**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name:

Program Type: [x]  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.
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**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. | [x]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 10/2/2016\_ (Date) | Courses are being evaluated and updated to match the Student Learning Outcomes provided by the WAFC and the education consulting group. |
| 2. Continue to put pressure on corporate entities to allow local employees the opportunity to have a set schedule to take classes | [x]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 10/2/2016\_ (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** |
| 1. 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 |
| 2. | [ ]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  |  |  |  |

**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).

Enrollments have been declining in many of the RMC courses. Many employers will not work with student schedules and expect them to only take course online. Success rates are not a good as compared to f2f classes so we do not plan on offering those course in online format. Fresno City and Cerritos have entirely online program and student are able to take classes through them.

1. Changes in achievement gap and disproportionate impact.
2. Success and retention for face-to-face as well as online/distance courses.

Success rates are evenly distributed across the course and the table below shows that rates are not necessarily because of the course as much as a semester trend.

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 | 0 | 0 | 2 | 1 | 0 | 2 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**IV. Program Assessment:**

Use attached **Assessment Report Form Comprehensive Tab**

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.

n/a

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?

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?

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?

n/a

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

n/a

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

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

**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 29. 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.

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)