

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Business Management	206	BMG 206 06/17/2019- Retail Principles and Practices
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Cheryl Byrne
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify the foundational concepts central to any brick-and-mortar or online retail environment

- Assessment Plan
 - Assessment Tool: Departmental exam, discussions, blogs
 - Assessment Date: Fall 2022
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer sheet and rubrics

- Standard of success to be used for this assessment: 75% of students will score 70% or higher
- Who will score and analyze the data: Lead instructor

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018	2019, 2018	2018

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
118	80

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number assessed varies as students withdrew or did not complete the activity.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is only online, so only online students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Departmental exam (multiple choice/TF) - scored in Blackboard
 Discussions (about issues facing retailers today) - rubrics
 Blogs (current events) - rubrics

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
Departmental exam: 83% of students scored 70% or better; the standard of success was met.

Discussion: There were 3 discussions with 84% of students scoring 70% or better overall; standard of success was met. Results for each discussion are below.

Returnaholics: 92% of students scored 70% or better; the standard of success was met

Mobile Technology: 90% of students scored 70% or better; the standard of success was met

RJPs: 79% of students scored 70% or better; the standard of success was met

Current event blog: There were 4 blogs with 86% of students scoring 70% or better overall; the standard of success was met. Scores for the individual blogs are below.

Blog 1: 86% of students scored 70% or better; the standard of success was met

Blog 2: 89% of students scored 70% or better; the standard of success was met

Blog 3: 87% of students scored 70% or better; the standard of success was met

Blog 4: 83% of students scored 70% or better; the standard of success was met

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did well at identifying and understanding the foundational concepts central to all retail environments such as:

- the role of retail in the supply chain
- retail categories, formats, organizational structures, location determinants, and competition
- market selection and retail locations analysis
- the ever-changing retail environment and the future of retailing, e.g., demographic changes, environmental uncertainties, globalization, technology, e-commerce, and competition
- laws and ethical issues Ethics and Social Responsibility
- basic retail math calculations

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There are no plans for improvement.

Outcome 2: Recognize and apply the principles and practices related to managing the retail offering

- Assessment Plan
 - Assessment Tool: Departmental exam
 - Assessment Date: Fall 2022
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer Sheet
 - Standard of success to be used for this assessment: 75% of students will score 70% or higher
 - Who will score and analyze the data: Lead instructor

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018	2019, 2018	2018

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
118	85

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number assessed varies as students withdrew or did not complete the activity.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is only online so only online students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Departmental exam (multiple choice/TF) - scored in Blackboard

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Departmental exam: 75% of students scored 70% or better; the standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did well on identifying the practices used for:

- determination of the product and service offering mix
- product ordering, e.g., new item buying, replenishment buying, and the 6-month merchandising plan
- inventory valuation, tracking, and control
- pricing concepts, strategies and customization

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There are no plans for improvement.

Outcome 3: Recognize and apply the principles and practices related to communicating the retail offering

- Assessment Plan
 - Assessment Tool: Departmental exam
 - Assessment Date: Fall 2022
 - Course section(s)/other population: All sections
 - Number students to be assessed: All Students
 - How the assessment will be scored: Answer Sheet
 - Standard of success to be used for this assessment: 75% of students will score 70% or higher
 - Who will score and analyze the data: Lead instructor

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018	2019, 2018	2018

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
118	80

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number assessed varies as students withdrew or did not complete the activity.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This is an online only course so all online students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Departmental exam (multiple choice/TF) - scored in Blackboard

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
Departmental exam: 87% of students scored 70% or better; the standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did well when it came to recognizing and applying concepts for:

- where and what consumers buy (buying behavior), segmentation of the consumer market, identification of the target market, and customer advocacy.
- customer relationship management, e.g., customer service, handling customer dissatisfaction, and retail selling.
- determination and implementation of a promotional plan across all channels.
- visual merchandising, e.g., store layouts, visual displays, and messaging/signage.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There are no plans for improvement.

Outcome 4: Recognize and apply the principles and practices of managing the operations of a retail organization

- Assessment Plan
 - Assessment Tool: Departmental exam and Take 10 quizzes
 - Assessment Date: Fall 2022
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer sheet
 - Standard of success to be used for this assessment: 75% of students will score 70% or higher
 - Who will score and analyze the data: Lead instructor

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018	2018, 2019	2018

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
118	80

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number assessed varies as students withdrew or did not complete the activity.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This is an online only course so all online students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Departmental exams (multiple choice/TF/calculations) - answer sheet

Take 10 Quizzes (retail math calculations) - answer sheet

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Departmental exam: 87% of students scored 70% or better; the standard of success was met.

Take 10: There were 10 Take 10 quizzes with 84% of students scoring 70% or better overall; the standard of success was met. Below are the scores for the individual quizzes.

Fractions: 93% of students scored 70% or better; the standard of success was met

Decimals: 94% of students scored 70% or better; the standard of success was met

Percentages: 88% of students scored 70% or better; the standard of success was met

Averages and Units: 90% of students scored 70% or better; the standard of success was met

Merchandise Plan: 86% of students scored 70% or better; the standard of success was met

Inventory Evaluation: 86% of students scored 70% or better; the standard of success was met

Markups/Markdowns: 86% of students scored 70% or better; the standard of success was not met

Income Statement 1: 89% of students scored 70% or better; the standard of success was met

Income Statement 2: 67% of students scored 70% or better; the standard of success was not met

Productivity Measures: 85% of students scored 70% or better; the standard of success was met

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did well when it came to the concepts and practices related to:

- management skills needed to succeed in the retail industry
- procedures and concepts regarding the recruitment, selection, training and motivation of employees
- planning processes and interpretation of related financial statements, e.g., profit and loss, balance sheet, and cash flow statements
- site and data management
- store maintenance and store protection
- most retail math calculations needed to function successfully in a retail environment

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There were two Take 10 quizzes that individually did not meet the standard of success (70% of students scoring 70% or better).

Students had difficulty calculating markup and markdowns at retail (66% of students scoring 70% or better).

While students did well on the Income Statement 1 Take 10 quiz (89% scoring 70% or better), they did not do as well on the more advanced calculations in the Income 2 Take 10 quiz (67% scored 70% or better).

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

This is the first assessment of this course.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Overall, this course is meeting the needs of students. The two areas of concern were not necessarily a surprise but confirmed intuitive suspicions.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The assessment will be shared with the dean, department chair, and department members.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	This course first ran in Fall 2010 and went through a major revision during the 2015-16 academic year. A course assessment was completed Winter 2019 and submitted during Summer 2019. The standard of success used was 75% of students scoring	Some of the plans are based on the constant changing of the retail environment. The revisions to the learning tools are a result of the assessment data.	2020

	<p>70% or better on each tool.</p> <p>It is anticipated that this course will undergo a major revision to update the material to keep up with the changing retail landscape and to update the Blackboard course to meet the current WCC design standards. In addition, the textbook (a PDF created by WCC faculty with no cost to students) will need updating and made ADA compliant. Finally, the learning tools for Markups and Markdowns and Income Statements will be revised to improve student understanding of the concepts.</p>		
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Assessment data by outcome](#)

- Faculty/Preparer:** Cheryl Byrne **Date:** 06/18/2019
- Department Chair:** Douglas Waters **Date:** 06/18/2019
- Dean:** Eva Samulski **Date:** 06/19/2019
- Assessment Committee Chair:** Shawn Deron **Date:** 08/19/2019

