardware Product Design	4	Year 1, Spring
	ATPM 3XX	Audio Software Product Management	4	Year 1, Winter

	ATPM 3XX	Audio Hardware Product Management	4	Year 2, Fall
	ATPM 3XX	Sound Studio Acoustics I	4	Year 1, Fall
	ATPM 3XX	Sound Studio Acoustics II	4	Year 2, Fall
	ATPM 3XX	Sound Studio Design & Integration I	4	Year 1, Spring
	ATPM 3XX	Sound Studio Design & Integration II	4	Year 2, Fall
	ATPM 3XX	Sound Studio Wiring Technician I	4	Year 2, Winter
	ATPM 3XX	Sound Studio Wiring Technician II	4	Year 2, Spring
	ATPM 3XX	Immersive Audio Technologies I	4	Year 2, Winter
	ATPM 3XX	Immersive Audio Technologies II	4	Year 2, Spring
	ATPM 3XX	Capstone Project in Audio Technology	4	Year 2, Spring
	ATPM 3XX	Audio Technology Portfolio Development	4	Year 2, Winter
Restricted Electives (15 units - upper division GE courses)	ANTH 3XX	Patterns of Culture	5	Year 1, Fall
	BIOL 3XX	The Neuroscience of Creativity	5	Year 1, Winter
	HUMN 3XX	With Great Power Comes Great Responsibility	5	Year 1, Spring

TOTAL UNITS: 71 units (including credit for prior learning units and upper division GE units; not including Associate in Music Technology units and CSU Breadth or IGETC units)

Proposed Sequence:
Year 1, Fall = 13 units
Year 1, Winter = 13 units
Year 1, Spring = 13 units
Year 2, Fall = 12 units
Year 2, Winter = 12 units
Year 2, Spring = 12 units
TOTAL UNITS: 71 units

Item 4. Master Planning
Foothill College's mission states that "Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students,

and as global citizens." We work to obtain equity in achievement of student outcomes for all California student populations and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines and a bachelor degree in dental hygiene. The proposed Bachelor in Arts in Audio Technology and Product Management degree program is in alignment with the College's mission and builds upon the existing baccalaureate offerings of the College. It provides affordable opportunities for higher education and degree completion to ensure that all students have access to training and education that result in living-wage employment and opportunities.

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good. The proposed program is in alignment with the CCC mission of providing degree-applicable credit. The proposed Bachelor in Arts in Audio Technology and Product Management degree will offer baccalaureate-level courses appropriate to general education and the audio technology major. Students who complete the bachelor degree will be more marketable and will have more job opportunities than those who have an associate degree.

Item 5. Enrollment and Completer Projections
Bachelor in Arts in Audio Technology and Product Management projections: The chart below shows the five-year projections based on the enrollment of completer students and that of past graduates and graduates from other programs.

	2025-26	2026-27	2027-28	2028-29	2030-31
Foothill Music Technology AA degree completers	15	15	20	20	20
Foothill Music Technology AA degree past graduates and graduates of other programs	20	20	20	20	20
Total enrollment	35	35	40	40	40

Item 6. Place of Program in Curriculum/Similar Programs
The existing Associate in Arts in Music Technology degree is 21 months with no application process. The proposed Bachelor in Arts in Audio Technology and Product Management degree program would open applications in August and close April 30 for a starting date in Fall quarter. The proposed curriculum would follow the same format as the associate degree program, with a Fall start.

Item 7. Similar Programs at Other Colleges in Service Area
There are no similar programs in the community college, CSU, or UC systems. No other colleges in our service area offer a similar program.

Additional Information Required for State Submission:

TOP Code: 1005.00 - Commercial Music

Annual Completers: 154

Net Annual Labor Demand: 828

Faculty Workload: 1.0

New Faculty Positions: 0

New Equipment: $0.00

New/Remodeled Facilities: $0.00

Library Acquisitions: $0.00

Gainful Employment: Yes

Program Review Date: September, 2025

Distance Education: 100%

Labor Market Information Report
Music Technology Occupations
Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
April 2022

Recommendation

Based on all available data, there appears to be an "undersupply" of Music Technology workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 674 students in the Bay region and 174 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1005.00 Commercial Music programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Music Technology Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a program review at Foothill College.

- **Music Directors and Composers (27-2041):** Conduct, direct, plan, and lead instrumental or vocal performances by musical groups, such as orchestras, bands, choirs, and glee clubs. Includes arrangers, composers, choral directors, and orchestrators.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 18%

- **Audio and Video Technicians (27-4011):** Set up, or set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences. May also set up and operate associated spotlights and other custom lighting systems. Excludes "Sound Engineering Technicians" (27-4014).
  Entry-Level Educational Requirement: Postsecondary nondegree award
  Training Requirement: Short-term on-the-job training
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%

- **Broadcast Technicians (27-4012):** Set up, operate, and maintain the electronic equipment used to transmit radio and television programs. Control audio equipment to regulate volume level and quality of sound during radio and television broadcasts. Operate transmitter to broadcast radio or television programs.
  Entry-Level Educational Requirement: Associate's degree

Training Requirement: Short-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%

- **Sound Engineering Technicians (27-4014):** Operate machines and equipment to record, synchronize, mix, or reproduce music, voices, or sound effects in sporting arenas, theater productions, recording studios, or movie and video productions.
  Entry-Level Educational Requirement: Postsecondary nondegree award
  Training Requirement: Short-term on-the-job training
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%

- **Audiovisual Equipment Installers and Repairers (49-2097):** Repair, adjust, or install audio or television receivers, stereo systems, camcorders, video systems, or other electronic home entertainment equipment.
  Entry-Level Educational Requirement: Postsecondary nondegree award
  Training Requirement: Short-term on-the-job training
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 45%

Occupational Demand

Table 1. Employment Outlook for Music Technology Occupations in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Music Directors and Composers	1,414	1,436	22	2%	962	192	$16	$52
Audio and Video Technicians	2,867	3,050	183	6%	2,003	401	$25	$55
Broadcast Technicians	516	569	52	10%	391	78	$16	$49
Sound Engineering Technicians	578	645	67	12%	447	89	$25	$57
Audiovisual Equipment Installers and Repairers	648	569	-78	-12%	338	68	$20	$46
Total	**6,023**	**6,269**	**246**	**4%**	**4,141**	**828**		

Source: EMSI 2021.3

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Music Technology Occupations in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Music Directors and Composers	307	316	8	3%	218	44	$19	$52
Audio and Video Technicians	823	892	68	8%	593	119	$25	$55
Broadcast Technicians	36	48	11	33%	39	8	$16	$48
Sound Engineering Technicians	62	78	16	27%	61	12	$19	$57
Audiovisual Equipment Installers and Repairers	283	241	-41	-15%	145	29	$20	$43
Total	**1,511**	**1,575**	**64**	**4%**	**1,056**	**212**		

Source: EMSI 2021.3

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Apr 2021 - Mar 2022)

Occupation	Bay Region	Silicon Valley
Audio and Video Equipment Technicians	782	232
Electronic Home Entertainment Equipment Installers and Repairers	499	120
Sound Engineering Technicians	324	129
Broadcast Technicians	254	65
Music Directors	92	14
Music Composers and Arrangers	13	2

Source: Burning Glass

Table 4a. Top Job Titles for Music Technology Occupations for latest 12 months (Apr 2021 - Mar 2022) Bay Region

Title	Bay	Title	Bay
Installer	174	Audio Visual Installation Technician	19
Audio Visual Technician	71	Broadcast Engineer	18
Satellite Tv Installer	60	Installer - Subcontractor	18
Satellite Tv Technician	51	Studio Technician	18
Low Voltage Installer	34	Installer I	17
Av Technician	33	Audio Engineer	13
Studio Coordinator	24	Audio Visual Field Technician	12
Audio/Video Technician	21	Av Technician II	11
Board Operator	20	Audio Technician	10

Source: Burning Glass

Table 4b. Top Job Titles for Music Technology Occupations for latest 12 months (Apr 2021 - Mar 2022) Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Installer	44	Av Support Technician	6
Av Technician	16	Installer - Subcontractor	6
Audio Visual Technician	12	Av Technician I	5
Studio Coordinator	11	Lead Video Systems/Access Control/Alarm Installer/Service Technician	5
Audio Engineer	9	Low Voltage Installer	5

Title	Silicon Valley	Title	Silicon Valley
Audio Systems Architect	8	Low Voltage Installer - Bay Area	5
Audio Visual Installation Technician	7	Audio Dsp Engineer	4
Installer I	7	Audio Systems Engineer	4
Audio/Video Technician	6	Audio Systems Tuning Engineer	4

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Music Technology Workers in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Religious Organizations	775	787	2%	13%
Motion Picture and Video Production	416	457	10%	7%
Internet Publishing and Broadcasting and Web Search Portals	332	441	33%	6%
Independent Artists, Writers, and Performers	316	330	5%	5%
Television Broadcasting	230	214	-7%	4%
Electrical Contractors and Other Wiring Installation Contractors	204	221	9%	4%
Sound Recording Studios	191	245	28%	4%
Electronics Stores	212	165	-22%	3%
Colleges, Universities, and Professional Schools	162	180	11%	3%
Musical Groups and Artists	149	141	-5%	2%

Source: EMSI 2021.3

Table 6. Top Employers Posting Music Technology Occupations in Bay Region and Silicon Valley Sub-Region (Apr 2021 - Mar 2022)

Employer	Bay	Employer	Silicon Valley
Dish Network	116	Apple Inc.	30
Eos	52	Eos	15
Apple Inc.	30	Diversified	14
Encore Global	29	Google Inc.	13
Diversified	29	Amazon	12
Astreya	25	Astreya	11
Signettec	24	Dish Network	9

Employer	Bay	Employer	Silicon Valley
Facebook	22	Tesla	8
Amazon	21	Sunpower Corporation	8
Sunpower Corporation	18	Santa Clara University	8

Source: Burning Glass

Educational Supply

There are six (6) community colleges in the Bay Region issuing 84 awards on average annually (last 3 years ending 2018-19) on TOP 1005.00 Commercial Music. In the Silicon Valley Sub-Region, there are two (2) community colleges that issued 27 awards on average annually (last 3 years) on this TOP code.

There are four (4) other CTE educational institutions in the Bay Region issuing 70 awards on average annually (last 3 years ending 2016-17) on TOP 1005.00 Commercial Music. There is one (1) other CTE educational institution in the Silicon Valley Sub-Region issuing 11 awards on average annually (last 3 years) on this TOP code.

Table 7a. Community College Awards on TOP 1005.00 Commercial Music in Bay Region

College	Subregion	Associate	Certificate Low	Noncredit	Total
Cabrillo	SC-Monterey	1	2	0	3
Diablo Valley	East Bay	11	10	0	21
Foothill	Silicon Valley	13	4	0	17
Las Positas	East Bay	0	0	1	1
Los Medanos	East Bay	7	25	0	32
West Valley	Silicon Valley	0	10	0	10
Total		**32**	**51**	**1**	**84**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Table 7b. Other CTE Institutions Awards on TOP 1005.00 Commercial Music in Bay Region

College	Subregion	Award 1 < 2 academic yrs	Bachelor's Degree	Total
Argosy University-The Art Institute of California-San Francisco	Mid-Peninsula	0	14	14
Cogswell College	Silicon Valley	0	11	11
SAE Expression College	East Bay	0	42	42
San Francisco Conservatory of Music	Mid-Peninsula	3	0	3
Total		**3**	**67**	**70**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 828 annual openings for the Music Technology occupational cluster and 154 annual (3-year average) awards for an annual undersupply of 674 students. In the Silicon Valley Sub-Region, there is also a gap with 212 annual openings and 38 annual (3-year average) awards for an annual undersupply of 174 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1005.00 Commercial Music

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 1005.00	Bay 1005.00	Silicon Valley 1005.00	Foothill 1005.00
Students with a Job Closely Related to Their Field of Study	74%	91%	46%	40%	75%	75%
Median Annual Earnings for SWP Exiting Students	$47,419	$66,288	$21,726	$28,480	$42,274	$42,366
Median Change in Earnings for SWP Exiting Students	23%	43%	40%	43%	50%	52%
Exiting Students Who Attained the Living Wage	52%	64%	23%	27%	39%	40%

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

Skills, Certifications and Education

Table 9. Top Skills for Music Technology Occupations in Bay Region (Apr 2021 - Mar 2022)

Skill	Posting	Skill	Posting
Customer Service	438	Technical Support	140
Repair	351	Audio / Visual Knowledge	137
Customer Contact	248	Power Tools	136
Music	197	Wiring	127
Broadcast Industry Knowledge	196	Cabling	121
Scheduling	193	Digital Signal Processing	116
Video Conferencing	178	Place Mounts	115
Routers	169	Sales	105
Cleaning	162	Hand Tools	103
Project Management	155	Lifting Ability	97
Upselling Products and Services	153	Cisco	90
Personal Protective Equipment (PPE)	150	Audio Systems	88
Site Surveys	145	Budgeting	86
Product Sales	143	Predictive / Preventative Maintenance	83

Skill	Posting	Skill	Posting

Source: Burning Glass

Table 10. Certifications for Music Technology Occupations in Bay Region (Apr 2021 - Mar 2022)

Certification	Posting	Certification	Posting
Driver's License	583	Contractors License	5
Occupational Safety and Health Administration Certification	28	Certified Teacher	5
Cisco Certified Network Associate (CCNA)	13	Project Management Certification	4
Cisco Certified Network Professional (CCNP)	8	Microsoft Certified Systems Administrator (Legacy)	4
OSHA Safety 10 Hour	6	Cdl Class B	4
CompTIA Network+	6	Security Clearance	3
Cdl Class C	6	NICET II	2
IT Infrastructure Library (ITIL) Certification	5	Microsoft Certified Solutions Expert (MCSE)	2
Food Handler Certification	5	Microsoft Certified Solutions Associate (MCSA)	2
First Aid Cpr Aed	5	Microsoft Certified Professional (MCP)	2

Source: Burning Glass

Note: 67% of records have been excluded because they do not include a certification. As a result, the chart above may not be representative of the full sample.

Table 11. Education Requirements for Music Technology Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	502	54%
Associate's degree	63	7%
Bachelor's degree and higher	367	39%

Source: Burning Glass

Note: 53% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

• Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), leila@baccc.net

• John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

APPR F140A : GOODWILL HUMAN & PROCESS DEVELOPMENT

Proposal Type
New Course

Effective Term
Fall 2023

Subject
Apprenticeship: Pipe Trades, Sheet Metal, Field Ironworkers (APPR)
Course Number
F140A

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
4

Course Title
GOODWILL HUMAN & PROCESS DEVELOPMENT

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
48

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
96

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

Goodwill Apprenticeship - see relevant LMI attached

Attach evidence
Bay_LMA_First-line-Supervisor_21-22.pdf
Bay_LMA_Retail-Salespersons_21-22.pdf

Need/Justification
This course will be offered to students in the Goodwill Apprenticeship Program.

Course Description
This course tracks the personal and professional growth of individual students. The course will follow the CDP steps over a three-part curriculum: Pre-Apprentice, Growth Mindset, and Quality & Process Improvement. The course introduces the retailer to professional attributes: problem solving, critical thinking, cultural awareness, professional collaboration, workplace communication, self-awareness, leadership, innovation and entrepreneurship, and professionalism. Strong emphasis on the Kaizen mentality and methods to solve problems within the organization and workplace. Focus on development of leadership, self-awareness, growth mindset, professionalism, and creative mindset.

Course Prerequisites
Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Goodwill Customer Support Specialist Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Recognize the value of mindfulness and overcome negative habits and barriers holding back growth
2. Select appropriate approaches to provide feedback to peers in common scenarios encountered in a retail setting
3. Establish and use Kaizen decision-making, goal setting, problem solving, and time management skills to address personal/professional development issues
4. Collaborate with team members to work through conflicts, problem solve, and achieve efficient results
5. Demonstrate self-awareness in reflecting on personal development needs and then establishing goals for continuing professional development

Course Content

1. Credit for prior learning: Pre-Apprenticeship (12 hrs.)
    1. CDP STEPS: The STEPS Program by the Pacific Institute was created in response to the demand for practical educational material, to assist an ever-increasing number of people who are trying to change their situation, personally, professionally, or organizationally
        1. Unit 1: "Hidden In Plain Sight"
        2. Unit 2: "Expand the Mind to Create the Future"
        3. Unit 3: "How the Mind Works"
        4. Unit 4: "Beliefs Regulate Performance"
        5. Unit 5: "The Internal Conversation"
        6. Unit 6: "Comfort Zones"
        7. Unit 7: "The Next Time"
        8. Unit 8: "Out of Order Into Order"
        9. Unit 9: "Seeing Myself Into the Future"
        10. Unit 10: "Living In Today, Planning For Tomorrow"
        11. Unit 11: "The Tools For Change"
        12. Unit 12: "It's My Choice"
        13. Unit 13: "Yes, I Am Good"
        14. Unit 14: "Goal Setting Through"
        15. Unit 15: "Successful and Significant"

2. Growth Mindset & Resiliency (20 hours)
    1. Growth mindset and resilience modules: including mentors, practice sessions, and trainings. Topics to follow:
        1. Module 1: What is a mindset?
        2. Module 2: The two mindsets
        3. Module 3: Organizational neuroplasticity
        4. Module 4: Growing your intelligence
        5. Module 5: Growth mindset and systemic issues; past experience reflection
        6. Module 6: How to strengthen the growth mindset
        7. Module 7: Duel of the voices
        8. Module 8: Trauma and the brain
        9. Module 9: Growth mindset for organizations
        10. Module 10: Keystone habits; success through effort; past experience reflection
3. Kaizen Process Improvement (16 hours)
    1. Kaizen philosophies
    2. Impact on operations and the organization
    3. Leaning process
    4. Cellular process
    5. Working effectively in teams
    6. Examining waste in an organization
    7. Mapping the process
    8. Workstation designing

Lab Content

Not applicable.

Special Facilities and/or Equipment
When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Reflections on work experience and implementation of training methods
Short writing assignments (research/case studies)
Class discussions and participation
Completion of training modules
Knowledge check quizzes
Kaizen report

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Discussion
Cooperative learning exercises
Field work in store
Oral presentations
Demonstration
Case studies

Representative Text(s)

Please provide justification for any texts that are older than 5 years

Other Materials

Resources and materials will be provided by Goodwill in-house.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Weekly reading assignments provided by Goodwill resources and materials (average 15-20 pages weekly)
2. Weekly trainings covering subject matter from text assignment with extended topic information. Class discussion is encouraged
3. Exercises and demonstrations, including individual or group participation, covering assigned reading and lecture topics

Authorized Discipline(s):
Retailing

Faculty Service Area (FSA Code)
COORD OF COOPERATIVE EDUCATION

Taxonomy of Program Code (TOP Code)
*0506.50 - Retail Store Operations and Management

Attach Historical Forms/Documents (if applicable)

Articulation Office Only
....

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
35

Load
.072

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
142229 - Apprenticeship-Customer Service Spec

Account Code
1320

Program Code
050650 - Retail Store Operations, Manag

APPR F140B : RETAIL MARKETING, MERCHANDISING & CUSTOMER SERVICE

Proposal Type
New Course

Effective Term
Fall 2023

Subject
Apprenticeship: Pipe Trades, Sheet Metal, Field Ironworkers (APPR)
Course Number
F140B

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
4

Course Title
RETAIL MARKETING, MERCHANDISING & CUSTOMER SERVICE

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
48

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
96

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

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Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

Goodwill Apprenticeship - see relevant LMI attached

Attach evidence
Bay_LMA_First-line-Supervisor_21-22.pdf
Bay_LMA_Retail-Salespersons_21-22.pdf

Need/Justification
This course will be offered to students in the Goodwill Apprenticeship Program.

Course Description
Introduction to the world of retailing and merchandising from a customer service and marketing viewpoint. Students study the elements that comprise the retail mix, including types of retailers, multichannel retailing, consumer buying behavior, retail marketing strategies, selecting retail site locations, inventory management, merchandising, pricing, budget and revenue targets, store management, store security, and safety.

Course Prerequisites
Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Goodwill Customer Support Specialist Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Recognize security risks and concerns and create a preparedness plan
2. Discuss the implications of health and safety procedures in a retail space
3. Explain how retailers use merchandising processes to build a brand image and customer loyalty
4. Discuss the process of inventory management and valuation strategies leading to excellent customer service
5. Recognize the financial implication of strategic retail decisions
6. Demonstrate an understanding of decisions retailers make to satisfy customer needs in a rapidly changing and competitive environment

Course Content

1. Inventory management
    1. Product organization
    2. Product receiving
    3. Inventory valuation
2. Merchandising
    1. Types of merchandise displays
    2. Merchandising life cycles
        1. Merchandising: end caps
        2. Merchandising: soft lines
        3. Merchandising: hardlines
    3. Pull process
    4. Store Sweeps
3. Store security
    1. Types of retail theft
    2. Loss prevention
    3. Security procedures
    4. Emergency preparedness
4. Cashier operations
    1. Universal Product Code (UPC)
    2. Daily register operations
    3. Cash drawer reconciliation
5. Health and safety
    1. Sanitation
    2. Lifting and moving
6. Customer service

1. Customer service mindset
2. Communication
   1. Verbal
   2. Non-verbal
3. Listening
4. Customer behavior
5. Service breakdown and recovery
6. Conflict resolution

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Minimum of three short written critical analysis (research/case)
Class discussions and participation
Term projects in management (group or individual)
Midterm and final exams

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecture
Discussion
Cooperative learning exercises
Field work
Oral presentations
Demonstration

Representative Text(s)

Please provide justification for any texts that are older than 5 years

Other Materials

Resources and materials will be provided by Goodwill in-house.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Weekly reading assignments from text and outside sources, ranging from 10-14 pages per week
2. Weekly lecture covers subject matter from text assignment with extended topic information. Class discussion is encouraged
3. Exercises and demonstrations, including individual or group participation, covering assigned reading and lecture topics

Authorized Discipline(s):
Retailing

Faculty Service Area (FSA Code)
COORD OF COOPERATIVE EDUCATION

Taxonomy of Program Code (TOP Code)
*0506.50 - Retail Store Operations and Management

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
35

Load
.072

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
142229 - Apprenticeship-Customer Service Spec

Account Code

1320

Program Code

050650 - Retail Store Operations, Manag

Labor Market Analysis for Program Recommendation
First-line Supervisor Occupations
Hartnell College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
April 2022

Recommendation

Based on all available data, there appears to be an "undersupply" of First-line Supervisor workers compared to the demand for this cluster of occupations in the Bay region and in the SC-Monterey sub-region (Monterey, San Benito, Santa Cruz counties). There is a projected annual gap of about 13,281 students in the Bay region and 1,701 students in the SC-Monterey Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0506.30 Management Development and Supervision programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Hartnell College and in the region.

This report profiles First-line Supervisor Occupations in the 12 county Bay region and in the SC-Monterey sub-region for a proposed new program at Hartnell College.

- **First-Line Supervisors of Food Preparation and Serving Workers (35-1012):** Directly supervise and coordinate activities of workers engaged in preparing and serving food.
    Entry-Level Educational Requirement: High school diploma or equivalent
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 38%

- **First-Line Supervisors of Retail Sales Workers (41-1011):** Directly supervise and coordinate activities of retail sales workers in an establishment or department. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties.
    Entry-Level Educational Requirement: High school diploma or equivalent
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 38%

- **First-Line Supervisors of Office and Administrative Support Workers (43-1011):** Directly supervise and coordinate the activities of clerical and administrative support workers.
    Entry-Level Educational Requirement: High school diploma or equivalent
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 40%

- **First-Line Supervisors of Farming, Fishing, and Forestry Workers (45-1011):** Directly supervise and coordinate the activities of agricultural, forestry, aquacultural, and related workers. Excludes "First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers" (37-1012).

Entry-Level Educational Requirement: High school diploma or equivalent

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 20%

- **First-Line Supervisors of Construction Trades and Extraction Workers (47-1011):** Directly supervise and coordinate activities of construction or extraction workers.

   Entry-Level Educational Requirement: High school diploma or equivalent

   Training Requirement: None

   Percentage of Community College Award Holders or Some Postsecondary Coursework: 32%

Occupational Demand

Table 1. Employment Outlook for First-line Supervisor Occupations in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
First-Line Supervisors of Food Preparation and Serving Workers	18,942	18,941	-1	-0%	15,909	3,182	$16	$44
First-Line Supervisors of Retail Sales Workers	29,850	28,150	-1,700	-6%	16,845	3,369	$ 16	$43
First-Line Supervisors of Office and Administrative Support Workers	38,020	38,382	362	1%	22,076	4,415	$30	$59
First-Line Supervisors of Farming, Fishing, and Forestry Workers	2,787	2,938	151	5%	2,464	493	$18	$45
First-Line Supervisors of Construction Trades and Extraction Workers	15,528	16,104	575	4%	9,504	1,901	$36	$70
Total	**105,127**	**104,515**	**-612**	**-1%**	**66,798**	**13,360**		

Source: EMSI 2021.3

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for First-line Supervisor Occupations in SC-Monterey Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
First-Line Supervisors of Food Preparation and Serving Workers	2,468	2,457	-10	-0%	2,046	409	$16	$43
First-Line Supervisors of Retail Sales Workers	3,795	3,541	-254	-7%	2,131	426	$18	$44
First-Line Supervisors of Office and Administrative Support Workers	4,842	4,947	104	2%	2,877	575	$31	$61
First-Line Supervisors of Farming, Fishing, and Forestry Workers	337	345	7	2%	285	57	$19	$46
First-Line Supervisors of Construction Trades and Extraction Workers	1,935	1,989	54	3%	1,171	234	$32	$69

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Total	**13,377**	**13,279**	**-98**	**-1%**	**8,510**	**1,701**		

Source: EMSI 2021.3

SC-Monterey Sub-Region includes: Monterey, San Benito, Santa Cruz Counties

Job Postings in Bay Region and SC-Monterey Sub-Region
Table 3. Number of Job Postings by Occupation for latest 12 months (Mar 2021 - Feb 2022)

Occupation	Bay Region	SC-Monterey
First-Line Supervisors of Retail Sales Workers	28,553	1,520
First-Line Supervisors of Office and Administrative Support Workers	11,442	404
First-Line Supervisors of Food Preparation and Serving Workers	9,096	622
First-Line Supervisors of Construction Trades and Extraction Workers	1,545	80
Solar Energy Installation Managers	120	5
First-Line Supervisors of Agricultural Crop and Horticultural Workers	72	12
First-Line Supervisors of Animal Husbandry and Animal Care Workers	26	6
First-Line Supervisors of Aquacultural Workers	7	3
First-Line Supervisors of Logging Workers	4	0

Source: Burning Glass

Table 4a. Top Job Titles for First-line Supervisor Occupations for latest 12 months (Mar 2021 - Feb 2022)
Bay Region

Title	Bay	Title	Bay
Store Manager	1,856	General Manager	407
Assistant Store Manager	1,834	Shift Supervisor	378
Office Manager	1,564	Team Leader	334
Shift Leader	759	Payroll Manager	298
Customer Success Manager	683	Front Office Manager	229
Shift Lead	589	Supervisor	212
Key Holder	561	Customer Service Manager	193
Assistant Manager	488	Work With Children	184

Title	Bay	Title	Bay
Retail Store Manager	448	Management Trainee	182

Source: Burning Glass

Table 4b. Top Job Titles for First-line Supervisor Occupations for latest 12 months (Mar 2021 - Feb 2022) SC-Monterey Sub-Region

Title	SC-Monterey	Title	SC-Monterey
Assistant Store Manager	144	Front Office Supervisor	22
Store Manager	112	Shift Supervisor, Management Trainee	19
Office Manager	62	Front Office Manager	18
Shift Supervisor	51	Banquet Captain	17
Shift Lead	43	General Manager	16
Assistant Manager	37	Crew Leader	15
Retail Store Manager	30	Retail Management	15
Shift Leader	27	Store Support	15
Key Holder	25	Supervisor	15

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring First-line Supervisor Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Limited-Service Restaurants	6,804	6,748	-1%	7%
Supermarkets and Other Grocery (except Convenience) Stores	5,258	5,176	-2%	5%
Full-Service Restaurants	3,230	2,407	-25%	3%
Local Government, Excluding Education and Hospitals	2,859	2,820	-1%	3%
Snack and Nonalcoholic Beverage Bars	2,439	2,493	2%	2%
Commercial and Institutional Building Construction	1,941	1,963	1%	2%
Residential Remodelers	1,818	1,974	9%	2%
Electrical Contractors and Other Wiring Installation Contractors	1,738	1,906	10%	2%
Warehouse Clubs and Supercenters	1,770	1,431	-19%	2%
Internet Publishing and Broadcasting and Web Search Portals	1,649	1,978	20%	2%

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)

Source: EMSI 2021.3

Table 6. Top Employers Posting First-line Supervisor Occupations in Bay Region and SC-Monterey Sub-Region (Mar 2021 - Feb 2022)

Employer	Bay	Employer	SC-Monterey
Starbucks Coffee Company	1,574	Starbucks Coffee Company	150
West Coast Convenience Llc	940	Target	81
Whole Foods Market, Inc.	836	Whole Foods Market, Inc.	54
Walmart / Sam's	766	Walgreens Boots Alliance Inc	46
Target	731	CVS Health	45
Gap Inc.	554	Rite Aid Corporation	42
Walgreens Boots Alliance Inc	506	VF Corporation	33
The Home Depot Incorporated	367	AutoZone Auto Parts	32
VF Corporation	320	University Of California	31
CVS Health	309	The Home Depot Incorporated	31

Source: Burning Glass

Educational Supply

There are seven (7) community colleges in the Bay Region issuing 79 awards on average annually (last 3 years ending 2018-19) on TOP 0506.30 Management Development and Supervision. In the SC-Monterey Sub-Region, there are no community colleges that issued awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 0506.30 Management Development and Supervision in Bay Region

College	Subregion	Associate	Certificate Low	Total
Chabot	East Bay	7	20	27
Laney	East Bay	0	16	16
Las Positas	East Bay	0	1	1
Los Medanos	East Bay	4	3	7
Ohlone	East Bay	3	3	6
San Francisco	Mid-Peninsula	0	16	16
Santa Rosa	North Bay	0	6	6
Total		**14**	**65**	**79**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 13,360 annual openings for the First-line Supervisor occupational cluster and 79 annual (3-year average) awards for an annual undersupply of 13,281 students. In the SC-Monterey Sub-Region, there is also a gap with 1,701 annual openings and no annual (3-year average) awards for an annual undersupply of 1,701 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0506.30 Management Development and Supervision

Metric Outcomes	Bay All CTE Programs	Hartnell All CTE Programs	State 0506.30	Bay 0506.30	SC-Monterey 0506.30	Hartnell 0506.30
Students with a Job Closely Related to Their Field of Study	74%	66%	68%	84%	N/A	N/A
Median Annual Earnings for SWP Exiting Students	$47,419	$92,128	$46,305	$52,561	N/A	N/A
Median Change in Earnings for SWP Exiting Students	23%	5%	8%	16%	N/A	N/A
Exiting Students Who Attained the Living Wage	52%	73%	68%	62%	N/A	N/A

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

Skills, Certifications and Education

Table 9. Top Skills for First-line Supervisor Occupations in Bay Region (Mar 2021 - Feb 2022)

Skill	Posting	Skill	Posting
Retail Industry Knowledge	16,187	Retail Management	3,997
Customer Service	15,532	Supervisory Skills	3,958
Store Management	12,150	Onboarding	3,930
Scheduling	12,075	Project Management	3,267
Sales	10,797	Inventory Management	3,217
Merchandising	9,748	Key Performance Indicators (KPIs)	3,210
Budgeting	6,939	Lifting Ability	3,197
Sales Goals	6,323	Food Safety	2,794
Staff Management	5,895	Office Management	2,693
Store Operations	5,532	Guest Services	2,654
Cash Handling	5,480	Retail Sales	2,589
Customer Contact	4,873	Visual Merchandising	2,547
Product Knowledge	4,719	Inventory Control	2,542
Cleaning	4,506	Repair	2,509

Skill	Posting	Skill	Posting

Source: Burning Glass

Table 10. Certifications for First-line Supervisor Occupations in Bay Region (Mar 2021 - Feb 2022)

Certification	Posting	Certification	Posting
Driver's License	3,895	Cosmetology License	193
Food Handler Certification	933	Certified Payroll Professional (CPP)	191
ServSafe	779	Certified Protection Professional (CPP)	148
Food Service Certification	521	Project Management Professional (PMP)	132
Pharmacy Technician Certification Board (PTCB)	443	OSHA Forklift Certification	87
Registered Behavior Technician	375	Certified Pharmacy Technician	82
First Aid Cpr Aed	298	Certified ScrumMaster (CSM)	59
Automotive Service Excellence (ASE) Certification	269	IT Infrastructure Library (ITIL) Certification	54
Certified Barista	239	Real Estate Certification	52
Project Management Certification	222	Certified Dietary Manager	52

Source: Burning Glass

Note: 83% of records have been excluded because they do not include a certification. As a result, the chart above may not be representative of the full sample.

Table 11. Education Requirements for First-line Supervisor Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	15,367	57%
Associate's degree	1,245	5%
Bachelor's degree and higher	10,440	38%

Source: Burning Glass

Note: 47% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)

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Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

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Labor Market Analysis for Program Recommendation
Retail Salespersons
Santa Rosa Junior College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
May 2022

Recommendation

Based on all available data, there appears to be an "undersupply" of Retail Salespersons compared to the demand for this occupation in the Bay region and in the North Bay sub-region (Marin, Napa, Solano, Sonoma counties). There is a projected annual gap of about 9,902 students in the Bay region and 1,966 students in the North Bay Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0509.40 Sales and Salesmanship programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Santa Rosa Junior College and in the region.

This report profiles Retail Salespersons in the 12 county Bay region and in the North Bay sub-region for a proposed new Interior Design Fundamentals program at Santa Rosa Junior College.

- **Retail Salespersons (41-2031):** Sell merchandise, such as furniture, motor vehicles, appliances, or apparel to consumers. Excludes "Cashiers" (41-2011).
   Entry-Level Educational Requirement: No formal educational credential
   Training Requirement: Short-term on-the-job training
   Percentage of Community College Award Holders or Some Postsecondary Coursework: 38%

Occupational Demand

Table 1. Employment Outlook for Retail Salespersons in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Retail Salespersons	73,639	68,609	-5,029	-7%	49,585	9,917	$14	$16
Total	**73,639**	**68,609**	**-5,029**	**-7%**	**49,585**	**9,917**	**$14**	**$16**

Source: EMSI 2021.4

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Retail Salespersons in North Bay Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Retail Salespersons	13,992	13,857	-134	-1%	9,902	1,980	$14	$16
Total	**13,992**	**13,857**	**-5,029**	**-1%**	**9,902**	**1,980**	**$14**	**$16**

Source: EMSI 2021.4

North Bay Sub-Region includes: Marin, Napa, Solano, Sonoma Counties

Job Postings in Bay Region and North Bay Sub-Region
Table 3. Number of Job Postings by Occupation for latest 12 months (Apr 2021 - Mar 2022)

Occupation	Bay Region	North Bay
Retail Salespersons	43,500	7,847

Source: Burning Glass

Table 4a. Top Job Titles for Retail Salespersons for latest 12 months (Apr 2021 - Mar 2022) Bay Region

Title	Bay	Title	Bay
Sales Associate	4,685	Sales Floor Associate	283
Retail Sales Associate	2,838	Inside Sales - Retail Associate	241
Retail Associate	974	Beauty Advisor	222
Retail Sales Consultant	679	Retail Store Associate	208
Seasonal Sales Associate	623	Seasonal Retail Sales Associate	149
Retail Sales Representative	596	Cashier/Sales Associate	148
Retail Sales Specialist	485	Merchandise Associate	147
Store Associate	346	Store Crew	132
Sales Associate Sunglass Hut	292	Bilingual Spanish Retail Sales Consultant	130

Source: Burning Glass

Table 4b. Top Job Titles for Retail Salespersons for latest 12 months (Apr 2021 - Mar 2022) North Bay Sub-Region

Title	North Bay	Title	North Bay
Sales Associate	841	Inside Sales - Retail Associate	57
Retail Sales Associate	550	Seasonal Retail Sales Associate	39
Retail Associate	195	Beauty Advisor	39
Retail Sales Representative	151	Retail Merchandise Specialist	38
Seasonal Sales Associate	134	Retail Team Member	37

Title	North Bay	Title	North Bay
Retail Sales Consultant	102	Cashier/Sales Associate	31
Retail Sales Specialist	100	Retail Sales Print Associate	28
Store Associate	70	Merchandise Associate	24
Sales Floor Associate	59	Senior Retail Sales Associate	24

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Retail Salespersons in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Family Clothing Stores	7,976	1,196	11%	57%
Home Centers	4,457	-247	6%	31%
All Other General Merchandise Stores	2,843	1,249	4%	19%
New Car Dealers	3,268	-235	4%	15%
Warehouse Clubs and Supercenters	3,566	-656	5%	19%
Sporting Goods Stores	2,797	-113	4%	42%
Electronics Stores	3,300	-763	4%	28%
Shoe Stores	2,972	-578	4%	65%
Supermarkets and Other Grocery (except Convenience) Stores	2,148	-18	3%	3%
Used Merchandise Stores	2,068	-8	3%	39%

Source: EMSI 2021.4

Table 6. Top Employers Posting Jobs for Retail Salespersons in Bay Region and North Bay Sub-Region (Apr 2021 - Mar 2022)

Employer	Bay	Employer	North Bay
Macy's	1,682	Verizon Communications Inc.	318
Verizon Communications Inc.	1,169	Macy's	296
Whole Foods Market, Inc.	1,081	Whole Foods Market, Inc.	244
Hudson Group	816	Lowe's Companies, Inc	202
Nordstrom	760	Nordstrom	133
Lowe's Companies, Inc	752	TJX Companies, Inc.	116
West Coast Convenience Llc	549	West Coast Convenience Llc	112

Employer	Bay	Employer	North Bay
TJX Companies, Inc.	520	Nike Inc.	107
Gap Inc.	515	Petco	100
T Mobile Usa Incorporated	490	Gap, Inc.	93

Source: Burning Glass

Educational Supply

There are two (2) community colleges in the Bay Region issuing 15 awards on average annually (last 3 years ending 2018-19) on TOP 0509.40 Sales and Salesmanship. In the North Bay Sub-Region, there is one (1) community college that issued 14 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 0509.40 Sales and Salesmanship in Bay Region

College	Subregion	Certificate Low	Total
Santa Rosa	North Bay	14	14
West Valley	Silicon Valley	1	1
Total		**15**	**15**

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 9,917 annual openings for Retail Salespersons and 15 annual (3-year average) awards for an annual undersupply of 9,902 students. In the North Bay Sub-Region, there is also a gap with 1,980 annual openings and 14 annual (3-year average) awards for an annual undersupply of 1,966 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0509.40 Sales and Salesmanship

Metric Outcomes	Bay All CTE Programs	Santa Rosa All CTE Programs	State 0509.40	Bay 0509.40	North Bay 0509.40	Santa Rosa 0509.40
Students with a Job Closely Related to Their Field of Study	74%	74%	71%	80%	N/A	N/A
Median Annual Earnings for SWP Exiting Students	$47,419	$42,405	$32,948	$43,260	$24,520	$24,520
Median Change in Earnings for SWP Exiting Students	23%	29%	31%	42%	N/A	N/A
Exiting Students Who Attained the Living Wage	52%	58%	46%	51%	N/A	N/A

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

Skills, Certifications and Education

Table 9. Top Skills for Retail Salespersons in Bay Region (Apr 2021 - Mar 2022)

Skill	Posting	Skill	Posting
Sales	33,439	Lifting Ability	3,802
Customer Service	24,017	Cash Register Operation	2,891
Retail Industry Knowledge	18,118	Point of Sale System	2,601
Retail Sales	14,033	Inventory Management	2,378
Merchandising	9,942	Inventory Control	2,194
Customer Contact	9,601	Store Operations	2,147
Product Knowledge	8,445	Visual Merchandising	2,070
Sales Goals	8,304	Basic Mathematics	1,869
Cleaning	6,589	Customer Checkout	1,700
Product Sales	5,222	Prospective Clients	1,556
Scheduling	5,046	Client Base Retention	1,539
Description and Demonstration of Products	4,286	Loss Control / Prevention	1,477
Store Management	4,157	Vaccination	1,385
Cash Handling	3,919	Onboarding	1,357

Source: Burning Glass

Table 10. Certifications for Retail Salespersons in Bay Region (Apr 2021 - Mar 2022)

Certification	Posting	Certification	Posting
Driver's License	2,657	Makeup Artist	54
Food Handler Certification	247	First Aid Cpr Aed	53
Automotive Service Excellence (ASE) Certification	205	Real Estate Certification	52
Cosmetology License	174	Notary License	50
Food Service Certification	165	Leadership In Energy And Environmental Design (LEED) Certified	34
Computer Learning Certificate	101	Painting Certification	30
Property and Casualty License	77	OSHA Forklift Certification	25
ServSafe	70	Insurance Agent Certification	22
Cash Handling Certification	68	Optician	18
Life and Health Insurance License	56	Insurance License	18

Certification	Posting	Certification	Posting

Note: 91% of records have been excluded because they do not include a certification. As a result, the chart above may not be representative of the full sample.

Table 11. Education Requirements for Retail Salespersons in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	17,289	84%
Associate's degree	370	2%
Bachelor's degree	2,939	14%

Note: 53% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

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• John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Authorized Discipline(s): ⊙	Commercial Music
Faculty Service Area (FSA Code) ⊙	FILM/TV ⌄
Taxonomy of Program Code (TOP Code) ⊙	*1005.00 - Commercial Music ⌄

Foothill faculty, through our Academic Senate and Curriculum Committee, ask you to consider the [Guiding Principles for Equitable CORs](#) document while creating or revising this COR. Please describe how you have incorporated principles of equity during this revision:

Confirm:

☒ I have added my comments with the current date to the field above.

Foothill College Distance Learning Addendum

Addendum to the Course Outline of Record
Course Approval Application for Online/Distance Learning Delivery
Form approved by the College Curriculum Committee, November 3, 2020 (updated March 5, 2021)

Distance Learning Status

Select distance learning status below

☐ Approved for Distance Learning under all circumstances (including Online-Only delivery during State of Emergency)

☐ Approved for Distance Learning only if required during State of Emergency, and only via delivery using the modalities specified in the next question (course would be cancelled if delivery using the selected modalities is not possible)

☐ Not approved for Distance Learning, even during State of Emergency (course would be cancelled)

Note: "State of Emergency" refers to any situation where the FHDA Board of Trustees has declared that the physical campus is closed due to public health emergency or natural disaster.

Attach Historical Forms/Documents (if applicable) ⊙	**Attach File**	Uploaded Files: _____ Files To Be Uploaded: _____

Articulation Office Only

C-ID Notation ⊙	_____
IGETC Notation ⊙	☐ Area 1A: English Composition
	☐ Area 1B: Critical Thinking - English Composition
	☐ Area 1C: Oral Communication
	☐ Area 2: Mathematical Concepts and Quantitative Reasoning
	☐ Area 3: Arts
	☐ Area 3: Humanities
	☐ Area 4: Social and Behavioral Sciences