



Curriculum Development & Quality Assurance Processes

Supported by funding from a U.S. Department of Labor Trade Adjustment Assistance Community College Career Training (TAACCCT) grant, the ACT-On Consortium completed a review and revalidation of the Retail Management Certificate competencies. The Consortium developed seven (7) updated, technology-enhanced courses that addressed the revalidated competencies as well as new student learning outcomes. Each course was designed to meet open educational resources (OER) standards. The following steps were taken to complete this deliverable and ensure compliance with federal regulations:

Curriculum Development

- Clackamas Community College engaged the services of Dr. Jennifer Webster as an Instructional Designer (ID) to lead and coordinate a team of faculty members from all four (4) Consortium colleges who assisted with writing the course modules. Credentials for Dr. Webster are included in [Appendix A](#). Authors worked in teams to develop their assigned courses. Faculty credentials are included in [Appendix B](#).

Quality Assurance

- In an effort to begin the review process, faculty from three (3) of the colleges piloted the completed course modules and provided the ID with feedback and recommendations for improvements.
- An independent team of subject matter experts (SME) were contracted as third party reviewers by The Collaboratory. The team of SME's, led by Ms. Beth Britt, conducted in-depth reviews to verify that appropriate competencies and content were addressed in each course module. Credentials for Ms. Britt are included in [Appendix C](#); Ms. Britt's executive summary, credentials for the SME's, and the rubric used are included in [Appendix D](#); SME recommendations are included in [Appendix E](#). The SME recommendations were provided to the ID for additional editing of the course modules.
- A team of independent ID's were contracted by The Collaboratory to provide additional development of the course modules which included verification that all required deliverable requirements and guidelines had been satisfied. The ID's leading this effort were Julie Strzempko and Valerie Taylor whose credentials can be found in [Appendix F](#); the summary report provided by the independent ID's are included in [Appendix G](#).

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

Appendix A

Jennifer Webster, PhD, is the principal consultant at Business Strategies, Inc., a firm providing consulting service to both the private and public sector in strategic planning, curriculum development, facilitation, leadership and team development. The range of clients include Clackamas Community College, Columbia Sportswear Company, Confederated Tribes of Grand Ronde, IBM, Linfield College, Price Waterhouse Coopers, Oregon Department of Transportation, and Wells Fargo. Dr. Webster earned a B.S. in Business from George Mason University, an MBA from Webster University and her PhD in Adult Education from Oregon State University. She also teaches at several universities including Marylhurst University and University of Maryland University College. She moved to Oregon in 1995 from Kansas City where Sprint Corporation employed her as an educational consultant.

Appendix B

Course Title	Author Position	Author Education	Author Experience
Human Relations	Full-time professor, Tyler Junior College	MBA (Management & Marketing) LeTourneau University	Credentialed to teach all business curriculum except courses requiring a CPA or attorney as an instructor; courses taught: Principles of Mgr, Strategic Mgt, Human Resources Mgt, Principles of Retailing, Organizational Behavior, Intro to Financial Advising, Small Business Mgt
	Professor, Clackamas Community College	MBA (Organizational Effectiveness)	5 yrs teaching; 12 yrs of HR executive experience in multi-site organizations, both public and private
Principles of Management	Instructor, Cerritos College	MBA (Entrepreneurship; marketing)	4 yrs teaching; 26 yrs in business
	Adjunct Instructor, Cerritos College	MBA (Business); University of Phoenix	3 yrs teaching - Cerritos; 8 yrs teaching - ITT Technical Institute
Principles of Marketing	Instructor, University of Alaska-Anchorage	MBA, MS (CIS in Database Technology & Mgt of Technology); Graduate Certificates in Object-Oriented Technology & Adult Learning, Training & Development	5 yrs teaching
	Instructor, Cerritos College	Masters	9 yrs teaching; marketing director
	Instructor, Cerritos College	MA (Marketing)	3 yrs teaching; 25 yrs real estate
Human Resources	Professor, Clackamas Community College	MBA (Organizational Effectiveness)	5 yrs teaching; 12 yrs of HR executive experience in multi-site organizations, both public and private
	Instructor, Cerritos College	MBA	16 yrs teaching; experience in mgt, small business ownership

Course Title	Author Position	Author Education	Author Experience
Financial Management	Instructor, University of Alaska-Anchorage	MBA (Business & Economics), MS (CIS in Database Technology & Mgt of Technology); Graduate Certificates in Object-Oriented Technology & Adult Learning, Training & Development	7 years experience teaching courses in Financial Mgt.; 15 yrs in accounting; QuickBooks Certified Proadvisor
	Instructor, Clackamas Community College	MBA, University of Portland	9 yrs teaching - Clackamas; faculty, University of Phoenix, 7 yrs; faculty, Marylhurst University, 4 yrs; faculty, Portland State University, 3 yrs); faculty, Concordia University-Portland, 1 yr
	Full-time professor & department chair, Tyler Junior College	MBA with 27 grad hrs in accounting	20 years teaching accounting
Business Communication Skills for Managers	Adjunct Instructor, Cerritos College	MBA (Business); University of Phoenix	3 yrs teaching - Cerritos; adjunct Instructor, ITT Technical Institute, 8 yrs
Retail Management	Assistant Professor, The University of Texas at Tyler	PhD (Merchandising), Texas Tech University; MBA (Management) Golden Gate University	7 yrs teaching; director of Undergraduate Programs; courses taught: marketing and retail
	Adjunct Instructor, Cerritos College	MBA (Business); University of Phoenix	3 yrs teaching - Cerritos; adjunct Instructor, ITT Technical Institute, 8 yrs

Beth Britt

Founder & President



Beth Britt is Founder and President of EPB Consulting LLC, which specializes in change management strategy and implementation, human resources strategy and implementation, organizational governance and project management.

Current clients include the Center for Energy Workforce Development (CEWD), a non-profit organization in Washington, DC, where Britt provides senior-level consulting to energy companies, community colleges and state-wide energy workforce consortia in strategic workforce planning and development. Britt also provides direct services to CEWD in program and meeting planning and authored the 2014

State of the Energy Industry report.

Britt retired from Duke Energy in 2010 as Vice President for HR Planning and Integration. She was responsible for human resources strategic planning, measurement and benchmarking, and led communications and change management implementation in support of significant HR systems and process changes within the company. Prior to her VP appointment in 2008, Britt led enterprise staffing and recruitment for Duke Energy, including external sourcing, executive recruiting, immigration, internship and co-op programs, and pre-employment assessment and testing.

During her 26-year tenure with Duke Energy, Britt led the development of Duke’s internal employment brand, recruited and mentored 15 HR master degree associates, and led cross-functional change management projects for the Duke Energy/Cinergy merger and the Spectra Energy spin-off. As an independent consultant, she developed the change management strategy and communications for the employee voluntary separation program during Duke Energy’s merger with Progress Energy.

In 2012, Britt was contracted to write and manage the development of a new-business proposal for Total Protection Services (TPS) LLC, which provides security services to energy companies. Britt wrote five additional proposals for TPS and briefly served in the role of Executive Vice President, Administration during a period of significant change and reorganization.

Britt is a member of the Society for Human Resource Management and a graduate of Class 11 Leadership Charlotte. She currently serves on the Board of Directors and chairs the HR Committee for the Girl Scouts Hornets’ Nest Council, and has served on the Board of Advisors for the Darla Moore School of Business at the University of South Carolina. She is a graduate of the Lockheed Martin Manager Institute and successfully completed the Consulting Skills Mastery Program and the Advanced Skills Consultant Course of the Meridian Institute.

The North Carolina native graduated from the University of North Carolina at Chapel Hill with a Bachelor of Arts degree in journalism and speech communication. She lives in Charlotte with her husband and daughter.

Current & Previous Clients:

- Center for Energy Workforce Development
- The Collaboratory, LLC
- Duke Energy
- Total Protection Services LLC

Community Support:

- Board Member & HR Committee Chair, Girl Scouts Hornets Nest Council
- Tutor, Communities in Schools

Professional Affiliations:

- Leadership Charlotte
- Society for Human Resources Management

Appendix D

Report of Third Party Review

Executive Summary

Supported by funding from a U.S. Department of Labor Trade Adjustment Assistance Community College Career Training (TAACCCT) grant, The Alaska California Texas (ACT) – Oregon national (On) Retail Management Careers Consortium (“ACT-On Consortium”) organized in 2012 to ensure that retail management careers in the grocery space are a solid opportunity for Trade Adjustment Assistance (TAA)-eligible and other adult workers. The consortium, led by Tyler Junior College, includes co-grantees Cerritos College, Clackamas Community College, the University of Alaska Anchorage, and key partner the Western Association of Food Chains (WAFC).

The purpose of this report is to summarize the process the Consortium followed to comply with the DOL requirement for review of new curriculum by an independent third party before making it available as online educational resources (OER) material. The new curriculum that was subject to third party review is eight (8) new on-line training courses that supplement classroom instruction of the ACT-On Retail Management Course.

The Consortium was assisted in conducting the third party review by The Collaboratory, a small consulting firm that has provided project management support to the ACT-On consortium during its TAAACCT grant.

Process and Support Tools

In support of the independent third party review, The Collaboratory developed a standardized scoring rubric for the reviewers to consistently record their observations of the course content. A copy of the Rubric is included at the end of this document. The rubric asked the reviewers to rate the content as “Evident,” “Not Evident,” or “Not Applicable” in five key areas:

- A. Learner Objectives and Interaction
- B. Instructional Design
- C. Instructional Materials
- D. Assessment and Measurement
- E. Industry Based Application

The rubric also provided space for the reviewers to provide overall general comments about the course. Rubrics were completed for each module within each course, with a total of 53 rubrics submitted by the reviewers. The reviews were conducted via Basecamp, a project management tool employed by The Collaboratory that enabled each reviewer to access his or her own “project” that contained the rubric and the courses assigned to them for review. Training on the use of Basecamp was provided to the six reviewers by The Collaboratory. Compensation was offered to each of the reviewers, based on the number of modules/courses they were asked to review.

Third Party Review Timing

Execution of the third party review of the eight on-line courses began in January 2015 and followed a compressed timeline, concluding on March 4, 2015. Key milestones included:

- Week of February 2: SMEs confirmed for review
- February 9: SMEs given access to and trained in the use of Basecamp
- March 4: SME review of the course content completed and feedback submitted via the standardized rubric
- Week of March 9: Feedback from rubrics summarized by The Collaboratory
- March 15: Summarized feedback submitted to the Consortium’s instructional designer.

Subject Matter Experts

The Collaboratory requested each partner college of the ACT-On Consortium to submit names of potential third party subject matter experts who Consortium members believed had the requisite knowledge and experience to critique the content of the on-line courses. Subject matter experts were independent to the faculty who were involved in the development of the curriculum. The Collaboratory contacted a subset of the recommended reviewers, taking care to contact one or more reviewers recommended by each of the five ACT-On Consortium members. Due to the time lapse between the request for SME names and the execution of the third party review, some of the reviewers were found to have taken other teaching positions or to have retired.

Six reviewers were confirmed to review the eight on-line courses. One reviewer was not included in the original list of recommended reviewers but was recommended by another reviewer who recommended the faculty member based on relevant academic experience. The new reviewer and one of the original reviewers were engaged to review two courses separate courses because of their knowledge and experience with the subject matter.

Summaries of the reviewers' credentials and teaching experience follow.

Process Following Third Party Review

A summary of the feedback from the reviewers was provided to the Instructional Designer and to the Consortium project leads. When the courses are finalized, they will be made available on the Multimedia Education Resource for Learning and Online Teaching (MERLOT), a repository of free and open online teaching, learning, and faculty development services contributed and used by an international education community. MERLOT was developed by the California State University Center for Distributed Learning and has been designated by the DOL to serve as the platform for all TAACCCT grant recipients to submit their Open Education Resources (OER) material.

Reviewer of Course 1, Retail Management and Course 4, Human Resources

Position	Professor, School of Business Sciences, Irvine Valley College
Education	Doctor of Business Administration, University of Phoenix, Phoenix, AZ MBA, Concordia University, Irvine, CA BA, Recreation & Camp Administration, Biola University, La Mirada, CA
Teaching Experience	Provide instruction in business management and entrepreneurship Teaching experience includes traditional, hybrid, and online instruction. Course Instruction: Introduction to Business, Organizational Behavior, HR Management, Introduction to Marketing, Entrepreneurship, Retail Management, International Business, Introduction to Business, Business Strategy, and Management Academic program review and curriculum development Participate in development of new programs and courses.

Review of Course 2, Introduction to Management

Position	Adjunct Faculty, California State University Monterey Bay Distance Education Specialist & Adjunct Faculty, Hartnell College, California Online Adjunct Faculty, Southern New Hampshire University
Education	MBA, General Business Management, University of Alaska, Anchorage BBA, Management and Marketing, University of Alaska, Anchorage
Teaching Experience	5+ years teaching 37 sections of business courses in Marketing, Management, Economics and Business Law Taught over 2000 students in online, blended, and face to face courses 15 years of experience in retail and tour company management/ownership Developed and taught 11 asynchronous online business courses 5+ years of experience using emerging social media and streaming media tools in the classroom

Reviewer of Course 3, Human Relations, and Course 5, Computer Applications for Business

Position	Adjunct Faculty, California State University Monterey Bay Adjunct Faculty, Southern New Hampshire University
Education	Ph.D., Business Administration, specialization: Management, Northcentral University, Prescott, AZ (expected completion: 2016) MBA, Simmons College, Boston, MA
Teaching Experience	Principles of Management Business Ethics in Action Participation in Community Economic Development Introduction to Business Computing Reading, Writing & Critical Thinking Business Communication Human Relations in Administration Social Responsibility in Business
Course Development	Developed Business Ethics in Action from conception through approval Developed online classroom for Business Ethics in Action course Developed uniform syllabus for all BUS instructors

Reviewer of Course 6, Business Con

Position: Director of M
Retail Management Careers
Education - CALIFORNIA - TEXAS MBA Manag

Module Evaluation Rubric

Teaching Experience

SME Name

BA, International Political Science, Wells College, Aurora, New York

Serve as Adjunct Professor instructing across UAA and serving as guest lecturer for Business Classes.

Module Title

Professional Certifications

Management Development Certificate, Cornell University Industrial Labor Relations School, Ithaca, NY

Development Program in Corporate Community Relations, Boston College, Boston, MA

Reviewer of Course 7, Financial Management

Position

Senior Lecturer of Accounting, University of Texas at Tyler

Education

MBA, Accounting, University of Texas at Tyler

Bachelors of Business Administration, Accounting, University of Texas at Tyler

Teaching Experience

Forensic Accounting, Internal Auditing, Advanced Auditing, Accounting Concepts and Procedures, Financial Accounting, Managerial Accounting, Auditing, Forensic Accounting, Internal Auditing, Accounting Information Systems,

Professional Certifications

Certified Public Accountant

Certified Internal Auditor

Certified Governmental Auditing Professional

Chartered Global Management Accountant – AICPA

Reviewer of Course 8, Introduction to Marketing

Position

Executive Director, Food Industry Leadership Center & Professor in Food Marketing, Portland State University

Education

Ph.D., Marketing, University of Oregon, Eugene

MBA, Utah State University, Logan

BS, California State University, Bakersfield (Marketing)

Teaching Experience

Global Marketing: Business in Mexico

Business to Business Marketing

Consumer Products Marketing

Principles of International Marketing

Food Industry Practicum

A. Learner Objectives & Interaction

A1	The course learning objectives are measurable.	Not Evident	Not Evident	Applicable
A2	Learning objectives are stated clearly and written from the student's perspective.	Not Evident	Not Evident	Applicable
A3	The learning objectives are appropriately designed for the level of the course.	Not Evident	Not Evident	Applicable

Comments:

B. Instructional Design

B1	The course organization and design is clear, coherent, and structured in an appropriate way.	Evident	Not Evident	Not Applicable
B2	Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	Evident	Not Evident	Not Applicable

Comments:

C. Instructional Materials

Specify which module or lab reviewed				
C1	The instructional materials contribute to the achievement of the stated course objectives.	Evident	Not Evident	Not Applicable
C2	The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained.	Evident	Not Evident	Not Applicable
C3	The instructional materials are current.	Evident	Not Evident	Not Applicable
C4	The learning activities promote the achievement of the stated learning objectives.	Evident	Not Evident	Not Applicable
C5	Learning activities provide opportunities for interaction that support active online learning.	Evident	Not Evident	Not Applicable
C6	The module design organizes the course into stages of introduction, development, and assessment.	Evident	Not Evident	Not Applicable
C7	The videos, graphics and articles were appropriate for the level of learning and focus for the module.	Evident	Not Evident	Not Applicable
C8	The activities were engaging and kept me active with the content and course objectives.	Evident	Not Evident	Not Applicable
C9	The module includes learning objectives, activities and assessments.	Evident	Not Evident	Not Applicable

Comments:

D. Assessment & Measurement

D1	The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources.	Evident	Not Evident	Not Applicable
D2	The assessment instruments selected are varied and appropriate to the student work being assessed.	Evident	Not Evident	Not Applicable

Comments:

E. Industry-Based Application

E1	Course materials, activities, and learning outcomes reflect direct application to the target occupation and possibly within the retail industry.	Evident	Not Evident	Not Applicable
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Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high-skill employment in the retail professions? Please elaborate.

Overall Comments:

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration.

The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

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Appendix E

Course: Business Communication Skills

Module 1: Oral Communication

A. Learner Objectives and Interaction – rated Evident

No additional comments

B. Instructional Design – rated Evident

No additional comments

C. Instructional Materials – rated Evident

Quizzing along the way to see if the content is understood is very effective. Type of questions that were most effective where: multiple choice, True or False. Least effective: open-ended questions. The under 10 minute clips were most effective in conveying the learning objectives.

D. Assessment and Measurement – rated Evident

Open ended questions least effective in measuring learning outcome.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Intermediate--will take the student to the next level of management.

Module 2: Prepare a Business Report

A. Learner Objectives and Interaction – rated Evident

No additional comments

B. Instructional Design – rated Evident

No additional comments

C. Instructional Materials – rated Evident

Top 10 Business Movie Speeches was not germane to business scenarios that most students will encounter. Quiz Me in section 3 appeared superfluous. What would have been more effective is a 3 question quiz approach stressing format, graphics, purpose. These points would have been more effective and practical for the student.

D. Assessment and Measurement – rated Evident

Open ended questions least effective in measuring learning outcome.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Intermediate--will take the student to the next level of management.

Module 3: Problem Solving and Decision Making

A. Learner Objectives and Interaction – rated Evident

No additional comments

B. Instructional Design – rated Evident

No additional comments

C. Instructional Materials – rated Evident

The opening video with Maurice Ashley was the most effective video in the section. The interactive Quiz Mes worked best when they were short and concise.

D. Assessment and Measurement – rated Evident

No additional comments

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Intermediate--will take the student to the next level of management..

Module 4: Choices of Communication

A. Learner Objectives and Interaction – rated Evident

No additional comments

B. Instructional Design – rated Evident

No additional comments

C. Instructional Materials – rated Evident

No additional comments

D. Assessment and Measurement – rated Evident

The video in section 2 was very effective. The quiz was not effective nor useful in its present form. It was repetitive in nature and had typos ie "incompeten".

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Intermediate--will take the student to the next level of management.

Module 5: Communication Channels and Flows

A. Learner Objectives and Interaction – rated Evident

No additional comments.

B. Instructional Design – rated Evident

No additional comments.

C. Instructional Materials – rated Evident

Excellent clear and concise. Enjoyed visual aids as a learning tool.

D. Assessment and Measurement – rated Evident

No additional comments.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Intermediate--will take the student to the next level of management.

Module 6: Forms of Communication

A. Learner Objectives and Interaction – rated Evident

No additional comments.

B. Instructional Design – rated Evident

No additional comments.

C. Instructional Materials – rated Evident

The drag drop technique was very effective and valuable. Video modules were excellent.

D. Assessment and Measurement – rated Evident

No additional comments.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Intermediate--will take the student to the next level of management.

Module 7: Electronic Media

A. Learner Objectives and Interaction – rated Evident

No additional comments.

B. Instructional Design – rated Evident

No additional comments.

C. Instructional Materials – rated Evident

The quiz in section 4 "Using Not" in its questioning was confusing. This quiz did not reinforce the learning objective.

D. Assessment and Measurement – rated Evident

No additional comments.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Intermediate--will take the student to the next level of management.

Module 8: Effective Business Communication

A. Learner Objectives and Interaction – rated Evident

No additional comments.

B. Instructional Design – rated Evident

No additional comments.

C. Instructional Materials – rated Evident

Excellent visual aids and the material was clear and concise.

D. Assessment and Measurement – rated Evident

No additional comments.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Intermediate--will take the student to the next level of management.

Course: Financial Management

Module 1: Budgets

A. Learner Objectives and Interaction – rated predominantly Evident

The learning objectives, as they pertain to retail knowledge, should be clearly stated at the beginning of the module. The first page includes a master budget spreadsheet for a manufacturing entity - do not see the relevance to the retail industry, which may confuse students.

B. Instructional Design – rated Evident

The opening video moves very quickly, students may need to view more than once. The video also references a textbook to which students may not have access.

C. Instructional Materials – rated Predominantly Evident

Since the learning objectives were not clearly stated, not sure the learning activities promote the achievement of the objectives. Other than the video, there were no interactive learning activities. On page 8, the narrative references column "H" when it actually is column "G" for notes. In general, the budget information seems to relate more to a production activity than a retail activity.

D. Assessment and Measurement – rated Not Evident

This was the main area that improvement should be considered. In general, "word searches" are very elementary and are helpful when students are learning spelling and word recognition - not for adult students. My college students would not appreciate being assigned a word search. Crossword puzzles require higher order understanding and can be more useful and engaging. On p. 7, #1 down: "budget" is misspelled. Also, one T/F question is not sufficient to reinforce concepts. On p. 9, the selection activity instructions indicate that there is a "checkmark" is on the last page. However, there is only one page. Also, on the same page, "lenders" is misspelled.

E. Industry Based Application – rated Not Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This course is foundational. As mentioned earlier, this module seems more applicable to a production environment instead of a retail environment.

Overall Comments:

Material in the module is good information, however the module seems to switch focus from retail environment to a production environment, and then back to retail. I realize that this module is to be used as supplemental information, and therefore the intent may be to offer multiple applications of budgeting. But if the objective is to prepare the student to understand and implement budgets for a retail environment, the material should be focused on retail budgeting.

Module 2: Financial Analysis

A. Learner Objectives and Interaction – rated Evident

Learning objectives were clearly stated and appropriate for this level course.

B. Instructional Design – rated Evident

The opening video references a textbook, previous chapters and financial statements - will students have access to this information? There are many links throughout the module that do not work. Some are redundant, consider linking new term to definition the first time it is introduced, and not every time it is used in the narrative.

C. Instructional Materials – rated Evident

The module contains a lot of information, most relevant to the retail environment, but some is not relevant. Consider shortening the module, or separating into two modules. Financial analysis is usually the last financial concept taught, so this module should be completed towards the end of the course. On p. 7, the first sentence references Figure 1, which is a link to a balance sheet on Boundless.com, which is irrelevant to the sentence. Pages 9 - 12 have sequence issues, they bounce back and forth between current, liquidity and acid test. No relevancy for definition of Treasury bill in middle of p. 12. On p. 19, the word "margin" is linked to an incorrect definition for the word use. P. 20 (key points) the word "noncurrent" is linked to the definition of current. On p. 21, the difference between sales and net sales is not explained, and is very relevant to the retail environment. On p. 23, the formula at the bottom of the page should include average inventory. On p. 24, the explanation of vertical analysis should be expanded to include % of assets as basis for analyzing balance sheets.

D. Assessment and Measurement – rated partially Evident

Consider eliminating word search activities - too elementary. On some pages (p. 4 for example) the activities covers material not included on the page. There is so much information on each page, that one T/F question for a page of information is not sufficient to reinforce concepts on the page. On p. 15 the instructions for the drag and drop exercise are not informative and the results do not indicate if they student is correct. On page 16, #3 down in the crossword puzzle should be the definition of equity, since the right side of the Balance Sheet is Liabilities and Equity, not just Equity. On p. 21, the answer to the T/F is not evident from information on the page. On p. 23, the instructions for the Pairs Activity are unclear. In the sorting activity on p. 24, "vertical" is misspelled.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This course is intermediate level and should be the last financial module attempted by the student.

Overall Comments:

There is a lot of information in the module on different ratios and how they are used. Other than the liquidity ratios, there is not much information relevant to interpreting the results and/or applying the financial analysis to a retail environment.

Module 3: Financial Reports

A. Learner Objectives and Interaction – rated Evident

In the last sentence of the introductory paragraph, "financial" is misspelled.

B. Instructional Design – rated Evident

Again, without knowing the context that these materials will be utilized within, it is hard to know whether or not the video will be relevant to the student. There are references in the video to material that the student may not have access to view.

C. Instructional Materials – rated Evident

On page 2 & 3, the colors of the graphic referenced do not match the colors mentioned in the narrative. On p. 3, the narrative states that a Balance Sheet has already been introduced...but where? Also, on p. 3, there are references to Edelweiss horizontal and vertical analysis in an earlier illustration, but was not in previous module. Page 4 contains to reference to a future chapter, but does not say what module. The graphics on p. 5 are excellent. Another reference to Edelweiss on p. 7. Also, it should be Statement of Cash Flows, not "in" cash flows.

D. Assessment and Measurement – rated Evident

Consider eliminating "seek a word" - too elementary for this level student. On p. 4,, the "put in order" activity is too simple. There should be more than one T/F question to review material. The question at the end of the module is typical of what is asked of all students in Financial Accounting.

E. Industry Based Application – rated Not Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This is a foundational module. The examples of the core financial statements did not reflect a typical retail entity. The Income Statement was typical of a Service company. This would have been a good opportunity to tailor the material presented to be specific to a retail entity.

Overall Comments:

This module will serve as relevant supplemental material, but there is much more to the financial statements than was covered in this module.

Module 4: Internal Controls

A. Learner Objectives and Interaction – rated Evident

The format of this module is slightly different than previous modules, as if created by a different preparer.

B. Instructional Design – rated Evident

Structure is similar to other financial modules, but slightly different. For example, the course outcomes and competencies are listed below the video instead of at the top of the slide...might be missed by student. Same concern about videos and references to materials not included in course.

C. Instructional Materials – rated partially Evident

On p. 2, auditing is introduced with no apparent link to course objectives. Internal Controls should be presented from an internal viewpoint, not external. On p. 5, "redesigning" is misspelled. The last sentence of the first paragraph - "employees" is misspelled. Wikipedia is not a solid reference site. Page 5: There should be a link to the Disney decision since most students may not have heard of this case. The Code of Conduct article was a good item to add to the module. On p. 6, WorldCom is misspelled. The video is slightly condescending to accountants, but since that is not your target audience, should be ok. More emphasis should be placed on value of internal controls to employees and other internal stakeholders. Page 7 was another slide about Sarbox - too much emphasis, until goal is to instill an innate fear of the SEC. The risk assessment slide (p.8) focuses mainly on cash, when there are many applications to a retail entity. The bank statement information is outdated and does not consider the widespread use of online banking. Bank statements no longer include copies of deposits or checks. Also, outstanding checks are just timing differences and should be referenced as such. On p. 9, the link for forensic accounting is to a definition for regular accounting - not the same thing! On p. 10, a voucher is not the same thing as a receipt; you don't pay receipts. Page 11 - the definition of internal auditing is incorrect - they are not independent. This slide is the most applicable slide to a retail environment.

D. Assessment and Measurement – rated partially Evident

The assessments in this module contained scores - no other modules have scores. The assessments started out at a higher level than previous modules - multiple T/F; multiple M/C, etc. - then tapered off to single questions by end of module. Some assessments do tell student if correct or not. Slide 3 contains an open-ended question, but no instructions on how to submit the response. The final question is an essay, but no method to submit was presented - assumed will be explained in course.

E. Industry Based Application – Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This course as presented would be foundational. There is opportunity for further application to the retail industry within this module.

Overall Comments:

This module on internal controls presented the material more from an outside viewpoint than a retail employee viewpoint. The standard by which most companies create and monitor their internal controls is the framework designed and maintained by the Committee of Sponsoring Organizations (COSO), yet this framework is not mentioned within the module. Consider adding the framework and changing viewpoint of presentation to suggest internal controls are beneficial to the employee...not just the auditor and outside entities.

Module 5: Financial Calculations

A. Learner Objectives and Interaction – rated Evident

This module was formatted differently from the other modules with a table of contents...why? Students should be advised to print or save the calculator instructions.

Instructional Design – rated Evident

There are a lot of videos in this module - will there be any real time instruction? The videos about mark-up and simple interest are the appropriate level for this course. Some videos, for example - compound interest - do not work. The discount video on p. 5 was excellent. The Time Value of Money video was painful to watch - the voice puts me to sleep! Page 6 contains a lot of complex information. The first video references Chapter 24, PV tables on a website and a text, which may confuse students. This slide is too long - consider separating into two slides: PV/FV and PF/FV Annuity. Also, the video for PV of annuity explains FV, not PV. On p. 7, the video for sinking funds is not about sinking funds - explains PV/FV discounting again.

B. Instructional Materials – rated predominantly Evident

This module was very thorough and contained a lot of instruction, but failed to present relevant examples of the retail industry. Why would a manager in retail need to be able to compute the PV of an annuity? This accounting function, if relevant to retail at all, would most likely be performed in the accounting or finance dept. Page 7 is about sinking funds - fail to see relevance to retail. Then the module moves into payroll calculations - some of which is relevant for managers to know (FLSA), but do not see the reason why they need to know about marginal tax rates. The information about FICA

is not current - the retirement age if not 62 for everyone (depends on year born). And there is a maximum for FICA, but not Medicare tax. The tax rates are not the 2015 rates.

C. Assessment and Measurement – rated Evident

The most serious issue with the assessments is that several would not accept the correct answer, nor provide a corrected answer. I could not tell if this was a rounding issue, or an error by the preparer. Either way, it will be very frustrating for the students. On page 5, the T/F question was a yes/no question. Most of the problems on page 6 could not be successfully completed.

D. Industry Based Application – rated Not Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module would be considered intermediate and would be difficult to assimilate unless the student had previous financial instruction, or there was a classroom component of this course.

Overall Comments:

Module did not relate the purpose of the calculations to the retail industry, which will lead students to ask "Why do I need to know this?"

There were many spelling and grammatical errors throughout the module:

P. 6 - Semi-annual

P. 8 - substantial; minimum; individual's; semi-monthly; including

Course: Human Relations

Module 1: Communications

F. Learner Objectives and Interaction – rated Predominantly Evident

The outcomes and competencies do not relate to the content of the class module. The module is extremely well designed though so just rewrite the outcomes and competencies.

G. Instructional Design – rated Evident

This is a really well designed class.

H. Instructional Materials – rated Predominantly Evident

The materials relate well to each other, and are in the right order. But, the module objectives are not correct. Don't change the class - just change the objectives.

I. Assessment and Measurement – rated Evident

I really liked the variety of assessment activities.

J. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This is a very intermediate class for high-wage, high-skill employment. Communication is critical in this industry so the depth of this class is especially effective.

Overall Comments:

Excellent Class!

Module 2: Teamwork and Leadership

F. Learner Objectives and Interaction – rated Evident

Outcomes (which are how they are labeled rather than objectives) are clearly stated but apply to the entire course, rather than the module. I would recommend that the list be retitled "Course Outcomes" and then followed by outcomes that refer to the module, because each module has its own outcomes. The outcomes for this module are not stated. The topics from the class are not the subject the outcomes either.

G. Instructional Design – rated Not Evident

This class is called teamwork and leadership but it did not address teamwork. It did, however, cover learning styles well. But, it did not introduce why it was covering learning styles.

H. Instructional Materials – rated partially Evident

Materials and activities support the learning of leadership skills. The outcomes are not clear and should be re-written.

I. Assessment and Measurement – rated Evident

The assessment activities were good.

J. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

The course covered leadership and learning styles in a way that was advanced in preparing students for high-wage, high-skill employment.

Overall Comments:

Good content but not what is titled or in the outcomes list.

Module 3: Decision Making

F. Learner Objectives and Interaction – rated predominantly Evident

The outcome is incorrect. The competency statement is more correct but not completely connected to the module. The objectives need to be rewritten to clearly identify the course objectives and then the module objectives and should reflect the content that is in the class. The content of the class is good enough that it should drive the creation of more accurately worded objectives. Also, I highly recommend the use of more variation of action verbs in creating the objectives to make them more specific.

G. Instructional Design – rated partially Evident

I like the quiz and the graphic on the 1st page. The 2nd page is great too. When I opened the 3rd page though, it prompted a file to open that froze the class. I went through several cycles before everything worked well. I recommend

taking the material out of the Word doc and putting it directly in the class. I got kicked out again after viewing the Prezi. Overall, the technology hiccups detracted from the message.

H. Instructional Materials – rated Evident

Note comments on instructional design.

I. Assessment and Measurement – rated Evident

Great assessment activities.

J. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This class is at an intermediate level in terms of preparing students for high-wage, high skill employment in retail. The decision tree and other processes will be helpful to students who are just beginning to make high-stakes decisions.

Overall Comments:

Good content. Needs additional technological refinement to insure that the technology is not disruptive to the learning.

Module 4: Ethics

F. Learner Objectives and Interaction – rated Evident

Excellent job on the outcomes and competencies

G. Instructional Design – rated Evident

Good design. Made the subject interesting.

H. Instructional Materials – rated Evident

No additional comments

I. Assessment and Measurement – rated Evident

More varied assessment activities would improve the class.

J. Industry Based Application – Not Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This is an intermediate to advanced level class. Great information. Not entirely clear to the students how it relates to retail though. Inserting some videos or cases of unethical practices in sweatshops, international trade, knockoffs etc would help.

Overall Comments:

Good class. The class would benefit from a heading "Ethics in the retail industry" and then putting in a link to news about the industry. For ethics, here are some options:

<http://www.retailenvironments.org/a-r-e-code-of-ethics/>

<http://www.slideshare.net/umarungta14/issues-about-ethics-in-retailing>

<http://business-ethics.com/2013/11/01/11338-reducing-waste-in-retail-operations/>

Module 5: Motivation

F. Learner Objectives and Interaction – rated predominantly Not Evident

The outcomes and competencies are not related well to the subject matter of the course.

G. Instructional Design – rated Evident

The title of the 1st page is Module Introduction whereas it should be titled Motivation in line with how the other modules are titled.

H. Instructional Materials – rated predominantly Evident

The 1st clip says it is 2 minutes but it is 7 minutes. Plus, it is very sarcastic. Perhaps it would be better placed further into the class content. For Maslow, I like the drag n drop activity and the link to Wikipedia. But, even with the content enabled, the links in the boxes did not come up during this module. Also, I do not believe that the 4-driver theory is helpful and should be eliminated. Having the generational grid is terrific though. At the end, the work-life balance items are good but it should have been clear at the beginning how this module would cover that, or at least transition better.

I. Assessment and Measurement – rated Evident

The assessments were good. There were plenty of them, which is terrific.

J. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This course is advanced in terms of preparing students for high-wage, high-skill employment. Motivation is a challenge in retail where people tend to work without much direct supervision.

Overall Comments:

Good course. Needs some work.

Module 6: Change Management

F. Learner Objectives and Interaction – rated Evident

Outcomes and competencies were not directly and exclusively related to the specific module under review.

G. Instructional Design – rated Evident

The IPO information on page one is not related to the rest of the module and should be eliminated. The culture information is helpful but not clear it goes in the change module versus the leadership module.

H. Instructional Materials – rated Evident

Several of the early pages are really short with no assessment. I recommend combining them. The module is also quite short given the critical nature of change in an organization.

I. Assessment and Measurement – rated Evident

Need more blend of assessment activities. This subject matter would work well to have some scenarios with multiple choice questions as to solutions.

J. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Good start. This class is currently very foundational but would benefit from upgrading it to intermediate or advanced primarily because people in foundational roles are not change decision makers or implementers. To have this apply to the people that are impacting the work, the material needs more depth of application.

Overall Comments:

This class needs more depth of application, but it is a very good start.

Module 7: Conflict Management

F. Learner Objectives and Interaction – rated predominantly Evident

The outcomes do not align with the class. Specifically, the outcomes in the Conflict module address Change. The competencies are also inaccurate.

G. Instructional Design – rated Evident

Excellent design and flow

H. Instructional Materials – rated Evident

No additional comments

I. Assessment and Measurement – rated Evident

Great mix of assessment activities

J. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module is intermediate. It would help to have retail-specific scenarios included.

Overall Comments:

Great class!

Module 8: HR Technology

A. Learner Objectives and Interaction – rated predominantly Evident

I don't think the outcome word of "challenges" is the appropriate word choice. I would eliminate that so that the outcome focused on 1) technology available to address HR processes as well as 2) trends in HR. These are the themes in the class.

B. Instructional Design – rated Evident

Excellent job in the design and flow. The material is appropriate and informative.

C. Instructional Materials – rated Evident

The movie that started at the top of the 1st page was not great. I was confused about whether I was supposed to click on the items below the animated guy. The directions said "a few minutes to watch" but the guy only talked for about 10 sections. Once I did click on them, I realized they were ads by Voki. Therefore, I would recommend putting in a different video. The Prezi required signing in (or signing up) for Prezi before it could be watched. Prezi is a challenge. I would recommend that a different presentation method be used for this material. Also, I don't recommend Prezi but if you are going to use it, it should be included in the course on Computer Applications for Business, which it was not.

D. Assessment and Measurement – rated Evident

The quiz group activities, which give immediate feedback with correct answers, are particularly good. I see the discussion board rubric but not clear where the link to that board is located.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module is a foundational course for high-wage, high-skill retail positions. The need is primarily as insurance to make sure that employees cannot rise to higher levels based on the assumption they have the technical skills needed, which I think happens often. To customize the module for the retail profession, there could be additional materials that relate to the specific challenges in retail such as scheduling.

Overall Comments:

Good work!

Course: Human Resources

Module 1: Global Human Resources

A. Learner Objectives and Interaction – rated predominantly Evident

Comments made in this evaluation are framed in light of the following concepts related to Student Learning Outcomes.

- Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. A statement of a learning objective contains a verb (an action) and an object (usually a noun).
- Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage. A statement of a learning outcome contains a verb (an action) and an object (usually a noun).
- Objectives and outcomes provide the framework for instructional design, developing assessment strategies, and ensure alignment between instruction and assessment.
- Bloom's revised taxonomy (2001) provides six dimensions of cognitive process: remember, understand, apply, analyze, evaluate, and create. The cognitive process dimension represents a continuum of increasing cognitive complexity, i.e. from remember to create.

The module lists one outcome and two competencies.

Outcome(s): Discuss the impact of globalization and diversity on human resource management.

Decision Making Competency: Ability to identify and apply relevant information needed to set goals, perform job-related tasks, and make business decisions.

Adaptability Competency: Ability to adopt and lead change, refocus and prioritize actions in the business world.

Learning objectives not clearly identified as such within module. The module uses outcome and competencies as the framework for instructional design. The module topic seems to warrant more than one outcome. The competencies listed seem overly generic and not specifically linked to any of the content provided in the module.

B. Instructional Design – rated Evident

Course design is structured in a manner that supports desired outcome.

C. Instructional Materials – rated Predominantly Evident

A variety of instructional materials are used in the course and the level of instructional content was good. Transcripts should be available for all videos and well as Closed Captioning of audio-visual material.

Instructional Material Notes:

- Page 1 Video: Globalization Video. Length 5:46. Recommend finding alternative, I did not care for the quality/style of this video.
- Page 1 Table: Top Global 5 Companies should have the source cited.
- Page 2 Video Activity: Today's China: Doing Business in China. 8/15/08. Video is about 7 years old. Less than 5 years is desirable.
- Page 5 Activity: Select one article from the list presented in the Society for HR Management's Global HR: Latest News. No articles were visible and no link was provided.

D. Assessment and Measurement – rated Evident

Assessment activities are sequenced, varied, and suited to the work being assessed. They are consistent with stated outcome and competencies.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module provides foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

Update outcomes and competencies. The module provides relevant instructional materials.

Module introductory statement (page 1) could be strengthened by introducing the purpose and structure of the module/course along with the breadth of topics that will be presented in the module along with examples that support the value of these topics.

The closing comments on page 6, provide additional areas of exploration,

- Who should be sent to a foreign country?
- What kind of training will they need, both before they leave and once they are abroad?
- How may global management development programs be created that will successfully integrate career development, training programs, and succession planning?

First and last impressions impact learning and retention, the use of an introduction and conclusion are important elements. The introduction should provide a clear indication of the topics that will be covered that should be interesting and specific. The conclusion should provide a summary of what was covered and can include a recommendation for additional study or resource options.

Spelling:

Page 2 Culture/Uncertainty Avoidance/sentence 6 “societys” should be “society’s”

Page 3 Assessment activity, “obain” should be “obtain”

The course has been divided into modules. As part of the evaluation process, it would be helpful to understanding how the course aligns with other course components, if any, and whether the course is expected to be a stand-alone 3-units college course or something different. Have course level learning objective/outcomes been developed and are they aligned with the course-level objectives?

Module 2: Compensation

A. Learner Objectives and Interaction – rated Not Evident

Comments made in this evaluation are framed in light of the following concepts related to Student Learning Outcomes.

- Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. A statement of a learning objective contains a verb (an action) and an object (usually a noun).
- Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage. A statement of a learning outcome contains a verb (an action) and an object (usually a noun).
- Objectives and outcomes provide the framework for instructional design, developing assessment strategies, and ensure alignment between instruction and assessment.
- Bloom’s revised taxonomy (2001) provides six dimensions of cognitive process: remember, understand, apply, analyze, evaluate, and create. The cognitive process dimension represents a continuum of increasing cognitive complexity, i.e. from remember to create.

Learning objectives not clearly identified as such within module. The module uses outcome and competencies as the framework for instructional design. The module lists one outcome and one competency.

- Outcome: Analyze various compensation and benefits packages
- Business Ethics Competency: Ability to follow and enforce company policies, procedures, and perform job duties in an ethical manner.

The outcome and competency listed have merit but are not well supported by instructional content. There is an implied connection between instructional content and ethical conduct but is it clearly defined. The ability to analyze various compensation and benefits packages is not clearly linked with instructional material.

B. Instructional Design – rated Evident

The design of the module can be strengthened by creating a stronger alignment between outcomes and instructional content. Course design includes some good content that is presented in a structured and meaningful manner.

C. Instructional Materials – rated predominantly Evident

A variety of instructional materials are used in the course and the level of instructional content was good.

Transcripts should be available for all videos and well as Closed Captioning of audio-visual material.

Instructional Material Notes:

- Some articles did not appear in the text box provided but the web address provided linked to the article.
- The video included in this module were appropriate elements and provided useful information.

D. Assessment and Measurement – rated Evident

Assessment activities are sequenced, varied, and suited to the work being assessed. Some inconsistency exists between assessments and stated outcome and competencies.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module provides foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

Update outcomes and competencies as indicated in section “A” comments.

Module introductory statement (page 1) could be strengthened by introducing the purpose and structure of the module/course along with the breadth of topics that will be presented in the module along with examples that support the value of these topics.

First and last impressions impact learning and retention, the use of an introduction and conclusion are important elements. The introduction should provide a clear indication of the topics that will be covered that should be interesting and specific. The conclusion should provide a summary of what was covered and can include a recommendation for additional study or resource options.

The course has been divided into modules. As part of the evaluation process, it would be helpful to understanding how the course aligns with other course components, if any, and whether the course is expected to be a stand-alone 3-units college course or something different. Have course level learning objective/outcomes been developed and are they aligned with the course-level objectives?

Spelling:

Page 2 citation, David K Williams, Entrepreneur, 6/18/12 should “Entrepreneur”

Module 3: Labor Law

A. Learner Objectives and Interaction – rated Not Evident

Comments made in this evaluation are framed in light of the following concepts related to Student Learning Outcomes.

- Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. A statement of a learning objective contains a verb (an action) and an object (usually a noun).
- Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage. A statement of a learning outcome contains a verb (an action) and an object (usually a noun).
- Objectives and outcomes provide the framework for instructional design, developing assessment strategies, and ensure alignment between instruction and assessment.
- Bloom’s revised taxonomy (2001) provides six dimensions of cognitive process: remember, understand, apply, analyze, evaluate, and create. The cognitive process dimension represents a continuum of increasing cognitive complexity, i.e. from remember to create.

Learning objectives not clearly identified as such within module. The module uses outcome and competencies as the framework for instructional design. The module lists one outcome and two competencies.

- Outcomes: Identify Federal and state employment laws applicable to management decisions.
- Business Reading Competency: Ability to read and comprehend basic and technical business documents.
- Decision Making Competency: Ability to identify and apply relevant information needed to set goal, perform job-related tasks, and make business decisions

The outcome and competencies listed are not supported by instructional content. The competencies listed appear to have little if any relationships to instructional content provided. The introduction on page 1 suggests that the module

examines laws related to discrimination in the workplace, not reading and comprehension of technical business documents or goal setting, etc.

B. Instructional Design – rated Evident

The design of the module can be strengthened by creating a stronger alignment between outcomes and instructional content. Course design includes some good content that is presented in a structured and meaningful manner.

C. Instructional Materials – rated predominantly Evident

Module title, “Labor Law” seems more expansive than laws relating to discrimination as suggested by the page 1 introduction.

A variety of instructional materials are used in the course and the level of instructional content was good.

Transcripts should be available for all videos and well as Closed Captioning of audio-visual material.

Instructional Material Notes:

- Page 2, EEOC Video, Who is the EEOC? Had minor audio problem when played.
- The video included in this module were appropriate elements and provided useful information.
- Links to state and federal website is very helpful.

D. Assessment and Measurement – rated partially Evident

Assessment activities are sequenced, varied, and suited to the work being assessed. Some inconsistency exists between assessments and stated outcome and competencies.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module provides foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

Update outcomes and competencies as indicated in section “A” comments.

Module introductory statement (page 1) could be strengthened by introducing the purpose and structure of the module/course along with the breadth of topics that will be presented in the module along with examples that support the value of these topics.

First and last impressions impact learning and retention, the use of an introduction and conclusion are important elements. The introduction should provide a clear indication of the topics that will be covered that should be interesting and specific. The conclusion should provide a summary of what was covered and can include a recommendation for additional study or resource options.

The course has been divided into modules. As part of the evaluation process, it would be helpful to understanding how the course aligns with other course components, if any, and whether the course is expected to be a stand-alone 3-units college course or something different. Have course level learning objective/outcomes been developed and are they aligned with the course-level objectives?

Should OSHA be covered in this module?

Spelling:

Page 3 Quiz Group spelling error in second questions, “n” should be “An”

Module 4: HR Strategy

A. Learner Objectives and Interaction – rated Not Evident

Comments made in this evaluation are framed in light of the following concepts related to Student Learning Outcomes.

- Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. A statement of a learning objective contains a verb (an action) and an object (usually a noun).
- Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage. A statement of a learning outcome contains a verb (an action) and an object (usually a noun).
- Objectives and outcomes provide the framework for instructional design, developing assessment strategies, and ensure alignment between instruction and assessment.

- Bloom’s revised taxonomy (2001) provides six dimensions of cognitive process: remember, understand, apply, analyze, evaluate, and create. The cognitive process dimension represents a continuum of increasing cognitive complexity, i.e. from remember to create.

Learning objectives not clearly identified as such within module. The module uses outcome and competencies as the framework for instructional design. The module lists one outcome and three competencies.

- Outcomes: Discuss current legal and social ramifications of "downsizing" or "right-sizing" an organization
- Decision Making Competency: Ability to identify and apply relevant information needed to set goals, perform job-related tasks, and make business decisions. (This competency is also listed in the HR Labor Law module. Broad in scope and not specifically aligned with this module, how is this connected to this module in measurable ways?)
- Business Ethics Competency: Ability to follow and enforce company policies, procedures, and perform job duties in an ethical manner.
- Financial Management Competency: Ability apply math skills to calculate, interpret, and analyze financial information to make business decisions

The outcome and competencies listed are not supported by instructional content. The competencies listed appear to have little if any relationships to instructional content provided. The introduction on page 1 that states, “Human Resource Strategy - is an elaborate and systematic plan of action developed by a human resource department. This definition tells us that an HR strategy includes detailed pathways to implement HRM strategic plans and HR plans.”, has little to connect it with the three competencies listed.

B. Instructional Design – rated partially Evident

The alignment between outcomes and instructional content needs improvement. Course design includes some good content that is presented in a structured and meaningful manner.

C. Instructional Materials – rated partially Evident

A variety of instructional materials are used in the course and the level of instructional content was good.

Transcripts should be available for all videos and well as Closed Captioning of audio-visual material.

Instructional Material Notes:

- Page 3. Instruction says to, “Watch the video below to increase your background knowledge”. Steve Jonathan, eHow Contributor, Negative Effects of Downsizing, Retrieved 11/18/13 http://www.ehow.com/info_8274940_negative-effects-downsizing.html#ixzz2kUzDyVVE. This does not appear to be a video, this appear to be an article.
- Page 5 Activity - Wrong article referenced. Please watch the below video and be ready to discuss what the advantages of downsizing may be. Mark Applegate, eHow Contributor, Advantages of Downsizing in a Company, Retrieved 11/18/13. (CC BY-SA 3.0). http://www.ehow.com/info_10052670_advantages-downsizing-company.html#ixzz2kV0Hdqhv. This link is to an article that does not seem related to the topic but does provide some information about moving form a larger home to a smaller one.

D. Assessment and Measurement – rated partially Evident

Assessment activities are sequenced, varied, and suited to the work being assessed. Some inconsistency exists between assessments and stated outcome and competencies.

E. Industry Based Application – Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module provides foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

Module introductory statement (page 1) could be strengthened by introducing the purpose and structure of the module/course along with the breadth of topics that will be presented in the module along with examples that support the value of these topics.

First and last impressions impact learning and retention, the use of an introduction and conclusion are important elements. The introduction should provide a clear indication of the topics that will be covered that should be interesting and specific. The conclusion should provide a summary of what was covered and can include a recommendation for additional study or resource options.

The course has been divided into modules. As part of the evaluation process, it would be helpful to understanding how the course aligns with other course components, if any, and whether the course is expected to be a stand-alone 3-units

college course or something different. Have course level learning objective/outcomes been developed and are they aligned with the course-level objectives?

Areas of exploration that should be added include: Training and development programs, benefits administration, organizational design, organizational culture, etc.

Spelling:

- PAGE 2 HR Plan or HRM Strategic Plan?. Spelling/Space needed, “Plansmust” . . . “planas” . . . “planconsists”

Module 5: Union vs. Non-Union work Environments

A. Learner Objectives and Interaction – rated predominantly Evident

Comments made in this evaluation are framed in light of the following concepts related to Student Learning Outcomes.

- Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. A statement of a learning objective contains a verb (an action) and an object (usually a noun).

- Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage. A statement of a learning outcome contains a verb (an action) and an object (usually a noun).

- Objectives and outcomes provide the framework for instructional design, developing assessment strategies, and ensure alignment between instruction and assessment.

- Bloom’s revised taxonomy (2001) provides six dimensions of cognitive process: remember, understand, apply, analyze, evaluate, and create. The cognitive process dimension represents a continuum of increasing cognitive complexity, i.e. from remember to create.

Learning objectives not clearly identified as such within module. The module uses outcome and competencies as the framework for instructional design. The module lists one outcome and two competencies.

- Outcomes: Upon completion of this module, you will be able to: Identify the differences between union and nonunion organizations and describe the importance of union/management relations.

- Business Reading Competency: Ability to read and comprehend basic and technical business documents.

- Decision Making Competency: Ability to identify and apply relevant information needed to set goals, perform job-related tasks and make business decisions.

The outcome listed is appropriate but the competencies listed are not supported by instructional content. The competencies listed appear to have little if any relationships to instructional content provided. The introduction on page 1 states that , “This module focuses on the issue of Unions.”. This has little to connect it with the two competencies listed.

B. Instructional Design – rated Evident

The alignment between competencies and instructional content needs improvement. Course design includes some good content that is presented in a structured and meaningful manner.

C. Instructional Materials – rated predominantly Evident

A variety of instructional materials are used in the course and the level of instructional content was good.

Transcripts should be available for all videos and well as Closed Captioning of audio-visual material.

Instructional Material Notes:

- Citations needed for graphic images used in module.

D. Assessment and Measurement – rated Evident

Assessment activities are sequenced, varied, and suited to the work being assessed. Some inconsistency exists between assessments and stated outcome and competencies.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module provides foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

Update outcomes and competencies as indicated in section “A” comments.

Module introductory statement (page 1) could be strengthened by introducing the purpose and structure of the module/course along with the breadth of topics that will be presented in the module along with examples that support the value of these topics.

First and last impressions impact learning and retention, the use of an introduction and conclusion are important elements. The introduction should provide a clear indication of the topics that will be covered that should be interesting and specific. The conclusion should provide a summary of what was covered and can include a recommendation for additional study or resource options.

The course has been divided into modules. As part of the evaluation process, it would be helpful to understanding how the course aligns with other course components, if any, and whether the course is expected to be a stand-alone 3-units college course or something different. Have course level learning objective/outcomes been developed and are they aligned with the course-level objectives?

Module 6: Employee Relations

A. Learner Objectives and Interaction – rated Not Evident

Comments made in this evaluation are framed in light of the following concepts related to Student Learning Outcomes.

- Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. A statement of a learning objective contains a verb (an action) and an object (usually a noun).
- Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage. A statement of a learning outcome contains a verb (an action) and an object (usually a noun).
- Objectives and outcomes provide the framework for instructional design, developing assessment strategies, and ensure alignment between instruction and assessment.
- Bloom's revised taxonomy (2001) provides six dimensions of cognitive process: remember, understand, apply, analyze, evaluate, and create. The cognitive process dimension represents a continuum of increasing cognitive complexity, i.e. from remember to create.

Learning objectives not clearly identified as such within module. The module uses outcome and competencies as the framework for instructional design. The module lists one outcome and three competencies.

- Outcomes: Appraise the ethical impact of following and enforcing policies, rules and procedures
- Decision Making Competency: Ability to identify and apply relevant information needed to set goals, perform job-related tasks, and make business decisions
- Business Ethics Competency: Ability to follow and enforce company policies, procedures and perform job duties in an ethical manner
- Interpersonal Skills Competency: Ability to interact with business contacts in a professional manner while accepting and delivering constructive feedback.

The outcome listed is appropriate but the competencies listed are not supported by instructional content. The competencies listed appear to have little if any relationships to instructional content provided.

B. Instructional Design – rated partially Evident

The alignment between competencies and instructional content needs improvement. The competencies desired should guide the course design and the instructional content included. The competencies stated are important but are more appropriate for a class in business communication and professionalism.

Course design includes some good content that is presented in a structured and meaningful manner.

C. Instructional Materials – rated partially Evident

A variety of instructional materials are used in the course and the level of instructional content was good.

Transcripts should be available for all videos and well as Closed Captioning of audio-visual material.

Instructional Material Notes:

- Page 1 articles were not able to be accessed. Display boxes did not contain articles and no link was provided to access online. 1) Why do internal employees get looked over for promotion? 2) Why External Hires Get Paid More, and Perform Worse, than Internal Staff, 5/28/12, Retrieved 11/18/13, (CC BY-SA 3.0)
- Page 2 Activity Article was not available for review. No link provided. Zwiebel v. Plastipak Packaging Inc., 2013-Ohio-3785, 3d Dist. Ct. App. (2013)

- Page 3 Coaching Activity 2 Using the Coaching Model, please complete the scenario below. The scenario was not visible in text box and there was no link to access.
- Page 4 Progressive Discipline text boxes were empty.

D. Assessment and Measurement – rated partially Evident

Assessment activities are sequenced, varied, and suited to the work being assessed. Some inconsistency exists between assessments and stated outcome and competencies.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module provides foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

Update outcomes and competencies as indicated in section “A” comments.

Module introductory statement (page 1) could be strengthened by introducing the purpose and structure of the module/course along with the breadth of topics that will be presented in the module along with examples that support the value of these topics.

First and last impressions impact learning and retention, the use of an introduction and conclusion are important elements. The introduction should provide a clear indication of the topics that will be covered that should be interesting and specific. The conclusion should provide a summary of what was covered and can include a recommendation for additional study or resource options.

The course has been divided into modules. As part of the evaluation process, it would be helpful to understanding how the course aligns with other course components, if any, and whether the course is expected to be a stand-alone 3-units college course or something different. Have course level learning objective/outcomes been developed and are they aligned with the course-level objectives?

Areas of exploration that should be added include:

This module had a number of resources that were not available while going through the course. See section C comments.

Spelling:

- PAGE 3 Coaching Activity 1 Spelling “Remeber” should be “Remember”

Module 7: Recruitment and Selection

A. Learner Objectives and Interaction – rated Evident

Comments made in this evaluation are framed in light of the following concepts related to Student Learning Outcomes.

- Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. A statement of a learning objective contains a verb (an action) and an object (usually a noun).
- Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage. A statement of a learning outcome contains a verb (an action) and an object (usually a noun).
- Objectives and outcomes provide the framework for instructional design, developing assessment strategies, and ensure alignment between instruction and assessment.
- Bloom’s revised taxonomy (2001) provides six dimensions of cognitive process: remember, understand, apply, analyze, evaluate, and create. The cognitive process dimension represents a continuum of increasing cognitive complexity, i.e. from remember to create.

Learning objectives not clearly identified as such within module. The module uses outcome and competencies as the framework for instructional design. The module lists two outcome and three competencies.

- Outcomes: 1) Discuss legal and financial implications and human factors in making personnel decisions. 2) Analyze workplace human resource needs.
- Decision Making Competency: Ability to identify and apply relevant information needed to set goals, perform job-related tasks, and make business decisions

- Business Ethics Competency: Ability to follow and enforce company policies, procedures and perform job duties in an ethical manner
 - Leadership Competency: Ability to motivate, influence, and support others to achieve desired outcomes
- The outcomes listed are appropriate but the competencies listed are not supported by instructional content. The competencies listed appear to have little if any relationships to instructional content provided.

B. Instructional Design – rated Evident

The alignment between competencies and instructional content needs improvement. The competencies desired should guide the course design and the instructional content included. The competencies stated are important but are more appropriate for a class in business communication and professionalism.

Course design includes some good content that is presented in a structured and meaningful manner.

C. Instructional Materials – rated Predominantly Evident

A variety of instructional materials are used in the course and the level of instructional content was good.

Transcripts should be available for all videos and well as Closed Captioning of audio-visual material.

Instructional Material Notes:

- Page 2 Job Analysis/Article. Prentice Hall, <http://www.prenhall.com/desslertour/chapter3.pdf> , Retrieved on 11/12/13, (CC BY-SA 3.0). Some uncertainty, read the whole chapter? Used link provided to access chapter 3 PDF.
- Page 4 2013 Global Recruiting Trends. Should update to most current year if possible.

D. Assessment and Measurement – rated Evident

Assessment activities are sequenced, varied, and suited to the work being assessed. Some inconsistency exists between assessments and stated outcome and competencies.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module provides foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

Update competencies as indicated in section “A” comments.

Module introductory statement (page 1) could be strengthened by introducing the purpose and structure of the module/course along with the breadth of topics that will be presented in the module along with examples that support the value of these topics.

First and last impressions impact learning and retention, the use of an introduction and conclusion are important elements. The introduction should provide a clear indication of the topics that will be covered that should be interesting and specific. The conclusion should provide a summary of what was covered and can include a recommendation for additional study or resource options.

The course has been divided into modules. As part of the evaluation process, it would be helpful to understanding how the course aligns with other course components, if any, and whether the course is expected to be a stand-alone 3-units college course or something different. Have course level learning objective/outcomes been developed and are they aligned with the course-level objectives?

Spelling:

- Page 5 Activity “US Department of Labor"s” should be “US Department of Labor’s”
- Page 7 Headlines. “senior descision makers” should be “senior decision makers”

Course: Introduction to Management

Module 1 – Culture and Change

A. Learner Objectives and Interaction – rated Evident

The course and module level learning objectives are labeled as outcomes, competencies and concepts. The outcomes and concepts are clearly stated, measurable and appropriate for the level of the course. Competencies are not measurable.

Recommend renaming “concepts” as learning objectives. This will increase clarity and understanding from student’s perspective.

B. Instructional Design – rated Evident

From a student’s perspective the clarity and organization of materials will benefit from a clear task list of required reading, activities and assessments. Assignments may be lost within the 12 pages. The clarity of the module will improve with thoughtful use of font and color. For example the assignments titled “Activity” and “Quiz Me “could be bolded and different color from readings. In addition it is unclear whether these are required or graded.

Some easy to correct issues:

- Some activities have a link on the navigation bar, some don’t.
- Print articles are not visible in the assigned window throughout the module. The links below are active, but the citations are incorrect.
- There is no link to the discussion board and the point values on the rubric are missing. Instead of directing students to the overall course discussion board I recommend a specific graded module discussion board with clear expectations and grade point values. Encouraging student-to-student engagement via graded discussions supports learning and retention in online and hybrid courses.

C. Instructional Materials – rated Predominantly Evident

The purpose and expectations for the use of instructional materials such as readings, figures, quizzes and readings are not explained.

D. Assessment and Measurement – rated Evident

Excellent use of quizzes and writing assignments to evaluate readings and videos.

Multiple assessment strategies (quizzes, writing assignments, discussion) are represented and they are appropriate to the student work being measured.

Students may benefit from clear expectations and/or rubrics regarding the type of answers required for writing assignments.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

The module is foundational to a management course in achieving a high skill management career. Bloom’s levels for knowledge and comprehension are met via activities and assessments. In today’s fast changing world, understanding organizational culture and the effects of change are critical to becoming a valued employee in retail professions.

Overall Comments:

Module materials, resources and learning objectives align in a clear and direct way.

Recommendation: 12 pages to click through may not be the best workflow for students for a single chapter/ module.

Without a syllabus, schedule and expectations it is hard to determine if perhaps some material could be consolidated.

Module 2: Organizational Ethics

A. Learner Objectives and Interaction – rated Predominantly Evident

The course and module level learning objectives are labeled as outcomes, competencies and concepts. The outcomes and concepts are clearly stated and appropriate for the level of the course. Competencies are not measurable.

“Recognize” is not a measurable learning competency. I recommend using “explain” or “list” For example: “Recognize

ways to encourage ethical behavior in business” is measurable if stated as “list ways to encourage...” or “compare ways to ..”

Recommend renaming “concepts” as learning objectives. This will increase clarity and understanding from a student’s perspective.

B. Instructional Design – rated Evident

From a student’s perspective the clarity and organization of materials will benefit from a clear task list of required reading, activities and assessments. Assignments may be lost within the 12 pages. The clarity of the module will improve with thoughtful use of font and color. For example the assignments titled “Activity” and “Quiz Me “could be bolded and different color from readings. In addition it is unclear whether these are required or graded.

Some easy to correct issues:

- Some activities have a link on the navigation bar, some don’t.
- Print articles and the Starbucks webpage are not visible in the assigned window in the module. The link below is not active, but it is correct. The citations are not APA or MLA.
- There is no link to the discussion board and the point values on the rubric are missing. Instead of directing students to the overall course discussion board I recommend a specific graded module discussion board with clear expectations and grade point values. Encouraging student-to-student engagement via graded discussions supports learning and retention in online and hybrid courses.

C. Instructional Materials – rated predominantly Evident

The purpose and expectations for the use of instructional materials such as readings, figure, quizzes and readings are not explained. Instead of “complete the activity “ you may want to specify “ write one paragraph in response to ” or similar.

D. Assessment and Measurement – rated Evident

Excellent use of quizzes and writing assignments to evaluate readings and videos.

Wonderful embedded videos with related activities.

Multiple assessment strategies (quizzes, writing assignments, discussion) are represented and they are appropriate to the student work being measured.

Students may benefit from clear expectations and/or rubrics regarding the type of answers required for writing assignments.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

The module is foundational to a management course in achieving a high skill management career. Bloom’s levels for knowledge and comprehension are met via activities and assessments. In today’s fast changing world, understanding organizational culture and the effects of change are critical to becoming a valued employee in retail professions

Overall Comments:

Module materials, resources and learning objectives align in a clear and direct way.

Recommendation: 12 pages to click through may not be the best workflow for students for a single chapter/ module.

Without a syllabus, schedule and expectations it is hard to determine if perhaps some material could be consolidated.

Module 3: Human Resource Management

A. Learner Objectives and Interaction – rated Evident

The course and module level learning objectives are labeled as outcomes, competencies and concepts. The outcomes and concepts are clearly stated, measurable and appropriate for the level of the course.

Competencies are not measurable. The first competency lists two measurable learning outcomes. Recommend not using the words “ability to”

Recommend renaming “concepts” as learning objectives. This will increase clarity and understanding from student’s perspective.

B. Instructional Design – rated Evident

From a student’s perspective the clarity and organization of materials will benefit from a clear task list of required reading, activities and assessments. Assignments may be lost within the 12 pages. The clarity of the module will improve

with thoughtful use of font and color. For example the assignments titled “Activity” and “Quiz Me “could be bolded and different color from readings. In addition it is unclear whether these are required or graded.

Some easy to correct issues:

- Some activities have a link on the navigation bar, some don't.
- Print articles are not visible in the assigned window throughout the module. The links below are active, but the citations are incorrect.
- There is no link to the discussion board and the point values on the rubric are missing. Instead of directing students to the overall course discussion board I recommend a specific graded module discussion board with clear expectations and grade point values. Encouraging student-to-student engagement via graded discussions supports learning and retention in online and hybrid courses.
- The link to Human Resource Management article via library resources is unavailable. Recommend attaching a .pdf as Ebscohost access may be a barrier for students. No guidance on how to access library research materials is given.
- The quiz me activity requires a fill in the blank but is asking for a short answer.

C. Instructional Materials – rated Evident

The purpose and expectations for the use of instructional materials such as readings, figure, quizzes and readings are just barely met. This module in the course adds “200 words or less” as instructions for the short answer/ essay questions. Grading criteria and requirements are still missing.

D. Assessment and Measurement – rated Evident

Excellent use of quizzes and writing assignments to evaluate readings and videos.

Multiple assessment strategies (quizzes, writing assignments, discussion) are represented and they are appropriate to the student work being measured.

Students may benefit from clear expectations and/or rubrics regarding the type of answers required for writing assignments.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

The module is foundational to a management course in achieving a high skill management career. Bloom's levels for knowledge and comprehension are met via activities and assessments. In today's fast changing world, understanding organizational culture and the effects of change are critical to becoming a valued employee in retail professions.

Overall Comments:

Module materials, resources and learning objectives align in a clear and direct way.

Recommendation: 16 pages to click through may not be the best workflow for students for a single chapter/ module.

Without a syllabus, schedule and expectations it is hard to determine if perhaps some material could be consolidated or organized more effectively.

Module 4: Decision Making

A. Learner Objectives and Interaction – rated Partially Evident

The course and module level learning objectives are labeled as outcomes, competencies and concepts. The 1 outcome is clearly stated, measurable and appropriate for the level of the course. Competencies and conclusions are not measurable. Recommend rewriting competencies and conclusions to include verbs such as explain, select, define, etc.

“Decision making skills” could be rewritten as “Describe the 6 stages of decision making”

Recommend renaming “concepts” as learning objectives. This will increase clarity and understanding from student's perspective.

B. Instructional Design – rated Evident

From a student's perspective the clarity and organization of materials will benefit from a clear task list of required reading, activities and assessments. Assignments may be lost within the 8 pages. The clarity of the module will improve with thoughtful use of font and color. For example the assignments titled “Activity” and “Quiz Me “could be bolded and different color from readings. In addition it is unclear whether these are required or graded.

Some easy to correct issues:

- Confusing directions: On page 5 the activity instructions read, “Please complete the following video” for the Quiz question requiring a short answer.
- There is no link to the discussion board and the point values on the rubric are missing. Instead of directing students to the overall course discussion board I recommend a specific graded module discussion board with clear expectations and grade point values. Encouraging student-to-student engagement via graded discussions supports learning and retention in online and hybrid courses.

The discussion instructions are confusing for students: “Ask students to answer questions...” could be rephrased “Please answer questions...”

C. Instructional Materials – rated Predominantly Evident

The purpose and expectations for the use of instructional materials such as readings, activities, and quizzes are not explained.

D. Assessment and Measurement – rated Evident

- Excellent use of quizzes and writing assignments to evaluate readings and videos.
- Multiple assessment strategies (quizzes, discussion) are represented and they are appropriate to the student work being measured.

Students may benefit from clear expectations and/or rubrics regarding the type of answers required for writing assignments.

E. Industry Based Application – Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

The module is foundational to a management course in achieving a high skill management career. Bloom’s levels for knowledge and comprehension are met via activities and assessments. In today’s fast changing world, understanding organizational culture and the effects of change are critical to becoming a valued employee in retail professions.

Overall Comments:

Module materials, resources and learning objectives align in a clear and direct way.

Recommendation: students would benefit from a syllabus, schedule and clearly stated expectations.

Module 5: Organizational Hierarchies and Leadership Styles

A. Learner Objectives and Interaction – rated predominantly Evident

The course and module level learning objectives are labeled as outcomes, competencies and concepts. The 1 outcome is clearly stated, measurable and appropriate for the level of the course.

Competencies and concepts are not measurable.

Recommend renaming “concepts” as learning objectives. This will increase clarity and understanding from student’s perspective.

B. Instructional Design – rated Evident

From a student’s perspective the clarity and organization of materials will benefit from a clear task list of required reading, activities and assessments. The clarity of the module will improve with thoughtful use of font and color. For example the assignments titled “Activity” and “Quiz Me “could be bolded and different color from readings. In addition it is unclear whether these are required or graded.

Some easy to correct issues:

- Print articles are not visible in the assigned window throughout the module. The links below are active, but the citations are incorrect.

There is no link to the discussion board and the point values on the rubric are missing. Instead of directing students to the overall course discussion board I recommend a specific graded module discussion board with clear expectations and grade point values. Encouraging student-to-student engagement via graded discussions supports learning and retention in online and hybrid courses.

C. Instructional Materials – rated predominantly Evident

The purpose and expectations for the use of instructional materials such as readings, figure, quizzes and readings are not explained.

D. Assessment and Measurement – rated Evident

Excellent use of quizzes and writing assignments to evaluate readings and videos.

Multiple assessment strategies (quizzes, writing assignments, discussion) are represented and they are appropriate to the student work being measured.

Students may benefit from clear expectations and/or rubrics regarding the type of answers required for writing assignments.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

The module is foundational to a management course in achieving a high skill management career. Bloom's levels for knowledge and comprehension are met via activities and assessments. In today's fast changing world, understanding organizational culture and the effects of change are critical to becoming a valued employee in retail professions

Overall Comments:

Module materials, resources and learning objectives align in a clear and direct way.

Recommendation: students would benefit from a syllabus, schedule and clearly stated expectations

Module 6: Communication

A. Learner Objectives and Interaction – rated predominantly Not Evident

The course and module level learning objectives are labeled as outcomes, competencies and concepts. The 1 outcome is measurable and appropriate for the level of the course. TO increase student understanding you may want to break it up into o 2 learning outcomes "Describe formal and informal communication...." Includes 2 distinct competencies.

Competencies and concepts are not measurable. "Ability" is not measurable. Better to use "demonstrate, explain, distinguish"... etc. The concepts are listed in a manner that may be confusing to the students.

B. Instructional Design – rated Evident

From a student's perspective the clarity and organization of materials will benefit from a clear task list of required reading, activities and assessments. The clarity of the module will improve with thoughtful use of font and color. For example the assignments titled "Activity" and "Quiz Me "could be bolded and different color from readings. In addition it is unclear whether these are required or graded.

Some easy to correct issues:

- Print articles are not visible in the assigned window throughout the module. The links below are active, but the citations are incorrect.
- There is no link to the discussion board and the point values on the rubric are missing. Instead of directing students to the overall course discussion board I recommend a specific graded module discussion board with clear expectations and grade point values. Encouraging student-to-student engagement via graded discussions supports learning and retention in online and hybrid courses.
- This module is lacking some of the functionality of the navigation bar such as the back arrow and drop down menu choices that made navigation easier.

C. Instructional Materials – rated predominantly Evident

The purpose and expectations for the use of instructional materials such as readings, figure, quizzes and readings are not explained.

D. Assessment and Measurement – rated Evident

Excellent use of quizzes and writing assignments to evaluate readings and videos. Wide range of videos to demonstrate and illustrate key concepts.

Multiple assessment strategies (quizzes, writing assignments, discussion) are represented and they are appropriate to the student work being measured.

Students may benefit from clear expectations and/or rubrics regarding the type of answers required for writing assignments

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

The module is foundational to a management course in achieving a high skill management career. Bloom's levels for knowledge and comprehension are met via activities and assessments. In today's fast changing world, understanding organizational culture and the effects of change are critical to becoming a valued employee in retail professions.

Overall Comments:

Module materials, resources and learning objectives align in a clear and direct way.

Recommendation: students would benefit from a syllabus, schedule and clearly stated expectations

Module 7: What is Management

A. Learner Objectives and Interaction – rated Evident

The course and module level learning objectives are labeled as outcomes, competencies and concepts.

The 1 outcome is stated clearly, measurable and appropriate for the level of the course..

Competencies and concepts are not measurable. "Ability" is not measurable. Better to use "demonstrate, explain, distinguish"... etc. The concepts are listed in a manner that may be confusing to the students.

B. Instructional Design – rated Evident

From a student's perspective the clarity and organization of materials will benefit from a clear task list of required reading, activities and assessments. The clarity of the module will improve with thoughtful use of font and color. For example the assignments titled "Activity" and "Quiz Me "could be bolded and different color from readings. In addition it is unclear whether these are required or graded.

Some easy to correct issues:

- Print articles are not visible in the assigned window throughout the module. The links below are active, but the citations are incorrect.
- There is no link to the discussion board and the point values on the rubric are missing. This module directs students to a module specific discussion board without clear expectations or grade point values. Encouraging student-to-student engagement via graded discussions supports learning and retention in online and hybrid courses.

This module is lacking some of the functionality of the navigation bar such as the back arrow and drop down menu choices that made navigation easier in earlier modules

C. Instructional Materials – rated Predominantly Evident

The purpose and expectations for the use of instructional materials such as readings, figures, quizzes and readings are not explained.

D. Assessment and Measurement – rated Evident

Excellent use of quizzes and writing assignments to evaluate readings and videos. Wide range of videos to demonstrate and illustrate key concepts.

Multiple assessment strategies (quizzes, writing assignments, discussion) are represented and they are appropriate to the student work being measured.

Students may benefit from clear expectations and/or rubrics regarding the type of answers required for writing assignments

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

The module is foundational to a management course in achieving a high skill management career. Bloom's levels for knowledge and comprehension are met via activities and assessments. In today's fast changing world, understanding organizational culture and the effects of change are critical to becoming a valued employee in retail professions.

Overall Comments:

Module materials, resources and learning objectives align in a clear and direct way.

Recommendation: students would benefit from a syllabus, schedule and clearly stated expectations

ACT-On Retail Management Course 3rd Party Reviewer Comments

Course: Introduction to Marketing

Reviewer: Tom Gillpatrick

Module 1: What is Marketing

A. Learner Objectives and Interaction – rated Evident

This module provides 14 Instructional goals, 7 student learning goals and 5 competencies.

Competencies are stated as abilities which I do not think are measured or link directly to module content.

This module is more foundational in nature and serves to introduce the concept and activities of marketing at a beginning level.

B. Instructional Design – rated Evident

This module has 38 segments- perhaps could be more concise, but covers many if not most of topics found in an intro marketing textbook.

C. Instructional Materials – rated Evident

So module does good job of introducing basic marketing concepts and issues for society and issue in practicing marketing. I feel like I wish I had more levels of evaluation than evident or not evident. but basic objectives seem covered.

Segment 10 video on "sales orientation and timeline" not my understanding, I used a similar example 30+ years ago

Module 6, the term SIVA is not a generally used term, concept of focusing of benefit is but not that term.

D. Assessment and Measurement – rated Not Evident

Assessment is primarily concept driven and is at a basic level. Perhaps more could be developed in terms of application and concepts and skill development.

self check on segment 7 on exchange- I do not understand logic of matching????

Segment three self check-I disagree with wording of question and its "correct" answer-

Stakeholder segment video not available???

segment 9 activity- typo in word culture

Segment 21- questions states the Total Customer Value Managements Creates value for-answer given is employees- I would argue that is not the point....

segment 22 I would argue that "value" does not equal "values" generally in business value can be measured by money or an economic value- customer perceived value is what she or he would be willing to pay for item.

E. Industry Based Application – rated Not Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module is foundational and introduces basic concepts in marketing.

Overall Comments:

I think module does a good job of introducing basic marketing concepts.... I would like to see more retail and or CPG examples that apply to retail.

I believe the module is a bit too long and can be focused, it's pretty much a "kitchen sink" approach to introducing marketing.

video on target marketing I thought was weak..

Module 2: Marketing Through Social Media

A. Learner Objectives and Interaction – rated Evident

So I answered that A1-A3 are evident, but I would say only partly so. Two instructional goals are listed, both are mostly conceptual- one (market research) is part of another module? Two Student learning outcomes, again I think the learning is conceptual. Competencies are specific, but I do not see link between content which is primarily conceptual/introductory and developing measurable competencies that come from the module content..

B. Instructional Design – rated partially Evident

Good introduction and overview to social media...do not see material teaching one to use/develop social media content/program.

C. Instructional Materials – rated Evident

So the module does include learning objectives, activities and assessments. I think module is effective at introducing social media and why it is important (in a general way). I think a much better job of linking retail social media strategies to content could have been made.

D. Assessment and Measurement – rated Not Evident

gain instructional goals include market research-that's another module

Will students know HOW to create a social media campaign.... I think that overly ambitious given content

I do not see much here that leads to measurable abilities, again seems more informational, concept oriented.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module is a basic introduction to social media- it does a good job of showing the growth and many of the impacts of social media on business- so I describe it as foundational.

Overall Comments:

Overall this module provides a good basic introduction to social media and how it can be used to promote in an interactive way a company's products. It also does a good job of introducing issues around the use of social media.

Where I would like to see more is how social media fits in an overall promotion/ marketing tool for retailers. I would like to see more retail specific examples... this module could be more directly linked to module on advertising and BOTH could be studied within the context of promotion and marketing communications.

Module 3: Effective Advertising

A. Learner Objectives and Interaction – rated Not Evident

I do not see specific objectives, student learning goals in this module. Competencies are general and not directly related to module content.

B. Instructional Design – rated Not Evident

There is some good, interesting content. I like several of the videos. But what skill should student learn here? I think module is more conceptual oriented than skill oriented. I would perhaps frame this as marketing communication...advertising is only part of what most retailers use to communicate to customers/consumers, etc.

Try to link more closely to retail communication tools and why they are important. What communications objectives are different tools and is overall strategy trying to accomplish. In advertising the shift from circular to digital is a big issue, also how communication affects perceptions and brand image among customers. Where do different retail functions fit in?.

C. Instructional Materials – rated predominantly Evident

I do not see explicit objectives for why advertising is part of program and linked to module topics.

D. Assessment and Measurement – rated partially Evident

here are assessment tools-questions and exercises- these seemed designed to measure concept understanding rather than skill development. I also do not see a framework that shows why advertising/marketing communications is important. Advertising is one form of marketing promotion- how do retailers use promotion mix and why- this is not clear.

E. Industry Based Application – rated Not Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

I think the digital part of promotion was explored and will be interesting to students. Lots of opportunities here and growing rapidly, but not sure how it fits to overall retailer strategy and communications efforts. I would describe module as introductory or foundational.

Overall Comments:

Overall impression, while there is some good content- I really like the Seth Godin video and it's fun to look at the best ads... the like to retail, retail objectives, retail communications was weak- IMO.

Career opportunities was something out of an old textbook.... No discussion of PR, sales promotion, targeted promotion, web analytics related to promotion.. I would like to see how promotion is linked to demand generation, image building/branding and what tools are effective. I think IMC was discussed but do not remember discussion... On digital the role of consumers and the interactive nature of communications could be developed. Show examples from the industry there are lots out there on web now.

Module 4: The Consumer

A. Learner Objectives and Interaction – rated Not Evident

The learning goals and student learning outcomes that were part of Marketing Module one are not here? Outcomes listed are very general and not directly related to module content.

B. Instructional Design – rated Not Evident

This is a relatively short module compared to general marketing module one. I do think a focus on the consumer is appropriate and asking why consumers buy? Neural marketing is current, interesting and being used-BUT is still really a technique that in its infancy. Overall use it limited and by large companies... not the most used tool. I think looking at consumer path to purchase and how its changing would be more targeted to audience. What are key consumer "moments of truth" and how does that relate to decisions by retail managers- assortment, price position, store layout, etc....

C. Instructional Materials – rated partially Evident

So I like focus on why consumers buy, but logical flow could be different/better for me. Link more closely to decisions that store managers/merchandisers are engaged.

D. Assessment and Measurement – rated Not Evident

Basically objectives not stated or clear to me. Too general, too random...

E. Industry Based Application – Evident

So my options are evident or not evident, my real answer is partially evident. A customer orientation and an ability to understand customers/consumers is key for associates to move-up in the industry. I think module could be developed more to fit with industry

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This course as presented would be foundational. There is opportunity for further application to the retail industry within this module.

Overall Comments:

In sum, I like start with why we buy..... but feel module is under developed and neural research is interesting, but not typical or validated (still experimental). A better module would be path to purchase and key consumer/buyer moments of truth and how do we predict, explain and influence.

Maslow ok, but kind of background, building example. I do not see this typically in research/plans by vendors or retailers.

Module 5: Marketing Research

A. Learner Objectives and Interaction – rated Not Evident

The competencies described at beginning of module are not tightly linked in information in the module. I did not see learning objectives.... This is big topic and module touches on some general topics-who is target audience- what market research is typically used by broad range of retailers-focus more on what retailers use.

Industry uses a lot of syndicated data... not discussed. Where is research used by retail decision makers-so typical examples...

B. Instructional Design – rated Not Evident

Not clear to me.... too general...what are objectives?

C. Instructional Materials – rated predominantly Not Evident

Again I did not see or understand what learning objectives are here.

D. Assessment and Measurement – rated Not Evident & Not Applicable

Hard to assess when objectives are not clear.

E. Industry Based Application – rated Not Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

Too general.

Overall Comments:

I think that a more focused module with clearer course objectives would be helpful. I would not expect typical retail managers to have a broad understanding of research, so better to focus on research that impacts typical retail decision making.

Too much a sampler on various research topics....

Course: Retail Management

Module 1 - Merchandising

A. Learner Objectives and Interaction – rated predominantly Not Evident

Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program. The 2nd outcome as stated becomes less like an outcome and more like an aim with the inclusion of “and learn about”.

Outcomes listed

- identify merchandising decisions for retail companies
- identify and learn about techniques including store layouts and presentation

Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course.

Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage.

Competencies statement: “Understand how to promote products and services through techniques that lead to increased sales”, is not measurable. Statement #2, “Identify effective store layouts and visual merchandising presentation techniques” would be a good SLO.

Knowledge is an important aspect of the cognitive domain (Bloom’s taxonomy) that provide a foundation for progressive contextualization of material. To achieve the competency desired, the module would benefit from learning outcomes in the application, analysis, synthesis, and evaluative levels of contextualization.

Notes

- Capitalize first letter of first word in "bulleted" items
- Insert the work “merchandising” before techniques in second bullet point.
- Techniques of store layout not presented in this module.

B. Instructional Design – rated Not Evident

There is some good content provided but improvements can be made to organize and align material with topic headings. It might be useful to show the lesson outline of the lesson as content is included in the lesson. Some content appears missing in light of assessment questions asked. Some necessary content seems to be missing.

C. Instructional Materials – rated predominantly Evident

If this module is intended to be stand alone, a work book or text book will be needed to fill in missing concepts and definitions.

Written lesson content contains some spelling errors and use of passive voice

Page 1, Spelling, YouTube, Emotions in Retail and Visual Merchandising.

Page 3 Quiz Me activity asks learners to “List the eight groups that are involved in a typical Marketing Team.” The graphic provided earlier indicates merchandising team.

Page 4, spelling, para 1 – “personal car” should personal care

Page 4 P&G Graphic labeled “e.” should be replaced with something else.

Page 8 Closing has little to connect it to materials provided in module

Some necessary content seems to be missing.

Video were appropriate in terms of subject matter and length.

The speaker in “Differentiation through Assortment Planning”, 4:30 was out of focus but that could have been by design although I found it somewhat distracting.

D. Assessment and Measurement – rated partially Evident

Short answer essay, matching questions, and discussion boards are appropriate methodologies but specific questions need to be better connected to material presented.

- identify merchandising decisions for retail companies
- identify and learn about techniques including store layouts and presentation

I recommend changing the rubric for discussion evaluation. Initial post required earlier in the week and follow-up posts to others made by the end of the week.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module attempts to provide foundational knowledge for those seeking entry level employment in mid-level retail management professions, i.e. department or store management positions. Current level of instructional content is not sufficient to achieve this but represents a good platform to build upon.

Overall Comments:

This module is 1 out of 7 retail management modules and appears to include about an hour of instructional content.

In general, module content is good but limited. Current content is not sufficient in its present form to be used as a 3-unit, standalone course. The module should be checked for punctuation, spelling and writing errors the reviewed version of the module had some errors.

Student Learning Outcomes (SLOs) need improvement. Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program. Some module outcomes as stated are less like outcomes and more like an aims. There should be alignment between SLOs, activities, and assessment.

Material provided in module seemed to confuse Marketing and Merchandising. Merchandising module topics to add should include merchandise planning process, control systems for managing merchandise, inventory management, purchasing, etc.

Module 2: Flow of Goods and Services

A. Learner Objectives and Interaction – rated Not Evident

Stated Module Outcome: "Understand the major concepts of supply chain management" is insufficient. (Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program.) Use of "understand" in current outcome is problematic. Suggest using Bloom's taxonomy of action verbs as a reference to update.

B. Instructional Design – rated Not Evident

The basic framework to build upon is present in the module.

The competencies identified: 1) Identify the functions of a channel and recognize the cause and effect of issues in the supply chain, and 2) Analyze how logistics and supply chain management achieve a sustainable competitive advantage, provide the starting point for instructional design. With this in mind, there are elements that should be included, e.g. description of cause and effect issues, activities that help learners recognize them, examples of competitive advantage, etc.

C. Instructional Materials – rated predominantly Not Evident

Instruction content seems minimal for the topic of supply chain management. A number of additional topics should be included, i.e. product, information, & financial flows related to the supply chain, inventory management, reverse logistics, multi-channel supply chain models, etc.

Case studies or example should be included to help learners make the connection between supply chain management and competitive advantage. Case studies and example would also help learners understand that "stockouts" can occur along the supply chain as well as the more visible retail setting.

D. Assessment and Measurement – rated Not Evident

The in-module assessments are not sufficient to measure the competencies listed, i.e. 1) Identify the functions of a channel and recognize the cause and effect of issues in the supply chain, and 2) Analyze how logistics and supply chain management achieve a sustainable competitive advantage.

Assessments used to assess the ability to analyze something should include needs to be analyzed. Current assessment questions and activities focus more on knowledge rather than analysis.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module attempts to provide foundational knowledge for those seeking entry level employment in the mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

In general, module content is good but limited and not sufficient as stand alone resource. Module title “Flow of Goods and Services” could be considered to be more narrow in scope that the stated course outcome of understanding supply chain management (SCM). Additional topics such as, SCM should include product, information, & financial flows related to the supply chain, inventory management, reverse logistics, multi-channel supply chain models, should be examined. Student Learning Outcomes (SLOs) need to be improved for most modules. Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program. Some module outcomes as stated are less like outcomes and more like aims.

Module 3: Compare and Contrast Traditional Retailers

A. Learner Objectives and Interaction – rated Not Evident

The stated outcomes, 1) Characteristics of different retail formats, and 2) Understanding how retailers use Customer Relationship Management (CRM) systems to improve customer service, should be rewritten.

Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program. Suggest using Bloom’s taxonomy of action verbs as a reference.

The stated competencies, 1) Compare and contrast traditional retailers and category specialists, and 2) Define Customer Relationship Management (CRM) systems, are more like Student Learning Outcomes.

B. Instructional Design – rated Not Evident

Note: The introduction video (page 1) might work better in the Retail Formats section (Page 2).

Note: The page 6 Assignment (see below) seems better suited for the "Flow of Goods and Services" module.

The page Retailers have unique distribution and supply chains. Interview a local retail manager regarding their store's distribution. In the following essay, please respond to these questions:

Does the retailer use a distribution center, and if so, where is it located?

Does the retailer have any direct store deliveries (DSD) from manufacturers?

How often does the store receive inventory shipments?

Does the retailer use a push or pull distribution strategy?

Quiz Me

Based on your assignment, respond to the following questions.

Does the retailer use a distribution center, and if so, where is it located?

Does the retailer have any direct store deliveries (DSD) from manufacturers?

How often does the store receive inventory shipments?

Does the retailer use a push or pull distribution strategy?

C. Instructional Materials – rated Predominantly Evident

CRM is presented as one of the concepts presented and is highlighted in the competencies but there is no content directly related to CRM. There is an assignment (page 5), to “research one CRM system and then share some of the keys to success that this system offers (even if it is just from what they say in their sales pitch)”, but that does not seem sufficient to develop the needed knowledge-based for competency.

D. Assessment and Measurement – rated Evident

Assessment activities seem appropriate for stated competencies but as indicated earlier the level and amount of instruction content should be improved.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module attempts to provide foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions. Content should be expanded.

Overall Comments:

Module title, “Compare and Contrast Traditional Retailers”, seems quite limiting depending on the definition of “traditional”. It appears on the surface to be at odds with the outcome stating, “Characteristics of different retail formats”. Is this module title intended to limit the scope of this module to traditional “Brick and Mortar” retailers or something more expansive? Elements of distinction between traditional retailers and other retailing formats might

include presence, service, delivery, sales volume, margins, merchandise, promotions, staff training, credit terms, and relationships.

Module 4: Strategic and Financial Planning

A. Learner Objectives and Interaction – rated Not Evident

The stated outcome, “Planning efficiently to stay profitable in retail business.”, should be rewritten.

Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program. Suggest using Bloom’s taxonomy of action verbs as a reference.

The stated competency, “Create and present a strategic plan for a business, including financial strategy and financial performance measures.”, should be made more specific. As written the it includes some hidden expectations. Define “Strategic Plan”. Retail market strategy, financial strategy

Do the SLO’s reflect the most important concepts?

Do assessment techniques optimally measure student attainment of the outcomes?

B. Instructional Design – rated Not Evident

The video included in the introduction, Overview of the Strategic Planning Process (4:31), presents an overview of number of elements that are not expanded upon during the remainder of the module. Topics touched upon included: Mission statement, internal & external scanning, SWOT analysis, clarifying your vision. SMART goals, and milestones.

The introduction (page 1) and the closing (page 8) suggest different areas of focus for the module.

C. Instructional Materials – rated Predominantly Evident

Page 4 Video, YouTube, Initial Markup. (CC BY-SA 3.0). Published on October 25, 2010. May need a more current video. Some misalignment exists between learning objectives, activities, and assessments.

D. Assessment and Measurement – rated Not Evident

There does not appear to be any assessment for the stated competency to “create and present a strategic plan for a business”.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module attempts to provide foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions. Content should be expanded.

Overall Comments:

In general, module content is good but limited. Current content is not sufficient in its present form to be used as a 3-unit, standalone course. The module should be checked for punctuation, spelling and writing errors the reviewed version of the module had some errors. Module contain approximately 1 hour of instructional content.

Student Learning Outcomes (SLOs) need improvement. Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program. Some module outcomes as stated are less like outcomes and more like an aims. There should be alignment between SLOs, activities, and assessment.

Module 5: Impacts of Laws and Regulations

A. Learner Objectives and Interaction – rated Not Evident

The outcome stated, “The some of the laws and regulations that impact businesses.” Should be rewritten. Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program. Suggest using Bloom’s taxonomy of action verbs as a reference to update.

Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course.

Outcomes are written from student perspective and describe What students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage.

The Competencies statement, “Evaluate the impact of laws and regulations pertaining to the role and responsibilities of a retail manager”, is overly broad in scope. Consider listing a set of competencies that are more specific.

B. Instructional Design – rated Evident

Instructional content followed the introductory list of concepts presented and did build toward the competencies stated

C. Instructional Materials – rated Evident

The links to FTC resources and guides, the Dept. of Labor links, and SBA resources added content to the course that supported the development of the desired competencies.

D. Assessment and Measurement – rated Partially Evident

Assessments align with the overarching competency stated in the introduction but the competencies statement, “Evaluate the impact of laws and regulations pertaining to the role and responsibilities of a retail manager”, is overly broad in scope. Consider listing a set of competencies that are more specific.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module attempts to provide foundational knowledge for those seeking entry level employment in the mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

The level of Module content is good. The links provided to resource an appropriate amount of instructional material.

Similar to other modules reviewed, the introduction of Outcomes and Competencies should reflect current thinking on Student Learning Outcomes, Objectives, and Goals. Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage.

Consider introducing the page 2 resources in a manner similar to the way resources were introduced on page 3, e.g. “Refer to the following resources and consider how the laws highlighted apply to your business”.

Recommend that the introductory statement (page 1) and closing statement (page 7) be rewritten to improve alignment.

Correct spelling error on page 5 in the Quiz Me activity, “What law is most surprising to you and why?”

Correct writing errors on page 6 discussion board question, “As a manager, someone reported to you of an accident and an employee was hurt. How would you take care of the situation? Your answers must comply to OSHA laws and regulations.

Module 6: Product Life Cycle

A. Learner Objectives and Interaction – rated Not Evident

The outcome stated, “Different stages of a product's life cycle in retail management.” Should be rewritten. Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program. Suggest using Bloom’s taxonomy of action verbs as a reference to update.

Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course.

Outcomes are written from student perspective and describe what students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage.

The Competencies statement, “Compare the strategies that are used within the different stages of a product's life cycle”. The uses of the verb “compare” places this competency in the analysis level of material contextualization (Bloom’s taxonomy) that helps provide foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

B. Instructional Design – rated Evident

Framework of design is good. The content and activities provide support for the concepts introduced on page 1, but are not sufficient for a stand-alone course that seeks to provide foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail profession.

- Life cycles and product categories

- Stages in the product life cycle
- Deviant product life cycles
- Using the product life cycle

C. Instructional Materials – rated Evident

May need to think about updating resources provided that were 10 years or older with those within the past 5 years.

D. Assessment and Measurement – rated Evident

The table provided on page 5 is useful to help students “Compare the strategies that are used within the different stages of a product's life cycle”. Consider adding an assignment that asks student to review or develop strategies for specific product at various life cycle stages.

E. Industry Based Application – rated Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module attempts to provide foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

Similar to other modules reviewed, the introduction of Outcomes and Competencies should reflect current thinking on Student Learning Outcomes, Objectives, and Goals. Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. Outcomes are written from student perspective and describe What students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage.

This module did not include an introductory statement like other module in the series but did include a closing statement (page 7), “In this module, it focuses on the product categories, the stages, the deviant, and using the product life cycle.” First and last impressions impact learning and retention, the use of an introduction and conclusion are important elements. The introduction should provide a clear indication of the topics that will be covered that should be interesting and specific. The conclusion should provide a summary of what was covered and can include a recommendation for additional study or resource options.

Areas exploration could be expanded to include; the limitations of product life cycle concept, product sourcing, branding, types of life cycle curves, marketing mix, product line development, tactics used to influence the length of life cycle phases, etc.

Module 7: Technology in Retail Management

A. Learner Objectives and Interaction – rated Not Evident

The outcome stated, “The use of technologies for the retail management”, is not measurable and should be rewritten. Student Learning Outcomes should describe what students should know, be able to do, and value by the end of the educational program. Suggest using Bloom’s taxonomy of action verbs as a reference to update.

Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course.

Outcomes are written from student perspective and describe What students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage.

Competencies statement: “Describe how technology (e.g., customer databases, integrated systems, and buying and sales forecasting systems) is used to support retail businesses.” Competency is overly broad and should be rewritten as a list of competencies that are more specific and measurable.

Knowledge and comprehension are important aspects of the cognitive domain (Bloom’s taxonomy) that provide a foundation for progressive contextualization of material. To achieve the competency desired, the module would benefit from learning outcomes in the application, analysis, synthesis, and evaluative levels of contextualization.

B. Instructional Design – rated Partially Evident

Framework of design is good. Instructional content for concepts listed on page 1 is provided in module, but is not sufficient for a stand-alone course that seeks to provide foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail profession.

Concepts:

- The Benefits of having Technology
- The Disadvantages of Technology
- Evolving Store Technologies

C. Instructional Materials – rated Predominantly Evident

Page 1: Video listed is private, could not view. YouTube, The Future of Automotive Retailing: Reynolds Retail Management. (CC BY-SA 3.0). Link -

<https://www.youtube.com/watch?v=7fn3S2sRa0w&list=PLWuRewDV4JnIbEOrGoLycokzDcEQQ9N-k>

D. Assessment and Measurement – rated Evident

Assessments align with the overarching competency stated in the introduction but the competencies statement, “Describe how technology (e.g., customer databases, integrated systems, and buying and sales forecasting systems) is used to support retail businesses”, is overly broad in scope. Consider listing a set of competencies that are more specific.

E. Industry Based Application – rated Not Evident

Is this course foundational, intermediate or advanced in terms of preparing students for high-wage, high skill employment in the retail professions? Please elaborate.

This module attempts to provide foundational knowledge for those seeking employment in mid-level retail management professions, i.e. department or store management positions.

Overall Comments:

Similar to other modules reviewed, the introduction of Outcomes and Competencies should reflect current thinking on Student Learning Outcomes, Objectives, and Goals. Objectives are written from teaching perspective expressing what the teacher wants them to learn or what the teacher wants them to get out of the course. Outcomes are written from student perspective and describe What students will have learned and what they will be able to do at the end of the course. Student Learning Outcomes (SLOs) address student competency rather than content coverage.

First and last impressions impact learning and retention, the use of an introduction and conclusion are important elements. The introduction should provide a clear indication of the topics that will be covered that should be interesting and specific. The conclusion should provide a summary of what was covered and can include a recommendation for additional study or resource options.

Module introductory statement (page 1), “Technologies are constantly used to enhance customers' shopping experiences. In this module, we will focus on some these technologies.

Closing statement (page 8), “In this module, it focuses on the benefits, disadvantages and the evolving store of technologies.”

Areas of exploration that could be expanded include; data analytics, mobile technologies, smart phone apps, social media, POS Systems, Wearables, iBeacons, Augmented Reality, Passbook Enablement, Poynt, Google Indoor Maps, etc.

Appendix F

Qualifications and Skills: Julie Strzempko

Qualifications

- Bachelor's Degree in Economics
- Consultant 2014- present: Center for Energy Workforce Development (CEWD), with a focus on management of the Energy Industry Fundamental certificate program and the Core Technical Competencies credential
- Next Step Living 2013 –2015: Director of Institutional Partnerships
- Job Corps 2008-2013: Developed corporate linkages with large scale regional and national employers, industry partners, and educational institutions to generate long-term employment opportunities for program graduates. Collaboratively worked with industry stakeholders to determine certifications and training necessary to prepare graduates to meet industry/employer needs.

Skills

- Curriculum Development/Review
 - Customized an energy course to meet the specific needs for the country of Rwanda.
 - Job Corps: Developed curriculum to address career readiness topics, including: *A Savvy Life Skills Guide*; finances, budgeting, and credit reporting guides; a pocket *Resume & Interview Do's and Don't Guide*; a public speaking and body language guide; and a resume, portfolio and interview skills checklist. Curriculum was presented and implemented at 17 Job Corps Centers in the Northeast Region.
- Training Design, development, and/or delivery of workshops and webinars, specializing in workforce development, capacity building, and employer engagement.
 - CEWD: Develop and present webinars and workshops for educational institutions utilizing instructor-led and online versions of their energy certificate programs.
 - Job Corps: Designed a job developers' conference and presented workshops and panels on employers and job development. Developed and facilitated train-the-trainer programs on resume writing and career preparation to be delivered to at-risk student population.
- Project Management
 - CEWD: Manage Energy Industry Fundamentals (EIF) certificate program with 46 educational institutions utilizing both in classroom and online curriculum. Oversee the credentialing process for EIF and a Core Technical Competency credential.
 - Next Step Living: Managed partnerships with industry leaders, including Staples, Sikorsky Industries, Pratt Whitney, Bristol Meyer Squibb, and Aetna Insurance.
 - Job Corps: Oversaw NATEF recertification for four automotive programs. Managed employer partnerships with Home Depot, General Dynamics Electric Boat, FedEx, Marriott, Bridgestone Firestone, and AMR. Managed reciprocity work groups to determine how C.N.A, L.P.N, and E.M.T certifications and licenses were received by each state. Convened regional industry advisory boards in the automotive, construction, culinary, health care and manufacturing industries to gather industry-specific feedback to implement into training. Oversaw a Driver's License Task Force for all of NY, NJ, New England and Puerto Rico, as requirements vary significantly by state and needed to be incorporated into training and education programs.

Qualifications and Skills: Valerie Taylor

Qualifications

- Bachelor's Degree in Education
Certificate in eLearning
- Education Consultant 2006- present for Center for Energy Workforce Development, with a focus on education, career and technical training, economic development, and workforce development. CEWD is a leading player in the workforce development arena, creating innovative models such as Troops to Energy Jobs and Women in Sustainable Employment (both of which I served as creator of these models), recognized by the White House and Departments of Education and Labor

Skills

- Pathway Development
 - Developed energy career pathways for the Center for Energy Workforce Development utilizing stackable credentials, which included off-ramps to construction and manufacturing
 - Served as grant reviewer for the Department of Labor's Pathways Out of Poverty submissions
- Curriculum Development/Review
 - Wrote curriculum for Women in Sustainable Employment Pathways (focus on energy, construction and construction), a full high school energy career academy, employability skills workshops, and management and leadership courses
 - Reviewed 130-hour energy industry fundamentals certificate course and ensured quality of course content and that activities address varied learning styles for community college students and created a revised version specifically targeted at high school students; course received accreditation from American National Standards Institute (ANSI)
 - Facilitated the development of an a 50-questions multiple choice assessment or energy industry fundamentals certificate, including utilizing the passing point score process
- Course Mapping
 - Map courses to energy industry competency model on an ongoing basis
- Training Design, develop, and/or deliver workshops and webinars especially in the areas of workforce development capacity building and employer engagement.
 - Develop and present webinars and workshops for various topic areas in workforce development, including women in energy, girls in STEM, diversity, and employee resources groups
 - Present workshops and facilitate panels on workforce development and capacity building at meeting and conferences
- Project Management
 - Manage multiple projects on a daily basis for the past eight years for the Center for Energy Workforce Development

Appendix G ACT-On Third Party Review Corrections

High Level Overview of Work Done by The Collaboratory on Retail Management On-line Courses

Consistent errors and issues throughout the course that had to be fixed:

- We reworked the opening page for each unit for consistency and to ensure course outcomes were appropriately matched up the competencies. We also included unit topics.
- Every YouTube video had to be un-embedded and a hyperlink added. The videos had not been cited properly; we added the correct source citation to each.
- Every article had to be un-embedded and a hyperlink added. The articles had not been cited properly; we added the correct source citation to each.
- Many images were used that were not Open Source (OS) the images had to be replaced.
- There were tremendous amounts of material that were plagiarized in their entirety. We had to identify the source, and where possible, gain permission from the author.
- Where we were unable to gain permission on the plagiarized material, we had to source new material from OS sources or rewrite the material.
- Everything not of original content needed to be given a source citation.
- There were many broken or dead links throughout the course. These links were replaced with new material.
- Many of the units had one or two sentences followed by a video and a quiz question. Units lacked depth and breadth. We added robust material.
- We replaced many of the videos and articles with information that was more relevant to the unit.
- We rewrote the quiz questions throughout, as many did not require any critical thinking.
- There was a large amount of overlap and redundancies in the individual units within the modules. We weeded out the redundant material. For example, *Problem Solving/Decision Making* and *Ethics* were already a unit in the *Introduction to Management* module and then repeated in later units. We archived then deleted the following units from the current version of the modules: *Problem Solving/Decision Making*, *Choices of Communication*, *Communication Channels and Flow*. We enhanced *Oral Presentations* and rewrote *Fundamentals of Business Communication*, *Business Writing* and *Electronic Media*.
- We reorganized the units within the modules to ensure a better flow of information.
- We added units in modules where necessary i.e., in *Human Relations*, we broke out *Teamwork* and *Leadership* into their own units and added a unit on *Diversity*.
- We deleted (archived) modules where necessary i.e., *Computer Applications for Business* as this was a comprehensive Microsoft Office course for Word, Excel, PPT etc and would be best used as an add on at the discretion of individual instructors.
- We deleted pages in individual units that went far beyond the number of average pages per unit. For example, in the *Principles of Marketing* module in the *What is Marketing?* unit there were 38 pages. The average number of pages per unit is approximately 12.