



**Board of Regents Program Action Request**  
**University of Alaska**  
Proposal to Add, Change, or Delete a Program of Study

| 1a. Major Academic Unit<br>(choose one) UAA   | 1b. School or College<br>CTC | 1c. Department<br>Chugiak/Eagle River Campus<br>(CERC)    |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
|---|------------------------------|---|------------------------------------|------------|--|--|--------------|-----|---|---------|--------------|---|-------------------------------------|---------|---|---------|--------------------|---|------------------------|-----|--|---------|--------------------------|-----|---|--|------------|--|--------|-----|------------------|-----|--------|-----|--------------------------|-----|--------|-----|----------------|----------|--------|-----|
| 2. Complete Program Title Retail Management   |                              |   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| 3. Type of Program  |                              |   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| <input checked="" type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate<br><input type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate  |                              |   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| 4. Type of Action   |                              | 5. Implementation date (semester, year)                   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete   |                              | Spring, 2013  |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| 6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.<br>(Provide information for the 5 <sup>th</sup> year after program or program change approval if a baccalaureate or doctoral degree program; for the 3 <sup>rd</sup> year after program approval if a master's or associate degree program; and for the 2 <sup>nd</sup> year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)   |                              |   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Projected Annual Revenues in FY 14</th> <th colspan="2">Projected Annual Expenditures in FY 14</th> </tr> </thead> <tbody> <tr> <td>Unrestricted</td> <td></td> <td>Salaries &amp; benefits (faculty and staff)</td> <td>\$5,100</td> </tr> <tr> <td>General Fund</td> <td>\$5,100</td> <td>Other (commodities, services, etc.)</td> <td>\$7,392</td> </tr> <tr> <td>Student Tuition &amp; Fees</td> <td>\$9,240</td> <td>TOTAL EXPENDITURES</td> <td>\$12,492</td> </tr> <tr> <td>Indirect Cost Recovery</td> <td>\$0</td> <td>One-time Expenditures to Initiate Program (if &gt;\$250,000)</td> <td></td> </tr> <tr> <td>TVEP or Other (specify):</td> <td>\$0</td> <td>(These are costs in addition to the annual costs, above.)</td> <td></td> </tr> <tr> <td>Restricted</td> <td></td> <td>Year 1</td> <td>\$0</td> </tr> <tr> <td>Federal Receipts</td> <td>\$0</td> <td>Year 2</td> <td>\$0</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td>\$0</td> <td>Year 3</td> <td>\$0</td> </tr> <tr> <td>TOTAL REVENUES</td> <td>\$14,340</td> <td>Year 4</td> <td>\$0</td> </tr> </tbody> </table> |                              |   | Projected Annual Revenues in FY 14 |            | Projected Annual Expenditures in FY 14 |  | Unrestricted |     | Salaries & benefits (faculty and staff) | \$5,100 | General Fund | \$5,100   | Other (commodities, services, etc.) | \$7,392 | Student Tuition & Fees  | \$9,240 | TOTAL EXPENDITURES | \$12,492  | Indirect Cost Recovery | \$0 | One-time Expenditures to Initiate Program (if >\$250,000)  |         | TVEP or Other (specify): | \$0 | (These are costs in addition to the annual costs, above.) |  | Restricted |  | Year 1 | \$0 | Federal Receipts | \$0 | Year 2 | \$0 | TVEP or Other (specify): | \$0 | Year 3 | \$0 | TOTAL REVENUES | \$14,340 | Year 4 | \$0 |
| Projected Annual Revenues in FY 14  |                              | Projected Annual Expenditures in FY 14                    |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| Unrestricted  |                              | Salaries & benefits (faculty and staff)                   | \$5,100                            |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| General Fund  | \$5,100                      | Other (commodities, services, etc.)                       | \$7,392                            |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| Student Tuition & Fees  | \$9,240                      | TOTAL EXPENDITURES  | \$12,492                           |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| Indirect Cost Recovery  | \$0                          | One-time Expenditures to Initiate Program (if >\$250,000) |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| TVEP or Other (specify):  | \$0                          | (These are costs in addition to the annual costs, above.) |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| Restricted  |                              | Year 1  | \$0                                |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| Federal Receipts  | \$0                          | Year 2  | \$0                                |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| TVEP or Other (specify):  | \$0                          | Year 3  | \$0                                |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| TOTAL REVENUES  | \$14,340                     | Year 4  | \$0                                |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| Page # of attached summary where the budget is discussed, including initial phase-in:3-4  |                              |   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| 7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.  |                              |   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
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| Revenue source  | Continuing                   | One-time  |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| a. In current legislative budget request  | \$0                          | \$0   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| b. Additional appropriation required  | \$0                          | \$0   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| c. Funded through new internal MAU redistribution   | \$5,100                      | \$0   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| d. Funds already committed to the program by the MAU <sup>1</sup>   | \$0                          | \$0   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| e. Funded all or in part by external funds, expiration date   | \$0                          | \$0   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| f. Other funding source Specify Type: 80% tuition and fees  | \$7,392                      | \$0   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| 8. Facilities: New or substantially (>\$25,000 cost) renovated facilities will be required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |                              |   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |
| If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.  |                              |   |                                    |            |  |  |              |     |   |         |              |   |                                     |         |   |         |                    |   |                        |     |  |         |                          |     |   |  |            |  |        |     |                  |     |        |     |                          |     |        |     |                |          |        |     |

<sup>1</sup>Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 15

Year 2: 30

Year 3: 37

Year 4: 37

Page number of attached summary where demand for this program is discussed: 3

10. Number\* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

|              |   |
|--------------|---|
| Graduate TA  | 0 |
| Adjunct      | 0 |
| Term         | 0 |
| Tenure track | 0 |

11. Number\* of TAs or faculty to be reassigned:

|              |   |
|--------------|---|
| Graduate TA  | 0 |
| Adjunct      | 1 |
| Term         | 0 |
| Tenure track | 1 |

Former assignment of any reassigned faculty: minor change to workload for CBPP faculty member; course reassignment for existing CTC adjunct.  
For more information see page 3 of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

| Program Affected                          | Anticipated Effect   |
|---|--|
| UAA College of Business and Public Policy | Teaching in the program and oversight of curriculum and assessment |
| UAF Community and Technical College       | Annual coordination of course offerings                            |

Page number of attached summary where effects on other programs are discussed: 1-2

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': none

14. Aligns with University or campus mission, goals, core themes, and objectives (list): Academic Master Plan Goal 4 (develop and enhance programs to respond to state needs) and Goal 5 (increase consultation, collaboration, and coordination across UA); UAA 2017 Strategic Priority A (workforce development in close collaboration with private sector partners) and Strategic Priority C (increased educational opportunity and student success by improving the efficiency with which students navigate UAA's programs and campuses from entry to completion).

Page in attached summary where alignment is discussed: 1

15. State needs met by this program (list): Workforce development

Page in the attached summary where the state needs to be met are discussed: 2

16. Program is initially planned to be: (check all that apply)

☒ Available to students attending classes at UAA Anchorage, UAA Chugiak/Eagle River, UAF campus(es).

☐ Available to students via e-learning.

☒ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: 2

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

Provost

Date

Chancellor

Date

- ☐ Recommend Approval  
☐ Recommend Disapproval

\_\_\_\_\_  
UA Vice President for Academic Affairs on behalf of  
the Statewide Academic Council

Date

|   |  |               |
|---|--|---------------|
| <input type="checkbox"/> Recommend Approval<br><input type="checkbox"/> Recommend Disapproval | _____ / _____<br>Chair, Academic and Student Affairs Committee | _____<br>Date |
| <input type="checkbox"/> Recommend Approval<br><input type="checkbox"/> Recommend Disapproval | _____ / _____<br>UA President                                  | _____<br>Date |
| <input type="checkbox"/> Approved<br><input type="checkbox"/> Disapproved                     | _____ / _____<br>Chair, Board of Regents                       | _____<br>Date |

\*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:      ☒ Summary of Degree or Certificate Program Proposal      ☐ Other (optional)





## New Program Proposal – Undergraduate Certificate, Retail Management

### Executive Summary

(See University Regulation R10.04.020.C)

This is a summary of a full prospectus. The full prospectus is available upon request.

This summary provides the essential information required for review and approval regarding a proposed undergraduate certificate in Retail Management. The program has been developed in response to industry request and is coordinated with a similar program offered at UAF as discussed below.

#### Degree/Certificate Title & Responsible Program

|   |   |  |
|---|---|--|
| Major Academic Unit<br>UAA                  | School or College<br>CTC                                  | Department<br>Chugiak/Eagle River Campus<br>(CERC) |
| Complete Program Title<br>Retail Management |   |  |
| Type of Program                             | <input checked="" type="checkbox"/> Undergrad Certificate | <input type="checkbox"/> AA/AAS                    |
|   | <input type="checkbox"/> Masters                          | <input type="checkbox"/> Graduate Certificate      |
|   |   | <input type="checkbox"/> Baccalaureate             |
|   |   | <input type="checkbox"/> Doctoral                  |
|   |   | <input type="checkbox"/> Specialty                 |

#### 1. Relationship of the proposed program relative to the Educational mission of the University of Alaska and the MAU.

The Retail Management Undergraduate Certificate responds to state needs (Goal 4 of the University of Alaska System Academic Master Plan) by preparing workers for the burgeoning Alaskan food retail industry. Its collaborative nature is a clear example of increased consultation, collaboration, and coordination across the University of Alaska (UA) as described in Goal 5 of the Academic Master Plan. The Certificate directly aligns with UAA's strategic plan, specifically the goals in Strategic Priority A which relate to workforce development in close collaboration with private sector partners. It also aligns with the goals in Strategic Priority C that relate to increased educational opportunity and student success by improving the efficiency with which students navigate UAA's programs and campuses from entry to completion. It is designed to articulate well with associate and baccalaureate degrees for those students wishing to earn additional degrees.

#### 2. History of the development of the proposed program.

This Retail Management Undergraduate Certificate was created to address state workforce needs, in response to a request from the Western Association of Food Chains (WAFC) to the University of Alaska president's office. It will be offered collaboratively between UAA Community and Technical College (UAA/CTC), UAA College of Business and Public Policy (CBPP), and UAF Community and Technical College (UAF/CTC). The program is fully supported by Alaska's largest food retail companies (Carrs-Safeway, Fred Meyer, and Costco) and endorsed by the WAFC. Letters of need and support are available for review.



The UAA program is comprised of a new certificate, while the UAF program is an added emphasis under an already approved undergraduate certificate in applied business. Both programs contain identical courses/curriculum. Some of the courses will be available for UAA and UAF students by e-learning. At UAA, the Community and Technical College (CTC) worked in concert with the College of Business and Public Policy (CBPP) to create the Undergraduate Certificate in Retail Management using courses already offered at the university (with the exception of one new course developed by CBPP and already approved through the curricular process).

As a workforce development program, the certificate will be housed at the UAA Chugiak/Eagle River Campus (CERC) as part of its continuing education function within CTC. UAA CTC will serve as the academic unit administering and providing advising services for the certificate program. UAA CBPP will oversee the content and facilitate program assessment for the certificate program. These two UAA colleges will have a memorandum of agreement in place which covers CBPP academic course and program offerings through the UAA extended site—Chugiak/Eagle River Campus (CERC).

**3. Impact of the proposed program on existing UA programs, including the GER.**

There will be minimal impact on existing programs. The undergraduate certificate does not have a GER component and will not impact the GER course offerings.

**4. State needs met by the proposed program.**

Letters of need and support demonstrate the importance of the program to major employers of the state. According to the July 2011 *Alaska Economic Trends* report, three private-sector employers—also members of WAFC—are in the top 50 largest employers in the state (in 2010):

#3 – Carrs/Safeway (2,750–2,999 average monthly employment)

#4 – Fred Meyer (2,500–2,999)

#31 – Costco (750–999)

While WAFC endorses this new certificate, it would not be limited to WAFC member companies. Several other top 100 private-sector employers in the state connected to the retail industry would be approached and offered the program as workforce development and continuing education for their employees. In total, 11 of the top 50 employers (22%) and 16 of the top 100 employers (16%) are closely aligned with the retail industry.

A final group of potential students would be those individuals either unemployed or pursuing a career change. This 30-credit certificate would be helpful in pursuing employment in the retail industry with the 16 retail companies noted above.

**5. Student opportunities, outcomes, and enrollment projections.**

Students completing the certificate will be well grounded in key aspects of the retail industry and will be prepared to be placed in a variety of retail jobs. They will receive instruction and gain knowledge and skills in computer applications, oral communications, written business communication, business mathematics, accounting/bookkeeping, management, business leadership and human relations, human resource management, marketing and marketing management, and retail management and merchandising. Student learning outcomes, aligned with the above and responding to employer skills requirements in the retail industry, are included in the proposed catalog copy and in the full prospectus.

Projected enrollments (headcount of majors) during the first five years of the program are shown in the table below. These estimates are based on communication from WAFC association companies in Alaska and on comparisons with college certificate programs in other states.

|                     | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---------------------|---------|---------|---------|---------|---------|
| Headcount of Majors | 15      | 30      | 37      | 37      | 45      |

**6. Faculty and staff workload implications.**

The program uses courses already offered annually in the UAA schedule and one additional course (already approved) to be offered once each academic year. This additional course will be offered through CERC and/or CBPP and funded through CERC with existing funds. A full time faculty member within CBPP has had their workload adjusted to provide curricular oversight and support for the program in addition to teaching the new course—BA A266, Retailing Management. Any additional course sections that may be required will be offered through UAA CERC using existing funds.

**7. Fiscal Plan for the proposed program.**

No new appropriations will be required. This would be an internal CERC realignment of current funds to offer the required courses in an appropriate sequence. The table below assumes tuition remains constant at \$154/credit (with 20 students), total adjunct faculty expense remains constant at \$5,100, and total other commodities and services remain constant at \$7,392.

**Table ES7.1**  
**Incremental Expenses, Revenues, and Balances**

| <b>Year</b> | <b>New Expenses</b> | <b>New Revenue</b> | <b>Balance</b> |
|-------------|---------------------|--------------------|----------------|
| Yr 1        | \$12,492            | \$14,340           | \$1,848        |
| Yr 2        | \$12,492            | \$14,340           | \$1,848        |
| Yr 3        | \$12,492            | \$14,340           | \$1,848        |
| Yr 4        | \$12,492            | \$14,340           | \$1,848        |
| Yr 5        | \$12,492            | \$14,340           | \$1,848        |





## New Program Proposal – Undergraduate Certificate, Retail Management

### Prospectus

(See University Regulation R10.04.020.C)

#### 1. Degree/Certificate Title & Responsible Program

|   |                          |  |
|---|--------------------------|--|
| Major Academic Unit<br>UAA  | School or College<br>CTC | Department<br>Chugiak/Eagle River Campus<br>(CERC) |
| Complete Program Title<br>Retail Management   |                          |  |
| Type of Program <input checked="" type="checkbox"/> Undergrad Certificate <input type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate<br><input type="checkbox"/> Masters <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctoral <input type="checkbox"/> Specialty |                          |  |

#### 2. Catalog descriptions of the program and of new or modified courses that constitute the major field of study.

See Attachment A.

#### 3. Rationale for the new program and educational objectives, student learning outcomes and plan for assessment.

UAA's Community and Technical College (CTC) and the College of Business and Public Policy (CBPP) developed this undergraduate certificate as a collaborative effort of faculty and administrators to meet an acknowledged need in the Alaska retail industry. This UAA certificate is fully endorsed by the Western Association of Food Chains (WAFC) and its member companies, many of which are the largest retail employers in the state (Carrs–Safeway, Costco, Fred Meyer). This certificate is patterned after credentials offered at more than 150 other community colleges and universities in the western United States. The content of the curriculum in this program and the program itself were coordinated with WAFC.

Student learning outcomes will be effectively assessed through the use of various ACT WorkKeys assessment tools. WorkKeys is a job skills assessment system measuring real-world skills and connecting work skills, training, and skill testing for educators and employers. As this credit-based certificate is closely aligned with employer skills requirements in the retail industry, using these tools—including various retail industry profiles within ACT WorkKeys—not only provides an accurate assessment, but also a third party workforce readiness certificate as a complement to the university certificate on the transcript.

To accomplish this assessment, pre- and post-program tests will be given to students in two job profiles within the ACT WorkKeys assessment system—*Retail Salespersons* and *First-Line Supervisors/Managers of Retail Sales Workers*. This allows for measurement of change within the areas tested as students begin and end the program. Major areas of assessment within ACT WorkKeys will be:

- A. *Applied Mathematics*
- B. *Locating Information*
- C. *Reading for Information*
- D. *Business Writing*
- E. *Listening for Understanding*
- F. *Teamwork*
- G. *Workplace Observation*

**Table 3.1**  
**Educational Objectives**

|  |
|--|
| 1. Demonstrate proficiency in the use of computers and computer applications in a retail environment   |
| 2. Employ oral communication concepts, including critical listening skills, in one-on-one and small group interactions   |
| 3. Use critical thinking skills  |
| 4. Relate appropriate human and public relations approaches to and in all written, oral, and non-verbal communications   |
| 5. Demonstrate mathematical competence in solving fundamental business problems, including using algebraic formulas  |
| 6. Define common terms used in bookkeeping and accounting through a working knowledge of accounting principles   |
| 7. Identify and describe management functions including planning, organizing, staffing, directing, and controlling resources and processes through development of a personal management philosophy |
| 8. Identify different leadership and management models and styles to ensure appropriate responses in different situations  |
| 9. Describe human resources management principles and methods involved in recruitment, selection, placement, and training employees  |
| 10. Define marketing and the core concepts that drive purchasing decisions including needs, wants, demands, products, and markets  |
| 11. Identify and describe retail management and merchandizing techniques   |

**Table 3.2**  
**Student Learning Outcomes and Plan for Assessment**

**Students completing the Retail Management Undergraduate Certificate will be able to:**

| <b>Outcome</b>   | <b>Plan for Assessment<br/>(ACT WorkKeys pre- and/or post-)</b>   |
|--|---|
| 1. Employ oral communication concepts, including critical thinking skills, one-on-one and small group interactions | <ul style="list-style-type: none"> <li>– <i>Listening for Understanding</i></li> <li>– <i>Teamwork</i></li> <li>– <i>Workplace Observation</i></li> </ul> |



|  |   |
|--|---|
| 2. Use critical thinking skills  | <ul style="list-style-type: none"> <li>– <i>Applied Mathematics</i></li> <li>– <i>Listening for Understanding</i></li> <li>– <i>Teamwork</i></li> <li>– <i>Workplace Observation</i></li> </ul>   |
| 3. Relate appropriate human and public relations approaches to and in all written, oral, and non-verbal communications   | <ul style="list-style-type: none"> <li>– <i>Locating Information</i></li> <li>– <i>Reading for Information</i></li> <li>– <i>Business Writing</i></li> <li>– <i>Listening for Understanding</i></li> <li>– <i>Teamwork</i></li> <li>– <i>Workplace Observation</i></li> </ul> |
| 4. Demonstrate mathematical competence in solving fundamental business problems, including the use of algebraic formulas   | <ul style="list-style-type: none"> <li>– <i>Applied Mathematics</i></li> <li>– <i>Locating Information</i></li> <li>– <i>Reading for Information</i></li> </ul>   |
| 5. Define common terms used in bookkeeping and accounting through a working knowledge of accounting principles   | <ul style="list-style-type: none"> <li>– <i>Locating Information</i></li> <li>– <i>Reading for Information</i></li> </ul>   |
| 6. Identify and describe management functions including planning, organizing, staffing, directing, and controlling resources and processes through development of a personal management philosophy | <ul style="list-style-type: none"> <li>– <i>Locating Information</i></li> <li>– <i>Reading for Information</i></li> <li>– <i>Workplace Observation</i></li> </ul>   |
| 7. Identify different leadership and management models and styles to ensure appropriate responses in different situations  | <ul style="list-style-type: none"> <li>– <i>Teamwork</i></li> <li>– <i>Workplace Observation</i></li> </ul>   |
| 8. Describe human resources management principles and methods involved in recruitment, selection, placement, and training of employees   | <ul style="list-style-type: none"> <li>– <i>Teamwork</i></li> <li>– <i>Workplace Observation</i></li> </ul>   |
| 9. Define marketing and the core concepts that drive purchasing decisions including needs, wants, demands, products, and markets   | <ul style="list-style-type: none"> <li>– <i>Teamwork</i></li> <li>– <i>Workplace Observation</i></li> </ul>   |
| 10. Identify and describe retail management and merchandizing techniques   | <ul style="list-style-type: none"> <li>– <i>Teamwork</i></li> <li>– <i>Workplace Observation</i></li> </ul>   |

#### 4. Relevance to the MAU and UA mission, goals, and objectives.

The Retail Management Undergraduate Certificate responds to state needs (Goal 4 of the University of Alaska System Academic Master Plan) by preparing workers for the burgeoning Alaskan food retail industry. Its collaborative nature is a clear example of increased consultation, collaboration, and coordination across the University of Alaska (UA) as described in Goal 5 of the Academic Master Plan.

The Certificate directly aligns with UAA's strategic plan, specifically the goals in Strategic Priority A which relate to workforce development in close collaboration with private sector partners. It also aligns with the goals in Strategic Priority C that relate to increased educational opportunity and student success by improving the efficiency with which students navigate UAA's programs and campuses from entry to completion. It is designed to articulate well with associate and baccalaureate degrees for those students wishing to earn additional degrees. Finally, the Certificate strengthens the UAA community and aligns with the goals that relate to collaboration across colleges, campuses, and universities in Strategic Priority D.



The external partnerships with Western Association of Food Chains (WAFC) and three key retail industry partners in the state (Costco, Carrs–Safeway, and Fred Meyer) further strengthen the UAA community as an engaged campus.

#### **5. Collaboration with other universities and community colleges.**

The development of this program has included collaboration with WAFC and UAF/CTC.

WAFC provided the foundation for the certificate course requirements and outcomes through detailed lists of courses and an effective sequencing of these courses. In addition, more than 150 community colleges and universities in the western United States participate in a consortium of schools offering nearly identical credentials. UAA's participation will provide the opportunity for enrolled students to take courses via distance delivery from any of the consortium institutions offering this option and subsequently transfer the completed course into UAA to meet degree requirements here as allowed by course transferability requirements in place. In addition, being a part of this consortium allows the certificate program at UAA to benefit from the external program promotion and marketing WAFC offers through its member companies in the state.

Working with UAF/CTC, UAA/CTC developed collaborative undergraduate certificate programs with interchangeable courses for the ten content areas within the program. This provides a student, regardless of institution of program admission, the ability to satisfy degree requirements through UAA or UAF courses.

**6. Demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program.**

**A. Demand for the program.**

The attached letters of need and support demonstrate the importance of the program to major employers of the state. According to the July 2011 *Alaska Economic Trends* report, three private-sector employers—also members of WAFC—are in the top 50 largest in the state (in 2010):

#3 – Carrs/Safeway (2,750–2,999 average monthly employment)

#4 – Fred Meyer (2,500–2,749)

#31 – Costco (750–999)

While WAFC endorses this new certificate, its usefulness and desirability would not be limited to WAFC member companies. The letters of support included in this packet attest to local interest in this certificate. Several other top 100 private-sector employers in the state connected to the retail industry would be approached and offered the program as workforce development and continuing education for their employees. In total, 11 of the top 50 (22%) and 16 of the top 100 (16%) are closely aligned with the retail industry. The additional companies include:

#2 – Walmart/Sam's Club (3,000–3,249)

#9 – NANA Management Services (1,750–1,999)

#20 – McDonald's Restaurants of Alaska (750–999)

#22 – Doyon Universal Services (750–999)

#23 – Home Depot (750–999)

#30 – Alaska Commercial Company (750–999)

#32 – Spenard Builders Supply (750–999)

#33 – Lowe's (750–999)

#61 – Target (250–499)

#67 – Denali Foods (250–499)

#71 – Sears (250–499)

#80 – Nordstrom (250–499)

#97 – Best Buy (250–499)

A final group of potential students would be those individuals either unemployed or pursuing a career change. This 30-credit certificate would be helpful in pursuing employment in the retail industry with the 16 retail companies noted above.

**B. Relation to State of Alaska long-range development**

The retail industry in the state continues to grow. With 16 of the top 100 private sector employers connected to retail, this certificate provides an exceptional professional workforce development opportunity for the 16,500–20,500 individuals working for these employers.

**C. Relation to other programs in the University of Alaska that may depend on or interact with the proposed program.**

This certificate program is a collaborative effort with a similar emphasis in the Undergraduate Certificate in Applied Business currently being developed by UAF /CTC. In this collaborative arrangement, regardless of institution of program admission, a student can take courses offered at UAA or UAF to satisfy degree requirements in each of the ten content areas of the certificate.

Students may also take distance courses from any of over 135 colleges offering a similar program in the western United States. Transferability of a course should be determined by the program faculty before a student enrolls and completes such a course to ensure standard residency requirements are met. Evaluation for transferability of credit will include consideration of the accreditation status of the offering institution.

UAA/CTC and CBPP have agreed to work together in completing program assessment and revisions with a full time faculty member in CBPP having workload responsibility for the curriculum and UAA/CTC's Chugiak/Eagle River Campus Director coordinating the scheduling, advising, and other administrative duties.

**7. Effects of program on other academic units (e.g. GER course requirements)**

The undergraduate certificate does not have a GER component and will not impact the GER course offerings.

**8. Availability of appropriate student services for program participants.**

The Undergraduate Certificate in Retail Management will be administered through the UAA Chugiak/Eagle River Campus (CERC). As a one-year certificate program, this degree does not require the same level of advising as associate and baccalaureate programs. CERC will provide the necessary student services and advising support through the program coordinator and other student services and advising staff located at the campus.

**9. Opportunities for research and community engagement for admitted graduate and undergraduate students.**

This undergraduate certificate is focused on workforce development. The primary intent of this credential is future employment or job promotion in Alaska's retail industry.



## 10. Outline of schedule for implementation of the program.

The program will begin admitting students in 2013 contingent on approval by the University of Alaska Board of Regents and the Northwest Commission on Colleges and Universities (NWCCU). After the program has been approved, initial coordination will be made with Carrs-Safeway, Costco, and Fred Meyer to recruit their employees into the new program. Some level of demand for admissions and course enrollments will be realized as a result of company incentives for participating in the program. Coordination will also be made with the other 13 large retail companies to inform them of the program and the benefits to employers and employees.

Finally, we will market the program through the UAA/CTC workforce development program contacts to provide a short-term development opportunity for people currently unemployed or those seeking a career change.

**Table 10.1**  
**Critical Tasks/Milestones**

| <b>Critical Task</b>                     | <b>Date</b> |
|--|-------------|
| 1. Develop certificate advising brochure | Summer 2012 |
| 2. Admit first students                  | August 2013 |
| 3. Complete first assessment cycle       | May 2014    |
| 4. First program graduates               | May 2015    |

## 11. Projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years.

These FTE and headcount calculations are based on the number of potential current retail employees in the state and feedback from Carrs-Safeway, Costco, and Fred Meyer on the number of employees expected to take advantage of the program when it is initially offered. In addition, comparisons with college certificate programs in other states were made.

**Table 11.1**  
**Enrollment Projections**

|                             | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|
| <b>FTE Enrollment</b>       | 10            | 20            | 25            | 25            | 30            |
| <b>Enrollment Headcount</b> | 15            | 30            | 37            | 37            | 45            |
| <b>Graduates</b>            | 0             | 2             | 5             | 7             | 10            |

**12. Availability and quality and/or requirement for new faculty and/or staff to support the program.**

The program uses existing curriculum and packages the courses into a credential recognized by a sector of the retail industry. Only one new course was created—retailing management. This new course will be taught once per academic year and will be included in the workload of current CBPP faculty.

The program will be supported by the current UAA Chugiak/Eagle River Campus (CERC) director, student services and advising staff, and by the UAA CBPP, which provides faculty oversight of curricular issues.

**A. Existing Faculty and Staff**

Name: Cynthia Rogers

Highest academic degree or certification: Master of Business Administration; Master of Public Administration

Academic rank/position title: Director of Chugiak /Eagle River Campus; Assistant Professor of Business Administration

Type of appointment: Administrative

Relevant scholarly activity/experience: Adjunct faculty experience; BA 670–*Human Resource and Personnel Management*; BA 232–*Fundamentals of Organizational Management*; BA 151–*Introduction to Business*; BA 361–*Human Resources Management*; BA 301–*Principles of Management*; BA 351–*Organizational Behavior*

How workload will be adjusted to meet demands of the new program: Current contract allows for teaching duties on an as-needed basis; will serve as certificate program administrative and student advising lead

Name: Jeri Rubin

Highest academic degree or certification: Master of Business Administration

Academic rank/position title: Professor of Business Administration

Type of appointment: Bi-partite faculty

Relevant scholarly activity/experience: Co-author, case studies for the Annual Advances in Business Cases; Owner, JR Marketing; Treasurer, American Marketing Association; twenty-six years teaching at UAA; Track Chair at the 2012 Southwest Case Research Association (SWCRA) meeting which was held in association with the Federation of Business Disciplines (FBD); case study in process: *Alaskan Tannery on the Skids* to be presented at the SWCRA Conference in February 2013; research paper in process: *The Employability of Marketing Graduates: A Reassessment and Agenda*.

How workload will be adjusted to meet demands of the new program: Slight change in the courses currently taught to allow for one section of the newly developed and approved retailing management course each academic year; will serve as faculty lead for program assessment and for curricular oversight.

In addition, with CERC serving as the administrative and advising unit for this certificate program, student services and advising faculty and staff at CERC will support the program as necessary.

**B. New Faculty and Staff: no new faculty or staff required.**

**13. Library, equipment, and similar resource requirement, availability, appropriateness, and quality.**



Since this new certificate program is composed of courses already offered at UAA and courses previously taught (with the exception of one course recently approved with its own library resources accounted for), there is no additional requirement for library resources or new equipment.

**14. New facility or renovated space requirements.**

There are no new facilities or renovated space required.

**15. Projected cost of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program.**

The only required costs of program delivery are one adjunct faculty taught course each academic year and student services and advising support for admitted students. The additional adjunct course can be covered by current CERC funds for adjunct faculty instruction at the campus. Student services and advising are supportable with the current staff and faculty at CERC. In addition, any additional administrative support (such as office supplies or commodities) should be easily covered by the tuition revenue generated by increased course enrollments.

**Table 15.1  
Budget Information**

| Projected Annual Revenues in FY 4 |          | Projected Annual Expenditures in FY 14                    |          |
|-----------------------------------|----------|---|----------|
| Unrestricted                      |          | Salaries & benefits (faculty and staff)                   | \$5,100  |
| General Fund                      | \$5,100  | Other (commodities, services, etc.)                       | \$7,392  |
| Student Tuition & Fees            | \$9,240  | TOTAL EXPENDITURES  | \$12,492 |
| Indirect Cost Recovery            | \$       | One-time Expenditures to Initiate Program (if >\$250,000) |          |
| TVEP or Other (specify):          | \$       | (These are costs in addition to the annual costs, above.) |          |
| Restricted                        |          | Year 1  | \$0      |
| Federal Receipts                  | \$       | Year 2  | \$0      |
| TVEP or Other (specify):          | \$       | Year 3  | \$0      |
| TOTAL REVENUES                    | \$14,340 | Year 4  | \$0      |

**Table 15.2  
Budget Status**

| Revenue source  | Continuing | One-time |
|---|------------|----------|
| a. In current legislative budget request                    | \$0        | \$0      |
| b. Additional appropriation required                        | \$0        | \$0      |
| c. Funded through internal MAU redistribution:              | \$5,100    | \$0      |
| d. Funded all or in part by external funds, expiration date | \$0        | \$0      |
| e. Other funding source Specify Type: 80% tuition and fees  | \$7,392    | \$0      |

**16. Other special needs or conditions that were considered in the program's development.**



Many of the courses required for the certificate are offered via distance, providing an opportunity for students outside of the Anchorage area to benefit from the program.

**17. Consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal.**

See Attachment C.

**18. Concurrence of appropriate advisory councils**

Although no advisory council has been formally established for this certificate in retail management, the Western Association of Food Chains (WAFC) and its largest member companies in Alaska (Carrs-Safeway, Fred Meyer, and Costco) were engaged in developing the new program. All concur with the establishment of this program at UAA (see Attachment D). Once the program is approved, these and other retail companies will be asked to support the program in an advisory capacity.

## Attachment A: Catalog Copy and New/Modified Course Descriptions

# RETAIL MANAGEMENT

**UAA Chugiak/Eagle River Campus (CERC)**  
10928 Eagle River Rd #115, Eagle River, AK 99577  
(907) 694-3313, <http://www.uaa.alaska.edu/ctc/programs/campuses/eagleriver/>

The UAA Chugiak/Eagle River Campus (CERC), as an academic extension site housed in the UAA Community & Technical College (CTC), serves the entire university by providing general education courses, continuing education, and workforce development and training. Connecting academic programs with community and industry needs for the mutual benefit of the university and state, CERC also develops and offers, in coordination with other UAA colleges, academic and non-academic programs to meet acknowledged education demands.

## Undergraduate Certificate, Retail Management

*The Retail Management program is offered at the UAA Chugiak/Eagle River Campus.*

Offered through CERC in collaboration with the UAA College of Business and Public Policy (CBPP) and jointly through the University of Alaska Fairbanks (UAF) Community & Technical College (CTC), and endorsed by the Western Association of Food Chains (WAFCh), this 30-credit hour certificate incorporates educational knowledge and technical skills, providing student competence in several areas: computer applications, oral communication, business communication, business mathematics, bookkeeping and accounting, management, human relations and leadership, human resources management, marketing, and retail management and merchandising. In addition, the certificate provides students an opportunity to choose either career and technical education-focused or transfer-focused courses in some content areas. Students choosing the transfer courses will develop the academic foundation for the future pursuit of associate and baccalaureate degrees in areas such as accounting, marketing, business, finance, communications, liberal arts, and other disciplines in which general management competencies are important. This certificate is being delivered collaboratively with UAF/CTC and, as such, credit from each participating institution is counted towards fulfillment of residency requirements.

## Student Learning Outcomes

The specific education outcomes of this program are to produce graduates who are able to do the following:

1. Demonstrate proficiency in the use of computers and computer applications in a retail environment.
2. Employ oral communication concepts, including critical listening skills, in one-on-one and small group interactions.
3. Use critical thinking skills.
4. Relate appropriate human and public relations approaches to and in all written, oral, and non-verbal communications.
5. Demonstrate mathematical competence in solving fundamental business problems, including the use of algebraic formulas.
6. Define common terms used in bookkeeping and accounting through a working knowledge of accounting principles.
7. Identify and describe management functions including planning, organizing, staffing, directing, and controlling resources and processes through development of a personal management philosophy.
8. Identify different leadership and management models and styles to ensure appropriate responses in different situations.
9. Describe human resources management principles and methods involved in recruitment, selection, placement, and training of employees.
10. Define marketing and the core concepts that drive purchasing decisions including needs, wants, demands, products, and markets.
11. Identify and describe retail management and merchandising techniques.

## Admission Requirements

Students must satisfy the "Admission to Undergraduate Certificate and Associate Degree Programs" requirements as identified in the Academic Standards and Regulations, Chapter 7.

## Advising

Students are encouraged to contact CERC academic and staff advisors for assistance in planning and reviewing their academic program. Advisors are available prior to enrollment and during the semesters through e-mail, telephone, or face-to-face contact. See contact information above. *For students outside of the UAA service areas, if a UAA course is not offered via distance, UAF and UAS courses for all content areas (except for Retail Management and Merchandising) are available and meet program requirements.* Advisors are available to provide the appropriate UAF and UAS course transfer options.

## Preparation

Students must meet all UAA requirements to enroll in courses. UAA offers preparatory courses for students needing to improve academic and study skills in order to succeed in the college environment.

**Human Resources Management:** Complete the following course: 3

*The following UAF course must be transferred to meet requirements for this content area:*

ABUS F231 Introduction to Personnel (3)

**Marketing/Marketing Management:** Complete one of the following courses: 3

BA A260 Marketing Practices (3)

*The following UAF course may also be transferred to meet requirements for this content area:*

ABUS F260 Marketing Practices (3)

**Retail Management and Merchandising:** Complete the following course: 3

BA A266 Retailing Management (3)

3. A total of 30 credits is required for this certificate.

*Advising note: Students intending to pursue a two- or four-year degree should consult an academic advisor for appropriate course selections.*

## FACULTY

*Cynthia Rogers, Assistant Professor and Program Coordinator, [cynthia.rogers@uaa.alaska.edu](mailto:cynthia.rogers@uaa.alaska.edu)*

*Andy Anger, Associate Professor, [apanger@alaska.edu](mailto:apanger@alaska.edu)*

*Melissa Brown, Associate Professor, [mcbrown@alaska.edu](mailto:mcbrown@alaska.edu)*

*Charlie Dexter, Professor, [cmdexter@alaska.edu](mailto:cmdexter@alaska.edu)*

*Cathy LeCompte, Assistant Professor/Associate Dean, [afcal02@uaa.alaska.edu](mailto:afcal02@uaa.alaska.edu)*

*Jeri Rubin, Professor, [ajgr@uaa.alaska.edu](mailto:ajgr@uaa.alaska.edu)*

## New Course Description

BA A266 Retailing Management 3 CR

Contact Hours: 3 + 0

Registration Restriction: Completion of BA A151 with a minimum grade of C

Introduces students to the high-tech, global growth retail industry and its vital economic role in society. Covers retailing topics for brick and mortar retailers and electronic storefronts. Includes retailing strategy, merchandise management, and store management.



**Attachment B: Draft Articulation and Transfer Agreement**

**Articulation and Transfer Agreement**

**Between the University of Alaska Anchorage and the University of Alaska Fairbanks**

**Applicable to the**

**Undergraduate Certificate, Retail Management (UAA/CTC) and Undergraduate Certificate, Applied Business Management—Retail Management Emphasis (UAF/CTC)**

**July 2012**

As both UAA and UAF teach courses applicable to the titled undergraduate certificates, it is agreed the courses listed in Table 1 will count towards the residency and program requirements of the certificates at both campuses as outlined in the catalog copy at the respective campuses. However, no student will be allowed to receive certificates from both programs by using the same course(s) for both—i.e., no course will be counted towards meeting the requirements for the retail management certificate at both UAA and UAF.

Students are responsible for initiating the transfer of courses between campuses.

It is agreed the list of applicable courses in Table 1 will be coordinated each fall semester between the two programs and each listed course will be offered, at a minimum, once every two years, with ABUS F231: Introduction to Personnel being offered annually. This frequency ensures an admitted student has the opportunity to complete the certificate at either institution within a two-year time period.

It is agreed that any changes to course curriculum will be coordinated between the two programs before being introduced to the respective college and university curriculum processes.

\_\_\_\_\_  
UAA, Retail Management UC Coordinator

\_\_\_\_\_  
UAF, Retail Management UC Coordinator

\_\_\_\_\_  
UAA, Community & Technical College Dean

\_\_\_\_\_  
UAF, Community & Technical College Dean

\_\_\_\_\_  
UAA, Registrar

\_\_\_\_\_  
UAF, Registrar

Date of last signature: \_\_\_\_\_

**Table 1: Coordinated and Articulated Courses**

| <b>UAA Courses</b>  | <b>UAF Courses</b>   |
|---|--|
| <b><i>Microcomputer Applications</i></b>                              |  |
| CIS A105: Introduction to Personal Computers and Application Software | CIOS F150: Computer Business Applications                      |
| <b><i>Oral Communications</i></b>                                     |  |
| COMM A111: Fundamentals of Oral Communication                         | COMM F131X: Fundamentals of Oral Communication: Group Context  |
| CIOS A261A: Interpersonal Skills in Organizations                     | COMM F141X: Fundamentals of Oral Communication: Public Context |
| COMM A237: Interpersonal Communication                                | COMM F180: Introduction to Human Communication                 |
| <b><i>Business Communication</i></b>                                  |  |
| CIOS A160: Business English   | ENGL F111X: Introduction to Academic Writing                   |
| ENGL A111: Methods of Written Communication                           | ABUS F170: Business English                                    |
|   | ABUS F271: Business Communications                             |
| <b><i>Business Mathematics</i></b>                                    |  |
| CIOS A116: Business Calculations                                      | ABUS F155: Business Math                                       |
| MATH A105: Intermediate Algebra                                       |  |
| <b><i>Accounting/Bookkeeping</i></b>                                  |  |
| ACCT A101: Principles of Financial Accounting I                       | ABUS F101: Principles of Accounting I                          |
| ACCT A120: Bookkeeping for Business I                                 |  |
| <b><i>Introduction to Management</i></b>                              |  |
| BA A231: Fundamentals of Supervision                                  | ABUS F179: Fundamentals of Supervision                         |
| <b><i>Leadership/Human Relations in Business</i></b>                  |  |
| HUMS A153/PSY A153: Human Relations                                   | ABUS F154: Human Relations                                     |
| HUMS A155: Human Relations in the Workplace                           |  |
| <b><i>Human Resources Management</i></b>                              |  |
|   | ABUS F231: Introduction to Personnel                           |
| <b><i>Marketing/Marketing Management</i></b>                          |  |
| BA A260: Marketing Practices  | ABUS F260: Marketing Practices                                 |
| <b><i>Retail Management and Merchandising</i></b>                     |  |
| BA A266: Retailing Management   |  |

## **Attachment C: External Documents and Information**





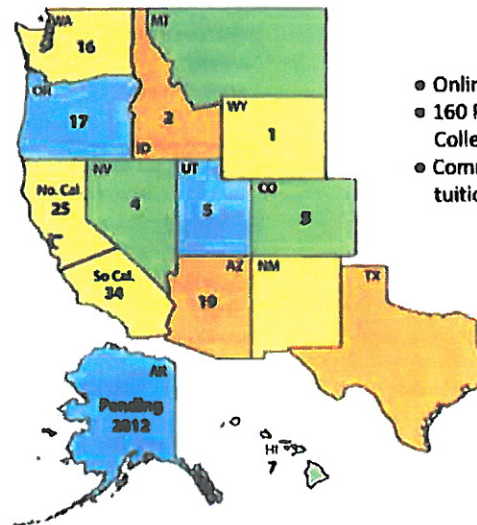
## Retail Management Certificate Program Fall 2011

### COMMUNITY COLLEGES:

The Community College level "Retail Management Certificate" is comprised of ten content areas designed to develop educational knowledge and technical skills in the following key areas:

- Written Business Communications (or transfer English)
- Oral Communications (Business or speech)
- Business Mathematics (or higher level)
- Bookkeeping/Accounting (or transfer level)
- Computer Applications (transfer level)
- Introduction to Management
- Marketing Management
- Human Resources Management
- Human Relations/Leadership
- Retail Management/Merchandising

### AVAILABLE/ACCESSIBLE/AFFORDABLE



- Online Nationwide
- 160 Participating Colleges & Satellites
- Community College tuition - great value

### Program Features:

- Developed by college & industry professionals to meet development needs of the retail industry
- Curriculum linked directly to core competencies required for managerial success
- Relevant, practical content that elevates industry skill level and fills succession pipeline
- Course content is consistent across all "participating" colleges
- Available at 135 community colleges & 25 satellites and online nationwide
- College credits earned; 1/2 of credits required for AA; most transfer to 4-yr colleges
- Program endorsed by Western Association of Food Chains
- Dual certification/Professional designation: Students earn two certificates; one from college / one from industry (with WAFC & company logo)
- Cash Honorarium awarded to WAFC graduates
- Specifically supported by associations such as CGA and AFMA, with tuition reimbursement

## RETAIL MANAGEMENT CERTIFICATE GRADUATES

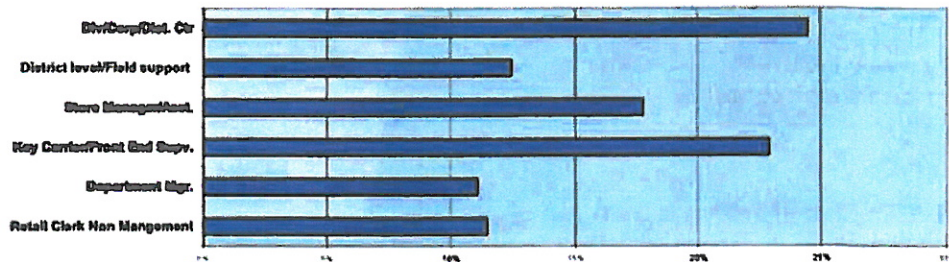
Cumulative 2002 to Fall 2011

Certificate Graduates as of Sept 01, 2011:

508

|                               |            |                              |           |                               |           |
|-------------------------------|------------|------------------------------|-----------|-------------------------------|-----------|
| <b>California (est. 2000)</b> | <b>375</b> | <b>Arizona (est. 2003)</b>   | <b>88</b> | <b>Oregon (est. 2006)</b>     | <b>11</b> |
| Albertsons                    | 24         | Albertsons LLC               | 8         | Albertsons                    | 2         |
| Bristol Farms                 | 5          | Bashas'/Food City            | 62        | Fred Meyers                   | 4         |
| Costco                        | 19         | Fry's                        | 4         | Haggen/Top Foods              | 2         |
| Food 4 Less/Foods Co          | 43         | Pro's Ranch Markets          | 3         | Lambs (served by Unified)     | 1         |
| Northgate Markets             | 16         | Safeway                      | 8         | Safeway                       | 2         |
| Raley's                       | 8          | Hensley Brewing Co.          | 3         |                               |           |
| Ralphs                        | 83         |                              |           | <b>Washington (est. 2007)</b> | <b>27</b> |
| Safeway Corporate             | 3          | <b>Midwest (online only)</b> | <b>2</b>  | Haggen/Top Foods              | 27        |
| Safeway Nor. Cal              | 5          | Food 4 Less                  | 2         |                               |           |
| Save Mart                     | 7          |                              |           | <b>Hawaii (est. 2007)</b>     | <b>0</b>  |
| Smart & Final                 | 5          | <b>Nevada (est. 2004)</b>    | <b>5</b>  | Idaho (OR/WA satellites)      | 0         |
| Stater Bros.                  | 142        | Albertsons                   | 1         | Utah (est. 2009)              | 0         |
| Vons                          | 12         | Food 4 Less                  | 2         | Wyoming (est. 2010)           | 0         |
| Whole Foods                   | 3          | Scolari's                    | 1         | Colorado (Fall 2011)          |           |
|                               |            | Save Mart                    | 1         | Alaska (2012)                 |           |

Retail Management Graduate Profile



### Characteristics of Certificate Holders\*

80% of those surveyed have over 10 years of service.

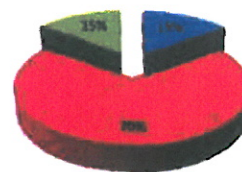
18% have had 31 or more years

| Gender     | Age Range |       |       |       |       |
|------------|-----------|-------|-------|-------|-------|
|            | 16-26     | 27-36 | 37-46 | 47-56 | 57-66 |
| 53% Female | 5%        | 27%   | 29%   | 32%   | 5%    |
| 47% Male   |           |       |       |       |       |

60% of respondents have pursued additional education (AA, Bachelors, or Masters)

### Years to Complete Certificate

1-2 years 2-3 years 4+ years



\* Data extracted from RMC Graduate Survey conducted Spring 2011, 64% response rate



## LEARNING FROM OUR GRADUATES

### WHAT GRADUATES ARE SAYING IN THE FOLLOWING KEY AREAS:

#### AWARENESS: HOW DO PEOPLE LEARN ABOUT THE CERTIFICATE?

90% - Company: \* flyers/brochures (47%) \* their manager (30%) \* co-workers (13%).

#### ENROLLMENT: WHAT MOTIVATES PEOPLE TO ENROLL? WHAT GETS THEM STARTED?

- o PRIMARY motivator:
  - o 65% Career Advancement
  - o 31% Personal / Educational growth
- o TOP FACTORS that help them get started:
  - o 83% Reimbursement for Tuition and/or books
  - o 77 % Accelerated or online format for quicker or more convenient completion
  - o 72 % Career/education advising by company
  - o 74 % Education advising from College & help applying/registering
  - o 69% Off-campus cohort classes with industry peers
- o PREFERRED CLASS FORMAT:
  - o 45% -- Face-to-face (100% classroom)
  - o 35% -- Hybrid (blend in-class & online)
  - o 15% -- Online classes (no classroom)
- o PREFERRED COURSE LENGTH:
  - o 59% Accelerated (6-9 week term)
  - o 41% Standard (12-16 week term)

#### COMPLETION: WHAT HELPS PEOPLE "GET TO THE FINISH LINE"?

- o TOP FACTORS motivating completion:
  - o 92% Clear information about classes/registering
  - o 78% Reimbursement for Tuition/Books
  - o 77% Education advising from the college
  - o 74% Career/education advising by company

#### CERTIFICATE VALUE: WHAT MOTIVATES PEOPLE TO EARN THE CERTIFICATE?

- o TOP BENEFITS as perceived by graduates:
  - o 96% Certificate awarded by WAFC / Company
  - o 94% College credit & opportunity to continue college education
  - o 92 % Recognition from upper management
  - o 87 % Certificate awarded by College
  - o 85% Clarification of career options in the grocery industry

#### STRONG OPINIONS GRADUATES HAVE ABOUT THE RETAIL MANAGEMENT CERTIFICATE:

- o 98 % The courses relate to real work situations; I am more professional in my career.
- o 97 % I am very satisfied and have greater self-confidence after earning the RMC.
- o 97 % I strongly encourage others to enroll.
- o 91 % Management encouragement and accommodation for class schedule is critical.
- o 82 % I will have more job opportunities and will advance more quickly now.

#### CALL TO ACTION: WHAT CAN COMPANIES AND COLLEGES IMPLEMENT?



## NATIONAL RECOGNITION FOR RETAIL MANAGEMENT CERTIFICATE PROGRAM

- **Corporate Voices for Working Families**
  - National best-practice business membership, non-profit organization
  - Micro-Business case studies funded by the Bill and Melinda Gates Foundation
  - Seeks strong business leadership in promoting best-practice workforce education



- **Presentation to Assistant Secretary, U.S. Department of Education**

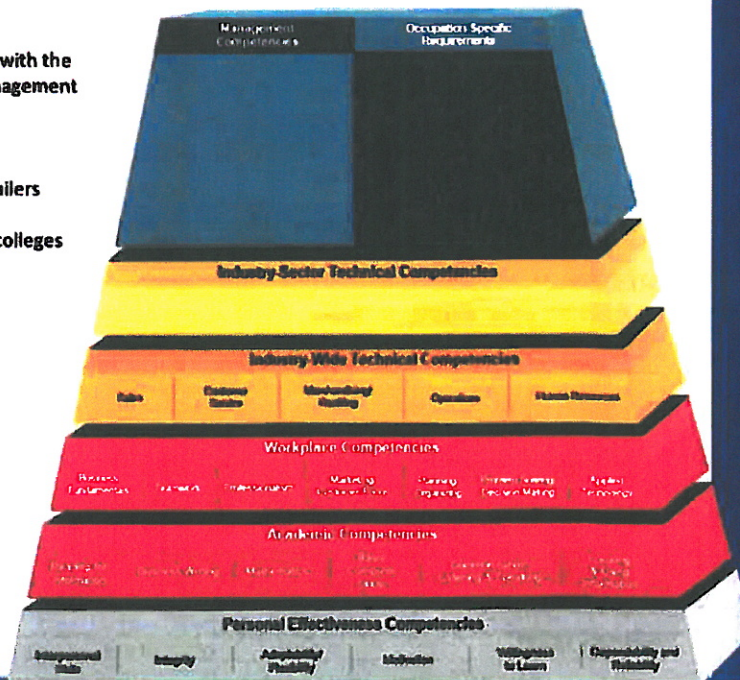
- **National Council for Workforce Education**
  - Annual Conference – October 23, 2011
  - WAFC model presented to Community Colleges & other workforce professionals



## RETAIL COMPETENCY MODEL (U.S. Dept of Labor)

Identifies foundational/industry related competencies for entire retail sector

- Competencies align closely with the WAFC-endorsed Retail Management Certificate curriculum
- Implications
  - ⬇ Involve additional Retailers
  - ⬇ Education Pathways
  - ⬇ Articulation w/4 year colleges



For more information about the Retail Management Certificate Program  
[www.wafc.com](http://www.wafc.com) • email: [info@wafc.com](mailto:info@wafc.com) • WAFC Education Director, Cherie Phipps at 714-501-5775

**Home**

**About WAFC**

**WAFRC Retail Industry Management Program**

**WAFRC Retail Industry Executive Program**

**Community College Retail Management Certificate Program**

**Supporters**

**Program Participants**

**Industry Links**

**Contact Us**

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### Community College Programs

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

Any interested community college in the 14 Western United States can seek approval to offer the WAFC Retail Management Certificate. (It is important to note that many community colleges already offer similar curriculum. However, the WAFC has endorsed and will advertise/recognize only those colleges that have adopted course curriculum/guidelines consistent with those established by the WAFC Retail Management Curriculum Advisory Group -- This consistency is critical for WAFC member students, since the WAFC desires to formally recognize and financially reward those employees who successfully complete the WAFC endorsed certificate.)

**WHAT DOES WAFC ENDORSEMENT MEAN TO PARTICIPATING COLLEGES?**


- Industry-provided incentives that increase enrollment and add prestige to the certificate (i.e., WAFC honorarium, luncheon, and specially recognized certificate for those who successfully complete the program)
- Direct Internet marketing for courses that may have dwindling enrollment
- Increased opportunities for curriculum development and updating of curriculum with industry input.
- Opportunities for faculty revitalization in technical subject areas.
- Opportunities for guest speakers from the "real world" of the business community to address college classes about careers in the food industry, business trends affecting the local economy, etc.
- Possible recruitment and internship opportunities for students.

**WHAT DOES WAFC ENDORSEMENT MEAN TO WAFC MEMBER COMPANIES?**

Employees of WAFC member companies who complete the entire certificate program will receive the following:

- Dual Certification: a specially recognized educational certificate awarded by the WAFC, as well as a Retail Management Certificate from the college they have attended.
- Special recognition luncheon (taking place annually for all participating chains)
- A WAFC honorarium (monetary award) for their scholastic achievement
- Many of the WAFC Member companies are also awarding a matching honorarium or tuition reimbursement to their employees.

Students are advised to contact their HR Departments for company specific details.



For more information, visit [www.wafc.com](http://www.wafc.com)  
WAFC Retail Management Certificate Program Video


Low Broadband  
Modem Speed

High Broadband  
Cable/DSL Speed

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|   |   |
|---|---|
| Home  | <h2 style="text-align: center;">WAFC Retail Management Certificate Program</h2> <h3 style="text-align: center;">PROGRAM OBJECTIVES</h3> <p>The WAFC is committed to initiating and supporting education programs that assist in the development of our people. This is why our member companies have chosen to work with the community college system to establish an education program that:</p> <ul style="list-style-type: none"> <li>• Will help prepare current and future food industry employees for the fast-paced challenges prevalent in the retail industry</li> <li>• Will help students develop a sense of the scope of the retail manager's job and an understanding of the basic requirements for success in the future</li> <li>• Can be offered at multiple campuses throughout the 14 western states served by the various member companies of the WAFC, thereby making the course accessible to many more employees</li> <li>• Allows students to complete the certificate program while working part or full time, with courses offered during the day and evening through traditional means, as well as offered over satellite or Internet when possible/appropriate.</li> <li>• Has substantially similar course curriculum from campus to campus, a necessary pre-requisite to receiving WAFC endorsement.</li> <li>• Would lead to the receipt of a college-level Retail Management Certificate and a unique WAFC certificate that will be recognized by the WAFC and all member companies – management and employees.</li> </ul> <p>The Community Colleges have been chosen by the WAFC to meet the above goals and objectives because:</p> <ul style="list-style-type: none"> <li>• Community colleges are readily available to all associates of WAFC member companies;</li> <li>• The collaborative entrance requirements of community colleges make them a viable education option for the vast majority of our associates.</li> <li>• The ability to create a standardized and consistent curriculum across geographic and political boundaries meets the needs of the multi-regional operators that make up a large part of the WAFC membership</li> <li>• The community college program will meet the immediate needs of the widest cross-section of companies and company associates.</li> </ul> |
| About WAFC  |   |
| WAFC Food Industry Management Program                   |   |
| WAFC Food Industry Executive Program                    |   |
| Community College Retail Management Certificate Program |   |
| Supporters  |   |
| Member Companies  |   |
| Industry Links  |   |
| Contact Us  |   |

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**WAFC Retail Management Certificate Program**

**PROGRAM CURRICULUM**

The Retail Management Certificate coursework incorporates both educational knowledge and technical skills, and is structured to lead students to competence in several areas. It is important to note that the program is not limited to direct vocational training. In fact, many of the courses are transferable to four-year institutions, and will provide a strong foundation for students intending to pursue Bachelor's or Master's Degrees in accounting, marketing, business, finance, communications, liberal arts, and other areas where general management competencies are important.

**WAFC Retail Management Certificate**

- Introduction to Management
- Business Communication (written) or Composition course
- Business Mathematics
- Bookkeeping or General Accounting
- Marketing Management
- Oral Communications (Business or Speech)
- Human Resources Management
- Retail Management/Merchandising
- Leadership/Human Relations
- Microcomputer Applications

Course lists/numbers will vary slightly at each campus, but the content for "like" courses must be substantially similar at each participating college for WAFC endorsement and consistency. In addition, students should be made aware of transferable options (to 4-year schools) wherever possible.

**Proposed Sequence of Courses**

There is no required sequence of courses, but it is recommended that students structure their schedule to move through three general levels of training and experience.

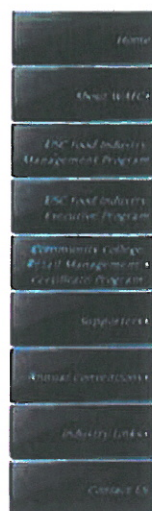
| Group A – Foundational Courses  | Group B – Intermediate Courses   | Group C – Terminal or Advanced Courses   |
|---|--|--|
| <p>The students should have exposure to foundational courses in writing, speaking, math applications, and computer literacy before moving into more content specific areas. These foundational courses can be taken in any order.</p> <ul style="list-style-type: none"> <li>• Business Writing</li> <li>• Business Math</li> <li>• Microcomputer Applications</li> <li>• Oral Communication</li> </ul> | <p>The second component of course offerings should cover specific business and management content. Again these "intermediate" courses can be taken in any order.</p> <ul style="list-style-type: none"> <li>• Introduction to Management</li> <li>• Bookkeeping/Accounting</li> <li>• Introduction to Marketing</li> </ul> | <p>Finally, it is felt that the "capstone" or more advanced topics should include the retail-specific courses and human relations topics closer to the end of a student's/employee's training experience.</p> <ul style="list-style-type: none"> <li>• Retailing</li> <li>• Human Relations/Leadership</li> <li>• Human Resource Management</li> </ul> |

**Transferability of Courses**

Each college is different, however, a few of the WAFC selected courses include an option for those interested in transferability (e.g.: General Accounting meets the General Education requirement at most 4-year colleges, whereas Bookkeeping may transfer only as an elective). Students who anticipate transferring to a four-year institution should talk to an educational advisor at that four-year institution regarding this issue.

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## WAFCC Retail Management Certificate Program

### COURSE INFORMATION & OBJECTIVES

#### Introduction to Management

- Identify and describe the functions of management including planning, organizing, staffing, directing, and controlling.
- Describe the components of each of the functions of management.
- Explain the complexities of management principles and theories.
- Identify the responsibilities of management.
- Identify the contemporary management trends and issues.
- Develop his or her own philosophy of management.



#### Business Communication (Written)

Note: transfer or alternative composition courses should be identified

- Analyze realistic business situations and select an appropriate letter-writing approach to bring about the desired outcome.
- Relate appropriate human/public relations approaches to all communications, whether written, oral, or non-verbal.
- Apply correct English grammar, spelling, and punctuation, to write clear, concise and complete sentences, paragraphs, letters, and memorandums.
- Write effective routine letters and memos, such as inquiry and request, claim, orders, and acknowledgements, applying the deductive approach.
- Write effective routing letters and memos, such as requests, claims, credit, and requests applying argumentative writing and the inductive approach.
- Write effective persuasive letters and memos, such as requests, claims, sales and employment, applying the persuasive approach.
- Compare and contrast the psychology and the organizational structure and wording for pleasant-news and unpleasant-news and letters and memos.
- Apply appropriate guidelines to resolve conflicts while maintaining the concepts of goodwill and positive public relations.
- Discuss the role of cultural diversity in business and apply the appropriate language in written and oral communications.
- Identify the strategies for writing persuasive credit, collection, and sales letters that use the emotional and the rational/logical appeals.
- Identify the various stages of the collection process and the strategies for writing reminders and letters at each stage.
- Compose a series of employment-related letters, such as inquiry, application, request for references, and follow-up.
- Compile information and prepare a data sheet/resume.
- Identify personal characteristics, skills and abilities that would apply to specific employment interviews.
- Express self clearly in expository writing, application, request for references and follow-up.

#### Business Mathematics

- Apply their understanding of basic arithmetic and relate these basics to problems encountered in common business situations.
- Advance their mathematical competence in the fundamental processes of solving business problems.
- Solve business problems using algebraic formulas.
- Demonstrate the ability to read, write, round off, add, subtract, multiply, and divide whole decimal numbers.
- Add, subtract, multiply, divide, reduce and raise fractions.
- Calculate base, rate, portion, percents of increase and decrease, gross and net amounts, single and series discounts, selling price based on cost or selling price, simple interest using ordinary or exact time, cost of installment buying, add-on interest and cost of open-end credit.
- Compute total wages based on hours worked, straight commission, graduated commission, salary plus commission, piecework, and net wages.
- Compute social security taxes, federal income taxes, sales taxes, price of stock, cost of buying and selling stock, dividends, gains or losses from buying, owning, and selling stock.
- Compute straight-line method of depreciation, book value, annual depreciation, accumulated depreciation and distribution of overhead.
- Calculate mode, median, and mean as well as construct and interpret a frequency histogram.

#### Accounting/Bookkeeping

Note: transfer or alternative options, such as financial, managerial, or general accounting should be identified. Industry recommendation is not use "bookkeeping" title.

- Develop a working knowledge of the principles of double entry accounting.
- Define common terms used in accounting.
- Analyze various accounting transactions to determine their debit and credit parts.
- Explain the nature of both the income statement and balance sheet, and how they are related.
- Perform the journalizing and posting functions.
- Prepare a bank statement reconciliation.
- Identify the types of journals used in accounting and the purpose of each.
- Outline the steps in the accounting cycle.

#### Marketing/Selling Management

[http://www.wafc.com/programs/CC\\_CourseInfo.html](http://www.wafc.com/programs/CC_CourseInfo.html)

12/13/2011

- Evaluate marketing in terms of total American business enterprises.
- Learn about the people of marketing: their functions and the institutions in which they operate.
- Examine the ever-changing marketing climate, and explore new developments.
- Define marketing and the core concepts of needs, wants, demands, products, exchange, transactions, and markets.
- Explain the importance and growth of the marketing management process, both internationally and domestically.
- Describe the role and functions of the marketing manager.
- Explain and analyze the marketing information system (MIS) and marketing research.
- Prepare a marketing plan for a product or service.
- Describe the process of promoting products, brands, labels, packaging, and the marketing mix.
- Discuss and analyze the process of promoting products, including advertising, sales promotion, personal selling, and publicity.
- Discuss career opportunities and potential in the various marketing fields.
- Examine the ethical dimensions of marketing decision-making.
- Examine international marketing implications.

#### Oral Communications

*Note: transfer or alternative communications courses, such as interpersonal or business communications, should be identified.*

- Demonstrate, through class discussion, a knowledge of how he/she interacts with his/her environment.
- Compare the theories of interpersonal communication with other modes of public speaking.
- Employ communication concepts in one-on-one and small group communication.
- Demonstrate problem solving and conflict resolution through role-playing.
- Demonstrate increased perception of verbal and nonverbal messages that are common in the work world by reporting outside experiences.
- Analyze ability of fellow students as sender and receiver of nonverbal messages in written critiques.
- Demonstrate more critical listening ability through small group discussion.
- Evaluate the intervening variables (semantic, attitudes, etc.) that cause communication breakdowns to occur.
- Demonstrate methods to ameliorate communication breakdowns through role-playing.

#### Human Resource Management

- Develop an overview appreciation of human resource administration, its scope, and its responsibilities.
- Evaluate actual human resource problems and the possible solutions involved.
- Understand the principles and methods involved in the recruitment, selection, placement, and training of employees with regard to government regulations, experience and aptitudes.
- Identify the major laws and issues involved in human resource administration.

#### Retail Management and Merchandising

- Identify customer buying motives according to Maslow's hierarchy by observing and questioning customers and salespeople both orally and by use of written surveys.
- List mental, physical and emotional qualifications necessary to be employed as a person in a retail store.
- Classify retail stores by type of organization.
- Classify retail stores by type of merchandising category.
- Explain the techniques used for sales promotion in promotional, semi-promotional, and non-promotional retail stores.
- Evaluate store layout in relation to customer buying habits.
- Evaluate store location according to accessibility, environment, and cost in relation to sales.
- Recognize the many career advantages the merchandising field offers.

#### Microcomputer Applications

- Options include any introductory computer course, applications courses, or other entry-level computer course designed to build general computer literacy in the workplace. Local choice.

#### Leadership/Human Relations in Business

- (Industry Representatives see this course as an advanced or outstanding course designed to explore best practices in leadership and human relations.)
- Identify the concepts of work, worth, and leisure ethics in the U.S.A. today as they relate to human relations in the workplace.
- Describe the basic individual and group human behavioral theories and concepts in order to apply them to the workplace.
- Explain the individual, group, and organizational qualities and concepts that contribute to job motivation, success, evaluation, and rewards.
- Recognize the challenges of interfacing technology and people at work.
- Identify different leadership and management models and styles in order to respond appropriately with them in different situations.
- Describe the characteristics and select from optional methodologies to deal with managing change and conflict within the workplace.
- Apply various communication concepts in order to improve processes.

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|   |  |
|---|--|
| Home  | <b>WAFC Certificate &amp; Honorarium</b>   |
| About WAFC  | The WAFC Education Committee has voted to award a WAFC Certificate and a monetary honorarium to qualified participants on a post-completion basis:   |
| WAFC Food Industry Management Program                   | <ul style="list-style-type: none"> <li>The WAFC Retail Management Certificate (separate from the certificate awarded by the colleges) will be specially recognized within the WAFC member food chains and is anticipated to enhance students' opportunities for employment/advancement</li> <li>The WAFC honorarium amount will be established by the WAFC Education Committee and is subject to available funding</li> <li>Please note that the WAFC reserves the right to amend, revise, revoke, or discontinue any financial arrangements at any time at their sole discretion. There is no contract implied or expressed between the WAFC and any participant of this program</li> </ul>   |
| WAFC Food Industry Executive Program                    | Although many campuses offer some form of Retail Management Certificate, only those employees who complete the program at a campus that has been endorsed by the WAFC will be eligible for a WAFC certificate and honorarium   |
| Community College Retail Management Certificate Program | <b><u>APPLYING FOR THE WAFC CERTIFICATE/HONORARIUM</u></b>   |
| Support Us  | Applications for the WAFC Certificate and Honorarium are distributed to employees through their HR departments as they begin the WAFC Certificate Program  |
| Annual Conference                                       | Employees of WAFC member companies may also request an application through their HR department.  |
| Industry Links  | <b><u>Employee Instructions:</u></b>   |
| Contact Us  | <ol style="list-style-type: none"> <li>During completion of coursework, employees should review the application with the designated contact at their community college to ensure they are taking proper coursework</li> <li>Upon completion of all WAFC-required courses, employees will submit the completed application to their Human Resources Department for approval and issuance of the WAFC certificate/honorarium</li> <li>Each Human Resources Department will review the application, verifying that all courses have been completed with a passing grade of "C" or better, and that all courses meet the WAFC required course list</li> <li>Each Human Resources Department will arrange a WAFC Retail Management Recognition Luncheon for graduates, where their certificate (master available through WAFC Office) and honorarium will be presented</li> </ol>   |
|   | <b><u>STUDENT ELIGIBILITY REQUIREMENTS</u></b>   |
|   | Although many campuses offer some form of Retail Management Certificate, only those students who complete the program at a campus that has been endorsed by the WAFC will be eligible for a WAFC certificate and honorarium.   |
|   | All employees of WAFC member companies (retail clerks, department/store management, entry/middle managers in administrative, manufacturing, warehousing, and distribution areas, etc.) are eligible and openly encouraged to participate in the WAFC Retail Management Certificate Program, provided they meet the admission requirements at participating colleges. Students should check with the college of their choice regarding these admission requirements.  |
|   | In order to be eligible for a WAFC certificate and honorarium, students:   |
|   | <ul style="list-style-type: none"> <li>Must be employed with a WAFC member company             <ul style="list-style-type: none"> <li>Please note that the WAFC has agreed that students who join a WAFC member company while pursuing the Retail Management Certificate will be eligible to receive a WAFC certificate/honorarium if they join the company prior to completing the last three courses of the certificate program. In other words, students may have taken up to seven of the certificate courses prior to joining one of the member companies, and still be eligible to receive the certificate</li> </ul> </li> <li>Must forward a completed "Intent Form", giving notice to your company that you plan to enroll at one of the participating colleges with the intent of completing the Retail Management Certificate Program</li> <li>Must meet the internal performance requirements of the member company, and be recommended to receive the WAFC certificate/honorarium</li> <li>Must have successfully completed all courses required in the WAFC Retail Management Certificate at a campus that has been endorsed by the WAFC             <ul style="list-style-type: none"> <li>Please note that students who have previously completed some of the courses in the program should check with the participating college about transferring these units to the participating college rather than repeating the class/classes.</li> </ul> </li> </ul> |

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## **Attachment D: Retail Food Industry Letters of Support**



Chancellor Tom Case  
University of Alaska Anchorage  
3211 Providence Dr, ADM 216  
Anchorage, AK 99508

Dear Chancellor Case:

January 3, 2012

I am writing on behalf of several major Alaska companies, all in the food industry (Carrs/Safeway, Fred Meyer, and Costco), and all of whom are members of the Western Association of Food Chains (WAFC). I represent these companies with respect to the Retail Management Certificate Program that is now available through nearly 150 community colleges in 10 western states.

The WAFC and our member companies express our strong support for the development of the Retail Management Certificate in Alaska. We believe this program is a critical driver throughout our economy, and within our company, where an increasingly complex array of business skills are required. The incoming skill levels required in business support and management occupations continue to rise as office technology and communication systems increase in complexity throughout today's global workplace.

Over the next decade, thousands of job openings in the retail industry will require the skills being made more accessible through the Retail Management Certificate.

The *Retail Management Certificate* will provide our existing employees with access to entry-level and advanced education in skill areas critical for our economy. Access to a uniform pathway across colleges, and combining face-to-face, hybrid, and online delivery will be of tremendous value as workers balance the requirements of job, family and school. Just as important, the highly relevant and practical curriculum will help existing workers advance to higher paying jobs. The retail food industry strongly endorses this highly accessible model, with its stackable certificates and well articulated design. We will work closely with our local community colleges *who offer the Retail Management Certificate* to be responsive to business needs.

We commit to partnering with the University of Alaska Community & Technical Colleges (CTC), to establish a joint offering between UAA/CTC, UAA/CBPP and UAF/CTC. We will support the partnership in a variety of ways, including co-hosting a statewide advisory group (meeting twice annually), providing top-down support and internal marketing of the program, offering local advisory members to each CTC, and even potential adjunct faculty.

Our economy depends on having trained workers prepared to enter and advance in retail, which is a high growth high demand industry, and the training undertaken as part of the Retail Management Certificate will help meet our workforce needs of today and tomorrow.

Sincerely,

Cherie Phipps  
Director of Education, WAFC





## Retail Management Certificate Program

Chancellor Tom Case  
University of Alaska Anchorage  
3211 Providence Dr, ADM 216  
Anchorage, AK 99508

Dear Chancellor Case:

January 3, 2012

The purpose of this letter is to seek your strong support for approval of the Western Association of Food Chains (WAFC) Retail Management Certificate Program throughout Alaska so that this 10-course certificate program can become available to our Alaska-based employees.

As President of Safeway's Seattle Division, I represent 2882 employees in the state of Alaska. I also serve as an active board member of the WAFC, a large and well-respected non-profit association serving the major grocery chains in 14 western states. The sole purpose of the WAFC is to initiate/support education programs that will help develop employees in all areas of the grocery industry (for more information go to [www.wafc.com](http://www.wafc.com)).

The WAFC Retail Management Certificate is a key benefit provided to employees through Safeway's employee development strategy. We look forward to the University of Alaska, through UAA/CTC & UAF/CTC, being approved to offer the Retail Management Certificate this year, so that our food industry employees in Alaska will have access to the same certificate that is available to their colleagues in neighboring states. To that end, we have already begun enrolling employees in general education courses that will be required in the certificate. I am grateful for the fantastic assistance of UAA/CTC Associate Dean Stephen Strom in this process, who has worked closely with the WAFC's Education Director, Cherie Phipps. Thank you for supporting his efforts with us!

Due to the current business climate, it is critical for leaders to focus on building high-quality teams to remain competitive. Having a more educated workforce has become a business imperative to Safeway, and the WAFC-endorsed Retail Management Certificate curriculum helps meet our needs academically. In fact, the course outcomes are highly correlated with the competencies of a successful Store Manager in our business.

Collectively, the WAFC Board of Directors has embraced specific objectives with respect to the Community College program:

1. *To assist in the construction of a food-industry endorsed Retail Management Certificate that can be offered at multiple community college campuses with substantially similar curriculum throughout the WAFC membership states, thereby providing the entire food industry access to a consistent Retail Management curriculum and the ability to earn an industry-recognized credential.*
2. *To establish a statewide advisory board in participating states, and conduct statewide advisory meetings each spring and fall - comprised of industry and college members - to maintain the certificate and increase participation.*
3. *To offer participating colleges support in the form of industry member instructors, guest speakers, retail advisory board member, internal marketing to recruit students, etc.*



### Retail Management Certificate Program

In support of the above education initiatives, the WAFC has worked diligently and collaboratively with community college officials in several states: California, Arizona, Nevada, Hawaii, Oregon, Washington, Utah, Wyoming, and Colorado. Today, close to 150 community colleges offer the WAFC-endorsed Retail Management Certificate.

Our Alaska workforce will be encouraged to enroll in courses that lead to the Retail Management Certificate. We offer generous tuition reimbursement, and intend to provide strong recognition and rewards for those who successfully complete the entire certificate, including 100 % reimbursements, an industry-recognized credential, and a cash honorarium from the WAFC. In addition, although we do not guarantee promotion based solely on education, I am confident that certificate earners will see the value of the education relative to career opportunities in the food industry. Additionally, we welcome the opportunity to interview Retail Management students who are looking for opportunities in the retail industry.

Over the next three years, we anticipate hiring 1000+ people throughout Alaska, and will be promoting approximately 100+ people into supervisory and managerial positions.

For additional detail and information, please feel free to contact Cherie Phipps at the WAFC (714-501-5775) or Sandi Horned in the Learning and Leadership Development (LLD) Department, Seattle Division, Safeway Inc. (425-487-8804).

A handwritten signature in black ink, appearing to read "Greg Sparks".

Greg Sparks  
Division President  
Seattle Division, Safeway Inc

A handwritten signature in black ink, appearing to read "Kevin Groff".

Kevin Groff  
Director, Human Resources  
Seattle Division, Safeway Inc



Chancellor Tom Case  
University of Alaska Anchorage  
3211 Providence Dr, ADM 216  
Anchorage, AK 99508

Dear Chancellor Case:

January 10, 2012

The purpose of this letter is to seek your strong support for approval of the WAFC Retail Management Certificate Program throughout Alaska, in order to make this 10-course certificate program available to our Alaska-based employees.

I am the Senior Vice President of Human Resources for Costco, and we support 824 employees in the state of Alaska. Our company actively serves on the board of the "Western Association of Food Chains" (WAFC), a large and well-respected non-profit association serving the major grocery chains in 14 western states. The WAFC's sole purpose is to initiate/support education programs that will help develop employees in all areas of the grocery industry. (see [www.wafc.com](http://www.wafc.com)).

Collectively, the WAFC Board of Directors has embraced specific objectives with respect to the Community College program:

1. *To assist in the construction of a food-industry endorsed Retail Management Certificate that can be offered at multiple community college campuses with substantially similar curriculum throughout the WAFC membership states, thereby providing the entire food industry access to a consistent Retail Management curriculum and the ability to earn an industry-recognized credential.*
2. *To establish a statewide advisory board in participating states, and conduct statewide advisory meetings each spring and fall - comprised of industry and college members - to maintain the certificate and increase participation.*
3. *To offer participating colleges support in the form of industry member instructors, guest speakers, retail advisory board members, internal marketing to recruit students, etc.*

In support of the above education initiatives, the WAFC has worked diligently and collaboratively with community college officials in several states: California, Arizona, Nevada, Hawaii, Oregon, Washington, Utah, Wyoming, and Colorado. Today, close to 150 community colleges offer the WAFC-endorsed Retail Management Certificate.

Due to the current business climate, it is critical for leaders to focus on building high-quality teams to remain competitive. Training and education are important to Costco, and the WAFC-endorsed Retail Management Certificate curriculum helps meet our needs.

The WAFC Retail Management Certificate is a benefit provided to employees through Costco's employee development strategy. We look forward to the University of Alaska, through UAA/CTC & UAF/CTC, being approved to offer the Retail Management Certificate this year, so that our employees in Alaska will have access to the same certificate that is available to their colleagues in neighboring states.



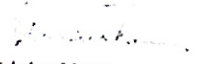
All of our Alaska workforce will be encouraged to enroll in courses that lead to the Retail Management Certificate. Additionally, we welcome the opportunity to interview Retail Management students who are looking for hiring/career opportunities in the retail industry.

We intend to provide strong recognition for those who successfully complete the entire certificate, including an industry-recognized credential, and a cash honorarium from the WAFC. In addition, although we do not guarantee promotion based solely on education, I am confident that certificate earners will see the value of the education relative to career opportunities in the food industry.

I am grateful for the fantastic assistance of UAA/CTC Associate Dean Stephen Strom in this process, who has worked closely with the WAFC's Education Director, Cherie Phipps. Thank you for supporting his efforts with us!

For additional detail and information, please feel free to contact Mark Stalwick (425-313-6779) in my HR Department, or Cherie Phipps at the WAFC (714-501-5775).

Sincerely,

  
John Matthews  
Senior Vice President of Human Resources  
Costco Wholesale



FRED MEYER STORES • P.O. Box 42121 • Portland, OR 97242-0121 • 3800 SE 22nd Ave. • Portland, OR 97202-2999 • 503 232-8844 • <http://www.fredmeyer.com>

Chancellor Tom Case  
University of Alaska Anchorage  
3211 Providence Dr, ADM 216  
Anchorage, AK 99508

February 3, 2012

Dear Chancellor Case:

The purpose of this letter is to seek your strong support for approval of the WAFC Retail Management Certificate Program throughout Alaska, in order to make this 10-course certificate program available to our Alaska-based Associates.

As V.P. of Operations for Fred Meyer which operates throughout the Northwest, I represent approximately 3,000 Associates in the state of Alaska. I also serve as an active board member of the "Western Association of Food Chains" (WAFC), a large and well-respected non-profit association serving the major grocery chains in 14 western states. The WAFC's sole purpose is to initiate/support education programs that will help develop Associates in all areas of the grocery industry. (see [www.wafc.com](http://www.wafc.com)).

Collectively, the WAFC Board of Directors has embraced specific objectives with respect to the Community College program:

1. *To assist in the construction of a food-industry endorsed Retail Management Certificate that can be offered at multiple community college campuses with substantially similar curriculum throughout the WAFC membership states, thereby providing the entire food industry access to a consistent Retail Management curriculum and the ability to earn and industry-recognized credential.*
2. *To establish a statewide advisory board in participating states, and conduct statewide advisory meetings each spring and fall - comprised of industry and college members - to maintain the certificate and increase participation.*
3. *To offer participating colleges support in the form of industry member instructors, guest speakers, retail advisory board members, internal marketing to recruit students, etc.*

In support of the above education initiatives, the WAFC has worked diligently and collaboratively with community college officials in several states: California, Arizona, Nevada, Hawaii, Oregon, Washington, Utah, Wyoming, and Colorado. Today, close to 150 community colleges offer the WAFC-endorsed Retail Management Certificate.

Due to the current business climate, it is critical for leaders to focus on building high-quality teams to remain competitive. Having a more educated workforce has become a business imperative to Fred Meyer, and the WAFC-endorsed Retail Management Certificate curriculum helps meet our needs academically. In fact, the course outcomes are highly correlated with the competencies of a successful store manager in our business.

*"Always strive to offer Customers the service, selection, quality and price that satisfies them best." Fred G. Meyer, Founder, 1898-1978*



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The WAFC Retail Management Certificate is a key benefit provided to Associates through Fred Meyer's Associate and management development strategy. We look forward to the University of Alaska, through UAA/CTC & UAF/CTC, being approved to offer the Retail Management Certificate this year, so that our food industry Associates in Alaska will have access to the same certificate that is available to their colleagues in neighboring states. To that end, we have already begun enrolling Associates in general education courses that will be required in the certificate.

ALL of our Alaska workforce will be encouraged to enroll in courses that lead to the Retail Management Certificate. Additionally, we welcome the opportunity to interview Retail Management students who are looking for hiring/career opportunities in the retail industry.

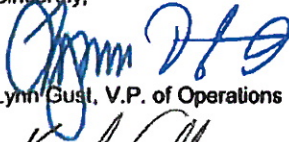
We offer generous tuition reimbursement, and intend to provide strong recognition and rewards for those who successfully complete the entire certificate, including 100 % reimbursement for tuition and the cost of all books, an industry-recognized credential, and a cash honorarium from the WAFC. In addition, although we do not guarantee promotion based solely on education, I am confident that certificate earners will see the value of the education relative to career opportunities in the food industry.

Over the next three years, we anticipate hiring 1,000 new Associates throughout Alaska, and will be promoting approximately 50 people into supervisory and managerial positions.

I am grateful for the fantastic assistance of UAA/CTC Associate Dean Stephen Strom in this process, who has worked closely with the WAFC's Education Director, Cherie Phipps. Thank you for supporting his efforts with us!

For additional detail and information, please feel free to contact Keith Fuller in our HR Department (503-797-7321), or Cherie Phipps at the WAFC (714-501-5775).

Sincerely,



Lynn Gust, V.P. of Operations



Keith Fuller, Director Human Resources

"Always strive to offer Customers the service, selection, quality and price that satisfies them best." Fred G. Meyer, Founder, 1886-1978