

College Curriculum Committee Meeting Agenda

Tuesday, October 8, 2024

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. CCC Orientation	2:00	Information		Gilstrap & Kaupp
2. Minutes: June 11, 2024	2:25	Action	#10/8/24-1	Kaupp
3. Introductions & Report Out from CCC Members	2:27	Discussion		All
4. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:42	Information		
5. Announcements a. New Course Proposal b. Common Course Numbering c. New Minimum Qualifications Handbook (AKA Disciplines List) d. Recent CCCCCO Approvals!	2:47	Information	#10/8/24-2	CCC Team
6. New Certificate Application: Business and Marketing	2:52	1st Read	#10/8/24-3	Kaupp
7. CCC Priorities for 2024-25	2:57	Discussion		Kaupp
8. Updating Foothill GE	3:07	Discussion	#10/8/24-4	Kaupp
9. Good of the Order	3:27			Kaupp
10. Adjournment	3:30			Kaupp

*Times listed are approximate

Attachments:

- #10/8/24-1 Draft Minutes: June 11, 2024
- #10/8/24-2 New Course Proposal: AATA 106A
- #10/8/24-3 New Certificate Application: [Business and Marketing](#)
- #10/8/24-4 New Foothill General Education Pattern

2024-2025 Curriculum Committee Meetings:

<u>Fall 2024 Quarter</u>	<u>Winter 2025 Quarter</u>	<u>Spring 2025 Quarter</u>
10/8/24	1/21/25	4/15/25
10/22/24	2/4/25	4/29/25
11/5/24	2/18/25	5/13/25
11/19/24	3/4/25	5/27/25
12/3/24	3/18/25	6/10/25

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

2024-2025 Curriculum Deadlines:

- 12/1/24 Deadline to submit courses for Cal-GETC approval (Articulation Office).
- TBD Deadline to submit curriculum sheet updates for 2025-26 catalog (Faculty/Divisions).
- 6/1/25 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).

- TBD* Deadline to submit course updates and local GE applications for 2026-27 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), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Stephanie Crosby (Dean, SRC), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), Jordan Fong (FAC), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Ron Herman (Dean, FAC), Kurt Hueg (Administrator Co-Chair), Rose Huynh (LA), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Amber La Piana (LA), Andy Lee (CNSL), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Shae St. Onge-Cole (HSH), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President), Sukhjit Singh (De Anza CCC Faculty Co-Chair), Erik Woodbury (De Anza AS President)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2024-25

Meeting Date: 10/8/24Co-Chairs (2)

<u>✓*</u>	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only)	kauppben@fhda.edu
<u>✓*</u>	Kurt Hueg	7179	Associate Vice President of Instruction	huegkurt@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
_____	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
<u>✓*</u>	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
<u>✓*</u>	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
<u>✓*</u>	Sam Connell	7197	BSS	connellsamuel@fhda.edu
<u>✓*</u>	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
<u>✓*</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
_____	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
<u>✓*</u>	Jordan Fong	7272	FAC	fongjordan@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓*</u>	Ron Herman	7156	Dean—FAC	hermanron@fhda.edu
<u>✓*</u>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓</u>	Amber La Piana	7678	LA	lapianaamber@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
_____	Brian Murphy		APPR	brian@pttc.edu
_____	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
<u>✓</u>	Eric Reed	7091	LRC	reederic@fhda.edu
<u>✓</u>	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
<u>✓</u>	Amy Sarver	7459	LA	sarveramy@fhda.edu
_____	Shae St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

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

Visitors

 Chris Allen*, Rose Huynh*, Paul Starer, Nate Vennarucci*, Judy Walgren

* Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes
Tuesday, June 11, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: May 28, 2024	Approved by consensus.
2. Report Out and Check-in	<p>Speaker: All Vanatta asked reps to share who next year's reps are expected to be, during today's report out.</p> <p>Apprenticeship: Working on Title 5 updates. Myres expressed thanks on behalf of division faculty to CCC members for working w/ the division on GE mapping project; noted working w/ college to offer ENGL 1A to Apprenticeship students. Myres plans to continue as rep.</p> <p>BSS: Working on Title 5 updates and new honors courses. Connell and Dupree both plan to continue as reps.</p> <p>Counseling: Jackson Sandoval and Lee both plan to continue as reps.</p> <p>HSH: Wrapped up Title 5 updates. Draper plans to continue as rep, along with Rachelle Campbell and Shae St. Onge-Cole.</p> <p>Language Arts: Sarver shared division CC recently held retreat, which included deep dive into SLOs (analysis, revisions, types of assessments in classroom good for capturing SLOs). Mentioned question re: how to update SLOs, since TracDat no longer being used—brief discussion occurred about college's need to identify replacement software/system for SLOs, which Vanatta hopes will be resolved next year, in time for 2025-26 catalog. Sarver plans to continue as rep, and looking for second.</p> <p>LRC: Agyare shared Library offering extended hours for finals, starting next week (closed Juneteenth holiday). Noted Artstor database retiring soon and transferring to JSTOR. Agyare plans to continue as rep for Library side, unsure who rep will be for tutoring side.</p> <p>STEM: Working on Title 5 updates. Taylor plans to continue as rep; Parikh plans to continue until PDL begins, unsure who will step in.</p> <p>SRC: Kaupp serving as in-person proxy. Wrapped up Title 5 updates. Kaupp shared that Richard Saroyan plans to continue as rep.</p> <p>Fine Arts & Comm: Working on Title 5 updates and updating ADTs. Brannvall and J. Fong both plan to continue as reps.</p> <p>Kinesiology & Athletics: Working on Title 5 updates. Bissell plans to continue as rep, along with Kelly Edwards.</p> <p>Gilstrap working on reviewing CORs in CourseLeaf and inputting new and updated courses in ASSIST for submission to UC. Also updating advising sheets and transfer guide and finalizing AP/IB/CLEP charts. Noted Common Course Numbering faculty convenings begin tomorrow, and Gilstrap is facilitating the meeting for Psychology.</p>

	<p>Hueg mentioned Noncredit/Credit for Prior Learning Workgroup holding first meeting tomorrow; shared that Gilstrap, Hueg, Kaupp, Academic Senate President Voltaire Villanueva, and folks from De Anza attending Curriculum Institute.</p> <p>Vanatta reminded the reps to please email any division CC meeting minutes they haven't already sent over.</p>
<p>3. Public Comment on Items Not on Agenda</p>	<p>Vanatta commended Kaupp on his first year as CCC Faculty Co-Chair!</p> <p>Stafford thanked Starer and others who assisted in the GE mapping work this year. Allen echoed thanks to Starer for leadership and dedication on the project.</p>
<p>4. Announcements a. New Course Proposals</p> <p>b. CCC Meeting Dates for 2024-25</p>	<p>Speakers: CCC Team The following proposals were presented: ALTW 218B, 435; ATHL 34, 34A, 34C, 34F; CRWR 9; HUMN 2H, 6H, 10H; NCEL 448, 451A. Reps provided additional info about courses being proposed for their division. Jackson Sandoval asked if any student may enroll in ALTW 435—Kaupp responded, for the time being will be cohort limited, but in very preliminary discussions to offer outside of cohort, open to any student.</p> <p>Meeting dates for 2024-25 have been scheduled. Kaupp plans to continue to hold meetings as hybrid.</p>
<p>5. New Certificate Application: Retail Operations Specialist</p>	<p>Speaker: Ben Kaupp Second read of new Retail Operations Specialist Certificate of Achievement. Brief discussion occurred re: disciplines for the courses.</p> <p>Motion to approve M/S (Brannvall, Sarver). Approved.</p>
<p>6. Stand Alone Application: ALTW 434</p>	<p>Speaker: Ben Kaupp Second read of Stand Alone Approval Request for ALTW 434. Kaupp shared that TTW students will learn from different guest speakers to build robots and race them around obstacle courses! Connell asked if TTW students still available as interns to depts. across campus—Kaupp responded, yes, and please reach out if interested.</p> <p>Motion to approve M/S (Draper, Agyare). Approved.</p>
<p>7. GE Application: Area V: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1)</p>	<p>Speaker: Ben Kaupp Second read of GE application, which would approve Foothill GE Area V for students who complete the full major requirements for Air Conditioning and Refrigeration Technology (Pathway #1), not one individual course. No comments.</p> <p>Starer thanked CCC members for their faith in Apprenticeship students and faculty, noting this is a huge step forward in the college's equity efforts, as students come from a wide variety of underrepresented groups. Students will now have the opportunity to earn a college degree. Commended the group for thinking broadly about how people learn and the different circumstances under which they learn, and for recognizing there are different paths to achieve the goal of a college degree. Believes this type of broad thinking is the wave of the future, as more "unconventional" types of students will be coming to us. Brannvall commented on the importance of having a robust Apprenticeship program as part of the college's offerings.</p> <p>Motion to approve items 7-10 M/S (Brannvall, Draper). Approved.</p>
<p>8. GE Application: Area V: Steamfitting and Pipefitting Technology Apprenticeship Program</p>	<p>Speaker: Ben Kaupp Second read of GE application, which would approve Foothill GE Area V for students who complete the full major requirements for Steamfitting and Pipefitting Technology, not one individual course. No comments.</p>

	<p><i>See item 7 for motion/approval details.</i></p>
<p>9. GE Application: Area VI: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1)</p>	<p>Speaker: Ben Kaupp Second read of GE application, which would approve Foothill GE Area VI for students who complete the full major requirements for Air Conditioning and Refrigeration Technology (Pathway #1), not one individual course. No comments.</p> <p><i>See item 7 for motion/approval details.</i></p>
<p>10. GE Application: Area VII: Steamfitting and Pipefitting Technology Apprenticeship Program</p>	<p>Speaker: Ben Kaupp Second read of GE application, which would approve Foothill GE Area VII for students who complete the full major requirements for Steamfitting and Pipefitting Technology, not one individual course. No comments.</p> <p><i>See item 7 for motion/approval details.</i></p>
<p>11. New Certificate Proposal: Theatre Costume and Makeup (noncredit)</p>	<p>Speaker: Ben Kaupp Proposal for new Theatre Costume and Makeup noncredit certificate. No comments.</p> <p>Hueg asked if [items 11-13] are workforce/CTE certs.—proposals state yes. Hueg noted this means they will be submitted as CDCP. Brannvall asked if this type of cert. will be discussed by the Noncredit/Credit for Prior Learning Workgroup—Hueg responded, yes; group will be discussing the college’s plans to transition students from noncredit work to credit. Hueg asked if students who have taken credit courses can then take mirrored noncredit versions and earn cert.—Vanatta responded, technically yes because noncredit courses are unlimited repeatability. Discussion occurred re: students potentially taking noncredit courses to sharpen skills previously learned in credit versions.</p> <p>Motion to approve M/S (Brannvall, J. Fong). Approved.</p>
<p>12. New Certificate Proposal: Theatre Production Organization (noncredit)</p>	<p>Speaker: Ben Kaupp Proposal for new Theatre Production Organization noncredit certificate. No comments.</p> <p>Motion to approve M/S (Sarver, Myres). Approved.</p>
<p>13. New Certificate Proposal: Theatre Technology (noncredit)</p>	<p>Speaker: Ben Kaupp Proposal for new Theatre Technology noncredit certificate. No comments.</p> <p>Motion to approve M/S (Myres, Lee). Approved.</p>
<p>14. CCC Priorities for 2024-25</p>	<p>Speaker: Ben Kaupp Kaupp first asked the group for their thoughts about GE subcommittees, which can be tough to get volunteers for. Suggested it might make more sense to have GE discussions take place directly at CCC; Vanatta suggested using one subcommittee for all GE. Parikh likes that faculty with expertise serve on separate GE subcommittees (i.e., current set-up). Sarver currently on a GE subcommittee and noted that, while not many questions come through, when they do she’s wished there were others to discuss questions with. Kaupp noted GE subcommittees handle both GE apps. for courses and GE course substitution petitions submitted by students. Brannvall currently on a GE subcommittee and noted the infrequency of requests can make it hard to remember how to handle them; suggested creating instructions/best practices document for GE subcommittee members.</p>

Gilstrap would prefer to have one GE subcommittee or for GE apps. to come directly to CCC, to enable more robust discussion. Noted currently GE subcommittees are very siloed, with just a few faculty serving on each, and their conversations aren't visible to CCC members when GE apps. eventually come to CCC for approval. Draper currently on a GE subcommittee and agreed that review has been very siloed. Kaupp unsure if GE course substitution petitions can come to CCC, due to privacy concerns, and wonders if redacted versions could be presented at CCC. Gilstrap noted that CCC membership represents different disciplines across the college, which would enable robust discussion of GE apps. and petitions.

The discussion then moved on to suggestions of topics for next year. Gilstrap suggested:

- Foothill GE: finalize pattern and determine depth criteria for each area—some areas can transfer over to new pattern but criteria for a few new areas will need to be created
- Common Course Numbering
- Quarter vs. semester
- Changing start of curriculum year from summer to fall; note that ASSIST begins the year with fall and ends with summer
- ADTs being updated for CalGETC
- Program Mapping: process and deadlines for updates to Maps
- Credit for Prior Learning; the state Chancellor's Office wants to start implementing, and there are a lot of directions we can go with it (e.g., military credit, noncredit to credit, etc.)

Brannvall shared feedback from retired faculty, who believes switching to semesters is inevitable, and asked if that's true—Gilstrap responded, from his vantage point, it would be more responsible to our students to be on semesters, especially re: course sequences. At this point, unsure what the impact of Common Course Numbering will be, once it becomes more obvious to students that they need to take two quarter courses to satisfy one semester course. Kaupp mentioned Arizona State University on semesters but offers many courses as accelerated (half-semester), which is something to consider; noted this was mentioned during recent MIP-C discussion on topic.

Connell recalled comment during previous meeting that due to Common Course Numbering we'll eventually need to touch every course and asked if/how this relates to SLOs. Gilstrap noted that in California we include Course Objectives on the COR, but the rest of the country includes Outcomes, and there has been some preliminary discussion about switching from Objectives to Outcomes on the COR. Draper asked how the two differ—Sarver noted this was discussed during division CC's recent retreat, and faculty believe that outcomes are what students can do at the end of the course, while objectives are the targets for the instructor.

Starer mentioned current accreditation process—Kaupp and Hueg noted, CCC will discuss if applicable. Sarver mentioned need to add examples to Guiding Principles for Equitable CORs document. J. Fong mentioned Fine Arts & Comm division created cheat sheet for equity in the COR; is happy to share. Connell suggested discussing increasing the diversity of honors course offerings. Kaupp wonders if CCC sees itself as taking on more of an active role in advocacy, noting that CCC is usually more of a mechanical/operational committee, but certain

	<p>topics (increasing honors offerings, encouraging new course creation, quarter vs. semester) are somewhat related to advocacy.</p> <p>Kaupp mentioned he’s planning to work on standardization of how division CCs should operate and asked if group would like to tackle as general topic. Gilstrap asked if this related to creation of CCC bylaws— Kaupp responded, more to do with ensuring division CCs are meeting Brown Act requirements and sharing ideas with each other. Noted that, based on report out, next year’s group will be majority returning reps, which creates opportunity to build on experience.</p> <p>V. Fong mentioned noncredit courses for older adults, and Hueg added noncredit in general. Sarver asked if Kinesiology (non-activity) courses could be offered as workforce/CTE noncredit—possibly.</p>
15. Good of the Order	<p>Allen acknowledged Vanatta’s hard work; Kaupp thanked the full group, who thanked him in return! Vanatta thanked Gilstrap for his hard work and advocacy for us at the state-wide level re: Common Course Numbering!</p>
16. Adjournment	<p>3:25 PM</p>

Attendees: Micaela Agyare* (LRC), Chris Allen* (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Zach Cembellin* (Dean, STEM), Sam Connell* (BSS), Cathy Draper* (HSH), Angie Dupree (BSS), Gina Firenzi (APPR), Jordan Fong* (FAC), Valerie Fong* (Dean, LA), Patricia Gibbs (BSS), Evan Gilstrap* (Articulation Officer), Kurt Hueg* (Administrator Co-Chair), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Andy Lee* (CNSL), Tim Myres* (APPR), Sarah Parikh* (STEM), Amy Sarver* (LA), Andrew Stafford (APPR), Paul Starer (APPR), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 06/08/24 2:19 pm

Viewing: **AATA F106A : VISUAL TESTING LEVEL 1**

Last edit: 06/25/24 9:20 am

Changes proposed by: Dylan Lennox (20506556)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 06/11/24 6:25 am
Tim Myres
(TimM): Approved for 1ED Curriculum Rep

Course Proposal Form

Faculty Author	Dylan Lennox		
Effective Term	Summer 2026		
Subject	Apprenticeship: Aerospace (AATA)	Course Number	F106A
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2		
Hours	40 hours total: 20 hours lecture, 20 hours lab		
Course Title	VISUAL TESTING LEVEL 1		
Short Title			

Proposed Transferability: None

Proposed Description and Requisites: Visual testing is a form of nondestructive testing that uses practical applications of visual examinations to determine the quality of the object. Classroom qualifying hours that meet ASNT SNT-TC-1A and NAS 410 standards. This class includes lecture, visual aids, and hands on learning.

Proposed Discipline: Industrial Maintenance

To which Degree(s) or Certificate(s) would this course potentially be added?
Nondestructive Testing Technician

Are there any other departments that may be impacted from the addition of this course?
No

Comments & Other Relevant Information for Discussion:

Visual Testing is a part of Nondestructive testing. Non-destructive testing (NDT) is a collection of inspection methods that allow inspectors to evaluate materials, systems, or components without permanently altering them. NDT is also known as nondestructive evaluation (NDE) or nondestructive inspection (NDI).

Reviewer Comments

Business and Marketing, Certificate of Achievement

Basic Information

Faculty Author(s)

Laurence Lew
Natasha Mancuso

Department

Business

Division

Business and Social Sciences

Title of Degree/Certificate

Business and Marketing

Type of Award

Certificate of Achievement

Workforce/CTE Program:

Yes

Effective Catalog Edition:

2024-2025

Certificate of Achievement Workforce Narrative

Program Goals and Objectives

The Certificate of Achievement in Business and Marketing will introduce key concepts in business and marketing and offer practical training in the latest techniques used by businesses and organizations to obtain new customers, generate customer loyalty, and drive profit. Small businesses and large companies alike are in dire need of employees who understand and can apply the basic business and marketing principles. This program will position individuals to benefit from the projected 10 percent growth in marketing and advertising positions that involve using these tools and strategies.

Program Learning Outcomes

- Upon completion of the program, the student will have acquired the necessary basic skills to build and execute an effective marketing strategy.

- Upon completion of the program, the student will be able to demonstrate appropriate critical thinking, problem-solving, and communication skills to enhance the marketing efforts of a business or an organization.

Catalog Description

The Certificate of Achievement in Business and Marketing is designed for students who are seeking to learn the latest marketing tools to promote a business or an organization. The certificate provides 18 units of instruction in key elements: business and product life cycle, marketing and advertising strategy, ad campaign strategy, and key performance metrics. Courses can be taken in person and/or online.

Program Requirements

Core Course Units: 18

Course List		
Code	Title	Units
<u>BUSI F022.</u>	PRINCIPLES OF BUSINESS	5
<u>BUSI F057.</u>	PRINCIPLES OF ADVERTISING	4
<u>BUSI F059.</u>	PRINCIPLES OF MARKETING	4
<u>BUSI F059A</u>	ONLINE MARKETING	5

Total Units: 18

Proposed Sequence

Term	Units
Year 1, Fall	9
Year 1, Winter	4
Year 1, Spring	5

Master Planning

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. There is currently a high demand for qualified individuals who understand business and marketing tools and can utilize them to benefit an organization. This certificate will allow students to achieve their goals, whether it is to promote their business, advance in place of employment, or transfer credit to a four-year college. The Certificate of Achievement in Business and Marketing is also a pivotal step for students who are retraining, returning to the workplace, and/or updating work skills.

Enrollment and Completer Projections

BUSI 22 and BUSI 59 were regularly offered since 2015 and averaged 490 and 518 annual enrollments, respectively. While BUSI 57 and BUSI 59A have only been offered once a year,

the demand for these classes is strong as they are always full with waiting lists. Due to the strong demand for skills developed within the Certificate of Achievement in Business and Marketing and the brief nature of the certificate program, we believe that enrollment will grow in all four courses. We also believe that the compact nature of the certificate will attract individuals who are seeking to employ the newly acquired skills in their current jobs.

Because 100% of the courses can be taught completely online, it is expected that nationwide participation over the next five years will significantly increase the number of students who complete this certificate. This certificate can also be offered to dual-enrollment students in partnership with local high schools.

Historical Enrollment Data

Course #	Course Title	Y1 - Annual Sections	Y1 - Annual Enrollment	Y2 - Annual Sections	Y2 - Annual Enrollment
BUSI 22	Principles of Business	13	535	12	476
BUSI 57	Principles of Advertising	1	47	1	42
BUSI 59	Principles of Marketing	4	156	3	121
BUSI 59A	Online Marketing	1	46	1	46

Place of Program in Curriculum/Similar Programs

Foothill College currently offers all courses necessary to complete the Certificate of Achievement in Business and Marketing. Combining these courses into a certificate will benefit the students as the certificates of achievement are recognized and desired by the industry.

Similar Programs at Other Colleges in Service Area

The closest comparable program in California is offered by UC Berkeley Extension as Certificate in Marketing. The Berkeley Extension program consists of a combination of 3 core courses (6 semester units) and 4 semester units of electives for a total of 10 semester units or 150 hours of instruction. The program takes about 2 years to complete. The approximate cost is \$4,700.

Foothill's Certificate of Achievement in Business and Marketing will be different from Berkeley in the following ways:

- It will include an introduction to business and where marketing fits in within business (BUSI 22 and BUSI 59)
- It will include a specialized advertising course that will span both traditional methods and digital advertising (BUSI 57)
- It will include an introduction to digital marketing tools and strategies (BUSI 59A)

- It can be completed in just one year
- The cost is significantly less for in-state students

Additional Information Required for State Submission

TOP Code: *0501.00 - Business and Commerce, General

CIP Code: 52.0201 - Business Administration and Management, General.

Will any new resources be required (e.g., facilities, equipment, personnel)? No

Gainful Employment: No

Distance Education: 100%



Labor Market Information Report Marketing Analytics Occupations Foothill College

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

March 2024

Recommendation

Based on all available data, there appears to be an “undersupply” of Marketing Analytics 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 6,832 students in the Bay region and 2,365 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0501.00 - Business and Commerce, General 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 Marketing Analytics Occupations in the 12 county Bay region and in the Silicon Valley sub-region for exploratory purposes at Foothill College. Labor market information (LMI) is not available at the eight-digit SOC Code level for “Search Marketing Strategists” (13-1161.01), therefore the data shown in Tables 1 and 2 is for Market Research Analysts and Marketing Specialists (13-1161.00 at the six digit SOC level).

- **Marketing Managers (11-2021):** Plan, direct, or coordinate marketing policies and programs, such as determining the demand for products and services offered by a firm and its competitors, and identify potential customers. Develop pricing strategies with the goal of maximizing the firm’s profits or share of the market while ensuring the firm’s customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 15%
- **Market Research Analysts and Marketing Specialists (13-1161):** Research market conditions in local, regional, or national areas, or gather information to determine potential sales of a product or service, or create a marketing campaign. May gather information on competitors, prices, sales, and methods of marketing and distribution.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 15%

Occupational Demand

Table 1. Employment Outlook for Marketing Analytics Occupations in Bay Region

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Marketing Managers	20,028	21,544	1,516	8%	10,548	2,110	\$72	\$93
Market Research Analysts and Marketing Specialists	38,444	43,955	5,511	14%	25,521	5,104	\$34	\$48
Total	58,472	65,499	7,027	12%	36,070	7,214		

Source: Lightcast 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 Marketing Analytics Occupations in Silicon Valley Sub-region

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Marketing Managers	7,244	7,660	416	6%	3,652	730	\$76	\$98
Market Research Analysts and Marketing Specialists	13,070	14,646	1,576	12%	8,278	1,656	\$36	\$55
Total	20,313	22,306	1,992	10%	11,930	2,386		

Source: Lightcast 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 latest 12 months

Occupation	Bay Region	Silicon Valley
Marketing Managers	18,141	5,968
Market Research Analysts and Marketing Specialists	5,981	1,507

Source: Lightcast

Table 4a. Top Job Titles for Marketing Analytics Occupations for latest 12 months - Bay Region

Title	Bay	Title	Bay
Product Managers	2,005	Directors of Product Marketing	236
Marketing Product Managers	699	Digital Product Managers	188
Marketing Managers	696	Growth Marketing Managers	186
Directors of Product Management	495	Growth Product Managers	152
Marketing Coordinators	426	Principal Product Managers	145
Directors of Marketing	272	Digital Marketing Managers	144
Marketing Specialists	260	Marketing Associates	143
Technical Product Managers	240	Marketing Assistants	127
Platform Product Managers	239	Social Media Managers	127

Title	Bay	Title	Bay
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Source: Lightcast

Table 4b. Top Job Titles for Marketing Analytics Occupations for latest 12 months - Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Product Managers	772	Principal Product Managers	66
Marketing Product Managers	245	Google Cloud Architects	62
Marketing Managers	205	Directors of Marketing	60
Directors of Product Management	200	Marketing Program Managers	50
Technical Product Managers	112	Group Product Managers	45
Directors of Product Marketing	111	Digital Product Managers	41
Marketing Specialists	83	Google Specialists	41
Marketing Coordinators	78	Sales Operations Analysts	41
Platform Product Managers	76	Product Marketing Managers	40

Source: Lightcast

Industry Concentration

Table 5. Industries hiring Marketing Analytics Workers in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2021)	Jobs in Industry (2026)	% Change (2021-26)	% Occupation Group in Industry (2022)
Software Publishers	3,859	4,400	14%	7%
Custom Computer Programming Services	3,153	4,332	37%	7%
Corporate, Subsidiary, and Regional Managing Offices	3,490	3,420	-2%	6%
Administrative Management and General Management Consulting Services	2,409	3,078	28%	5%
Media Streaming Distribution Services, Social Networks, and Other Media Networks and Content Providers	3,780	3,108	-18%	5%
Web Search Portals and All Other Information Services	3,215	2,922	-9%	4%
Data Processing, Hosting, and Related Services	1,518	2,342	54%	3%
Computer Systems Design Services	1,697	1,936	14%	3%
Other Scientific and Technical Consulting Services	1,262	1,138	-10%	2%
Electronic Computer Manufacturing	1,156	1,304	13%	2%

Source: Lightcast 2022.3

Table 6. Top Employers Posting Marketing Analytics Occupations in Bay Region and Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
Google	333	Google	265
Meta	304	Tiktok	245
Walmart	281	Cisco	131
Tiktok	271	Apple	122
Cisco	207	Adobe	114
Salesforce	202	Intuit	109

Source: Lightcast

Educational Supply

There are 16 community colleges in the Bay Region issuing 382 awards on average annually (last 3 years ending 2021-22) on TOP 0501.00 - Business and Commerce, General. In the Silicon Valley Sub-Region, there are three (3) community colleges that issued 21 awards on average annually (last 3 years) on this TOP code.

Table 7a. Community College Awards on TOP 0501.00 - Business and Commerce, General in Bay Region

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Noncredit award	Total
Berkeley City	East Bay	5	5	0	0	10
Cabrillo	SC-Monterey	41	1	3	0	45
Chabot	East Bay	0	0	41	0	41
Diablo Valley	East Bay	27	0	22	0	49
Gavilan	Silicon Valley	7	0	9	0	16
Las Positas	East Bay	11	0	0	0	11
Marin	North Bay	5	0	1	0	6
Merritt	East Bay	5	0	0	0	5
Mission	Silicon Valley	3	0	1	0	4
Monterey	SC-Monterey	0	1	0	0	1
Napa	North Bay	10	0	0	0	10
Ohlone	East Bay	129	0	0	0	129
San Francisco	Mid-Peninsula	30	0	4	0	34
San Mateo	Mid-Peninsula	15	0	0	0	15
Santa Rosa	North Bay	0	0	0	5	5
West Valley	Silicon Valley	0	0	1	0	1
Total		288	7	82	5	382

Source: Data Mart

Note: The annual average for awards is 2019-20 to 2021-22.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 7,214 annual openings for the Marketing Analytics occupational cluster and 382 annual (3-year average) awards for an annual undersupply of 6,832 students. In the Silicon Valley Sub-Region, there is also a gap with 2,386 annual openings and 21 annual (3-year average) awards for an annual undersupply of 2,365 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0501.00 - Business and Commerce, General

Metric Outcomes	Bay All CTE Program	Foothill All CTE Programs	State 0501.00	Bay 0501.00	Silicon Valley 0501.00	Foothill 0501.00
Students with a Job Closely Related to their Field of Study	74%	88%	67%	66%	60%	N/A
Median Annual Earnings for SWP Exiting Students	\$53,090	\$73,174	\$33,738	\$40,150	\$42,965	N/A
Median Change in Earnings for SWP Exiting Students	24%	42%	31%	31%	35%	N/A
Exiting Students Who Attained the Living Wage	54%	66%	47%	41%	37%	N/A

Source: Launchboard Strong Workforce Program Median of 2018 to 2021.

Skills, Certifications and Education

Table 9. Top Skills for Marketing Analytics Occupations in Bay Region

Skill	Posting	Skill	Posting
Marketing	14,969	Key Performance Indicators (KPIs)	2,870
Product Management	9,859	Business To Business	2,839
Project Management	5,066	Analytics	2,685
New Product Development	4,913	Data Analysis	2,665
Product Marketing	4,224	Software As A Service (SaaS)	2,617
Go-to-Market Strategy	3,668	Agile Methodology	2,613
Product Strategy	3,188	Social Media	2,498
Product Roadmaps	3,043	Market Research	2,450
Marketing Strategies	2,894	Digital Marketing	2,393
Computer Science	2,876	Finance	2,365

Source: Lightcast

Table 10. Certifications for Marketing Analytics Occupations in Bay Region

Certification	Posting	Certification	Posting
Master of Business Administration (MBA)	2,879	Agile Certification	29
Valid Driver's License	407	Certified Scrum Product Owner	27
Project Management Professional Certification	136	Salesforce Certification	25

Certification	Posting	Certification	Posting
Enterprise Desktop Administrator (Microsoft Certified IT Professional)	91	GIAC Certifications	25
Bachelor of Science In Business	55	Product Certification	22
Project Management Certification	32	Certified In Risk and Information Systems Control	20
Functional Skills Qualification	31		

Source: Lightcast

Table 11. Education Requirements for Marketing Analytics Occupations in Bay Region

Education Level	Job Postings	% of Total
High school or GED	482	2%
Associate degree	391	2%
Bachelor's degree & higher	19,304	96%

Source: Lightcast

Note: 42% 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 job descriptions and skills listed in O*Net. Labor demand data is sourced from Lightcast occupation and job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CCCCO Data Mart and CTE Launchboard.

Sources

O*Net Online

Lightcast

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

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FOOTHILL GENERAL EDUCATION

Area	Subject	Courses
1	English Communication, Oral Communication & Critical Thinking English Composition Oral Communication & Critical Thinking	1 course 1 course
2	Mathematical Concepts & Quantitative Reasoning	1 course
3	Arts & Humanities	1 course
4	Social & Behavioral Sciences	1 course
5	Natural Sciences w/ Lab	1 course
6	Ethnic Studies	1 course
7	Lifelong Learning	1 course
Total Courses		8 courses