

Assessment Guide

Program or Discipline: Retail Management Division: Business/CIT

Faculty preparing plan: Chris Culver

This guide is intended as a tool to help you plan assessments of student learning for the purpose of planning improvements—to identify where students may hit bumps in the road, or where course scope or sequence may not be aligned with program learning outcomes or the core abilities. You may want to start with concerns about some part of your curriculum. The assessment process may also help you identify where students are achieving outcomes at higher rates than you expected.

Part 1: Student Learning Outcomes – Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
A. List expected learning outcomes. (Describe knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work)	<p>The graduate of the Associate of Applied Science (AAS) program will:</p> <ol style="list-style-type: none">1. understand the purpose, context, concepts, and processes of retailing and the retail environment and the responsibilities of the retail operations function.2. understand the advantages, disadvantages, and circumstantial uses of various leadership styles.3. understand various ethical tools and the reasoning behind various ethical positions.4. determine appropriate and inappropriate interview, hiring, and employee supervision procedures.5. understand the opportunities and challenges posed by a team-based, multicultural work force and the responsibilities of management in handling and motivating employees to achieve organizational objectives.6. apply leadership skills to achieve a motivational and productive culture and climate.7. understand the impact of technology on marketing and recognize how the major elements of the marketing process apply to actual marketing situations.8. define theories and strategies of business management, including human resources management and operations management.9. understand the basic terms and concepts of accounting, and the content of financial statements and be able to understand and interpret the information they contain.10. understand communication theory and give well-organized, clear written and oral business presentations that inform, recommend, and train.11. prepare mathematical business computations for industry requirements, including discounts and mark-ups, returns and allowances, and data to maintain good records.12. learn and demonstrate proficiency with office suite products, including word processing, spreadsheets, database, communication, and presentation software.

Process	Program or discipline response
	<ol style="list-style-type: none"> 13. know, demonstrate, and appreciate good work ethics, including dependability, attention to detail, good customer relations, professionalism, and good teamwork relationships. 14. appreciate the significance of meeting employer/retailer needs in providing superior customer service and apply communication skills to improve customer service and work relationships. 15. use appropriate library and information resources to research business topics. 16. apply critical thinking and analytical skills in decision-making and problem solving. <p>The graduate of the one-year certificate (1 Year Cert) will:</p> <ol style="list-style-type: none"> 1. understand the purpose of retailing and the retail environment and the responsibilities of the retail operations function. 2. understand the advantages, disadvantages, and circumstantial uses of various leadership styles. 3. understand various ethical tools and the reasoning behind various ethical positions. 4. determine appropriate and inappropriate interview and hiring questions. 5. understand the opportunities and challenges posed by a multi-cultural work force and the responsibilities of management in handling and motivating employees in the current business environment. 6. understand the impact of technology on marketing and recognize how the major elements of the marketing process apply to actual marketing situations. 7. define theories and strategies of business management, including human resources management and operations management. 8. understand the basic terms and content of financial statements and be able to understand and interpret the information they contain. 9. understand communication theory and give well-organized, clear business presentations that inform, recommend, and train. 10. understand the basics of word processing, spreadsheets, database management, and internet communications. 11. use appropriate library and information resources to research business topics. 12. apply critical thinking and analytical skills in decision-making and problem solving. <p>The graduate of the career pathway certificate (CPC) will:</p> <ol style="list-style-type: none"> 1. understand the purpose of retailing and the retail environment and the responsibilities of the retail operations function. 2. understand the advantages, disadvantages, and circumstantial uses of various leadership styles. 3. understand various ethical tools and the reasoning behind various ethical positions. 4. determine appropriate and inappropriate interview and hiring questions. 5. understand the opportunities and challenges posed by a multi-cultural work force and the responsibilities of management in handling and motivating employees in the current business environment. 6. understand the impact of technology on marketing and recognize how the major elements of the marketing process apply to actual marketing situations. 7. define theories and strategies of business management, including human resources management and operations management. 8. understand the basic terms and content of financial statements and be able to understand and interpret the information they contain. 9. understand communication theory and give well-organized, clear business presentations that inform, recommend, and train. 10. understand the basics of word processing, spreadsheets, database management, and internet communications. 11. use appropriate library and information resources to research business topics. 12. apply critical thinking and analytical skills in decision-making and problem solving.

Part 2: Assessment Methods – Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
C. Determine at least two methods to assess each outcome at the end of the program with at least one direct assessment of learning.	For the program most of the outcomes are assessed in the first year capstone retailing course. The outcomes are assessed directly by written work, speeches and computerize simulation project.
D. Describe level of expected performance, including conditions of assessment and criteria for success.	All student must achieve a C- or better to advance in the program
E. If appropriate for key course sequences, identify assessment methods for learning outcomes.	N/A
F. If appropriate, identify and collect baseline information on entering students.	N/A – The program has open enrollment without any cohorts
G. Establish a 3-5 year schedule for assessment, including who will interpret results. Which students will be assessed? When will the assessments take place? Which outcomes will you assess this year? (Suggestion: assess a maximum of 3 outcomes per year, except in specially accredited career technical programs)	Assessments will be done on an annual basis by the program lead. All students will be assessed through the retail simulation and then again in the co-op experience if the student is enrolled in the AAS program. We will seek guidance on the prioritization of the outcome and assessment from our advisory committee and also from the statewide consortium.
H. Determine how you will assess outcomes on an annual basis. Who will conduct the assessments? Who will tabulate data? Who will analyze the results? When will the work be completed?	Outcome assessment will be done at the end of the academic year. This will allow for the most complete data, and also can be utilized to plan for continuous improvement in the coming year. All such work will be done by the program lead or division dean.

3. Now you have a plan to implement—go forth and assess!

Part 4: Closing the Loop – Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
<p>I. Identify the next steps, including any planned changes to curriculum or pedagogy. What do you expect to learn from these assessment efforts? Determine how and with whom you will share interpretations.</p>	<ol style="list-style-type: none">1. Discuss with Retailing Instructor the overall assessment needs2. Monitor AAS student progress and growth the co-op coordinator3. Share results with statewide consortium, advisory committee and faculty.