**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: Retail Management Certificate

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The program supports BC’s mission by providing technical skills and critical thinking skills defined and required by employers. Currently employed students in participating organizations who finish the certificate are guaranteed advancement within the organization. Students are also able to transfer to USC Food Industry Executive Program.

Program Mission Statement:

The Western Association of Food Chains is pleased to announce the new WAFC Retail Management Certificate Program, a 10-course college-level program that has been fully endorsed by the Western Association of Food Chains and its member companies. The certificate's curriculum was developed out of a collaborative effort between several food industry and college professionals and encompasses several business essentials, including the "soft skills" of management and communication required for career success in the retail food industry.

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| ***Instructional Programs only:***   1. List the degrees and Certificates of Achievement the program offers 2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both. 3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. |

Retail Management Certificate: This is a stand-alone certificate and no other degrees or certificates are offered. This certificate is offered at the request of community partners and other community colleges. No A.A. or A.S. degree is offered.

**II. Progress on Program Goals, Future Goals, and Action Plans:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two goals, please duplicate this section.

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| **Current Program Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. Update curriculum to match the new 8-course format with the WAFC. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_9/21/15 \_ (Date) | Courses are being evaluated and updated to match the Student Learning Outcomes provided by the WAFC and the education consulting group. |
| 1. Continue to put pressure on corporate entities to allow local employees the opportunity to have a set schedule to take classes | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_9/21/15 \_ (Date) | None of the stores have a local HR / Training department and rely on LA area offices to provide those services. Many of the corporations do not articulate how important the program is to the local employees |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| Promote the certificate program in the local stores by college representative and increase enrollment by 10% in the certificate program | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | We have developed a flyer to handout at stores with contact information and certificate requirements. I will distribute and meet with store managers. | 1 year | Michael Ivey |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

1. Changes in student demographics (gender, age and ethnicity).

Data generated and presented is for the entire BMIT area and does break it down in to the individual programs so there is no way to track changes in demographics. Speaking as a department, the student demographics are directly in line with the college as a whole.

1. Changes in enrollment (headcount, sections, course enrollment, and productivity).

Enrollment has been steady (low, but steady) sine the certificate was originally offered in 2002. One of the goals is to put pressure on the Corporate partners to increase employee awareness in the Bakersfield region.

1. Changes in achievement gap and disproportionate impact.

Since demographics are not broken down by program, data is not available to discuss this issue; but anecdotally, I am involved with many of the students registered in the program. Many are women and of Hispanic heritage. All classes have recommended pre-requisites and no English or Math required for them to enter the classes.

1. Success and retention for face-to-face as well as online/distance courses.

Face-to-face classes have a higher success and retention than online because instructors are more readily available. Many of the Corporate managers are wanting their employees to ONLY take online classes and we only offer half of the classes in that mode. If it is necessary, we refer them to other colleges who offer the same class online (Cerritos College is the only one with the whole program online).

1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

See item G.

1. Other program-specific data (please specify or attach).
2. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| --- | --- | --- | --- | --- | --- | --- |
| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| Retail Management Certificate | 6 | 8 | 6 | 8 | 9 | 10 |
|  |  |  |  |  |  |  |

**IV. Program Assessment:**

1. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs).

Upon successful completion, the student will:

* perform the duties of a supervisor or middle level manager.
* analyze and record financial transactions in a manual or computerized general ledger system.
* effectively communicate within an organization in both written and oral media.
* make legal and ethical decisions that achieve organizational objectives.

1. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.

Prior to last year, this was not a “program” as defined by what the department had been doing for the past 20+ years. It has not been previously assessed but data collection has begun and faculty involved in the teaching of courses will be included in the assessment of the program from now on.

1. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.

Please see previous response.

1. Describe how the program monitors and evaluates its effectiveness.

We gather data regarding success and retention as well as class enrollment trends.

1. Describe how the program engages all unit members in the self-evaluation dialog and process.

All of the courses are taught by members of the Business Management and Information Technology Department. Faculty meet on a regular basis and common assessments have been discussed. Common assessments for the upcoming year are currently being developed.

1. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings.

Data collection has just begun. Many of the courses are only offered once per year so those classes haven’t been taught since the changes defining programs have been implemented.

1. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years?

The current RMC curriculum content, established in the mid 1990’s, was based on the core c competencies required for managerial success in the 1990's. To ensure that the program continues to be relevant for our workforce, a panel of "Industry Experts" met in February 2013 from 11 different grocery retailers to reassess and revalidate the WAFC’s list of competencies. Selected by company management, this panel was "expert" based on their managerial experience and status as a RMC graduate.

The panel was guided by a 4--‐year University Provost with substantial knowledge of competency--‐based education. During the session, the group confirmed that the role of a manager has become much more sophisticated since 1999 and recommendations were made to better reflect the academic needs of a store manager in 2013 and beyond.

The panel also worked with faculty from several of our community college partners to link the revised 2013 competencies to course "outcomes" for the Retail Management Certificate. Ultimately, the group recommended that the courses remain mostly "in--‐tact", with a few enhancements to accelerate students' learning and increase certificate completion rates:

• Communication: Combine Written, Oral, and Presentation competencies into one Business Communications course (currently two separate courses are required)

• Computation: Combine the Math and Financial competencies (Accounting & Business)

1. *If applicable,* list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).
2. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

**Competency Revalidation Event:**

On Thursday, February 7th, 2013, a group of Industry Experts from 11 different grocery retailers convened with WAFC

and "ACT-On Retail Management Careers" Grant Partners to reassess and revalidate the WAFC’s list of core

competencies linked to success at the Store Manager level in the Retail Grocery Industry. The Industry Experts selected to

attend were all in managerial roles, and 80% had also completed the Retail Management Certificate (RMC).

The objective of this event was to utilize industry experts and college professors who teach the courses, to ensure that

today’s RMC graduate is equipped with the knowledge, skills, and abilities needed for managerial success in the 21st

century grocery industry. The original list of core competencies, developed in the mid-1990s with an industrial

psychologist, was analyzed item-by-item to determine contemporary relevance in the retail grocery industry.

**Review of Original Competency List:**

1. Janet Schnitz, Provost Emeritus of WGU, guided the Industry Expert Panel through a review of the Original Core Competencies.

2. The expert panel determined that the role of a manager has become more sophisticated over the past 10 years, requiring more depth in certain areas, such as math related to business and finance, the ability to lead, and decisively problem solve.

3. To reflect these changes, the panel made substantial recommendations to improve the core competencies and related course outcomes. Below is a description supporting the detailed discussion around each of the original competencies:

* **Writing Skills-** Change core competency of Writing Skills to Business Writing, for consistency and industry relevance.
* **Math-** Recommend combining Basic Mathematics competency and Budgeting, to include "applied business math," such as profit and loss statements, financial math, percentages, ratios, decimals, fractions, business-related conversions between them, gross to net profits, increase/decrease in sales, and ability to create, meet, and adjust budgets. The recurring theme was that managers need to apply these skills in the field to think on their feet and solve real-world problems. This discussion led to a strong recommendation that the Business Mathematics and Accounting/Bookkeeping classes be combined into one course on "Financial Management".
* **Decision Making-** Consolidate Learning/Applying Knowledge and Decision Making into one competency.
* **Work Ethic-** Change Work Ethic to Business Ethics, emphasizing the aspect of enforcing company policies and procedures in an ethical way- not simply following them.
* **Adaptability-** Remove "accepting criticism" (more relevant to Interpersonal Skills) and focus on "ability to prioritize."
* **Teamwork-** Include emphasis on not only contributing to a team, but on a manager’s ability to facilitate the achievement of goals for a team.
* **Oral Communication-** Consensus was that oral communication is a required managerial skill, and that it should include speaking to a variety of types and sizes of diverse audiences. \*NOTE: The panel recommended (with the colleges' support) combining the Oral and Written Communication classes into one comprehensive, semester length class, such as Business Communication Skills for Managers. This class should include, among other skills, how to communicate orally and in writing with clarity, follow and give directions, and present to others confidently.
* **Interpersonal Skills-** Emphasize the abilities to accept and deliver constructive feedback in a professional manner.
* **Inventory Control-** The panel recommended changing Inventory Control to Inventory Management and expanding the competency to include an understanding of the flow of goods and services, as well as the ability to recognize causes and effects of supply chain issues.
* **Front End Management-** Recommend eliminating this as a core competency, as it is really a subset of a more comprehensive competency around Customer Service that incorporates maximizing the entire consumer experience.
* **Budget-** Eliminated and embedded in new "Financial Management" competency, focusing on calculating, interpreting, and analyzing financial information to make business decisions.
* **Cash Handling-** Cash Handling eliminated, as it is what they train entry-level employees to do.
* **NEW Competency- LEADERSHIP-** The panel views "being an effective leader" as critical, focusing on motivating, influencing, and supporting others to achieve desired outcomes.
* **NEW Competency- TECHNOLOGY-** The expert panel emphasized that, even though today's younger employees may be computer literate, they need a working knowledge of business application software.

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.
2. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?

Faculty, both full and part-time, are a very diverse group in the Business Department. I personally went in to the many of the currently taught courses and took a survey of the students currently enrolled in the program since our demographics do not break data down into program level and students from many underrepresented groups are enrolled in the program.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Discuss your program’s strengths.

Financial Aid: Tuition reimbursement, pre-paid tuition, scholarships, and other forms of financial aid for the program are paramount in facilitating employees’ participation.

Professional Endorsements: It is also advantageous that the colleges and other industry organizations, such as the WAFC, the California Grocers Association (CGA), and the Arizona Food Marketing Alliance (AFMA), all endorse the program; these endorsements give the RMC more legitimacy, industry-wide value, and recognition.

1. Discuss your program’s weaknesses.

Time: The students are often full-time, experienced employees with families, community responsibilities, and other activities that compete for time and attention.

Awareness: Industry employees are often unaware of the program, its facets, and how much potential the certificate has to further their career in the grocery/retail industry. They also don't know how much their superiors support the program. Thus, providing informative career/education path communication materials to potential students is critical.

1. *If applicable,* describe any unplanned events that affected your program.

**V. Resource Analysis:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

None requested

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

A full-time faculty member attends the two semi-annual WAFC Educational advisory committee meetings in Southern California. These meetings discuss what works and doesn’t for other colleges and allows employers to tell us what they feel the future and current employees would need to be successful.

1. What professional development opportunities and contributions can your program make to the college in the future?

Continue to attend and be a part of the Southern California’s WAFC Advisory Committee.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

The classroom facilities (primarily in the Business Education Building on main campus) were remodeled three years ago and are much improved. Since that time, the maintenance has declined and the classrooms lack basic upkeep. The floors are dirty and often covered with litter. The computers and desks are covered with dust. The restrooms lack ventilation and the resulting smell can be overwhelming when entering.

In the evenings, the lack of maintenance throughout the day is evident with the restrooms being of particular concern, as expressed frequently by students. Students feel unwelcome to the campus because of the poor conditions in the building.

1. How will your Facilities Request for next year contribute to student success?

We are requesting that the building be cleaned and maintained. We request that custodial staff perform as their job description outlines.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

Teaching the newest technology helps students gain employment. Although much of the course work in this program is theory based, being able to present it in a variety of ways (multimedia and such) helps aid student learning.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

Students in the program have very high communication needs in the potential jobs. Using technology to help them with presentations make them more confident and better employees.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

Goal One: Student Success

Become an exemplary model of student success by developing and implementing best practices;

Students are taught the skills and then must apply those skills using the proper technology in their classes getting them more comfortable and confident when then have to do it in the workplace.

1. Budget: Explain how your budget justifications will contribute to increased student success for your program.

We are not making any budget requests.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.

Most department members are serving on committees on campus as well as in the community. Faculty serve as board members at Youth Connection, and Consumer Credit Counselors of Kern and Tulare Counties and we also work closely with the Bakersfield Women’s Business Conference being held September 24. Each committee with a BMIT rep has a member serving in that capacity. Also, member so the faculty are also serving in co-chair positions on college committees. The department holds regular department meetings and special meeting with special areas that do not include the whole group (Computer Science Faculty, Office Technology Faculty, etc.)

1. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

All faculty are invited to department meetings and part-time faculty who are able to attend usually do.

**VIII. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

**IX. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form X [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) X [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_