

College Curriculum Committee Meeting Agenda

Tuesday, June 6, 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: May 23, 2023	2:00	Action	#6/6/23-1	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. Cal-GETC Update b. Division Reps for 2023-24	2:17	Information		CCC Team
5. New Degree Application: Industrial Technology and Building Construction Management BS	2:27	2nd Read/ Action	#6/6/23-2	Kuehnl
6. New Degree Application: Audio Technology and Product Management BA	2:32	1st Read	#6/6/23-3	Kuehnl
7. Stand Alone Applications: APPR 140A, 140B	2:37	1st Read	#6/6/23-4-7	Kuehnl
8. Process for Implementing Equity Updates to CORs	2:42	1st Read	#6/6/23-8	Kuehnl
9. CCC Priorities for 2023-24	3:07	Discussion		CCC Team
10. Good of the Order	3:27			Kuehnl
11. Adjournment	3:30			Kuehnl

*Times listed are approximate

Attachments:

- #6/6/23-1 Draft Minutes: May 23, 2023
- #6/6/23-2 New Degree Application: Industrial Technology and Building Construction Management BS
- #6/6/23-3 New Degree Application: Audio Technology and Product Management BA
- #6/6/23-4-5 Stand Alone Applications: APPR [140A](#), [140B](#)
- #6/6/23-6-7 LMI for APPR Stand Alone Applications
- #6/6/23-8 Mock-up of Equity Text Field on COR Form—updated

2022-2023 Curriculum Committee Meetings:

<u>Fall 2022 Quarter</u>	<u>Winter 2023 Quarter</u>	<u>Spring 2023 Quarter</u>
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: 6/6/23Co-Chairs (2)

<u>✓*</u>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<u>✓*</u>	Ram Subramaniam	7179	Acting Associate Vice President of Instruction	subramaniamram@fhda.edu

Voting Membership (1 vote per division)

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

Non-Voting Membership (4)

_____			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

Visitors

Chris Allen

* Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes**

Tuesday, May 23, 2023

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: May 9, 2023	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All Apprenticeship: No updates to report.</p> <p>BSS: Working on Title 5 updates.</p> <p>Counseling: Working on Title 5 updates.</p> <p>SRC: Working on Title 5 updates.</p> <p>Fine Arts: No updates to report.</p> <p>HSH: Working on Title 5 updates.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: Working on Title 5 updates and Program Maps. Svetich shared English dept. creating new honors versions of some courses.</p> <p>LRC: No updates to report.</p> <p>STEM: Morriss noted new course proposals on today’s agenda. Working on Title 5 updates. Parikh shared Engineering dept. creating new courses for an Apprenticeship program.</p> <p>Gilstrap shared recent update re: Cal-GETC—standards have been released, which are similar to IGETC standards. Of note is that our Communication Studies courses will need to be resubmitted. Will have more detailed update on topic at next meeting.</p>
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. New Course Proposals b. AB 1705 Update	<p>Speakers: CCC Team The following proposals were presented: C S 8; MATH 233; NCBS 433, 440A; PHOT 422. No comments.</p> <p>Subramaniam AB 1705 is a follow-up to AB 705 (from a few years back) and will affect different depts./programs across campus—especially (but not just) Math. One impact is that a student who has completed a math course in high school (e.g., precalculus) cannot be required by us to retake the course. Another is that a student who selects a major which requires a “gateway” math course must be allowed to enroll directly into that course, without being required to complete any prerequisite. Subramaniam and others working to ensure we correctly interpret the law and will be in compliance by the deadline of July 1—very soon!</p>
5. New Certificate Application: Non-Destructive Testing (NDT) Technician	<p>Speaker: Eric Kuehnl Second read of new Non-Destructive Testing (NDT) Technician Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Kaupp, Morriss). Approved.</p>

<p>6. New Degree Application: Industrial Technology and Building Construction Management BS</p>	<p>Speaker: Eric Kuehnl First read of new Industrial Technology and Building Construction Management BS Degree. Gilstrap thanked the Apprenticeship folks and believes the degree will be beneficial to our students; asked if the proposal has been submitted to the state—Allen responded, not yet, deadline in August. Gilstrap noted six CSUs offer Construction Management degrees, although he believes ours would be a different program—Hueg shared we’re in contact w/ CSU East Bay to discuss, and we recognize our degree will be a tough sell if CSU objects. Allen added we’ve reached out to the other CSUs, as well. Agyare asked about recent news that BDP applications are on pause—Hueg responded, noting that while a few legislators asked for the process to be put on pause, it hasn’t been, and August deadline still in place.</p> <p>Gilstrap commented on GE requirements info in Program Requirements section, and mentioned proposed GE pattern for BDP programs. If implemented, will be the standard GE pattern for our bachelor degree programs; noted it’s proposed to be lower in units than CalGETC.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>7. Program Discontinuance Process</p>	<p>Speaker: Eric Kuehnl Second read of Degree or Certificate (Program) Discontinuance Process, which has been updated based on discussion during first read. No discussion occurred.</p> <p>Motion to approve M/S (Kaupp, Parikh). Approved.</p>
<p>8. Process for Implementing Equity Updates to CORs</p>	<p>Speaker: Eric Kuehnl Continuing discussion from previous meeting, regarding need to determine how Guiding Principles for Equitable CORs document will be used across campus. As requested at previous meeting, Vanatta created mock-up of text field on the COR form in CourseLeaf; noted discussions mentioned both a checkbox and a text field, but included just a text field on mock-up, to reduce redundancy. Field question/text wording on mock-up simply a suggestion and should be workshopped. Parikh commented on wording, which suggests Guiding Principles have been incorporated on COR, even though this won’t always be the case. Kuehnl and Parikh both suggested more direct wording be used. Sarver suggested wording include example of how field should be filled out. Also noted wording/mock-up doesn’t provide details to faculty re: who will be reviewing their response/work. Vanatta mentioned help pop-ups on COR form—one can be added to the field to provide examples, further instructions, etc.</p> <p>Morriss asked if the primary audience for faculty’s response to the field would be division reps—Kuehnl responded, yes. Morriss believes wording on mock-up sets a positive tone (instead of enforcement) and compared it to similar types of questions posed in a classroom setting. Murphy asked for clarification, if this process will be a requirement vs. suggestion—Kuehnl responded, will be required for all courses. Murphy concerned that incorporating equity into certain Apprenticeship CORs will be difficult, citing a welding course as an example. Kuehnl responded, faculty could explain why Guiding Principles haven’t been incorporated, in situations like this.</p> <p>Kuehnl noted there will likely be situations in which faculty don’t want to engage in this process, for various reasons. Bissell suggested adding the “considered” to wording (“Please describe how you have considered/incorporated...”) to allow for situations in which Guiding Principles don’t apply to a course. Kuehnl expressed concern with</p>

watering down the process. Jenkins finds “considered” more inviting and friendly than “incorporated.” Kuehnl asked the group if anyone is opposed to changing “incorporated” to “considered”—no consensus. Parikh suggested adding additional wording to summarize the reason for creation of Guiding Principles and/or provide insight into who is asking faculty to go through this process. Kuehnl responded, faculty as a whole are asking our colleagues to do this work. Parikh noted certain faculty may disagree that all faculty have committed to this process; Hueg noted that since CCC and Academic Senate (AS) are representative groups, reps are representing the faculty within their divisions. Kuehnl agreed that while each individual faculty has not agreed to this, the representative bodies have. Gough suggested that wording mention AS, in this case.

The group drafted new wording: “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.” Kuehnl wonders if this addresses situations such as Murphy’s example, as well as faculty who may not want to engage in the process. Kaupp believes new wording provides space for faculty to explain that they believe no changes are necessary; Kuehnl concerned some might interpret new wording as requirement to incorporate equity no matter what. Svetich noted some may argue that principles of equity can be incorporated into every COR, regardless of discipline; Kuehnl believes such conversations should occur on a course-by-course basis, and the college relying on each division to handle the process in the way which is best for their courses. Svetich mentioned certain examples from Guiding Principles could apply to all courses (e.g., adjusting language to be more welcoming to students).

Kuehnl noted this process will evolve and currently we’re figuring out the first iteration. Gough wants to make sure we don’t overlook the importance of including process in a campus-wide presentation at Opening Day; Hueg mentioned training. Kuehnl is working on this for Opening Day. Svetich asked if process will be ready for current Title 5 updates—Kuehnl responded, not until next year’s cycle. If division wants to incorporate equity into CORs during this cycle, they are welcome to, but text field will not yet be on COR (previous equity-related updates can be mentioned the next time COR updated).

Vanatta noted the group needs to decide if field response will be cleared out each time faculty initiates edit (to require faculty to add a new response). Kaupp made a case for previous response remaining. Parikh agreed, noting previous response could exist as record of ongoing progress (e.g., one COR section updated the first time, another the second time, etc.). Bissell noted the onus is on reps to review these responses and expressed concern about situations in which reps don’t think enough consideration was put in by the faculty. Wondered if course would not get approved, in these situations—Kuehnl responded, course wouldn’t get approved and wouldn’t be able to be taught. Kuehnl wonders if a process for dispute resolution needs to be created. Hueg noted although we cannot foresee every potential situation, need to do our best to move forward with this process and hold each other accountable. Kuehnl believes text field will allow for faculty to state that they don’t believe equity can be incorporated.

Kuehnl mentioned process allows for individual division to assign peer review or create group of faculty to review CORs for equity, instead of

	<p>reps holding the responsibility; divisions welcome to come up with their own process. Hueg noted technically division CC approves Title 5 updates, not individual reps—Kuehnl agreed, but noted reps usually the ones doing the bulk of the review.</p> <p>Vanatta asked the group for their thoughts on where text field should be located on COR form. Gough suggested that because field will exist on every course, it should be positioned within the bulk of the COR, meaning alongside fields included on every course (so, above the cross-listing and GE fields). Kaupp agreed and noted since it will be required, faculty will get a warning message if they inadvertently skip over it. Gilstrap suggested offering training after field added to COR form, to help reps find it. Kuehnl asked if faculty’s first response to field will display in green (re: CourseLeaf mark-up)—Vanatta unsure, and noted has found inconsistencies in that functionality. Kuehnl stressed need to ensure reps’ review of this field is made clear as part of Title 5 process. Vanatta suggested field might be better positioned above Distance Learning section—group seemed to agree with this. Vanatta will create new mock-up for next meeting, to update wording and change field’s location.</p> <p>Kuehnl mentioned AS has not specifically asked CCC to write a resolution related to this process, so CCC needs to decide if we want to do so and/or create another type of process-related documentation (e.g., for dispute resolution). If we feel that adding text field to COR form is sufficient, this would be fine, as AS has simply asked CCC to come up with the mechanism for incorporating Guiding Principles. Group consensus seemed to be that a resolution is not needed. Kuehnl would like next week’s mock-up to be considered a first read—group agreed.</p>
9. Good of the Order	Subramaniam mentioned upcoming Part 2 of Cooking with Ram, on June 11. Will be on Zoom, and will raise money for London Study Abroad program.
10. Adjournment	3:24 PM

Attendees: Micaela Agyare* (LRC), Chris Allen* (Dean, APPR), Jeff Bissell (KA), Kelly Edwards (KA), Evan Gilstrap* (Articulation Officer), Tom Gough* (FA), 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), Ron Painter* (STEM), Sarah Parikh* (STEM), Chrissy Penate (LRC), Amy Sarver (LA), Ram Subramaniam (Administrator Co-Chair), Kella Svetich* (LA), Mary Vanatta* (Curriculum Coordinator)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Foothill College
Credit Program Narrative

Bachelor in Science in Industrial Technology and Building Construction Management

- In Air Conditioning and Refrigeration Technology Concentration
- In Sheet Metal Building Concentration
- In Plumbing Technology Concentration
- In Inside Wireman Concentration
- In Plumbing and Pipefitting Apprenticeship Concentration
- In Test, Adjust, and Balancing (TAB) Technician Concentration
- In Air Conditioning Mechanic Concentration
- In Steamfitting and Pipefitting Concentration

Item 1. Program Goals and Objectives

The goal of the Baccalaureate Degree Program in Industrial Technology and Building Construction Management is to prepare our workforce with career readiness pathways that support the construction industry and create economic sustainability for both contractors and workers. The program is centered around accessibility, stacked-on ability, and affordability for apprentices and journeymen in the building trades programs.

Program Objectives:

- To provide students equitable access to attaining a four-year degree and to provide an affordable training and education pathways that result in high living-wage employment and career advancement opportunities within the construction career cluster.
- To create a long-term economic sustainability for both contractors and workers.
- To address our local workforce and employer's needs and to prepare students for upward career mobility.

Program Learning Outcomes:

- Students will be able to integrate occupational skills and construction project management knowledge in leading and managing construction related projects.
- Students will be able to apply critical, ethical, and socially responsible thinking when problem-solving.
- Students will be able to demonstrate interpersonal communication proficiency to effectively collaborate with stakeholders in a project.
- Students will attain office technical skills and management skills necessary to be able to transition from the field to office work environment swiftly and have a better competitive edge in management level positions due to advanced degree and occupational experience than those who complete with a certificate of achievement and/or an associate degree.
- Students will be able to manage cost and human resources.

Item 2. Catalog Description

The Bachelor in Science in Industrial Technology and Building Construction Management degree program prepares our workforce with career readiness pathways that support the construction industry and create economic sustainability for both contractors and workers. The

program is centered around accessibility, stacked-on ability, and affordability for apprentices and journeypersons in the building trades programs.

Item 3. Program Requirements

Foothill College requires the completion of 180 quarter units of approved General Education courses, elective courses, and upper-division level courses for Bachelor in Science in Industrial Technology and Building Construction Management.

To participate in the Baccalaureate Degree Program:

- Student must have graduated or get accepted into one of the following 5-year registered apprenticeship programs at Foothill College:
 - Air Conditioning and Refrigeration Technology
 - Sheet Metal Building
 - Plumbing Technology
 - Inside Wireman
 - Plumbing and Pipefitting Apprenticeship
 - Test, Adjust, and Balancing (TAB) Technician
 - Air Conditioning Mechanic
 - Steamfitting and Pipefitting Technology

OR

- Students who have completed one of the above programs may transfer credits earned from an accredited two-year community college to Foothill College.

OR

- **Credit for prior learning** is available to students who provide proof of completion of the Division Apprenticeship Standards' approved 5-year Inside Wireman; Plumbing; Sheet Metal Building Trade; Steamfitting and Pipefitting; Test, Adjust and Balancing (TAB); or Air Conditioning and Refrigeration apprenticeship programs. Credits for prior learning may vary depending on the program.

AND

- Students have completed the General Education requirements for AA/AS Degree, CSU, or the Intersegmental General Education Transfer Curriculum (IGETC)

Upper Division Courses (45 units)

- CMGT 310 Introduction to Estimating (5 units)
- CMGT 311 Scheduling of a LEAN Project (5 units)
- CMGT 312 Construction Finance for Commercial Construction (5 units)
- CMGT 313 Budgeting (5 units)
- CMGT 314 Building Information Modeling (BIM) (5 units)
- CMGT 315 Construction Cost Management (5 units)
- CMGT 316 Project Management Development for Commercial Construction (5 units)
- CMGT 317 Legal Aspects of Construction (5 units)
- CMGT 318 Green Building and LEED Certification (5 units)

Upper Division General Education Courses (13.5 units (Select 3 courses))

ENGL 3XX: Technical Writing for Business and Technology (4.5 units)

BUSI 3XX: Leadership Skills and Team Dynamics (4.5 units)

SOC 3XX: Society's Role in Environmental Sustainability (4.5 units)

BUSI 3XX: Applied and Professional Ethics (4.5 units)

SOC 3XX: Analysis of Social Change (4.5 units)

Lower Division Elective Courses (10-31 units)

CMGT 100A Construction Management Research and Capstone Project I (5 units)

CMGT 100B Construction Management Research and Capstone Project II (5 units)

CWE 65A Occupational Work Experience (7 units)

CWE 65C Occupational Work Experience (7 units)

CWE 65D Occupational Work Experience (7 units)

Core Electives for Air Conditioning Mechanic (69 units)

Core Electives for Sheet Metal Building Trade (58-62.5 units)

Core Electives for Steamfitting and Pipefitting Technology (53.5 units)

Core Electives for Test, Adjust and Balancing (TAB) Technician (70 units)

Core Electives for Inside Wireman Pathway #1 – IBEW Local 6 (46 unit)

Core Electives for Inside Wireman Pathway #2 – IBEW Local 332 (40 units)

Core Electives for Air Conditioning and Refrigeration Technology – Pathway #1 Local 393 (48 units)

Core Electives for Air Conditioning and Refrigeration Technology – Pathway #2 Local 467 (42.5 units)

Core Electives for Plumbing and Pipefitting Apprenticeship Pathway #1 – Local 467 (42.5 units)

Core Electives for Plumbing and Pipefitting Apprenticeship Pathway #2 – Local 62 (47-49 units)

Core Electives for Plumbing Technology (88.5 units)

Note for Plumbing Technology: Additionally, students who complete the core courses will satisfy Foothill GE Area II, English; Area III, Natural Sciences; Area IV, Social & Behavioral Sciences; Area V, Communication & Analytical Thinking; Area VI, United States Cultures & Communities; and Area VII, Lifelong Learning

Certificate of Achievement: The certificate of achievement is awarded upon completion of the core elective courses. General education courses are not required.

Associate Degree: Additional elective course work may be necessary to meet the 90-unit minimum requirement for the associate degree.

Baccalaureate Degree: Additional elective course work may be necessary to meet the 180-unit minimum requirement for the baccalaureate degree.

Note: All courses pertaining to the major must be taken for a letter grade. In addition, a grade of "C" or better is required for all core courses used for the degree or certificate.

Core Courses	Title	Units	Sequence
CMGT 310	Introduction to Estimating	5	Year 1, Fall
CMGT 311	Scheduling of a LEAN Project	5	Year 1, Fall
CMGT 312	Construction Finance for Commercial Construction	5	Year 1, Winter
CMGT 313	Budgeting	5	Year 1, Winter
CMGT 314	Building Information Modeling	5	Year 1, Spring
CMGT 315	Construction Cost Management	5	Year 1, Spring
CMGT 316	Project Management Development for Commercial Construction	5	Year 2, Fall
CMGT 317	Legal Aspects of Construction	5	Year 2, Fall
CMGT 318	Green Building and LEED Certification	5	Year 2, Winter
Restricted Electives	Title	Units	Sequence
CWE 65A	Occupational Work Experience	7	Year 1, Fall
CWE 65C	Occupational Work Experience	7	Year 1, Winter
CWE 65D	Occupational Work Experience	7	Year 1, Spring
CMGT 100A	Construction Management Research and Capstone Project I	5	Year 2, Fall
CMGT 100B	Construction Management Research and Capstone Project II	5	Year 2, Winter
Upper GE Courses (Select 3 courses)	Title	Units	Sequence
BUSI 3XX	Leadership Skills and Team Dynamics	4.5	Year 1, Fall
OR			
BUSI 3XX	Applied and Professional Ethics (4.5)	4.5	Year 1, Fall
SOC 3XX	Society's Role in Environmental Sustainability	4.5	Year 1, Winter
OR			
SOC 3XX	Analysis of Social Change	4.5	Year 1, Winter

ENGL 3XX	Technical Writing for Business and Technology	4.5	Year 1, Spring
OR			
BUSI 3XX	Applied and Professional Ethics (4.5)	4.5	Year 1, Spring

Note: We plan to collaborate with baccalaureate degree programs within our district and leverage the existing upper division level general education courses to reduce costs and increase productivity for long-term sustainability.

Proposed Sequence:

Year 1, Fall = 17 units

Year 1, Winter = 17 units

Year 1, Spring = 17 units

Year 2, Fall = 15 units

Year 2, Winter = 10 units

TOTAL PROGRAM UNITS: 45-76 units

TOTAL UNITS TO INCLUDE UPPER-LEVEL GE REQUIREMENTS: 68.5 - 89.5 units

Item 4. Master Planning

Foothill College's current 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.

The proposed Bachelor in Science in Industrial Technology and Building Construction Management program focuses on career preparation and enhancement, aligned with the College mission statement. It gives students access to affordable training and education that results in high living-wage employment and career advancement 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 College 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 also in alignment with the California Community College Chancellor’s Office’s Vision Goals and Commitments – “...we are narrowing equity gaps, decreasing time to degree and providing students with a system that works better for them.”

The proposed degree will offer baccalaureate-level courses appropriate to general education, eight specific occupational concentrations and the construction management major. Students who complete the baccalaureate degree will attain office technical skills and management skills necessary to be able to transition from the field to office work environment swiftly and have a

better competitive edge in management level positions due to advanced degree and occupational experience than those who complete with a certificate of achievement and/or an associate degree.

Item 5. Enrollment and Completer Projections

The chart below summarizes our 3 to 5-year completer and enrollment projections. In addition to recruiting our alumni and current students to participate in the baccalaureate degree program, we plan to host a partnership discussion with other community colleges and create an articulation plan for their students to enroll in our baccalaureate degree program, so we can aim for long-term sustainability. The proposed baccalaureate degree is intended to welcome Californians who are/were in any 5-year building trades program to participate in as we plan to offer all upper division level courses online. Foothill’s Online Learning Department currently has the infrastructure with staff and online instructional designers to support instructors who teach and students who participate in the baccalaureate degree program. The online experience and infrastructure of Foothill College with its existing two baccalaureate degree programs provides additional support with the online model of the degree. We are hoping by partnering with other colleges and offering them online will help the program have high productivity and generate more FTES apportionment for the District.

5-year Enrollment Projection

	2026-27	2027-28	2028-29	2029-30	2030-31
Foothill College	30	30	40	40	40
Potential CC Partnership	0	15	15	15	15
Total	30	45	45	45	45

3-year Completer Projection

Core Courses	Title	Year 1		Year 2		Year 3	
		# of Sections	Enrollment	# of Sections	Enrollment	# of Sections	Enrollment
CMGT 310	Introduction to Estimating	1	30-40	1	40-50		
CMGT 311	Scheduling of a LEAN Project	1	30-40	1	40-50		
CMGT 312	Construction Finance for Commercial Construction	1	30-40	1	40-50		
CMGT 313	Budgeting	1	30-40			1	40-50
CMGT 314	Building Information Modeling	1	30-40			1	40-50
CMGT 315	Construction Cost Management	1	30-40			1	40-50
CMGT 316	Project Management Development for Commercial Construction			1	30-40	1	40-50
CMGT 317	Legal Aspects of Construction			1	30-40	1	40-50
CMGT 318	Green Building and LEED Certification			1	30-40	1	40-50

		Year 1		Year 2		Year 3	
Restricted Electives	Title	# of Sections	Enrollment	# of Sections	Enrollment	# of Sections	Enrollment
CWE 65A	Occupational Work Experience	1	30-40	1	40-50	1	40-50
CWE 65C	Occupational Work Experience	1	30-40	1	40-50	1	40-50
CWE 65D	Occupational Work Experience	1	30-40	1	40-50	1	40-50
CMGT 100A	Construction Management Research and Capstone Project I			1	30-40	1	40-50
CMGT 100B	Construction Management Research and Capstone Project II			1	30-40	1	40-50
		Year 1		Year 2		Year 3	
Upper GE Courses (Select 3 courses)	Title	# of Sections	Enrollment	# of Sections	Enrollment	# of Sections	Enrollment
BUSI 3XX	Leadership Skills and Team Dynamics						
OR		1	30-40	1	40-50	1	40-50
BUSI 3XX	Applied and Professional Ethics (4.5)						
SOC 3XX	Society's Role in Environmental Sustainability						
OR		1	30-40	1	40-50	1	40-50
SOC 3XX	Analysis of Social Change						
ENGL3XX	Technical Writing for Business and Technology						
OR		1	30-40	1	40-50	1	40-50
BUSI 3XX	Applied and Professional Ethics (4.5)						

Item 6. Place of Program in Curriculum/Similar Programs

Foothill College has been serving apprentices/students in the building trades since the early 1980s. Through our partnerships with Locals 6, 62, 104, 332, 393, and 467, graduates have received certificates of achievement and associate degrees in:

- Air Conditioning and Refrigeration Technology
- Sheet Metal Building
- Plumbing Technology
- Inside Wireman
- Plumbing and Pipefitting Apprenticeship
- Test, Adjust, and Balancing (TAB) Technician
- Air Conditioning Mechanic
- Steamfitting and Pipefitting Technology

The proposed baccalaureate degree prepares students to be construction managers, cost estimators, superintendents, etc. The education requirements for these positions are bachelor's degrees. The annual median salaries for plumbers, pipefitters, and steamfitters, sheet metal workers, HVAC mechanics and installer, and electricians in San Jose-Sunnyvale-Santa Clara, California metro area are \$93,670, \$76,820, \$72,660, \$91,160, respectively. And the annual median salaries for construction managers, cost estimator, first-line supervisors of construction trades and extraction workers, construction and building inspectors for the same area are \$130,440, \$95,570, \$102,810, and \$101,400, respectively (see Wages in Comparison attachment).

Item 7. Similar Programs at Other Colleges in Service Area

The proposed baccalaureate degree program with specific concentrations does not exist at other colleges in the service area, nor does it exist in California.

Additional Information Required for State Submission:

TOP Code: 0957.00 - Civil and Construction Management Technology

Annual Completers: 30-40

Net Annual Labor Demand: 8047

Faculty Workload: 1.326 to 1.623

New Faculty Positions: 1.4 to 1.7 FTE

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment Yes

Program Review Date: January, 2026

Distance Education: 100



Labor Market Information Report

Construction Management Occupations

Foothill College

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

December 2022

Recommendation

Based on all available data, there appears to be an “undersupply” of Industrial Technology and Building Construction Management 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 8,047 students in the Bay region and 1,707 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0957.00 Civil and Construction Management Technology 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 Construction Management Occupations in the 12 county Bay region and in the Silicon Valley sub-region for an Industrial Technology and Building Construction Management program review at Foothill College.

- **Construction Managers (11-9021):** Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: Moderate-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 33%
- **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%
- **Construction Laborers (47-2061):** Perform tasks involving physical labor at construction sites. May operate hand and power tools of all types: air hammers, earth tampers, cement mixers, small mechanical hoists, surveying and measuring equipment, and a variety of other equipment and instruments. May clean and prepare sites, dig trenches, set braces to support the sides of excavations, erect scaffolding, and clean up rubble, debris and other waste materials. May assist other craft workers. Construction laborers who primarily assist a particular craft worker are classified under “Helpers, Construction Trades” (47-3010). Excludes

“Hazardous Materials Removal Workers” (47-4041).

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: 22%

- **Construction and Building Inspectors (47-4011):** Inspect structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations. Inspections may be general in nature or may be limited to a specific area, such as electrical systems or plumbing.

Entry-Level Educational Requirement: High school diploma or equivalent

Training Requirement: Moderate-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 46%

Occupational Demand

Table 1. Employment Outlook for Construction Management 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
Construction Managers	13,840	15,556	1,716	12%	7,004	1,401	\$31	\$50
First-Line Supervisors of Construction Trades and Extraction Workers	17,074	20,108	3,033	18%	12,295	2,459	\$34	\$43
Construction Laborers	34,522	36,113	1,592	5%	19,259	3,852	\$18	\$24
Construction and Building Inspectors	3,326	3,550	224	7%	2,287	457	\$32	\$45
Total	68,762	75,326	6,564	10%	40,844	8,169		

Source: EMSI 2022.3

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 Construction Management 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
Construction Managers	2,782	3,186	404	15%	1,470	294	\$41	\$55
First-Line Supervisors of Construction Trades and Extraction Workers	3,432	4,284	852	25%	2,775	555	\$35	\$48
Construction Laborers	6,558	7,081	523	8%	3,851	770	\$19	\$26
Construction and Building Inspectors	731	735	4	1%	442	88	\$33	\$46
Total	13,503	15,286	1,783	13%	8,537	1,707		

Source: EMSI 2022.3

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 12 months (Nov. 2021 – Oct. 2022)

Occupation	Bay Region	Silicon Valley
Construction Managers	7,471	1,890
Construction Laborers	3,393	654
First-Line Supervisors of Construction Trades and Extraction Workers	1,448	330
Construction and Building Inspectors	722	156

Source: Burning Glass

Table 4a. Top Job Titles for Construction Management Occupations for 12 months (Nov. 2021 – Oct. 2022)

Bay Region

Title	Bay	Title	Bay
Construction Project Manager	564	Senior Project Manager	110
Project Manager	530	Assistant Project Manager	99
Superintendent	455	General Laborer	99
Construction Superintendent	368	Project Coordinator	95
Construction Manager	334	Senior Superintendent	91
Construction Laborer	282	Assistant Superintendent	89
Handyman	199	Construction Inspector	89
Foreman	143	Laborer	76
Fiber Construction Technician	112	Project Superintendent	75

Source: Burning Glass

Table 4b. Top Job Titles for Construction Management Occupations for 12 months (Nov. 2021 – Oct. 2022)

Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Project Manager	138	General Laborer	26
Construction Project Manager	135	Senior Superintendent	24
Construction Superintendent	103	Project Coordinator	22
Superintendent	89	Construction Inspector	21
Construction Manager	81	Assistant Project Manager	20
Handyman	42	Laborer	19
Construction Laborer	39	Construction Project Director	18
Senior Project Manager	33	Assistant Superintendent	17

Title	Silicon Valley	Title	Silicon Valley
Foreman	32	Construction Project Coordinator	17

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Construction Management 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)
Commercial and Institutional Building Construction	8,867	9,097	3%	11%
Residential Remodelers	7,237	8,432	17%	10%
Electrical Contractors and Other Wiring Installation Contractors	5,755	6,689	16%	8%
New Single-Family Housing Construction (except For-Sale Builders)	5,592	5,561	-1%	7%
Plumbing, Heating, and Air-Conditioning Contractors	5,133	5,802	13%	7%
All Other Specialty Trade Contractors	3,376	3,494	4%	5%
Local Government, Excluding Education and Hospitals	2,899	3,398	17%	4%
Site Preparation Contractors	2,799	3,124	12%	4%
Highway, Street, and Bridge Construction	2,821	2,911	3%	4%
Poured Concrete Foundation and Structure Contractors	2,575	2,761	7%	3%

Source: EMSI 2022.3

Table 6. Top Employers Posting Construction Management Occupations in Bay Region and Silicon Valley Sub-Region (Nov. 2021 – Oct. 2022)

Employer	Bay	Employer	Silicon Valley
The Turner Corporation	103	The Turner Corporation	35
Econstruct	91	Gilbane Building Company	31
CBRE Group	82	CBRE Group	31
Maloney Construction	65	Cobe Construction Incorporated	27
Econstruct, Inc	62	Blusky	24
Tesla	59	Hitt Contracting Incorporated	20

Source: Burning Glass

Educational Supply

There are five (5) community colleges in the Bay Region issuing 93 awards on average annually (last 3 years ending 2019-20) on TOP 0957.00 Civil and Construction Management Technology. In the Silicon Valley Sub-Region, there are no community colleges that issued awards on average annually (last 3 years) on this TOP code.

There is one (1) four-year institution in the Bay Region issuing 29 Bachelor's degrees on average annually (last 3 years ending 2019-20) on CIP 52.2001- Construction Management, General. There are no four-year institutions in the Silicon Valley Sub-Region issuing Bachelor's degrees on this CIP code.

Table 7. Community College Awards on TOP 0957.00 - Civil and Construction Management Technology in Bay Region

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Total
Cabrillo	SC-Monterey	7	2	39	48
Diablo Valley	East Bay	5	2	0	7
Hartnell	SC-Monterey	3	0	0	3
Laney	East Bay	4	7	0	11
San Francisco	Mid-Peninsula	8	8	8	24
Total		27	19	47	93

Source: Data Mart

Note: The annual average for awards is 2017-18 to 2019-20.

Table 7b. Bachelor's Degree Awards on CIP 52.2001 - Construction Management, General in Bay Region

College	Subregion	Bachelor's degree	Total
California State University-East Bay	East Bay	20	29
Total		20	29

Note: The annual average for awards is 2017-18 to 2019-20.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 8,169 annual openings for the Construction Management occupational cluster and 122 annual (3-year average) awards for an annual undersupply of 8,047 students. In the Silicon Valley Sub-Region, there is also a gap with 1,707 annual openings and no annual (3-year average) awards for an annual undersupply of 1,707 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0957.00 - Civil and Construction Management Technology

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0957.00	Bay 0957.00	Silicon Valley 0957.00	Foothill 0957.00
Students with a Job Closely Related to Their Field of Study	74%	91%	79%	79%	N/A	N/A
Median Annual Earnings for SWP Exiting Students	\$47,419	\$66,288	\$56,715	\$58,995	N/A	N/A
Median Change in Earnings for SWP Exiting Students	23%	43%	24%	29%	N/A	N/A

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0957.00	Bay 0957.00	Silicon Valley 0957.00	Foothill 0957.00
Exiting Students Who Attained the Living Wage	52%	64%	71%	67%	N/A	N/A

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

Skills, Certifications and Education

Table 9. Top Skills for Construction Management Occupations in Bay Region (Nov. 2021 – Oct. 2022)

Skill	Posting	Skill	Posting
Project Management	5,814	Quality Management	959
Scheduling	4,861	Project Planning and Development Skills	950
Budgeting	4,618	Contract Review	910
Construction Management	3,712	Staff Management	893
Quality Assurance and Control	1,917	Managing Subcontractors	886
Occupational Health and Safety	1,760	Carpentry	861
Repair	1,668	Procure	760
Estimating	1,354	Request for Information (RFI)	758
Microsoft Project	1,287	Building Codes	754
Plumbing	1,277	Construction Industry Knowledge	753
Customer Service	1,169	Customer Contact	742
Cost Control	1,127	Civil Engineering	681
Commercial Construction	1,080	Cost Estimation	680
Procurement	1,028	Residential Construction	649

Source: Burning Glass

Table 10. Certifications for Construction Management Occupations in Bay Region (Nov. 2021 – Oct. 2022)

Certification	Posting	Certification	Posting
Driver's License	3,424	Leadership In Energy And Environmental Design (LEED) Certified	108
Project Management Certification	610	LEED AP	104
Project Management Professional (PMP)	322	Cdl Class C	96
Occupational Safety and Health Administration Certification	248	Electrician Certification	59
Certified Construction Manager	215	Certified Welding Inspector (CWI)	45

First Aid Cpr Aed	204	Welding Certification	43
Licensed Professional Engineer	172	Hazwoper	35
CDL Class A	172	CompTIA Advanced Security Practitioner (CASP)	35
OSHA Safety 30 Hour	129	Civil Engineering Certificate	33
Contractors License	123	Architecture License	30

Source: Burning Glass

Note: 62% 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 Construction Management Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	2,324	36%
Associate's degree	220	3%
Bachelor's degree and higher	3,838	60%

Source: Burning Glass

Note: 51% 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 CCCCCO 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

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San Jose-Sunnyvale-Santa Clara, CA Metro Area

Occupation	Low	Median	High
Construction Managers	\$92,230	\$130,440	\$206,080
Cost Estimators	\$58,150	\$95,570	\$155,020
First-Line Supervisors of Construction Trades and Extraction Workers	\$63,630	\$102,810	\$159,060
Construction and Building Inspectors	\$61,750	\$101,400	\$151,560

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Compare Salaries

Compare By Locations**Compare By Occupations**[Chart](#) | [Table](#)Yearly | [Hourly](#)

San Jose-Sunnyvale-Santa Clara, CA Metro Area

Occupation	Low	Median	High
Plumbers, Pipefitters, and Steamfitters	\$48,590	\$93,670	\$156,030
Sheet Metal Workers	\$46,380	\$76,820	\$124,050
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$45,840	\$72,660	\$123,960
Electricians	\$45,510	\$91,160	\$129,760

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December 19, 2022

David Bini
 Executive Director
 Brett Davis
 President

To Whom This May Concern,

The Santa Clara and San Benito Counties Building and Construction Trades Council (Council) represents over 35,000 workers in 27 labor unions within the construction industry. Our mission is to provide our affiliated unions with the tools and opportunity to produce the most highly skilled and highly trained workers.

I write to express our strong support for Foothill College and their petition for a baccalaureate degree program to be offered in the field of Industrial Technology and Building Construction Management in Air Conditioning and Refrigeration Technology Concentration, Sheet Metal Building Trades Concentration, Plumbing Technology Concentration, Inside Wireman Concentration, Plumbing and Pipefitting Apprenticeship Concentration, Test, Adjust, and Balancing (TAB) Technician Concentration, Air Conditioning Mechanic Concentration, and Steamfitting and Pipefitting Concentration.

Currently there is no direct academic pathway to obtain a baccalaureate degree in California for the men and women in the 5-year building trades' programs. The Baccalaureate Degree of Science in Industrial Technology and Building Construction Management as proposed by Foothill College will include all approved apprenticeship courses in the building trades for all lower division level units, transferrable general education classes, and an emphasis on construction management courses for the upper division level requirements.

The Council is eager for this opportunity for craftspersons to continue their education beyond their apprenticeship training. It is important that we provide increased opportunities for workers, with career readiness pathways that support the construction industry and create economic sustainability for both contractors and workers. Foothill College currently offers ten certificates of achievement for the building trades programs and eight associate degree pathways. The baccalaureate degree is considered a "stackable credential" for the building trades industry and will help prepare our diverse workforce with a blended skill set of construction project management and occupational skills.

We value our long-standing and multi-faceted partnership with Foothill College, and as a graduate of the Inside Wireman Concentration, I have seen first-hand the success and results of our forty-year partnership. We are respectfully requesting the CCCCCO grant Foothill College an opportunity to offer the Baccalaureate Degree in Science in Industrial Technology and Building Construction Management for our industry with various concentrations to its alumni, current, and future students in the building trades.

Sincerely,

David Bini
 Executive Director

- Boilermakers 549
- Brick & Tile 3
- Carpenters 405
- Carpenters 2236
- Carpet & Linoleum 12
- Cement Masons 400
- Electricians 234
- Electricians 332
- Elevator Constructors 8
- Glaziers 1621
- Heat & Frost Insulators 16
- Iron Workers 377
- Laborers 67
- Laborers 270
- Lathers 9144
- Millwrights 102
- Operating Engineers 3
- Painters District Council 16
- Painters & Tapers 507
- Pile Drivers 34
- Plasterers 300
- Plumbers & Steamfitters 393
- Roofers 95
- Sheet Metal Workers 104
- Sign, Display 510
- Sprinkler Fitters 483
- Teamsters 853
- UA Local 355

- Affiliated with:
- State Building and Construction Trades Council of California
 - California Labor Federation, AFL-CIO
 - California Labor C.O.P.E.
 - South Bay AFL-CIO Labor Council





December 31, 2022

To Whom This May Concern,

Santa Clara County Construction Careers Association (S4CA) is writing to express our support for Foothill College in their interest to petition for a baccalaureate degree program to be offered in the field of Industrial Technology and Building Construction Management:

- In Air Conditioning and Refrigeration Technology Concentration
- In Sheet Metal Building Trades Concentration
- In Plumbing Technology Concentration
- In Inside Wireman Concentration
- In Plumbing and Pipefitting Apprenticeship Concentration
- In Test, Adjust, and Balancing (TAB) Technician Concentration
- In Air Conditioning Mechanic Concentration
- In Steamfitting and Pipefitting Concentration

Please consider in your deliberations that currently there is no direct academic pathway for the men and women in the 5-year building trades' programs to obtain a baccalaureate degree in California. Foothill College is committed to implementing the California Community College Chancellor's Office's (CCCCO) vision goals and commitments – "...narrowing equity gaps, decreasing time to degree, and providing students with a system that works better for them."

The Baccalaureate Degree of Science in Industrial Technology and Building Construction Management will include all approved apprenticeship courses in the building trades for all lower division level units, transferrable general education classes, and an emphasis on construction management courses for the upper division level requirements.

We strongly feel that this opportunity for the apprentices and journey person to continue their education beyond their apprenticeship training. It is important that we continue to invest in our workforce with career readiness pathways that support the building trades construction industry and create economic sustainability for both contractors and workers. Foothill College currently offers ten certificates of achievement for the building trades programs and eight associate degree pathways. The baccalaureate degree is considered a "stackable credential" for our building trades industry and will help prepare our diverse workforce with a blended skill set of construction project management and occupational skills.

We value our partnership with Foothill College and share in their vision to continue to advocate for the building trades industry. Foothill College has been in partnership with the building trades for over forty years. We are respectfully requesting the CCCC grant Foothill College an opportunity to offer the Baccalaureate Degree in Science in Industrial Technology and Building Construction Management for our industry with various concentrations to its alumni, current, and future students in the building trades.

Please do not hesitate to call me should you wish to discuss this more in depth.

Very truly yours,

A handwritten signature in blue ink, appearing to read 'Anthony P. Miranda', is written over a light blue horizontal line.

Anthony P. Miranda
Chair and Co-Founder

**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
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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 CCCCCO 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. Learning 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?

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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)
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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
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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 CCCCCO 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



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
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Source: Burning Glass

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%

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 CCCCCO 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

Authorized Discipline(s):

Faculty Service Area (FSA Code):

Taxonomy of Program Code (TOP Code):

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:

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)

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