FINAL REPORT OF THE RETAIL BUSINESS MANAGEMENT PROGRAM REVIEW COMMITTEE

2002-2003

for

the Associate in Applied Science (A.A.S.)
and Certificate Programs

Suffolk County Community College
Ammerman Campus

May 1, 2003
Preface

The Program Review Committee for the Retail Business Management Associate in Applied Science (A.A.S.) and Certificate of Completion Program was formed late in the spring of 2002. The committee worked collaboratively during the fall and spring terms of the 2002-2003 academic year. Our methodology followed the guidelines mandated by the State University of New York and Suffolk County Community College (SCCC). While the Retail Business Management A.A.S. major and Certificate programs are currently offered only on the Ammerman Campus, these programs had previously been part of the academic programming at both the Eastern and Western Campuses. Therefore, this review considered tri-campus experiences and college-wide student data.

Readers should know that institutional assessment and program review are integral parts of SCCC's learning community. This review effort, and those conducted in future semesters, clearly reflect the college's serious commitment to continuous academic quality improvement.
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Chapter 1: Introduction: Program Description, History & Mission

Introduction. The retailing industry includes all business activity directed at providing products and/or services to customers for their personal, family, or household use. Unlike the wholesale industry, which generally includes the movement of products and/or services from one business to another in the distribution value chain, retailers sell to the final, personal user. In the simplest terms, retail customers are people, not businesses. And, while general business principles and practices apply to both wholesalers and retailers, the unique challenges associated with serving the retail customer are wide and varying.

The "retail trade" is the second largest industry in the United States economy, both in number of establishments and number of employees. One in six American workers are employed in a retail setting. Moreover, the U.S. Department of Labor's employment data (2002) indicates that there is a continuing, growing demand for retail workers. The Business Departments of Suffolk County Community College are committed to educating and training these workers through the Retail Business Management A.A.S. and Certificate Programs offered at the Ammerman Campus.
Program Descriptions. The two programs under review are first, the Associate in Applied Science Degree (A.A.S.) in Retail Business Management (Curriculum Code 318-1). This associate in applied science degree program, as described in Appendix A, is designed to prepare students to directly enter a management career in domestic or international retailing.

The second program is the Certificate Program in Retail Business Management (Curriculum Code 435-1). This program, also found in Appendix A, is designed for students preparing for, or currently working in, entry-level sales or service positions in a variety of retail settings. The program goals and related course learning objectives, for both programs are identical. They are to (1) effectively prepare retail majors for immediate entry into a retail management or staff position, and (2) establish a foundation for lifelong learning, vocational growth, and ultimately career excellence.

Retail Program Background. The A.A.S. Degree curriculum in Retail Business Management was established in 1963, as an offshoot of the Business Administration program. The curriculum was initially designed to prepare graduates for immediate employment in a variety of positions in the field of retailing. Many of the early graduates were preparing for careers in supermarket management. As a result, in the 1960's to mid 1970's one of the specialized retail courses
BA65-Merchandising focused predominantly on the mechanics of profitable buying and resource development in retail chain food stores.

One of the early components of the A.A.S. Retail Management Program was a work-study internship course. The internship ran for three semesters and carried one credit per semester for the student's on-the-job learning experience. The student met with the instructor once or twice during the semester to discuss and evaluate his or her work experiences. The work-study internship had, as an added advantage, the capacity for employers to make full-time placements available to students upon graduation.

To a somewhat lesser degree, the A.A.S. Degree Program in Retail Business Management also served as a basis for transfer to four-year colleges for students pursuing the Baccalaureate Degree in Business Administration. In addition, the A.A.S. program served to meet the needs of individuals who were already employed at a retail enterprise but were seeking advanced professional development through participation in one or more business classes.

Meeting SCCC's Mission Goals. The mission statement developed for the degree and certificate programs in retail business management is:

...to educate and train students to enable
graduates to achieve their desired career objectives in the retail industry. To that end, the faculty, administration, and academic support staff of the business disciplines are deeply committed to conveying the relationship between lifelong learning, continuous quality improvement, and success in the dynamic world of retailing.

This mission statement, which applies to all retail business coursework and programming, adheres closely to the State University of New York's long-held philosophy of giving each student the opportunity to become all that he or she is capable of being. Likewise, the mission of these retailing programs is consistent with the College's desire to help students realize their highest potential for individual human development intellectually, socially, culturally, physically and personally.

SCCC, as expressed in the college mission statement, believes in "encouraging students to come to an understanding of themselves, their society, the physical world, and the lifelong nature of learning itself and to act upon that understanding and enjoy an enlightened and fulfilling life" (SCCC Catalog 2000-2002, p. 8). To that end the college is committed to offering programs and services that respond to the ever-changing needs of business, government, and community organizations and to support economic development activities in Suffolk County.
Moreover, through its mission statement, the college acknowledges its responsibility (1) to structure the curricula so that each program includes courses, which enhance occupational skills, and, (2) offer occupational and/or vocational associate degree programs that prepare students for immediate employment, and (3) offer certificate programs designed to serve students who wish to learn new skills or upgrade current skills. The retail business management degree and certificate of completion options directly reflect the goals and objectives of our comprehensive, publicly supported, community college learning community.

Previous Program Review Experience. This is the first time the retail business management programs have been reviewed. Therefore, no previous findings or recommendations were available at the outset of this 2002-2003 review.
Chapter 2: Program Goals and Objectives

At the onset of this review it was determined that no specific program goals or learning outcomes/objectives existed for the A.A.S. or the Certificate Program in Retail Business Management. In order to develop these goals it was necessary to conduct a review of (1) contemporary business education literature, (2) the program goals of related SCCC business programs, and (3) other research data provided by educational associations serving postsecondary business educators.

Preparing students for direct entry into productive employment is, however, a fundamental learning objective precedent for all Associate in Applied Science degree program designs. Therefore, as a result of the review and academic precedent, it was agreed that the primary program goal for the Retail Business Management A.A.S. program was to:

1. Prepare students to successfully and directly enter into a management position in a retail industry setting; and
2. Encourage students to adopt a strategy of lifelong learning, professionally and personally, to enhance their ability to respond to the dynamic retail business field and achieve successful career advancement.

Upon review, it was agreed that these two goals should also be applied to the Retail Certificate Program. The appropriateness of these “major goals” to both the College’s
and the Business Area’s missions has been addressed in Chapter 1 of this report.

The general retail program objectives that were selected to amplify the program goals were determined in conjunction with the U.S. Department of Labor’s final report entitled What work requires of schools: A SCANS (Secretary’s Commission on Achieving Necessary Skills) report for America 2000. The primary objective of this research, (which was an updating of the 1991 SCANS report) was to help business educators adapt curriculum and instruction to enable students to develop the skills needed to succeed in the high performance workplaces of the 21st century.

The (2000) SCANS report identified five essential categories or areas of workplace skills that students should develop. They are:

1. Resources—Identifies, organizes, plans, and allocates resources;

2. Interpersonal—Works with others;

3. Information—Acquires and uses information;

4. Systems—Understands complex inter-relationships; and

5. Technology—Works with a variety of technologies.
Likewise, the more specific retail program learning objectives appropriate for the A.A.S. and Certificate programs were arrived at in conjunction with research conducted and published by the National Business Education Association (NBEA). This highly respected national organization identified six major learning areas (or themes) for developing instruction in marketing and retail management. They are:

1. Foundations of Marketing and Retail Management;
2. Retail Customers and Their Buying Behavior;
3. Environmental Factors Affecting Retail Management;
4. Creating and Operating a Retail Business;
5. The Marketing and Retailing Mix for Retail Organizations; and

Program Objectives. The program learning objectives for each of the retail programs under review are, therefore, reflective of the competency areas and content areas listed above. The desired student learning outcomes for the A.A.S. and Certificate Program in Retail Business Management follow.

Upon successful completion of A.A.S. in Retail Business Management students will be able to:

1. Demonstrate the achievement of postsecondary level competencies in the workplace skill areas of resource
management, interpersonal skills, information management; systems; and technology utilization.

2. Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

3. Analyze and explain the characteristics, motivations, and behaviors of retail customers.

4. Analyze and explain the influence of external factors on marketing and retailing.

5. Describe the steps involved in starting and operating a small retail business.

6. Analyze and explain the elements of the marketing mix (product, price, placement, and promotion) and their interrelationships, and describe how they are used in the retailing process.

7. Analyze the role of marketing research in retail business management decision making and conduct preliminary data collection using a variety of methods.

The learning objectives associated with the Certificate of Completion in Retail Business Management will be patterned after the A.A.S. goals and objectives. Because there was agreement that the curriculum for the Certificate Program needed significant revision, the specific goals and achievement standards will be determined at a later date.
Student learning objectives on the course level.
The specific student learning outcomes for each retailing
course, as displayed on the instructor’s course outline,
reflect the achievement of one or more of the program’s
learning objectives. As in the past, the college-wide business
faculty will continue to use a system of agreed upon, uniform
course objectives for each business/retail course. More
information regarding this level of learning objectives can be
found in Chapter 3 that follows.
Chapter 3: Curriculum

Curriculum Assessment

The Ammerman Campus retail program faculty include one full-time teacher who performs part of his full-time teaching load as a departmental level administrator; one full-time teacher assigned to the Eastern Campus who teaches one or two sections of retail courses on an overload basis, and several adjunct faculty. The number of adjunct teachers varies from semester to semester, based on enrollment.

While there have been several editorial changes to course syllabi, there have been no major changes made to the instructional design of either the A.A.S. or Certificate program for at least ten years. Most of the curriculum changes were arrived at based on results of the individual faculty member’s professional growth and course content preferences.

Uniform student learning objectives are established for all sections of each business or retailing course, regardless of the instructor. Review of the course learning objectives is done, periodically, on an irregular schedule. When done, the review is conducted by the Ammerman full-time faculty member who also serves as a department level administrator.

Likewise, curriculum changes often occur as a result of a change in textbook and/or other course materials. Again, these changes generally occur informally through collegial
conversations between program faculty and other business instructors, college-wide.

Planned Curriculum Changes. As a result of this program review several changes are being recommended. These revisions, with explanations, can be found by viewing Appendix B. Each proposed curriculum, the review committee believes, offers a logical sequencing of information and learning activities. In the proposed A.A.S. program students will be able to customize, to some extent, their general education core courses, as well as elect one or more business courses.

The revised Certificate of Completion Program is also displayed in Appendix B. The revision of this curriculum, if instituted, will permit the certificate student to seamlessly continue their retail business education towards an associate degree, with no loss of transfer credit.

SUNY General Education. The proposed revision to the A.A.S. program in Retail Business Management maintains the required credit hours of general education, while offering the student the ability to “customize” some of their liberal arts, humanities, and social science curriculum components. The proposed A.A.S. program enables students to practice core critical thinking, basic communication, and technology competencies imbedded in both general and occupational course selections and requirements.
Peer Retailing Programs. The committee identified five community colleges that offered A.A.S. degrees in retailing, retail management, and/or fashion merchandising and management. They were Nassau County Community College, Mitchel Field, NY; Monroe Community College, in the Catskills region, Westchester Community College in Valhalla, NY, and Niagara County Community College, outside Buffalo, NY. These schools were selected based on their programs, service area, and similarity with SCCC's retail programming. A curriculum comparison of these associate degree programs, specifically highlighting credit distribution in retailing, general business, humanities, accounting, and social science can be seen in Appendix C of this report.

The peer comparison indicated, generally, that SCCC's program was in line with the instructional design of other SUNY community colleges. SCCC was, however, the only college that did not require a computer course for retail A.A.S. majors. Suffolk was, however, the only college that required a freshman orientation component. This comparison also indicated that SCCC could deliver a comprehensive, contemporary retail program while still requiring a reasonable and attractive number of credit hours for completion/graduation.

Advisory Board. There is no individual advisory board for either the Retail Business Management A.A.S. or Certificate of
Completion program. However, retailers are often represented on the general advisory board for the Business Administration area. Meetings are generally held annually and activities vary significantly from one year to the next.

*Instructional and Learning Activities.* The teaching modalities used in the retail degree and certificate programs are varied. Specific teaching methods and project assignments can be seen by reviewing the representative course outlines for seven "retail specific" core business courses (Appendix D). Successful completion of each of these courses is required for graduation from the A.A.S. program. These required, three-credit-hour courses are:

- **BD 63 (RET111) - Principles of Retailing**
- **BD 64 (RET112) - Retailing Buying and Merchandising**
- **BD 70 (RET213) - Advertising**
- **BD 73 (RET216) - Salesmanship**
- **BD 68 (RET201) - Retail Store Operations and Administration**
- **BD 69 (RET211) - Retail Management Problems**

Students in retail courses have an opportunity to develop and demonstrate their competency or skill levels as they relate to the (1) retail program goals, and (2) retail program objectives. In addition, the course specific student learning
objectives also provide an opportunity to meet SUNY general education requirements.

Basic communication, critical thinking, and information management, for example, are all skill requirements imbedded in many of the retail core course activities and assignments. For example, projects/assignments in advertising, sales promotion, personal selling, and basic marketing require the student to present, individually or in teams, case study solutions, oral reports, and/or other creative communication tools. These include but are not limited to sales presentations, audio and visual sales messages, sales correspondence, etc. Students are, therefore, required to demonstrate their command of both critical thinking and basic communication competencies.

In addition, the proposed curriculum revision requiring the retail major to take a computer course as a graduation requirement, and the use of presentation software in other business courses, will give the student the opportunity to hone, practice, and demonstrate advanced information technology skills.

Program Assessment. Assessment of student learning is accomplished, currently, using a variety of methods, assignments, and projects. These assessment tools, however, are geared at measuring student competencies at the course
level. At present no assessment tool is in place to measure student command of the retail program student learning outcomes.

The program assessment method recommended by the review committee is the development of a retail student "portfolio." The student portfolio, it is anticipated, will be constructed with materials throughout the student's enrollment in the retail program. Students will be advised, in the BD 63 (RET111) retailing foundation course, of the portfolio requirement. Likewise, they will be exposed to the assessment strategy, and related assessment tools and procedures.

Each subsequent retail instructor will be charged with assigning and evaluating specific portfolio content. The faculty member will also be expected to complete an assessment tool, assessing each student's demonstrated command of the retail assignment.

The student will be responsible for maintaining their portfolio contents. The portfolio will continue to be constructed and finally be collected in the last, and highest level retail core course currently entitled BD 69 (RET211) Retail Store Problems.

An assessment rubric will be developed for the retail student portfolio by means of a collaborative effort of marketing, management, and information technology faculty
college-wide. The business area has a well established tradition of cooperation and constructive support, and it is anticipated that the development of the rubric will evolve into a professional growth activity for all involved. The rubric assessment form will be patterned after available vocational, technical, or occupational models, if available.

The validity and reliability measures will be evaluated with the excellent assistance of the college-wide office of Institutional Research and Assessment. It is anticipated that the portfolio plan will be developed for a trial run in the spring semester of 2004. The results of this “test marketing” will be reviewed by the department level administrators for each campus, under the direction of the college-wide Associate Dean of Business. Relevant past practices, established by earlier occupational or career program reviews will also be considered. If, as a result of the trial run experience, programmatic changes are indicated an assigned faculty member will prepare the standard forms for curriculum review and revision. Based on departmental votes, and governance acceptance, revisions will be implemented.

The assessment strategy, and related tools and procedures for the Certificate of Completion Program in retailing will follow the same format. Pending curriculum revisions the
assessment of student learning will be more clearly defined, based on faculty input.

**Program Courses**

As mentioned earlier, minor editorial changes have been made to some retailing courses, but none have been the result of a previous program review. The core retailing course syllabi have remained veritably unchanged since the mid 1990's. However, the proposed changes resulting from this review will require both instructional design and editorial modifications.

The mechanism for achieving program goals is ultimately driven by each instructor's ability to motivate student learning. The cumulative effect of motivating student learning and skill development at the course level is the achievement of the desired program goals. To that end, each student learning goal has been written in behavior terms that are clear, measurable, and obtainable in the context of the course completion.

An example of a course specific assessment instrument used to measure the attainment of course objectives can be found in Appendix E. This instructor designed project is a requirement to successfully complete the first retail management core course BD 63(RET201). Through this project the student is required to demonstrate the ability to analyze,
describe, and identify retail and business concepts. These include the retail mix, assortment planning, retail store development, operations and/or procedures, merchandising, critical thinking, college-level writing/basic communication, and systems planning.

**Instructional Methodologies and Modalities**

The methods currently being used in the retail curriculum courses are not a result of previous program review findings and/or recommendations. However, faculty members providing instruction in retail subjects have continued to update their teaching materials and modalities.

For example, retailing courses are regularly scheduled in classrooms equipped with computer terminals and projection devices. Retail instructors frequently access the Internet during class meetings to (1) demonstrate appropriate research procedures, (2) display useful websites, retailer web pages, and unusual electronic commerce advertising and promotional techniques, and (3) reinforce contemporary retail principles and practices.

**Distance Education (DE).** Currently retailing students do not have the opportunity to use asynchronous, synchronous, or hybrid distance education modalities to participate in the core courses for SCCC’s retail business education. The retail core courses are taught using traditional classroom delivery
only. However, some of the elective general education and business courses are offered through distance education. In addition, a telecourse for Salesmanship is currently under construction, and full-time retail faculty are involved in distance education training and professional growth.

While retail faculty participation in distance education is still limited, the business faculty in general are supportive of DE methodology options and plan to integrate them in the near future. To date no assessment of the use of DE has been conducted relevant to the A.A.S. or Certificate retail programs.

Transferability and Employment

At the time of this review there are no articulation or joint admission agreements currently in place that specifically apply to graduates of the A.A.S. program in Retail Business Management. There has also been no specific survey of employers conducted that specifically addresses the employability of retail business management students.

However, there are general business articulation and joint admission agreements in place that are frequently applied to A.A.S. retail graduates. Similarly, although not specific to retail graduates, an extensive employer survey was completed in 2000 that addressed proficiency levels required of SCCC business program graduates. The results of that
employer survey indicate that our graduates are well prepared to enter the local workforce and are successfully achieving the expectations of those business managers and owners participating in the survey.
Chapter 4: Students

In an effort to collect relevant data two student survey forms were designed and developed for distribution. These survey forms, created for current retail students and non-returning retail majors, can be found in Appendix F of this report. The graduate survey, which is pending, will be conducted using a telephone interview technique. It is anticipated that responses will be collected and compiled during the summer semester.

A preliminary review of the data collected from current students indicates that A.A.S. majors are, with few exceptions, employed. While data is still being collected, initial responses included total agreement that retail students would recommend their academic program to a friend or family member considering a career in retailing or business. Unfortunately survey results are incomplete at the time of this report writing.

The Office of Institutional Research and Assessment carefully collected and reported on a ten-year longitudinal study of students majoring in retailing as an A.A.S. major (Code 318-1) or certificate program enrollee (Code 435-1. The result of their statistical review can be found in Appendix G of this report.
As the data indicates, over the past ten years there has been a decline in students electing retail business management as a major. Because the number of students who elected to participate in the 435-1 certificate program has been very low, and now numbers only one student, the summary that follows only addresses the 318-1 A.A.S. program.

Since 1992 the total number of students majoring in the 318-1 A.A.S. has declined by approximately two-thirds. This decline has, however, not dramatically changed the proportion of other demographic elements measured by the data analysis. For example, while the program enrollment is down, the ratios of full to part-time, and male to female students, has remained basically unchanged.

Likewise since 1992 the ethnic composition of the program participants is only slightly different. A small increase in the number of ethnic minority students, specifically non-Hispanic black students, has occurred. With regard to age, traditional age college students continue to make up the majority of retail majors. There has, however, been an increase, proportionally, in students over the age of 30.

This downward trend in enrollment reflects, to some degree, a similar trend in other, occupational specific A.A.S. programs. For example, there is a similar decline in enrollment for the A.A.S. degree in Office Management. It is
interesting to note that women make up the majority of enrollees in both the retailing and office management programs. At the same time we have seen increased female enrollment in the program areas of accounting and general business management. Further statistical analysis is required to see if the decline in retail majors is the result of a shift to other majors, or an actual decline in student interest.

A similar dramatic decline in retail business program enrollment has been experienced at Nassau County Community College. According to Prof. Reihing, Chairperson of the Marketing Department, NCCC is also in the process of reviewing their retail programming to identify trends and develop instructional strategies to support retail instruction. At NCCC a separate curriculum is in place for fashion merchandising, although Prof. Reihing stated, in a telephone conversation, that the decline in enrollment was probably not a result of students shifting to the fashion area. At the time of this review it was also noted that Westchester County Community College was also in the process of examining enrollment trends and instructional changes in the area of retail business management.

An analysis of the graduation (or completion) rates for retail A.A.S. students is also included in Appendix G of this
report. The data initially indicated, among other things, that retail students were tenacious. This was first determined by reviewing the persistence data. At first read the data appeared to indicate a trend where students remained enrolled for four or more years, probably as part-time students, and persevered to graduation. However, upon closer examination of the enrollment and persistence data, and in collaboration with institutional research staff, it was determined that this data display only represented the experience of a small, sub-set of retail majors. This data display applies only to first-time, full-time entrants into the A.A.S. 318-1 program. It was determined that extrapolating trends from this particular data set would not be a valid measure of the experience of the greater number of 318-1 retail majors.

Since the Retail Business Management Program is an A.A.S. program statistics on transfer are not relevant to this review. However, anecdotally, faculty report that retail students have successfully transferred to, among others, Fashion Institute of Technology (FIT) to continue in a Bachelor’s Degree Program in Retail Merchandising and Management. FIT remains a prestigious and desirable institution of higher education preparing graduates for successful careers in fashion merchandising and other marketing and retailing career paths.
Occupational Demand. As reported earlier in this review, retailing remains a viable, high demand segment of the U.S. and local economy. Retail managers, working in a myriad of business settings, continue to be in demand. The income level for retail managers remains, however, lower than managers in financial, communication, distribution, and technology fields.

Occupational projections made by The U.S. Bureau of Labor Statistics (2002) suggest that jobs in advertising, marketing, promotions, public relations, and retail sales management positions are "highly coveted and will be sought by other managers or highly experienced professional and technical personnel, resulting in keen competition." Projected employment growth varies by industry, however, employment of advertising, marketing, promotions, public relations, and retail sales managers is expected to grow much faster than average in most (other) business services industries ([http://www.bls.gov/oco/ocos020.htm]).

Admissions Strategy. As a result of this review it was determined that no specific goals or timetables have been established for recruiting and admitting new retail A.A.S. majors. New marketing strategies are needed to identify and classify the distinction between a general business A.A.S. student (Code 315) and a retail major (Code 318-1). In addition to reinstating traditional and/or direct recruiting
efforts, SCCC should conduct a focus group, perhaps of recent graduates and/or retail employers and entrepreneurs, to assist in the development of marketing and admission efforts.

*Student Advisement.* Retail majors use the same advisement methods and resources extended to all SCCC students. This includes the support of intake counselors, freshman seminar instructors, and all teaching faculty. The business area has, traditionally, emphasized the importance of pre-registration and continuing advisement through a strong commitment to (1) one-on-one advisement, and (2) classroom, group advisement.

During the past decade advisement of students (who are not participating in one or more developmental courses) has been made voluntary. Although data is not readily available there is a sense, among the retail and business faculty, that students have totally embraced self-advisement and computer-assisted registration. The convenience of this voluntary advisement and self-directed registration has, it is thought, had a negative affect on retail program participation, persistence, and completion to graduation or the award of a certificate.
Chapter 5: Resources

Library Resources. The library collection for retail business management instruction is maintained as part of the general business collection. This larger, business administration collection includes books, periodicals, on-line journals/data bases, and other resources that support instructional efforts in the fields of marketing, advertising, professional sales, customer service, electronic commerce, business management, and other retail related areas.

As part of this review a comprehensive examination of the retailing business education resources was undertaken by the committee’s library representative. An analysis of the Huntington Library’s collection can be found in Appendix H of this report.

Integrating the Library into Retail Instruction. Also as part of this review the retail faculty’s use of the resources provided by the library’s fine professional and support staff was investigated. To that end, a review of retailing course outlines was undertaken. This review showed that a good percentage of retail courses required the use of the library. Several outlines specifically detailed books and periodicals recommended as useful resources for course assignments, projects and supplemental reading.
In addition, six library research lectures were presented for students in the retail business management program. During these lectures students were introduced to the online catalog of books as well as subject-specific databases such as Business Resource Center and Wilson Business Abstracts. Retail students also received important instruction in methods to determine the legitimacy of a web site.

This review also indicated the continuing cooperation and collegiality between SCCC’s librarians and classroom instructors. Faculty in the retailing and business programs are regularly called upon to offer suggestions to the librarian who acts as a liaison to the business area. Likewise, the Huntington Library’s desire to strengthen the existing connection with faculty in the discipline is demonstrated by their proactive suggestions of specific collection titles to be added as well as titles to be considered for deletion.

Collection Components. This review also included an examination of the library’s monographic collection. The monographic collection includes resources that support instructional efforts in the fields of marketing, advertising, professional sales, customer service, electronic commerce, and other retail related areas. Over 9% of the existing monographic materials that support the retail program have
been updated in the past several years. The average age of the total collection in the area is 1973. However, this age is not fully indicative of an aged collection, as care must be taken to retain classics and seminal works.

The library's periodical holdings, to support retail management instruction, can be described as strong. The Huntington Library has reduced costly hard-copy subscription in recent years. At the same time, they have increased student and faculty access to magazine and journal articles through subscriptions to subject-specific databases such as Business Resource Center. Reflecting the library's understanding of retail and marketing instruction, however, relevant hard-copy subscriptions have been retained so that students in advertising and marketing courses can easily access and view color advertisements for their coursework and projects.

The Media Resources Center. The Media Resources Center, the facility where students can view tapes during regular library hours, has the following equipment: 7 VHS players; 3 u-matic videotape players; 1 slide projector; 5 cassette players, 2 CD players; 2 typewriters and one PC with Internet access. The equipment is generally in good working order. U-matic video players are being phased out, along with u-matic tapes, as the college moves to using newer formats. (Note that there are no DVDs listed in the Media Titles section. Current
business titles still tend to be produced in VHS, not DVD formats).

In addition to the videotapes, which are part of the regular cataloged collection, students have access to tapes which their instructors put on reserve in the Media Resources Center. These tapes are not part of the cataloged collection, therefore are not counted in the statistics section of this document. Reserve tapes are typically owned by a professor or the department itself.

Classroom Media Services. Retail business faculty were described, for purposes of this review, as "moderate" users of equipment (primarily VHS players). This equipment is provided by Classroom Media Services. VHS players used by Classroom Media Services are in excellent condition; many of them purchased within the past two years. This equipment is used to show videos from the library collection, or ones owned by the instructor.

For other equipment needs (such as showing PowerPoint presentations over a multi-media projector), the department frequently chooses to use the Global Business Learning Center, a "smart classroom" located in Room 209 of the Riverhead Building. A Smart Cart is also available in the Riverhead Building for use in classrooms that are not equipped with computer technology.
As the previous library resource review indicates, retail business management majors and students studying related marketing and management courses, are being well served through the efforts and materials provided by the Huntington Library of the Ammerman Campus.

Other College and Business Department Resources. As mentioned in Chapter 3 of this report, the core courses for the retail programs are regularly assigned to classrooms equipped with Internet access, computer terminals, and projection devices. Retail students also have the opportunity to participate in open lab hours in the Global Business Learning Laboratory, a state-of-the-art learning area that simulates a contemporary business office setting. This learning laboratory is located in the Riverhead Building in Room 209.

A review of the current department based audiovisual materials (identified for use in retail courses) indicated that these resources are somewhat dated and lacking in support for several new concepts in merchandising and retail management. For example, no materials were available to support the instruction of “E-Tailing”, jargon for electronic commerce by entrepreneurs and large, established retail organizations. Similarly, departmental level audiovisual support, in the form of videotapes and CDs, was lacking in
general areas of marketing and retail instruction. Moreover, no software was available to support asynchronous instruction, simulations, or computer-assisted course assignments.

The review did not result in the identification of any additional need for academic computing instructional support at this time. Likewise, it was determined that the support provided to retail majors by academic skills centers was sufficient to meet the current level of need. It was also determined that these well-developed resource providers have appropriate policies and procedures in place to accommodate a potential growth in retail student demand.

As a result of this review it was determined that faculty office space was consistent with departmental and college-wide space assignments. Classroom space and availability did not prove to be problematic, with the exception of a continuing faculty concern for the physical condition of learning spaces in the Riverhead Building on the Ammerman Campus. Concerns included poor heating and ventilation, overcrowding in smaller classrooms, and the general deterioration or absence of wall clocks, student desks, windows, screens, and general maintenance.

As a result of this review, and in anticipation of some curriculum revisions, it was determined that all business programming (including all core and support courses for the
A.A.S. and Certificate programs) should be delivered, at a minimum, in classrooms with a computer terminal, projection device, and access to the Internet. Four classrooms assigned to the Business and Accounting Department currently are without this modest technology support.
Chapter 6: Staffing

As mentioned earlier in this report, the retailing core courses are delivered, on the Ammerman Campus, by one full-time business teacher. This faculty member has served as a departmental administrator for approximately ten years. Another full-time business instructor, who is on the Eastern Campus, comes to the Ammerman Campus to teach an evening section of the culminating retail core course BD-69. A third full-time instructor, who predominantly taught the advertising and salesmanship courses that support the retail A.A.S. program, retired in December of 2002. Starting in the spring 2003 term, several adjunct instructors have been assigned to teach the advertising and salesmanship courses that are offered in both the day and evening master schedules.

In addition to the faculty, there are two full-time, academic support staff members who provide clerical assistance to the business area faculty and departmental administration. These newly assigned clerical support employees, and one part-time college aide, provide the office support for the entire business programming at the Ammerman Campus. The staffing level for both faculty and office support has remained unchanged for several years.

The faculty staffing ratio during the review period was:
Fall 2002

9 Core Retail Course Sections Offered (100%)
2 Full-time Instructors taught 7 sections (78%)
2 Adjunct Instructors taught 2 sections (22%)

Spring 2003

7 Core Retail Course Sections Offered (100%)
2 Full-time Instructor taught 3 sections (43%)
4 Adjunct Instructors taught 4 sections (57%)

Because the "lead" faculty member in retailing has served as the department chair, or assistant department chair, for over ten years, his teaching load has been reduced to accommodate performance of administrative duties. As a result, there is no full-time faculty member assigned to deliver retail business education at the Ammerman Campus, on a full-time basis. However, other full-time faculty members continue to support the curriculum by teaching the marketing and general business administration components of the 318-1 program.

Professional Growth. Program faculty have the opportunity to upgrade their skills by availing themselves of the contractual funding assigned for conference attendance. Currently this is $850.00 bi-annually. Likewise, the business faculty can (and do) participate in continuing professional development sponsored by the college. This programming
includes, but is not limited to, semester-long training in
distance education, as well as Title III programs and events.
The lead retailing teacher, for example, was a participant in
the 2000 Summer Institute. This is a competitive program,
funded by Title III grant monies, that gives faculty and
administrators the opportunity to pursue academic research.
For his project he conducted an extensive survey to determine
the core competencies that local business owners and managers
were looking for in SCCC business graduates.
Chapter 7: Major Findings and Recommendations

Based on the information gathered in performance of this program review the following major findings and recommendations are presented for consideration.

Chapter 1: Introduction – Program Description, History and Mission

FINDING: The Retail Business Management A.A.S. (318-1) and Certificate of Completion (435-1) programs have not positioned themselves sufficiently in comparison to the general business administration program offerings. For example, no mission statement is in place to specifically identify the broad goal of the (318-1) and (435-1) curricula.

RECOMMENDATION: The mission statement included in this report should be adopted and communicated to prospective and current retail students in order to better inform, clarify, and direct all instructional and academic decisions. This mission statement should be included in all appropriate retail program literature, including marketing brochures, the SCCC College Catalog, and any other documents distributed to SCCC’s stakeholders and members of our learning community.

* * *
Chapter 2: Program Goals and Objectives

FINDING: Neither the Retail Business Management A.A.S. or Certificate of Completion Program have articulated program goals.

RECOMMENDATION: The program goals created as part of this program review, after review by the business area faculty, be included in all appropriate college, campus, and departmental literature, including the SCCC College Catalog.

* * *

Chapter 3: Curriculum

FINDING: The curriculum for the A.A.S. Retail Business Management Program could be revised to better meet the learning needs of retail business majors and more effectively reflect the contemporary needs of the retail industry.

RECOMMENDATION: The proposed revision to the A.A.S. (318-1) program, as found in the appendix of this report, be presented to the Ammerman Campus business faculty for review and approval. Moreover, that any editorial and curriculum changes be implemented through appropriate governance and administrative approval systems and the resulting changes be incorporated into the next SCCC College Catalog.

*
FINDING: The curriculum for the Certificate of Completion (435-1) could be revised to better meet the learning needs of a segment of prospective retail students interested in professional growth or career exploration. In addition, the curriculum does not provide for easy continuance in a degree program in retail business management.

RECOMMENDATION: The proposed revision to the Retail Management Certificate of Completion (435-1) program, as found in the appendix of this report, be presented to the Ammerman Campus business faculty for review and approval. And, upon approval, be processed in the same manner as other editorial and instructional changes as identified in the previous recommendation.

*  

FINDING: SCCC does not require demonstration of computer literacy (and competency) in its current academic programming. Computer skills are clearly a requirement for entry into the field of retail business management. Many peer institutions of higher education have incorporated a computer technology experience as a graduation requirement for the associate degree.

RECOMMENDATION: As part of the curriculum revision for the A.A.S. program (318-1) students be required to
successfully complete a designated computer course related to business applications.

* FINDING: The retail programs at SCCC do not have a designated advisory board to specifically address the teaching and learning concerns, and employment issues, associated with the study of retail business management.

RECOMMENDATION: An advisory board be created for the retail business management academic program at SCCC.

* FINDING: No retail program assessment vehicle is currently in place to meet the SUNY Guidelines.

RECOMMENDATION: In order to complete the degree requirements in the A.A.S. Retail Business Management Program, student develop a learning portfolio under the direction of their retail faculty. The portfolio assessment requirement will be presented as part of the first core retail course (BD63) where the students will be informed of the policy, purpose, and procedures associated with successfully completing the portfolio assessment. The portfolio assessment will be completed during the final core retail course (BD69) using a carefully developed and tested assessment rubric. This assessment process, referred to as the retail student portfolio plan, will be developed for a trial run in the
spring semester of 2004. Simultaneously, plans to adapt the retail student portfolio plan for use in the Certificate Program will be addressed.

FINDING: Retail students do not have the opportunity to utilize distance education modalities to complete any of their core retail courses.

RECOMMENDATION: The faculty of the business area, college-wide, develop alternative modalities, including DE methods, to deliver instruction in contemporary retail business management.

* * *

Chapter 4 : Students

FINDING: There has been a significant decline in student enrollment in retail curricula at SCCC. This is juxtaposed with an increase in employment opportunities for retail management positions locally, regionally, nationally, and internationally (through "born global" electronic retail businesses, for example.)

RECOMMENDATION: The business faculty help position the retail programs as unique and distinct from other general business academic programming. And, that improved and enhanced marketing and recruitment efforts be undertaken by the college to promote the A.A.S. Retail Business Management (318-1) program.
FINDING: The student survey responses were incomplete at the time of submission of this program review report.

RECOMMENDATION: That the committee continue to collect and analyze the collected data, under the guidance and direction of Institutional Services and Assessment. And, that the information obtained be shared with the faculty and administration of the business area and be included in this report as an amendment.

***

Chapter 5: Resources

FINDING: The resources provided through the librarianship and collections of the Huntington Library are serving the students in the retail business management program well.

RECOMMENDATION: The retailing and general business faculties continue to work collaboratively with the librarian liaison assigned to the business administration discipline. This will enable the Huntington Library to continue to effectively update and maintain the most appropriate and useful collections in support of retail business education.

*

FINDING: The technology support in classrooms used to deliver instruction in retail business management is at its current limit of efficiency. As faculty develop alternative
instructional delivery methods (DE), current classroom equipment will be insufficient.

RECOMMENDATION: Internet access, through computer terminals and a projection system, be installed in at least four traditional classrooms used by the business faculty in the Riverhead Building of the Ammerman Campus.

* *

FINDING: The departmental audiovisual resources are dated and incomplete.

RECOMMENDATION: The Business Department of the Ammerman Campus purchase new videos, CD's, and other learning resources to supplement the materials available in the Huntington Library.

* * *

Chapter 6: Staffing

FINDING: There is no full-time faculty member assigned to specifically deliver retail management instruction on a 15 credit hour/4 office hour basis each semester. As a result, student access to advisement is somewhat limited.

RECOMMENDATION: The Ammerman Business Department identify another full-time faculty member to be associated with, in a more formalized way, retail business management programming. This can be done through faculty advisor assignments and/or an effort to use more full-time faculty to teach retail core (or retail related) business courses.
Appendix A

Catalog Descriptions of A.A.S. and Certificate Retail Programs
BUSINESS: RETAIL BUSINESS MANAGEMENT / A.A.S. DEGREE

Hegis Code - 5004
Ammerman / 318-1

This area of business is designed for those who wish to enter the field of retailing. Graduates can pursue positions such as sales executives, department heads, managers, buyers and others.

Graduates may transfer to a four-year institution to pursue the baccalaureate degree in business administration or may enter the business world directly upon graduation. The program also serves the needs of people presently in business who wish to engage in continued study.

FIRST SEMESTER: 18.5 credits
- OS15: Freshman Seminar ............. 1.5
- EG11: Standard Freshman Composition ... 3
- AC11: Principles of Accounting I ....... 4
- BA11: Introduction to Business ........ 3
- BD63: Retail Principles ................. 3
- EX11: Current Economic Issues ........ 3
- Physical Education .................... 1

SECOND SEMESTER: 16-17 credits
- English Elective ................. 3
- AC15: Principles of Managerial Accounting or AC12: Principles of Accounting II .... 3-4
- BA21: Business Mathematics .......... 3
- BD64: Retail Buying and Merchandising ... 3
- CO11: Introduction to Communication ... 3
- Physical Education .................... 1

THIRD SEMESTER: 15-16 credits
- BD68: Retail Store Operations and Administration ............. 3
- BD70: Advertising .................... 3
- BL71: Business Law I ................. 3
- Social Science Elective .............. 3
- Science or Mathematics Elective ...... 3-4

FOURTH SEMESTER: 14-17 credits
- BD69: Retail Management Problems .... 3
- Business Elective (any AC, BA, BD, BF, BL, CS, OT or IP course) ....... 2-4
- BD73: Salesmanship ................. 3
- BL72: Business Law II ............... 3
- Science or Mathematics Elective ...... 3-4

TOTAL CREDITS REQUIRED: 63.5-68.5

- These courses constitute the major courses in this curriculum.

REQUIRED CREDIT DISTRIBUTION
- Business .................................. 39-42 credits
- Humanities ................................ 9 credits
- Social Science ............................ 6 credits
- Mathematics/Science .................. 6-8 credits
- Freshman Seminar ...................... 1.5 credits
- Physical Education ..................... 2 credits

BUSINESS: RETAIL BUSINESS MANAGEMENT / CERTIFICATE PROGRAM

Hegis Code - 5004
Ammerman / 435-1

This certificate program is designed for those seeking a position in the field of retailing, as well as those currently employed in a retailing capacity who may need to acquire specific retailing background and skills.

The certificate concept allows the student to accomplish this goal in the shortest passage of time, while providing the student with employable skills.

FIRST SEMESTER: 16.5 credits
- OS15: Freshman Seminar ............. 1.5
- EG11: Standard Freshman Composition .... 3
- BA11: Introduction to Business ......... 3
- BA21: Business Mathematics ........... 3
- BA25: Business Communications ........ 3
- BD63: Retail Principles ................. 3

SECOND SEMESTER: 15 credits
- Restricted Elective .................. 3
- BD60: Retail Internship ............. 3
- BD64: Retail Buying and Merchandising ... 3
- BD68: Retail Store Operations and Administration ......... 3
- ** BD Restricted Elective ............. 3

TOTAL CREDITS REQUIRED: 31.5

* To be selected from EX11, EX21, EX33, or BD57.
** To be selected from BD57, BD65, BD70 or BD73.
*** These courses constitute the major courses in this curriculum.

REQUIRED CREDIT DISTRIBUTION
- Business .................................. 24-27 credits
- Humanities ................................ 3 credits
- Social Science ............................ 0-3 credits
- Freshman Seminar ...................... 1.5 credits
Appendix B

Proposed A.A.S. and Certificate Retail Curricula
TO: Dr. Dorothy J. Laffin—Ammerman, Program Review Chairperson
Prof. Tim McHeffey, Business—East
Deborah Provenzano, Library—Ammerman
Lanette Raymond, Research Associate—Central
Prof. Steven Saltzman, Assistant Academic Chair, Business—Ammerman
Erika Edwardsen, Retail Management Major—Ammerman

COPY: Dr. Christensen, Dr. Katopes, Prof. Ruggiero, Dean BenAicha

FROM: Asberine P. Alford, Associate Dean for Business Programs

DATE: October 16, 2003

SUBJECT: Response to Retail Management Program Review

The results of a thorough program review give faculty and administrators an opportunity to look at the strong and weak points of a program and address needed concerns. You are to be commended on the thorough job you did reviewing the Retail Management A.A.S. Degree program and the Retail Management Certificate program. The Findings and Recommendations section is especially impressive as is the overall format of the document.

Reviewing these programs could not have been easy; since, according to information on page 5 of the report, these programs have not been reviewed since they were established in 1963. As you meticulously outlined in the recommendations section of the report, several items should be addressed immediately by academic chairs and faculty members. Among these items are dated course syllabi, declining enrollment, dated library materials, and the need for an advisory committee to address Retailing discipline specific issues.

This lack of program reviews for many years and the fact that there have been no major changes to the instructional design of the program within the last 10 years, might account, in part, for the continuous decrease in enrollment from 106 full-time and 73 part-time students in 1992 to 32 full-time and 19 part-time students in 2001.

Course syllabi included in the appendix of the report date back to 1996 with one course syllabus dating back to 1987. Even though course outlines included in the appendix of the report show dates of 2003, much of the information on these course outlines parallel information on course syllabi from 1987-1996.
According to library materials included in the report, the median age of books for the Retail Management programs is 1973 which means that at least 50% of the books are at 1973 or older. Only one periodical was added in the last five years, and all of the 86 media titles that support the Retail Management programs are videotapes; no DVD or CD ROMs are included, and the median age of the videotapes is 11 years.

Because this is an Ammerman campus program only, I am asking the academic chair at the Ammerman campus to convene a meeting of business faculty in the early part of the fall 2003 semester to

a. discuss the overall findings and recommendations of the Retailing Management program review.

b. assign faculty to review all course syllabi and revise based on current program objectives. A tri-campus committee is currently updating other business syllabi that will be presented for business faculty review sometime in September. Retailing courses should be added to the list or assigned to other faculty for review and updating.

c. discuss the possibility of forming an advisory committee to address the specific needs of the Retailing programs.

d. discuss the recommendation of requiring a learning portfolio as the retail program assessment vehicle.

e. talk with faculty about the possibility of attending library workshops tailored to the needs of business faculty and students. It is my understanding that business faculty members have not been actively proposing new titles; instead, librarians have been selecting titles they believe appropriate for the business area.

The Retail Management Program Review Committee has done an exceptional job assessing the Retail Management programs and presenting the information for our review. Therefore, it is extremely important that the academic chair for business programs discuss these recommendations openly with business faculty and make every effort to implement agreed upon suggestions.

apa
Proposed Retail Business Management A.A.S. Degree Revision

FIRST SEMESTER

BU 15 - College/Workplace Skills Seminar($) 1.5
EG 11 - Standard Freshman Composition 3.0
AC 11 - Principles of Accounting I($) 4.0
BA 11 - Introduction to Business($) 3.0
BD 63 - Retail Principles($) 3.0
PE XX - Physical Education 1.0
OT 24 - Basic Keyboarding* 1.0

TOTAL 16.5

SECOND SEMESTER

EG XX - English Elective 3.0
BA 21 - Business Math or AC XX Accounting Elective($) 3.0-4.0
BA 22 - Computing for Business($) 4.0
CO XX - Communications Elective 3.0
BD 64 - Retail Buying and Merchandising($) 3.0

TOTAL 16.0-17.0

THIRD SEMESTER

SS XX - Social Science Elective 3.0
BD 73 - Personal Selling and Customer Service($) 3.0
BL 70 - Law for Business or BL 71-Business Law I($) 3.0
BD 68 - Retail Operations & Management ($) 3.0
PE XX - Physical Education 1.0
Science or Math Elective 3.0-4.0

TOTAL 16.0-17.0

FOURTH SEMESTER

BD 69 - Contemporary Issues in Retail Management($) 3.0
Science or Math Elective 3.0-4.0
EK XX - Economics Elective 3.0
BD 70 - Advertising & Sales Promotion($) 3.0
Business Unrestricted Elective($)** 3.0-4.0

TOTAL 15.0-17.0
TOTAL CREDITS REQUIRED: 63.5-66.5

REQUIRED CREDIT DISTRIBUTION
Business & Accounting. ... ... ... 39-40 credits
Humanities. ... ... ... ... ... ... ... ... 9 credits
Social Science ... ... ... ... ... ... ... 6 credits
Mathematics/Science. ... ... ... ... 6-8 credits
Orientation Seminar. ... ... ... 1.5 credits
Physical Education ... ... ... ... 2 credits

Notes:
$ These courses constitute major courses in this curriculum.
* Students are advised to develop a basic keyboarding/data entry skill of 20 words per minute minimum. This course can be completed through a campus challenge exam, or waived if student selects four credit accounting, business, or science electives to complete their A.A.S. program.
** Business Elective (any AC, BA, BD, BL, OT, BU, or IP course).

Summary of Changes:
(1) Freshman Seminar is changed to Business Skills Course.
(2) Second Business Law course is dropped as a requirement, however, can be taken as an unrestricted business elective. This is in line with the new 315 A.A.S. curriculum design.
(3) Second Accounting course is dropped as a requirement, however, students can chose between a higher level accounting class OR Business Math. Both of these courses offer training in quantitative business skills. If desired, students will be able to chose from a variety of accounting classes in order to better serve their learning/occupational needs.
(4) BA 22 - Computing for Business is a new requirement. This is in line with the new 315 A.A.S. curriculum design.
(5) A three-credit communications course is still required, however, students can chose from a variety of beginning level communications course offerings. This will enable students who have already developed strong oral communications skills to strengthen another area of personal communication.
(6) The course content and names for BD 68 and 69 can be adapted to include e-tailing and other nonstore based retailing. Likewise, by giving these classes more generic titles, the instructor will have more flexibility to incorporate special topics and integrate technology into
the course objectives. International retail issues, for example, may be included in one or both of the classes, as case studies.

(8) The economics requirement remains, however, students will have the opportunity to take one of several beginning economic courses. In the past there has been an assumption that retail students did not need a demanding economics class, like micro or macroeconomics. This will give students more of an opportunity to customize their curriculum, and direct it to potential transfer, if the situation arises.

(9) As in the past, students still have the option to take one nonrestricted business elective. This opens up a variety of opportunities for students to meet desired learning needs. Students interested in starting an entrepreneurial retail venture can, for example, elect to take BA 53-Entrepreneurship. Students who want to take yet another BD course, to supplement the required courses, can use this elective to accomplish that. BU 80 - Cooperative Education can also be selected so that Retail students with no work experience can avail themselves of this important opportunity.

The strength of this curriculum design rests in the student’s ability to gain strong basic and higher-level retail business skills, balanced with a traditional associate degree program. While developing or improving business skills, students will experience a solid social science, math/science, physical education, and humanities program. A number of SUNY’s general education imbedded knowledge areas are integrated in this revised curriculum. While this is an applied, career program, through careful advisement and/or course selection, students can prepare for transfer. Likewise, the increase in “course choice” (for restricted and unrestricted electives) gives the student more variety in content and flexibility in scheduling decisions.

By giving retail majors more choice we can (1) appeal to a wider student market; (2) enable students to move more easily between campuses to meet program requirements; (3) afford students with prior retail experience an opportunity to explore other retail areas; and (4) remove some obstacles to student success by requiring a 63.5 - 66.5 credit hour range for degree completion.
# Proposed Retail Business Management Certificate of Completion Program

## First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BU 15 - College/Workplace Skills Seminar($)</td>
<td>1.5</td>
</tr>
<tr>
<td>EG 11 - Standard Freshman Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 21 - Business Math($)</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 11 - Introduction to Business($)</td>
<td>3.0</td>
</tr>
<tr>
<td>BD 63 - Retail Principles($)</td>
<td>3.0</td>
</tr>
<tr>
<td>BD 73 - Personal Selling and Customer Service</td>
<td>3.0</td>
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<tr>
<td>TOTAL</td>
<td>16.5</td>
</tr>
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</table>

## Second Semester

<table>
<thead>
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<th>Course</th>
<th>Credits</th>
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</thead>
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<tr>
<td>BA 22 - Computing for Business($)</td>
<td>4.0</td>
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<tr>
<td>BD 70 - Advertising and Sales Promotion($)</td>
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<tr>
<td>BD 64 - Retail Buying and Merchandising($)</td>
<td>3.0</td>
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<tr>
<td>Business Unrestricted Elective($)</td>
<td>3.0-4.0</td>
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<tr>
<td>TOTAL</td>
<td>16.0-17.0</td>
</tr>
</tbody>
</table>

**Total Credits Required:** 32.5 - 33.5

**Required Credit Distribution**

- Business: 25-26 credits
- Humanities: 3 credits
- Social Science: 3 credits
- Orientation Seminar: 1.5 credits

**Notes:**

$ These courses constitute major courses in this curriculum.

* Business Elective (any AC, BA, BD, BL, OT, BU, or IP course)

**Summary of Changes:**

Student will now be completing half of the A.A.S. program in Retail Business Management while having the opportunity to explore and improve retail selling, business, computer, and quantitative skills.
Appendix C

A.A.S. Curriculum Comparison with Peer Institutions
## COMPARISON OF CREDIT HOUR REQUIREMENTS TO PEER INSTITUTIONS
RETAIL BUSINESS MANAGEMENT A.A.S. PROGRAM

<table>
<thead>
<tr>
<th>Credit Hours (Semester) in Content Areas</th>
<th>General Retailing</th>
<th>Business</th>
<th>Accounting</th>
<th>Humanities</th>
<th>Social Science</th>
<th>TOTAL*  A.A.S. CREDITS</th>
</tr>
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<tbody>
<tr>
<td>Suffolk</td>
<td>12</td>
<td>20-24</td>
<td>7-8</td>
<td>9</td>
<td>6**</td>
<td>63.5-68.5</td>
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<tr>
<td>Nassau</td>
<td>18</td>
<td>18***</td>
<td>0</td>
<td>6</td>
<td>9</td>
<td>65-68</td>
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<td>Westchester</td>
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<td>19***</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>65-67</td>
</tr>
<tr>
<td>Monroe</td>
<td>23</td>
<td>4***</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>63</td>
</tr>
<tr>
<td>Niagara</td>
<td>12</td>
<td>24***</td>
<td>3</td>
<td>9</td>
<td>9**</td>
<td>68-69</td>
</tr>
</tbody>
</table>

Notes:
* Includes all required credits for graduation.
** Indicates a course in Economics as part of Social Science requirement.
*** Indicates degree program requires completion/demonstration of a computer technology course.
Appendix D

Core Retail Course Syllabi/Outlines
I. COURSE TITLE: Retail Principles

CATALOG DESCRIPTION: (1995-96)

A study of the retail organization, its structure, its personnel and merchandising policies, including an introduction to the various careers in retailing. The fundamental principles of locating, establishing, and operating a retail store are developed.

II. COURSE OBJECTIVES:

This is an introductory course which touches on the many aspects of retailing. Upon completion of this class, the student will:

a. have an awareness of career fields and occupations in retailing.

b. understand and be able to trace the history of retailing.

c. understand the scope of retailing and changes within the field.

d. be aware of consumerism and other environmental factors which affect retailing behavior.

e. be able to identify critical choices concerning store location, design and layout.

f. be able to identify organizational characteristics in a retailing setting.

g. be able to outline the importance of personnel management and supervisory skills as displayed by the manager.

h. understand the term "merchandise management" and how it relates to buying, handling, control and pricing.

i. be familiar with the ingredients of sales promotion.

j. be able to identify the importance of efficient store operations through the many activities and responsibilities that are involved.

k. be able to identify the latest utilization of computer technology, and the necessary of accounting records in retailing institutions.
I. possess and be able to use a basic retailing vocabulary.

III. SPECIAL INSTRUCTIONS/INFORMATION FOR THE INSTRUCTOR:

A. Prerequisite to the Course: None

B. Programs requiring this course:
   Retail Business Management: AAS Degree
   Retail Business Management: One Year Certificate

C. Other programs where this course can be used as a restricted elective:
   Business Administration: AAS Degree
   Marketing: AAS Degree
   Interior Design: AAS Degree

D. This course can also be used as a restricted elective in programs allowing for a (BD) Business elective and as an unrestricted elective.

E. Courses which require this course as a prerequisite:
   BD60: Retail Internship
   BD64: Retail Buying & Merchandising
   BD68: Retail Store Operations & Administration
   BD69: Retail Management Problems

F. External Jurisdiction: None

G. Supporting Information:
   Students are introduced to such periodicals as the Journal of Retailing, Discount Store News, Chain Store Age, Executive and Stores (Published by NRMA)

IV. COURSE CONTENT
   Required Topics

   a. Retailing in Perspective
      1. Retail Career Opportunities
      2. Scope of Retailing-History & Growth
      3. Small Retailing & Franchising
      4. Environmental Factors-Consumerism
      5. Consumer Behavior
      6. Retail institutions

   # of Hours
b. Planning the Retail Enterprise
   1. Retail Mix
   2. Location Consideration
   3. Design and Layout of Stores

c. Human Resources Management
   1. Company & Store Organization
   2. Personnel Management
   3. Supervisory Skills

d. Merchandise Management
   1. Assortment Selection
   2. Buying
   3. Pricing
   4. Merchandise Control

e. Sales Promotion & Store Operation
   1. Advertising
   2. Sales Incentives, Display & Personal Selling
   3. Customer Service
   4. Store Operations

f. Retail Control
   1. Accounting & Expense Control
   2. The Computer
   3. Market Research in Retailing

TESTING: (at least 3 exams are to be given)

NOTE: Underline statements must be used verbatim in course outline.
COURSE SYLLABUS FOR BD64

I. COURSE TITLE: Retail Buying & Merchandising

CATALOG DESCRIPTION: 1995-96

Designed to give the student the basic knowledge of the buyers role in Department Store and Chain operations. Involves a study of resources, resident buying office relationships and buying techniques. Attention is given to such merchandising data as prices, markdowns, stock turnover, markups and planning of stocks and purchases.

II. COURSE OBJECTIVES:

a. have an awareness of what is necessary to perform in a merchandising career.

b. have an understanding of the buying and selling of merchandise.

c. know and be able to use business terms which are applied to the field of buying and merchandising.

d. have an awareness of the buyers role in department store and chain operations.

e. be able to identify the latest utilization of computer technology in retail buying.

f. understand the factors that go into merchandise pricing.

g. have an awareness of the different resources available to buyers.

h. be acquainted with resident buying office relationships.

i. understand the buyers role in planning advertising and promotions.

NOTE: Underlined statements must be inserted verbatim in the individual course outline.
j. have an awareness of consumer behavior as it affects retail buying plans.

k. understand the role of research as a buyer's aid to merchandise planning.

l. understand fashion as it relates to buying.

III. SPECIAL INSTRUCTIONS/INFORMATION FOR THE FACULTY:

A. Prerequisite to Course: BD63-Retail Principles

B. Program requiring this course:
   Retail Business Management - AAS Degree
   Retail Business Management: One Year Certificate

C. Courses which require this as a corequisite:
   BD60 - Retail Internship

D. This course can be used as a Business elective in those programs requiring these electives or as an unrestricted elective.

E. Courses which require this as a prerequisite: BD69

F. External Jurisdiction: None

G. Supporting Information:
   Students are introduced to such periodicals as "Stores" (published by NRF), "Chain Store Age", "Discount Store News" and the "Journal of Retailing."

IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Required Topics</th>
<th>Sugg. No. of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROLE OF THE BUYER</td>
<td>2</td>
</tr>
<tr>
<td>Discuss the development of buying and merchandising. Major forces affecting the retail buyer. Techniques used by buyer to meet today's challenge.</td>
<td></td>
</tr>
</tbody>
</table>

| BUYERS RESPONSIBILITIES IN MERCHANDISE MANAGEMENT | 2 |
| Duties and responsibilities required. Personal requirements for a career. Role of the assistant buyer in merchandise management. |

| ORGANIZING THE BUYING-SELLING ACTIVITY | 2 |
THE RESIDENT BUYING OFFICE
Learn different types of resident buying offices. Discuss the numerous services offered by a resident buying office.

THE IMPORTANCE OF FASHION
Learn why fashions change, their origins and trends. The Fashion Coordinator. Role of the buyer in fashion coordination. Fashion Terminology is discussed.

UNDERSTANDING THE RETAIL CONSUMER
Factors that influence buying behavior. Psychological and sociological. Significance of social class. Population characteristics and income data.

THE BUYER AND MERCHANDISE CONTROLS
Discuss the requirements of a good control system. Study reasons for taking a physical inventory.

THE PLANNING FUNCTION AND THE MERCHANDISING ACTIVITY
Importance of record keeping and budget. Discuss markups, operating profits, expenses and purchases.

PLANNING THE MERCHANDISE ASSORTMENT
Study factors to be considered in the planning process. Problems of different types of store buyers. Discuss basic stock lists and model stock plan.

SELECTING THE MERCHANDISE ASSORTMENT
Importance of foreign buying. Determining the quantity of merchandise to purchase. How to prepare for the buying trip. Importance of marketing research.

THE RESOURCES OF MERCHANDISE
Identify and describe merchandise resources. Factors in selecting merchandise resources. Discuss various buying methods.

SERVICES OFFERED BY MERCHANDISE RESOURCES
Learn types of vendor's selling aids and dealer helpers available. Methods used to encourage consumer to buy.

DEVELOPING GOOD BUYER-VENDOR RELATIONS
Kinds of order available. Discuss conduct of the vendor. Some causes of friction between buyers and vendors.
PRICING MERCHANDISE FOR RESALE
Knowledge of prices. Elements in the wholesale price. Some legal aspects of pricing.

BUYER AND THE COMMUNICATION PROCESS
Advertising and Sales Promotion. Retail-Personal Selling. Some good management techniques.

TESTING (at least 3 examinations are to be given.)
I. COURSE TITLE: Retail Store Operations & Administration

CATALOG DESCRIPTION: 1995-96

A study of the day-to-day management of the store and its component departments. Emphasis is given to functions commonly performed by retail managers during their first years following graduation from college. Major topics include: management of personnel, inventory, and equipment store security and the administration of merchandising plans.

II. COURSE OBJECTIVES:

This course concerns the day-to-day management of the retail store and its component departments. Upon completion, students will be able to:

1. Understand and apply the communication techniques necessary for success as a manager.

2. Apply the techniques necessary to recruit and select employees.

3. Apply the technique necessary to train store employees.

4. Apply the technique necessary to supervise store employees.

5. Understand the techniques necessary for employer evaluation.

6. Understand the techniques necessary for planning administrative operations and merchandising.

7. Understand and apply the techniques necessary for operations control.

8. Carry out the merchandising plan, as set down by executive management.

9. Apply the techniques necessary to ensure store security.

10. Understand the various responsibilities of the store management position.

11. Apply the decision-making process to retail store problems.
III. SPECIAL INFORMATION/INSTRUCTION FOR THE INSTRUCTOR:

A. Prerequisite to the course: BD63

B. Programs requiring this course:
   AA5 Degree - Business: Retail Business Management

C. Courses which require this as a prerequisite or corequisite:
   BD69: Retail Management Problems
   BD60: Retail Internship

D. External Jurisdiction: None

E. SUPPORTING INFORMATION:
   The emphasis is on evaluation and analysis of student interviews with retail store operations personnel on selected topics. The student is expected to keep up-to-date with current happenings and problems in store operations by means of readings in trade periodicals such as "Chain Store Age", "Discount Store News", and "Stores."

IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Required Topics</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting &amp; Selecting of Personnel</td>
<td>2.5</td>
</tr>
<tr>
<td>Training &amp; Supervision of Personnel</td>
<td>2.5</td>
</tr>
<tr>
<td>Relationships with Supervisors</td>
<td>2</td>
</tr>
<tr>
<td>Evaluation of Personnel</td>
<td>2</td>
</tr>
<tr>
<td>Management Communication</td>
<td>3</td>
</tr>
<tr>
<td>Merchandise Handling</td>
<td>2.5</td>
</tr>
<tr>
<td>Inventory Management</td>
<td>3</td>
</tr>
<tr>
<td>Store Security</td>
<td>3</td>
</tr>
<tr>
<td>Motivational Theories in Retail Operation</td>
<td>3</td>
</tr>
<tr>
<td>Retail Operation Planning</td>
<td>3</td>
</tr>
<tr>
<td>Administering Company Policy</td>
<td>2</td>
</tr>
<tr>
<td>Retail Information Systems &amp; Retail</td>
<td></td>
</tr>
<tr>
<td>Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>Store Financial Control &amp; Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>Review and Testing</td>
<td>3</td>
</tr>
</tbody>
</table>
COURSE TITLE: Retail Management Problems

CATALOG DESCRIPTION: (1986-87)

An analysis of the retail manager's operation including the techniques employed in the vital areas of buying, pricing, selling and controlling the expenses. Actual case studies are utilized to develop insight into problems confronting today's retailer.

II. COURSE OBJECTIVES:

A. The student will learn to apply knowledge gained from retail courses to analyze problems confronted by retail managers. The case method is used. Student and instructor experiences are discussed to augment the learning process.

B. Develop skills in situational analysis, decision making, and communication through means of dealing with actual problems of today's retailer.

C. Develop the skills necessary to decide on specific retail career choices as well as understanding how to seek and obtain retail positions. The student will also learn the aspects of career advancement.

D. The student will learn to view the retailing entity through examination of its component parts and their relationship with one another and to understand how he/she fits into this entity.

III. SPECIAL INSTRUCTION/INFORMATION FOR THE TEACHER:

A. Prerequisites to the Course: BD63, BD64, BD68

B. Program requiring this course:
   AAS Degree--Business: Retail Business Management emphasis

C. Courses which require this as a prerequisite or corequisite:
   BD60: Retail Internship

D. External Jurisdiction: None

NOTE: Underlined statements must be included verbatim in course outline.
E. Supporting Information:
The case method is used extensively, using a casebook and other cases based on current situations. The instructor should make extensive use of class discussions as well as individual and group presentations in order to simulate the decision making and communication process found in the world of retail business. In addition, the student is expected to keep up-to-date with current happenings and problems in retailing by means of extensive readings in trade periodicals such as "Chain Store Age," "Discount Store News," "Progressive Grocer" and "Stores."

IV. COURSE CONTENT:

<table>
<thead>
<tr>
<th>Required Topics</th>
<th>Sugg. No. of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. COMPETING IN TODAY'S MARKET</td>
<td>4</td>
</tr>
<tr>
<td>Establishing target markets; analyzing competition; the role of innovation; predicting competitive behavior; establishing plans and strategies</td>
<td></td>
</tr>
<tr>
<td>b. STORE IMAGE FACTORS</td>
<td>6</td>
</tr>
<tr>
<td>The use of quality, price, variety, service atmosphere and the related factors to capture the planned target market; techniques of image measurement.</td>
<td></td>
</tr>
<tr>
<td>c. TWO MAJOR PROBLEMS COMMON TO RETAILERS: THEFT AND EMPLOYEE PRODUCTIVITY</td>
<td>6</td>
</tr>
<tr>
<td>An understanding of the complexities of these problems.</td>
<td></td>
</tr>
<tr>
<td>d. FINANCIAL STRUCTURE OF THE RETAIL STORE</td>
<td>4</td>
</tr>
<tr>
<td>Criteria of financial success. Sales, profit, return on invested capital, and market space, the use of financial information.</td>
<td></td>
</tr>
<tr>
<td>e. CONSUMERISM IN RETAILING</td>
<td>3</td>
</tr>
<tr>
<td>The growing power and sophistication of the consumer; how the retailer can use this trend to build a competitive advantage.</td>
<td></td>
</tr>
<tr>
<td>f. THE RETAIL ORGANIZATION AND ITS BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>The goals of the firm and the goals of employees; organizing to meet objectives; Theory X and Theory Y; traditional authority vs. democratic leadership; using the organization to further individual gains.</td>
<td></td>
</tr>
</tbody>
</table>
G. COMMUNICATIONS
Oral and written communications with superiors, subordinates and equals; avoiding failures of communication

H. CAREER GOALS
Understanding the nature of retail positions which are available and examining these positions relative to one's interests and abilities.

I. OBTAINING A POSITION AND JOB ADVANCEMENT
How to find a job; the job interview; how to please your superior; how to play company politics - and win!
I. COURSE TITLE: Advertising

CATALOG DESCRIPTION: (1995-96)

A study of the procedures and techniques of advertising. Special attention is given to the purposes of advertising, creating of advertising ideas, writing of copy, trademarks, fundamentals of advertising layout, selecting and using media, market research and the advertising agency.

II. COURSE OBJECTIVES:

At the completion of the course, students will:

a. be able to identify advertising in the United States as a major factor in the competitive free enterprise system.

b. realize the power of advertising as a great social force and its influence in our life style.

c. understand the various types of advertising media and how they are utilized by business.

d. be able to create advertising copy in nine different medias and analyze work of professionals in the field of advertising.

III. SPECIAL INSTRUCTIONS/INFORMATION FOR THE TEACHER

A. No prerequisite.

B. Programs that require this course:
Retail Business Management Certificate
Retail Business Management AAS Degree
Marketing AAS Degree (Western Campus)
Communications and Media Arts AAS Degree
Business Administration AAS Degree
Travel & Tourism (East) A.A.S. Degree

C. Courses which require this as a prerequisite or corequisite. None

NOTE: Underline statements must be included verbatim in course outline.
D. External Jurisdictions. None

E. Supporting Information

An instructor should use "Advertising Age" as a means of keeping the class fully informed about current trends in advertising, changes in legislation, and future operations within the industry. Students should be urged to keep up-to-date with advertising trends by reading Advertising Age (available at SCC Library) as well as reading the advertising columns in the New York Times, New York Daily News, and Newsday. Commercials on audio tape, film, and video tape should be presented throughout the course. (Contact Audio Visual Services for listing of these materials.)

Any textbook will not really be completely up-to-date, therefore, the instructor must make every effort to have the updated knowledge. This course cannot be taught from the textbook alone. Students should be advised that this is not an art course and students should be graded on their ability to understand advertising techniques, procedures, and production.

IV. COURSE CONTENT:

Required Topics

A. Origins and Social Effects
Advertising defined: brief history of advertising and development of various media. Development of modern advertising. Examples of how advertising operates on a day-to-day basis. Advertising and economics. Social effects of advertising; freedom of the press and benefits of advertising.

B. Marketing Distribution and the Business of Advertising
The marketing concept: primacy of the product; the package; the brand name; the trademark; the trade character; the label; image of the product; Universal Product Code (UPC). Channels of distribution; special marketing channel; classification of advertising the role of the consumer. Organizing for advertising decision making (internal); the advertising agency special service groups.
C. Advertising Media
   Types of media and overview and media characteristics; radio and television (radio should be covered first as it was the prime media before television); nature of broadcasts; types of broadcasts; rate structures; (samples of commercial tapes of recent television advertising is suggested as part of this topic) International Advertising is a definite must. Publication media-newspapers and magazines; direct advertising; direct mail; specialties; point of purchase; out-door advertising; transit advertising miscellaneous media.

D. Consumer Behavior and Creation of Advertising Messages
   Importance of human behavior sciences in advertising, social and cultural influences on consumer behavior; sources shaping individual consumer behavior. Copy writing-nature of ideas; digging of facts; selling of points and benefits; visualization; copy structure. Advertising design-layout; objective of client; visual contributions; selection of illustration; color versus black and white; test of a good layout. Print and broadcast production-basic print production; art of typography; production of graphic elements; broadcast production; fundamentals and laws of advertising production. (Instructor must supplement area of broadcast production as the presentation in the textbook is vague in this area.)

E. Planning and Research and Budgeting. Strategy and Coordination.
   Prerequisites for an effective program; basic area in campaign plan research-fundamentals; data gathering; research and business success; management of research; State Farm Insurance example. Budget Advertising as investment; specific budget methods. Planning-decision tools; media strategy; media buying. Coordination-internal; external; public decision relations.

F. Legal Restrictions
   Federal law; State law; local regulations; self regulation by media and advertiser; consumerism, Interpretation and enforcement of laws affects advertising (Instructor must be aware of latest governmental restrictions and cases of advertising violations). Career opportunities; case examples.

G. Future of advertising
   Normally the contents in this area are included in class discussion throughout the term, the current textbooks' chapter are already a reality.

H. Tests
   Three to four hours
I. COURSE TITLE: Salesmanship

CATALOG DESCRIPTION: (1995-96)

A study of the basic principles of successful selling. Consideration of the place of the salesperson in our competitive economy, developing a sales-winning personality, and the "selling cycle" from prospecting through closing the sale. Films, and practice sales presentations by students are included.

II. COURSE OBJECTIVES:

At the completion of the course, students will:

1. understand the theories and principles of contemporary selling.

2. be familiar with the functions of the salesperson and be able to identify some of the characteristics of successful salespersons.

3. understand the place of selling in the economy and its perspective in the 1990s.

4. be able to perform a sales presentation using a contemporary system of customer problem solving.

5. be conversant with techniques of selling in commercial sales, technical sales, consultative sales and retail sales.

6. be able to evaluate sales presentations.

7. understand the ethical issues associated with the sales process and sales management.

8. have strengthened their sales "personalities" and their job.

III. SPECIAL INSTRUCTIONS/INFORMATION FOR THE TEACHER:

A. Prerequisite to BD73: None

NOTE: All underline statements must be included in course outlines verbatim.
IV. COURSE CONTENT*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role and Nature of Personal Salesmanship</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Various Types of Selling</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Influence of Buying Behavior in Selling</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Selling as a Communication Art</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Knowledge of Product &amp; Company</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Role of Advertising &amp; Promotion</td>
<td>1 1/2</td>
</tr>
<tr>
<td>The Selling Process: Prospecting, Planning &amp; Opening the Interview</td>
<td>3</td>
</tr>
<tr>
<td>Delivering the Sales Presentation</td>
<td>3</td>
</tr>
<tr>
<td>Effective Demonstration Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Handling Objections</td>
<td>3</td>
</tr>
<tr>
<td>Closing the Sales</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Presentation by Students</td>
<td>7-8</td>
</tr>
<tr>
<td>Post Sale Behavior &amp; Final Evaluation</td>
<td>2-3</td>
</tr>
<tr>
<td>Testing</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 37 1/2
*Will vary depending upon size of class. Minimum of 20 minutes per student is generally required to allow for both the presentation and oral critique.

IV. MISCELLANEOUS:

Instructor should carefully review mechanics for handling the Sales Presentations by the students. This is an important part of the course requirements and should be thoroughly planned and explained to them. Instructions for this are generally contained in the teacher's manual accompanying the text.
SUFFOLK COMMUNITY COLLEGE
AMMERMAN CAMPUS
COURSE OUTLINE

DEPARTMENT: Business Administration
INSTRUCTOR: Timothy J. McJeffey 548-2602
SEMESTER: Spring 2003
E-MAIL: mchefft@sunysuffolk.edu
COURSE: BD69-Retail Management Problems
Section 5232 Thursday 6-9p.m. R227

COURSE POLICIES

All students are expected to attend every class session in which they are registered. Students are responsible for all that transpires in class whether or not they are in attendance. The college defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Excessive absence or lateness may lead to failure in a course or removal from the class roster.

LEARNING OBJECTIVES

This is the final course in the Retail Management curriculum. Upon its completion, students will be able to

1. identify major merchandising and administrative problems commonly found in retail companies
2. apply problem-solving techniques to retail management problems
3. understand the relationships among various divisions of retail companies
4. analyze financial information relating to retail firms
5. understand the environment within which retail executive and managers operate
6. understand the major retail situations today, including new retail concepts, new types of stores, and new merchandising and operations techniques
7. understand the growing importance of technology in retailing

COURSE REQUIREMENTS AND GRADING

1. Prepare all readings pre-class according to outline.
2. Successful passing of two case-formatted testing sessions.
3. Prepare and present a verbal presentation on an aspect of a current retailing situation.
4. Successful analysis, preparation and presentation of numerous and varied case studies throughout the semester.
2 case-formatted testing session at 10% each | 20%
Verbal project presentation | 10%
Attendance, Participation, Daily hand-ins, etc. | 10%
Case study analyses and preparations | 60%

TOPICAL WEEKLY OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-30</td>
<td>Introduction (and case-formating) / &quot;Topic Experts&quot; / Rations / 4 Ps</td>
</tr>
<tr>
<td>2-6</td>
<td>Online tools / Land's End; The Ritz Carlton</td>
</tr>
<tr>
<td>2-13</td>
<td>Maaco; Starbucks</td>
</tr>
<tr>
<td>2-20</td>
<td>Union / Management Negotiation / Field Trip &quot;hatpick&quot;</td>
</tr>
<tr>
<td>2-27</td>
<td>Verbal Project Presentations Original / Video Review</td>
</tr>
<tr>
<td>3-6</td>
<td>Case-/formatted Testing Session</td>
</tr>
<tr>
<td>3-13</td>
<td>Verbal Project Presentations Original</td>
</tr>
<tr>
<td>3-20</td>
<td>Retailing In Europe; Mountain Travel Sobek</td>
</tr>
<tr>
<td>3-27</td>
<td>Mall of America; NCR Self-Scanning; Patagonia</td>
</tr>
<tr>
<td>4-3</td>
<td>Store Opening Project / Store Closing Project / Video Review</td>
</tr>
<tr>
<td>4-10</td>
<td>Case-Formatted Testing Session</td>
</tr>
<tr>
<td>4-24</td>
<td>Guest Speaker</td>
</tr>
<tr>
<td>5-1</td>
<td>Current Events / Future Trends</td>
</tr>
<tr>
<td>5-8</td>
<td>Verbal Project Presentations Original</td>
</tr>
</tbody>
</table>

*Supplemental material will be shared during the semester, (i.e., Chain Store Age, Stores Magazine, BELI Newsletter, WWD, DNR, etc.)
DEPARTMENT: Business Admin.
INSTRUCTOR: S. Saltzman        SEMESTER: Spring 2003
COURSE TITLE: BD63 - Retail Principles
TEXTBOOK: RETAIL MANAGEMENT: A STRATEGIC APPROACH, 8th ed.,
Berman & Evans; Prentice Hall, 2001

COURSE OBJECTIVES:

This is an introductory course which touches on the many aspects of retailing. Upon completion of this class, the student will:

a. have an awareness of career fields and occupations in retailing.
b. understand and trace the history of retailing.
c. understand the scope of retailing and changes within the field.
d. be aware of consumerism and other environmental factors which affect retailing behavior.
e. be able to identify critical choices concerning store location, design and layout.
f. be able to identify organizational characteristics in a retailing setting.
g. be able to outline the importance of personnel management and supervisory skills as displayed by the manager.
h. understand the term "merchandise management" and how it relates to buying, handling, control and pricing.
i. be familiar with the ingredients of sales promotion.
j. be able to identify the importance of efficient store operations through the many activities and responsibilities that are involved.
k. be able to identify the latest utilization of computer technology, and the necessity of accounting records in retailing institutions.
l. possess and be able to use a basic retailing vocabulary.
### SUPPLEMENTARY READINGS:

<table>
<thead>
<tr>
<th>Apparel Merchandising</th>
<th>Journal of Retailing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Week</td>
<td>Journal of Small Business Management</td>
</tr>
<tr>
<td>Chain Store Age</td>
<td>Newsday</td>
</tr>
<tr>
<td>Daily News Record (DNR)</td>
<td>New York Times</td>
</tr>
<tr>
<td>Discount Store News</td>
<td>Stores</td>
</tr>
<tr>
<td>Forbes</td>
<td>Wall Street Journal</td>
</tr>
<tr>
<td>Fortune</td>
<td></td>
</tr>
<tr>
<td>Journal of Marketing</td>
<td>Women's Wear Daily (WWD)</td>
</tr>
</tbody>
</table>
Suffolk County Community College
Course Outline

Division: Business
Department: Business Administration
Instructor: M. Mooney
Semester: Spring 2003
Course Title: BD64: Retail Buying and Merchandising

Course Objectives:

A. Have an awareness of what is necessary to perform in a merchandising career
B. Have an understanding of the buying and selling of merchandise
C. Know and be able to use business terms which are applied to the field of buying and merchandising
D. Have an awareness of the buyers role in department store and chain operations
E. Be able to identify the latest utilization of computer technology in retail buying
F. Understand the factors that go into merchandise pricing
G. Have an awareness of the different resources available to buyers
H. Be aquatinted with resident buying office relationships
I. Understand the buyers role in planning advertising and promotions
J. Have an awareness of consumer behavior as it affects retail buying plans
K. Understand the role of research as a buyer's aid to merchandise planning
L. Understand fashion as it relates to buying.

Absence/Lateness Policy

All students are expected to attend every class session in which they are registered. Students are responsible for all that transpires in class whether or not they are in attendance. The college defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Excessive absence or lateness may lead to failure in a course or removal from the class roster.
Grading Policy:

The grading system used will be the College-wide policy as stated in the current college catalog. Your final grade will be determined using the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Students will be required to access the internet and download information pertinent to our class. The material will be presented to the class as part of in class participation.

Hourly exams will be announced and students are expected to be present for each exam. If one examination is missed the student will be required to take a comprehensive final exam. The time for this exam will be arranged. No provision is made for the make up of a second exam, etc and a zero will be recorded in its place.

Students Requirements for completion of BD 64:

1. read assigned chapters in the text
2. obtain an average of 50% or better on two hourly exams
3. regularly attend and participate in classroom activities
4. Submit all written work as assigned with an average of D or better.

Supplementary Readings:

<table>
<thead>
<tr>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel Merchandising</td>
</tr>
<tr>
<td>Business Week</td>
</tr>
<tr>
<td>Chain Store Age</td>
</tr>
<tr>
<td>Daily News Record</td>
</tr>
<tr>
<td>Discount store News</td>
</tr>
<tr>
<td>Elle</td>
</tr>
<tr>
<td>Forbes</td>
</tr>
<tr>
<td>Fortune</td>
</tr>
<tr>
<td>Gentleman's Quarterly</td>
</tr>
<tr>
<td>Glamour</td>
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<tr>
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<td>Journal of Retailing</td>
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<td>Mademoiselle</td>
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<td>Stores</td>
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<td>Vogue</td>
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<td>Wired</td>
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**Weekly Outline of Topics to be covered:**

To be used as a guide and may vary

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<td>9</td>
<td>Inventory Valuation</td>
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There will be no classes on:

February 17th – Presidents Day

April 14th – Spring Recess
SUFFOLK COMMUNITY COLLEGE
AMHERST CAMPUS
COURSE OUTLINE

DEPARTMENT: Business Admin.
INSTRUCTOR: Timothy J. McHeffey
             (631)-874-7221
SEMESTER: Fall 2001
COURSE: BD68 – STORE OPERATIONS AND ADMINISTRATION

COLLEGE ATTENDANCE POLICY:

All students are expected to attend every class session in which they are registered.
Students are responsible for all that transpires in class whether or not they are in
attendance. The college defines excessive absence or lateness as more than the
equivalent of one week of class meetings during the semester. Excessive absence or
lateness may lead to failure in a course or removal from the class roster.

BEHAVIORAL OBJECTIVES:

This course concerns the day-to-day management of the retail store and its component
departments. Upon completion, students will be able to:

1. Understand and apply the communication techniques necessary for success as a
   manager.
2. Apply the techniques necessary to recruit and select employees.
3. Apply the techniques necessary to train store employees.
4. Apply the techniques to supervisor store employees.
5. Understand the techniques necessary for employer evaluation.
6. Understand the techniques necessary for planning administrative operations and
   merchandising.
7. Understand and apply the techniques necessary for operations control.
8. Carry out the merchandising plan, as set down by executive management.
9. Apply the techniques necessary to ensure store security.
10. Understand the various responsibilities of the store management position.
11. Apply the decision making process to retail store problems.

**STUDENT REQUIREMENTS FOR COMPLETING THIS COURSE:**

1. Prepare all reading pre-class according to outline.
2. Submit a typewritten critique on some aspect of store operations.
3. Prepare and present a verbal presentation on an aspect of retailing to be discussed.
4. Successful passing of two tests based on chapter work and all other material covered preceding the test.

(We will use lectures, heavy discussion, role play, video and guest speakers, with continuous, consistent use of question/answer techniques.)

**GRADING POLICY:**

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<td>Written Critique</td>
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<td>Attendance/Participation/Daily hand-in's, etc.</td>
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100%
### TOPICAL WEEKLY OUTLINE

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<td>09/25</td>
<td>Self-analysis/Communication</td>
</tr>
<tr>
<td>10/02</td>
<td>Motivation/Interviewing</td>
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<td>Discipline/Training</td>
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<td>10/23</td>
<td>Planning/Decision</td>
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<td>10/30</td>
<td>Delegation/Store Security/Goals/Review</td>
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<td>11/06</td>
<td>Test #1/Video</td>
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<td>11/13</td>
<td>Evaluations/Planning/Developing</td>
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<td>11/20</td>
<td>Quality of Work Life/Managing Professionally</td>
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<td>Review/Topics – Teams</td>
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<td>Test # 2/Presentation Review</td>
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Appendix E

Sample Course Assignment to Demonstrate Student Achievement of Learning Outcomes
The retailer's image is a result of the way business is carried on, the location and the physical appearance of the store. Each student is required to select two retail stores and:

1. For each store, comment on the major elements listed below.
2. Compare and contrast these stores based on the major elements discussed.
3. Complete the Retail Mix Strategy Sheet for each store, and indicate where you think the store owner(s)/manager(s) store plan falls on each line of the grid.

These stores should be from the same category e.g. specialty stores, department stores, etc. You may select any store that has at least three employees. Please do not use flea markets, convenience stores or food service establishments.

**MAJOR ELEMENTS**

Store name and Geographical Location

What type of store is it? (Department, Specialty, Discount, etc.)

Store size, chain size (if store is chain store.)

Merchandise carried, assortment breadth and depth, brands carried, quality.

Physical description of store exterior

Physical description of store interior, type of fixtures, width of aisles, types of displays.

Sales people (age, grooming, overall impression, friendliness, courtesy, product knowledge)

Services offered (return policy, payment plans, others, etc.)

General atmosphere of store, lighting, noise level, image, level of excitement.

The paper is due on

**Please note:** papers received after this date will have ten points (one grade) subtracted from the evaluation grade on this assignment. If the assignment is not handed in within two weeks after its due date, it will NOT be accepted and a zero will be recorded in its place.
# Retail Mix Strategy Sheet

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<td>Operation/Location</td>
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<table>
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<table>
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<td>Excitement Level of Store/Changes/Activities</td>
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Your Name ________________________

Store Name ______________________

SALTZMAN
# Retail Mix Strategy Sheet

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- **Convenience/Hours of Operation/Location**

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- **Merchandise Assortment Breadth of Selection**

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- **Merchandise Assortment Depth of Selection**

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- **Quality and/or Fashion Level of Assortment**

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- **Price Offerings**

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- **Services offered to Patrons**

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- **Excitement Level of Store/Changes/Activities**

Your Name ____________________________

Store Name ____________________________

SALTZMAN
Appendix F

Current and Non-Returning Student Survey Forms
Dear SCCC Retail Management Student:

Periodically SCCC undertakes a review of academic programs in order to identify strengths and opportunities for improvement. This semester we are looking at all aspects of the A.A.S. and Certificate in Retail Business Management programs. We are seeking your help in this effort. Please complete this brief, confidential survey and return it in the envelope provided. So that we can incorporate your information into our final report, we ask that you respond within ten days of receipt of this mailing.

1. Which retailing program are you majoring in?
   - Associate's in Applied Science in Retail Business Management (318)
   - Certificate of Completion in Retailing (435)
   - I am not majoring in retailing, but I am taking a retail course(s)

2. Please indicate all of the statements below that apply to you this term.
   - I am a full-time student (enrolled for 12 credits or more this semester).
   - I am a part-time student (enrolled for fewer than 12 credits this semester.)
   - I only take classes in the daytime (before 4:00 p.m.).
   - I only take classes in the evenings (4:00 p.m. or later) or weekends.
   - I take classes in the day as well as evening or weekends.
   - I am under twenty-five years of age.
   - I am twenty-five years of age or older.
   - I have successfully completed one or more distance education classes.
   - I have some interest in distance education classes.
   - I am not interested/have no opinion about taking distance education courses.

3. Are you currently employed?
   - No (Skip to Question 5.)
   - Yes, full time
   - Yes, part time

Please continue on other side
4a. If yes, which of the titles listed below best describes your current work assignment?

- [ ] Assistant Manager
- [ ] Owner/Operator
- [ ] Broker
- [ ] Sales associate
- [ ] Cashier
- [ ] Sales agent
- [ ] Consultant
- [ ] Supervisor
- [ ] Customer Service Representative
- [ ] Technician
- [ ] Department or Area Manager
- [ ] Telemarketer
- [ ] Entrepreneur
- [ ] Wait Staff
- [ ] Front Counter Service Advisor
- [ ] Other retail (specify: __________________)
- [ ] Hostess
- [ ] Other non-retail (specify: __________________)

5. The reason I am majoring in retailing, or taking retailing classes, is to:
(Mark all that apply.)

- [ ] prepare for a career in retail management.
- [ ] prepare to transfer to another college to study retailing/merchandising
- [ ] prepare to transfer to another college to study another area of business
- [ ] prepare to transfer to another college to study an area unrelated to business (specify)
- [ ] prepare to open my own retail business in the future
- [ ] prepare to work in my family's business
- [ ] improve my skills for advancement at my current job
- [ ] for personal growth and/or interest as an elective course
- [ ] on the advice of family members, friends, or previous employers
- [ ] Other (please specify: __________________)

6. Would you recommend SCCC's Retail Management Program to a friend or relative who may be considering a retailing or business career?

- [ ] Yes
- [ ] No

If no, please briefly explain your reason in the space below:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank you for participating in SCCC's 2002-2003 Retail Business Management Program Review.
Suffolk County Community College
Retail Business Management
Non-Returning Student Survey
Spring 2003

Dear Former SCCC Retail Management Student:
Periodically SCCC undertakes a review of academic programs in order to identify strengths and opportunities for improvement. This semester we are looking at all aspects of the retail programs. We are seeking your help in this effort. As a former retail student, your experience is important to us. Please complete this brief, confidential survey and return it in the envelope provided. So that we can incorporate your information into our final report, we ask that you respond within ten days of receipt of this mailing.

1. What was/were your reason(s) for not continuing in the Retail Management program? (Mark all that apply.)
   - Accomplished personal goals (e.g., only planned to take a few business courses)
   - Uncertain about the value of a college education with an emphasis in retailing
   - Unable to get the courses and/or schedule that I wanted within the retail program
   - Dissatisfied with the course requirements in the retail program
   - Academic difficulties with the program courses (e.g., dissatisfied with grading)
   - Quality of instruction did not meet my expectations
   - Tuition and other expenses were more than I could afford at the time
   - I accepted a full-time job
   - Insufficient advisement within the program
   - Other not related to the retail management program (specify: __________________________)

2. After leaving SCCC's retail program:
   - I remained at the college but switched my major to ______________________. (Skip to Question 4.)
   - I transferred to another college/university. (Continue to Question 3.)
   - I chose not to continue my formal education at the time. (Skip to Question 4.)

3. Please indicate the college/university you attended after leaving SCCC.
   - Adelphi
   - Briarcliffe
   - Columbia
   - CUNY Baruch
   - Dowling College
   - Fashion Institute of Technology
   - Hofstra University
   - Long Island University (any campus)
   - New York Institute of Technology
   - New York University
   - St. John's University - Queens
   - St. Joseph's College - Patchogue
   - SUNY Albany
   - SUNY Binghamton
   - SUNY Farmingdale
   - SUNY Old Westbury
   - SUNY Oneonta
   - SUNY Stony Brook
   - Touro College
   - Other (please specify: __________________________ )
4. Are you currently employed?
   ○ No (Skip to Question 6.)
   ○ Yes, full time
   ○ Yes, part time

5a. How many hours do you work in a typical week?
   ○ Under 20
   ○ 21 to 35
   ○ 36 to 40
   ○ Over 40

5b. What is your current job title?
   ○ Agent
   ○ Assistant Manager
   ○ Broker
   ○ Cashier
   ○ Consultant
   ○ Customer Service Representative
   ○ Department or Area Manager
   ○ Entrepreneur
   ○ Front Counter Service Advisor
   ○ Owner/Operator
   ○ Sales Agent
   ○ Sales Associate
   ○ Supervisor
   ○ Technician
   ○ Telemarketer
   ○ Wait Staff

6. Would you recommend SCCC's Retail Management Program to a friend or relative who may be considering a career in retailing?
   ○ Yes
   ○ No, please explain your reason in the space below.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Thank you for participating in SCCC's 2003 Retail Business Management Program Review.
Appendix G

Institutional Research Data Package
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Fall Enrollment by Status and Year

A.A.S. (318-1) RETAILING

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Fall Enrollment by Age Category and Year

A.A.S. (318-1) RETAILING

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Graduation & Persistence by Year of Entry
First-Time Full-Time Fall Entrants
As of Spring 2002

A.A.S. (318-1) RETAILING

<table>
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<tr>
<th>YEAR</th>
<th>TOTAL</th>
<th>1-318 GRAD</th>
<th>2-OTHER GRAD</th>
<th>3-ATTENDING</th>
<th>4-NOT ATTENDING</th>
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</table>
Appendix H

Huntington Library Resource Information Package
CAMPUS LIBRARY DATA FOR ACADEMIC PROGRAM REVIEW

Campus library  Ammerman

Statistical base year  2001-02

Discipline with classmark(s)  Business - Retailing
HB1 - 3840, HC102.5, HD53 - 60, HD4801 - 8943
HF4001 - 4280 7, HF5001 - 6182

I. TEACHING

6
242

1. Number of library lectures conducted for the program.

See chapter 5 report

2. Number of library workshops (program class visits w/assignments

3. Review program course outlines for library assignments (analyze in report).

11,056
30

4. Campus head count enrollment (use Fall data).

5. Program head count enrollment (use Fall data).

6. What percentage of the total campus enrollment is the program enrollment?

II. BOOKS

108,230

1. Number of circulating and reference titles in the campus collection. Everything except pamphlets, reserves, periodicals, and media.

2,934

2. Number of circulating and reference titles that support the program. Everything except pamphlets, reserves, periodicals, and media.

2.7%

3. What percentage of the total number of circulating and reference titles in the campus collection is the number of circulating and reference titles that support the program? (No. 2 divided by No. 1 x 100)

1973

4. Median age of circulating and reference titles that support the program.

7,218

5. Number of books circulated in the base year.

136

6. Number of books circulated that support the program.

1.9%

7. What percentage of the total number of books circulated is the number of books circulated that support the program? (No. 6 divided by No. 5 x 100)

4

8. Number of books that support the program borrowed on intercampus and interlibrary loan.

9,775

9. Number of book titles added to the campus collection in the last 3 years of the program review cycle.

268

10. Number of book titles that support the program added to the campus collection in the last 3 years of the program review cycle.

2.7%

11. What percentage of the total number of titles added in the last 3 years of the program review cycle is the number of titles added to support the program? (No. 10 divided by No. 9 x 100)
III. PERIODICALS

NOTE: For holdings, count only the latest official titles, both active and inactive.

1,013 1. Total number of periodical titles in the campus collection.

42 2. Number of periodical titles that support the program. (For broader programs, i.e., Humanities, be as inclusive as necessary.)

4.15% 3. What percentage of the total number of periodical titles is the number of titles that support the program? (No. 2 divided by No. 1 x 100)

14,415 4. Number of periodicals circulated.

921 5. Number of periodicals circulated that support the program.

6.39% 6. What percentage of the total number of periodicals circulated is the number of periodicals circulated that support the program? (No. 5 divided by No. 4 x 100)

data not available 7. Number of periodical articles that support the program borrowed on intercampus and interlibrary loan.

1 8. Number of periodical subscriptions to support the program added to the campus collection in last 5 years of the program review cycle.

See attached 9. Attach an alphabetical list of periodical titles with holdings in the discipline. (See sample format attached.)

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<td>42</td>
<td>4.15%</td>
<td>14,415</td>
<td>921</td>
</tr>
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<tr>
<td>6.39%</td>
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<td></td>
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<tr>
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</tr>
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</table>

IV. MEDIA SOFTWARE, EQUIPMENT AND SERVICES

A. Campus Media Resource Center

2,010 1. Total number of software uses in Media Resource Center.

162 2. Number of programmatic software uses in Media Resource Center. (a+b below)

Only a college-wide collection exists  a. Local collection (include unique and duplicate titles located at the campus).

see attached media report b. College-wide collection.

see chapter 5 report 3. Describe age, quality and usage of equipment by type and/or any unique needs for this program.

B. Campus Classroom Services

980 1. Number of software uses in the classroom

46 see attachment media report 2. Number of programmatic software uses in the classroom.

n/a a. Central collection n/a c. Rental

n/a b. Local collection n/a d. ILL

not available 3. Number of hardware uses in the classroom for the program.
see attached media report 4. Describe the age, quality and usage of equipment by type and/or any unique needs for this program.

C. College-Wide Media Collection (housed at Ammerman)

<table>
<thead>
<tr>
<th></th>
<th>2,863</th>
<th>1. Total number of media titles.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>86</td>
<td>2. Number of media titles to support the program.</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)</td>
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4. Number of media titles to support the program by format.

<table>
<thead>
<tr>
<th>Format</th>
<th>Number</th>
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<tbody>
<tr>
<td>A: Audiotape</td>
<td>0</td>
</tr>
<tr>
<td>OFS: Filmstrip</td>
<td>0</td>
</tr>
<tr>
<td>SLD: Slide Set</td>
<td>0</td>
</tr>
<tr>
<td>V: 1/2&quot; Videotape</td>
<td>0</td>
</tr>
<tr>
<td>VH: 1/4&quot; Videotape</td>
<td>86</td>
</tr>
<tr>
<td>VX: Videodisc</td>
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<tr>
<td>DVD</td>
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<td>CD ROM</td>
<td>0</td>
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</tbody>
</table>

5. Median age of software, if possible.

6. Number of media titles to support the program added to the collection in the last 5 years of the program review cycle.

7. Attach an alphabetical list of media titles to support the program with campus locations, if other than college-wide collection at Ammerman.
Business Retailing Periodicals in Ammeman Campus Library

Title
Advertising age.
Advertising age's business marketing.
Affirmative action register.
B to B.
Barron's national business and financial weekly.
Black enterprise.
Business education forum.
Business week.
Chain store age.
Consumer reports.
Consumers digest.
Discount store news.
DSN retailing today.
Entrepreneurship theory and practice : ET&P.
Forbes.
Fortune.
1991)
Getting results- for the hands-on manager. C.
Harvard business review.
HR focus : American Management Association's human resources
Inc.
Industry week.
JMR, Journal of marketing research.
The Journal of business.
The Journal of consumer research.
Journal of marketing.
Journal of retailing.
Journal of small business management.

Holdings
Current three years (Microfilm 1960-1991)
1994-1999
Current year
v. 85- ; 2000-
Current Year (Microfilm 1983-)
v.12- ; 1981-
Current ten years
Current five years (Microfilm 9/29-1992)
v.17- ; 8/95-
Current ten years
v.18- ; 1997-2000
1995-2000
v. 39- ; 5/2000-
1986-96
Current five years (Microfilm 1971-1991)
1975-1975,1991- (Microfilm 2/30-1960, 1976-
v.41- ; 5/86-1997
1992- (Microfilm 1922-91 Incomplete)
v.68- ; 1991-
1993- ; (Microfilm 4/79-1992)
v.224- ; 1985-
1977-1987
v.48- ; 1975-
v.11- ; 1985-
v.54- ; 1990- (Microfilm 1977-1991)
(Microfilm 1977-1994)
v.16- ; 1978-
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<tr>
<td>Management solutions.</td>
<td>v.32-v.33; 1987-1988</td>
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<tr>
<td>Management today.</td>
<td>1987-2001</td>
</tr>
<tr>
<td>Monthly labor review</td>
<td>v.120-; 1997- (Microfilm 1960-1994)</td>
</tr>
<tr>
<td>Office administration and automation.</td>
<td>1983-985</td>
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<tr>
<td>Personnel psychology.</td>
<td>v.29-; 1975-</td>
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<tr>
<td>Sales &amp; marketing management.</td>
<td>1995- (Microfilm 11/78-1994)</td>
</tr>
<tr>
<td>Stores : the bulletin of the N.R.D.G.A.</td>
<td>v.58-; 1975-</td>
</tr>
<tr>
<td>Supervision.</td>
<td>v.47-; 3/1985-</td>
</tr>
<tr>
<td>Survey of buying power.</td>
<td>1992-</td>
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<td>Training.</td>
<td>v. 24-; 1987-</td>
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<td>Workforce.</td>
<td>v. 76-; 1997-</td>
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<td>American Demographic</td>
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<td>Business and Company Resource Center</td>
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<td>Wilson Business</td>
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<td>First Search</td>
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<td>Crain's New York Business</td>
<td>First Search</td>
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<td>Fast Company</td>
<td>InfoTrac Onefile</td>
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<td>Investment News</td>
<td>Expanded Academic A/S/A/P</td>
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<td>Journal of Retailing</td>
<td>Wilson Business</td>
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<td>Management Today</td>
<td>Wilson Business</td>
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<tr>
<td>Market Share Reporter</td>
<td>Business and Company Resource Center</td>
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<tr>
<td>Retail Merchandiser</td>
<td>First Search</td>
</tr>
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</table>
Business Retailing Media in Ammerman

Title | Date | Call Number | Summary

42nd annual Clio awards [videorecording]  
2001   Videotape VH 1881  
This program captures 2001's winners of the gold, silver, and bronze Clio awards. Entries include Budweiser's 'What are you doing?' and 'Wassup Wasabi,' Reebok's 'The blob,' Toyota Tacoma's 'Family reunion,' Ford trucks' 'Fight club,' ...

60 second spot [videorecording] : the making of a television commercial  
1974   Videotape VH001801  
Traces the steps taken in creating and shooting a television commercial. Shows the cooperation between the advertising agency, the independent producer and the individuals making the film, including the producer, director, and actors.

The ad and the ego [videorecording] : truth and consequences  
1996   Videotape VH001531  
Discusses how the market economy has grown to the point that commercialism invades the most intimate aspects of life. Leading media critics show how living in an environment saturated with advertising creates a psychology of need. The history of advertising is traced from the 19th century through today.

Advertising & the end of the world [videorecording]  
1998   Videotape VH001530  
Presents a compelling and accessible argument about consumerism and its impact on the earth's future. Extensively illustrated with graphics and examples from commercial imagery.

Affluenza [videorecording]  
1987   Videotape VH001911  
Uses personal stories, expert commentary and old film clips to illustrate the causes and consequences of consumerism in American society.

American dream [videorecording]  
1992   Videotape VH001241  
The true-life story of a workers strike in Austin, Minn. When the company they worked for made 2 million in profits and then cut their salary by $2 an hour, they had only one option: strike.

Banks and crime [videorecording]  
1989   Videotape VH000568  
Discusses frauds and swindling as the leading causes of bank crimes. Each situation is shown.
<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Call Number</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baymen [videorecording].</td>
<td>1999</td>
<td>Videotape VH001592 c.1</td>
<td>Historian Frank Turano introduces this film documenting shellfishing in the Great South Bay, Long Island, New York. An appropriate livelihood in the 19th and early 20th centuries with the abundance of shellfish, particularly oysters, and the Long Island Railroad to supply NYC customers, the industry has since declined, and only a handful of baymen remain today.</td>
</tr>
<tr>
<td>Beginnings [videorecording]</td>
<td>1987</td>
<td>Videotape VH000575</td>
<td>Examines the start-up phase of a new business. This program looks at the entrepreneurs' world and what excites them to envision a new product or service.</td>
</tr>
<tr>
<td>Beyond excellence, the superachievers [videorecording]</td>
<td>1986</td>
<td>Videotape VH000087</td>
<td>Presents a series of intimate portraits of five extraordinary entrepreneurs: Steve Jobs of NeXT, Inc., formerly of Apple Computer; Mitch Kapor of Lotus; Lane Nemeth of Discovery Toys; Doug Tompkins of Esprit; and Fred Smith of Federal Express.</td>
</tr>
<tr>
<td>Beyond killing us softly [videorecording]: the impact of media images on women and</td>
<td>2000</td>
<td>Videotape VH001845</td>
<td>A documentary about the fight against the toxic and degrading messages to women and girls that dominate the media. The film presents the leading authorities in the fields of psychology of women and girls, eating disorders, gender studies, violence against women, and media literacy – and focuses their ideas on practical solutions and the best tactics for reclaiming our culture.</td>
</tr>
<tr>
<td>The Big corporation. [Videorecording]</td>
<td>1976</td>
<td>Videotape V0000866</td>
<td>The corporation, as a myth and reality, is examined and dissected. Multi-national corporations are prominent today; their image is similar no matter where the corporation is headquartered. Corporations are also leading the way in bringing socialism, as a form of government, to the entire world.</td>
</tr>
<tr>
<td>The big one [videorecording]</td>
<td>1998</td>
<td>Videotape VH001576</td>
<td>Michael Moore armed only with a camera and a sharp sense of humor is searching America's heartland for an executive who will respond to the question: If Fortune 500 companies are posting record-setting profits, why do they continue laying off thousands of workers?</td>
</tr>
<tr>
<td>Bitter medicine [videorecording]: pills, profit and the public health</td>
<td>2002</td>
<td>Videotape VH001918</td>
<td>This program looks at the pharmaceutical industry and the way it is profiting from government funding, it also looks at why drugs cost so much and how they became so profitable for their makers.</td>
</tr>
<tr>
<td>Title</td>
<td>Date</td>
<td>Call Number</td>
<td>Summary</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------</td>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The broader vision [videorecording]</td>
<td>1987</td>
<td>Videotape VH000583</td>
<td>Deals with a company's responsibility to the community. The program spotlights companies where &quot;doing good&quot; and being in business are compatible concepts.</td>
</tr>
<tr>
<td>Business crimes and business torts [videorecording]</td>
<td>1989</td>
<td>Videotape VH01934</td>
<td>Discusses the nature of crimes in the world of business. The program distinguishes between torts and crimes and identifies the components of criminal liability. Seven crimes that can occur in the business marketplace are detailed.</td>
</tr>
<tr>
<td>The Classics of political television advertising [videorecording]</td>
<td>1986</td>
<td>Videotape VH00052</td>
<td>Traces the history of political television ads since the 1952 presidential campaign.</td>
</tr>
<tr>
<td>Clio Awards [videorecording] : 40th anniversary reel.</td>
<td>2000</td>
<td>Videotape VH 1882 pt.1</td>
<td>Showcases over 100 Clio award winning television commercials which have aired worldwide. Part 1 covers ads airing from the 1950s through the 70s, and includes companies such as Alka-Seltzer, Life Cereal, Coca-Cola, American Tourister, New York State, ...</td>
</tr>
<tr>
<td>Clip art—use &amp; fundamentals: 1 [videorecording] : using pre-prepared art creatively</td>
<td>1989</td>
<td>Videotape VH000480</td>
<td>Shows basics of designing and producing high-quality graphics projects using low-cost, camera-ready artwork. Covers applications such as ads, cover designs, T-shirts, posters, and brochures.</td>
</tr>
<tr>
<td>Clues [videorecording]</td>
<td>1901</td>
<td>Videotape VH000734</td>
<td></td>
</tr>
<tr>
<td>The concepts and mathematics of retail merchandising series [videorecording]</td>
<td>19-?</td>
<td>Videotape VH001611 v.1</td>
<td>While the concepts used by retailers in terms of merchandising are relatively simple to understand, the mathematics employed are sometimes difficult for students to comprehend. This video has been produced to enable students to master the mathematics, and come away with a better understanding of the topics.</td>
</tr>
<tr>
<td>Conflict [videorecording] : managing under pressure</td>
<td>1986</td>
<td>Videotape VH001646</td>
<td>Presents a four-step process for managing conflict effectively. Identifies the causes of conflict and outlines the stages and the techniques that can be applied to resolve conflict at each stage.</td>
</tr>
<tr>
<td>Title</td>
<td>Date</td>
<td>Call Number</td>
<td>Summary</td>
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<tr>
<td>Consuming images [videorecording]</td>
<td>1989</td>
<td>Videotape VH000680</td>
<td>Explores how television, posters, and all types of advertisements have created behavior patterns for daily decision making, and expectations. Discusses how visual media is used to affect behavior patterns and creates a reality of its own.</td>
</tr>
<tr>
<td>The Crash of 1929 [videorecording]</td>
<td>1990</td>
<td>Videotape VH000798</td>
<td>On October 29, 1929 - Black Monday, large and small investors alike lost corporate and personal fortunes when the stock market crashed. This program examines the reasons behind the crash and whether the crash was predictable.</td>
</tr>
<tr>
<td>Culture jamming [videorecording].</td>
<td>1993</td>
<td>Videotape VH001451</td>
<td>A collection of satirical 15- and 30-second &quot;anti-commercials&quot; that urge television viewers to &quot;fight TV addiction,&quot; give up their polluting cars, and otherwise reject contemporary material excesses.</td>
</tr>
<tr>
<td>A Day in the life [videorecording]</td>
<td>1992</td>
<td>Videotape VH000858 pt.1</td>
<td>Production of television commercials is explained through interviews with advertising agency employees.</td>
</tr>
<tr>
<td>Electronics technology programs for the 90's [videorecording] : meeting the needs of business and industry.</td>
<td>1990</td>
<td>Videotape VH000420</td>
<td>Panel discussion focuses on essentials of new electronics technology programs.</td>
</tr>
<tr>
<td>Employees [videorecording]</td>
<td>1987</td>
<td>Videotape VH000580</td>
<td>A look at ways that traditional barriers between management and employees can be replaced by a peer relationship.</td>
</tr>
<tr>
<td>Escape from affluenza [videorecording]</td>
<td>1998</td>
<td>Videotape VH001912</td>
<td>Taking off where the documentary Affluenza ends, this television production shows ways individuals are combating consumerism and &quot;affluenza&quot;, including the voluntary simplicity movement. Hosted by Wanda Urbanska, co-author of Simple Living.</td>
</tr>
<tr>
<td>Ethics in advertising [videorecording]</td>
<td>1988</td>
<td>Videotape V0001067</td>
<td>Consists of a panel discussing various business ethical questions. Questions and answers on a questionnaire are then discussed.</td>
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<tr>
<td>Feedback [videorecording] : giving constructive criticism</td>
<td>1986</td>
<td>Videotape VH001644</td>
<td>Discusses the framework needed to provide employees with the focused and well-balanced constructive criticism needed to improve performance.</td>
</tr>
<tr>
<td>Foreign TV commercials [videorecording]</td>
<td>1987</td>
<td>Videotape VH001312</td>
<td>Contains some of the funniest, brightest and most clever commercials from countries from around the world.</td>
</tr>
<tr>
<td>The Global tongue [videorecording] : English</td>
<td>1998</td>
<td>Videotape VH001704</td>
<td>English is now the dominant language spoken by over a billion people with nearly as many speaking English as a second language as there are native speakers. This program looks at the different contexts and countries in which the English language dominates education, pop music, advertising, and the Internet. It explores the pros and cons of this dominance and the ways in which it is actually changing the English language.</td>
</tr>
<tr>
<td>Gold in the hills [videorecording] : a case study in market segmentation</td>
<td>1992</td>
<td>Videotape VH000785</td>
<td></td>
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<tr>
<td>The Great Depression [videorecording]</td>
<td>1993</td>
<td>Videotape VH001761 v.1</td>
<td>This 7-part series on the Great Depression uses newsreels, archival photographs and footage, Hollywood films, and eyewitness accounts to re-create the time, from the end of the Roaring Twenties to the outbreak of the Second World War, when economic forces, political change, and social turmoil transformed the nation.</td>
</tr>
<tr>
<td>The great game of business [videorecording]</td>
<td>1987</td>
<td>Videotape VH000574</td>
<td>This program introduces the nine entrepreneurs featured in the series; including the founders of Patagonia, Esprit, Ben &amp; Jerry's, a community bank, a parts remanufacturer, and more.</td>
</tr>
<tr>
<td>Growing pains [videorecording]</td>
<td>1987</td>
<td>Videotape VH000578</td>
<td>Rapid growth can cause problems. This program shows how several companies dealt with growth, or in one case, resisted it.</td>
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<td>Harvest of shame [videorecording]</td>
<td>1991</td>
<td>Videotape VH000919</td>
<td>Documentary showing the degradation and exploitation of migrant farmworkers in the United States. This broadcast lead to the passage of laws protecting the worker’s rights.</td>
</tr>
<tr>
<td>Henderson Industries [videorecording]</td>
<td>1987</td>
<td>Videotape VH000590</td>
<td>Describes Henderson Industries, a 32 year old designer of computers and control systems, and how the company was able to double its business in two years by reorganizing.</td>
</tr>
<tr>
<td>How to influence motivation [videorecording]</td>
<td>1986</td>
<td>Videotape VH001050</td>
<td>Shows how managers can foster employee motivation at three crucial stages of job performance: before a new task is begun, while the task is in progress, and after a task has been completed.</td>
</tr>
<tr>
<td>Human geography [videorecording]: people, places and change</td>
<td>1996</td>
<td>Videotape VH000958 v.1</td>
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<tr>
<td>I can do it!—Stew Leonard [videorecording]</td>
<td>1984</td>
<td>Videotape VH000126</td>
<td>Documents the marketing genius of Stew Leonard, whose dairy store in Norwalk, Conn., is the world’s largest and grosses over $80 million a year.</td>
</tr>
<tr>
<td>If the shoe fits. [Videorecording]</td>
<td>1979</td>
<td>Videotape VH001002</td>
<td>Demonstrates how improper telephone techniques can harm business, while effective use of the telephone can result in more satisfied customers.</td>
</tr>
<tr>
<td>In search of excellence [videorecording]</td>
<td>1985</td>
<td>Videotape VH001386</td>
<td>A documentary, shot on location in several of America’s most successful companies, which examines examples of successful management in large and small companies. Focuses on the major themes of innovation, productivity through people, shared values, and a strong commitment to customer satisfaction and tells how companies have benefited from their use.</td>
</tr>
<tr>
<td>Information sharing made easy [videorecording]</td>
<td>1996</td>
<td>Videotape VH001771</td>
<td>Shows how four small businesses share information to save time and money by using computer networks.</td>
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<td>Jobs &amp; crime [videorecording]</td>
<td>1985</td>
<td>Videotape VH000071</td>
<td>Discusses the correlation between unemployment and crime.</td>
</tr>
<tr>
<td>Killing us softly [videorecording] : advertising's image of women : a</td>
<td>1979</td>
<td>Videotape VH001019</td>
<td>Explores the image of women presented by modern advertising. Illustrates with examples the use of women as sex objects.</td>
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<td>film</td>
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<tr>
<td>Killing us softly 1 [videorecording] : advertising's image of women</td>
<td>2000</td>
<td>Videotape VH001717</td>
<td>Discusses the manner in which women continue to be portrayed by advertising and the effects this has on their images of themselves.</td>
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<tr>
<td>Knowledge now in experimental biology [videorecording]</td>
<td>1996</td>
<td>Videotape VH000959 v.1</td>
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<tr>
<td>Leadership challenge [videorecording] : how to get extraordinary</td>
<td>1989</td>
<td>Videotape VH000485</td>
<td>Describes the qualities and characteristics needed for successful leadership in organizations.</td>
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<td>things done in</td>
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<tr>
<td>Leading questions [videorecording]</td>
<td>1989</td>
<td>Videotape VH000679</td>
<td>In the hands of campaign consultants, sophisticated techniques of market research become tools of political persuasion. &quot;Leaders&quot; find out what we think so they can tell us that's what they think, too. Emotional visuals appeal to an increasingly indifferent society.</td>
</tr>
<tr>
<td>Long Island [videorecording] : your future is here</td>
<td>1998</td>
<td>Videotape VH001457</td>
<td>This video gives Long Island high school and college students a behind-the-scenes peek at some of the fast-growing industries on Long Island like: computer software &amp; the Internet, electronic technologies, graphic communications, and biotechnology.</td>
</tr>
<tr>
<td>Lundberg Family Farms [videorecording]</td>
<td>1987</td>
<td>Videotape VH000591</td>
<td>A video about the Lundberg family, growers of brown rice, who control every phrase of production from selecting seed, drying, milling and packaging the product under their own name.</td>
</tr>
<tr>
<td>The MacNeil</td>
<td>1994</td>
<td>Videotape VH001772</td>
<td>Includes reports on Federal Reserve Board's interest rate increase, Whirlpool and Kodak job cuts, APEC Economic Summit meeting in Indonesia, Tropical storm Gordon in South Florida, NTSB's new commuter airline guidelines, and Federal government's human total radiatiion experiments during the Cold War.</td>
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<td>Made in America [videorecording] : the</td>
<td>1996</td>
<td>Videotape</td>
<td>This video explores the efforts made by six American firms—Compaq Computer, MacDonald's, Chrysler's Jeep Division, Barney's New York, L.L. Bean and Amway Asia—to gain a foothold in the Japanese market. Specific corporate strategies are supplemented by expert advice from Japan specialists.</td>
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<td>story of American business success in</td>
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<td>VH001643 v.1</td>
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<td>Japan</td>
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<tr>
<td>Made in Japan [videorecording] : the</td>
<td>1996</td>
<td>Videotape</td>
<td>This video explores the paths taken by four Japanese corporations—Sony, Benihana of Tokyo, Honda, and Sega—to enter into and succeed in the American market.</td>
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<tr>
<td>story of Japanese business success in</td>
<td></td>
<td>VH001643 v.2</td>
<td></td>
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<tr>
<td>America</td>
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<tr>
<td>The Manager's job [videorecording] :</td>
<td>1987</td>
<td>Videotape</td>
<td>Redefines the role of working managers from the traditional organizing, coordinating, controlling, activities to a more flexible system whereby managers can make themselves more effective. Presents a case study of Rusty Pierce, product manager for the Gillette Company's Silience shampoo campaign to show how accomplishment in the managerial role often has little to do with traditional management functions.</td>
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<tr>
<td>folklore and fact</td>
<td></td>
<td>VH000744</td>
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<td>Managers can avoid wasting time [</td>
<td>1985</td>
<td>Videotape</td>
<td>Robert Schaffer's breakthrough concept is used as a model to present a four-part strategy to increase management productivity by organizing and managing time and resources effectively to meet the demands of anxiety-producing problems.</td>
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<td>videorecording]</td>
<td></td>
<td>VH000207</td>
<td></td>
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<tr>
<td>Managers with impact [videorecording]</td>
<td>1986</td>
<td>Videotape</td>
<td>Examines some of the qualities of a successful manager. Uses a series of real life situations to illustrate the particulars of a flexible managerial approach. Identifies some common nuts managers slip into, and demonstrates how to avoid them.</td>
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<tr>
<td>: versatile and inconsistent</td>
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<td>VH000206</td>
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<tr>
<td>Marketing [videorecording]</td>
<td>1987</td>
<td>Videotape</td>
<td>This program demonstrates how imaginative marketers sometimes achieve success by breaking the rules. Colorful examples include a highly unconventional bank whose delivery vans bear murals of thieves attempting a robbery.</td>
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<td>1987 Video VH000582</td>
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<td>Marketing research [videorecording] :</td>
<td>1988</td>
<td>Videotape</td>
<td>Illustrates alternative approaches in marketing research when there are limits of time and money. Uses the experiences of two fast growing small businesses (T.J. Cinnamons of Kansas City and Leggoons of Omaha) as case studies.</td>
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<tr>
<td>creative approaches.</td>
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<td>VH000337</td>
<td></td>
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<tr>
<td>Marketing research [videorecording] :</td>
<td>1987</td>
<td>Videotape</td>
<td>Illustrates the basic steps in marketing research.</td>
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<tr>
<td>the basics</td>
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<td>VH000336</td>
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<td>The merchants of cool [videorecording]</td>
<td>1999</td>
<td>Videotape VH001807</td>
<td>&quot;Frontline journeys into the world of the marketers of popular culture to teenagers. They spend their days sifting through reams of market research data. They conduct endless surveys and focus groups. They comb the streets, the schools, and the malls, hot on the trail of the 'next big thing' that will snare the attention of their prey, a market segment worth an estimated $300 billion a year.</td>
</tr>
<tr>
<td>The Middle manager as innovator [videorecording]</td>
<td>1984</td>
<td>Videotape VH000208</td>
<td>Award-winning author Rosabeth Moss Kanter hosts this examination of two companies, traditional and nontraditional, showing how two innovative managers used collective and individual talents to bring their ideas to fruition.</td>
</tr>
<tr>
<td>Money [videorecording]</td>
<td>1987</td>
<td>Videotape VH000576</td>
<td>The role of capital in starting and expending a business is demonstrated. This episode shows the need for small companies to use resourcefulness and creativity rather than always turning to money to solve problems.</td>
</tr>
<tr>
<td>Mr. Sears' catalogue [videorecording]</td>
<td>1989</td>
<td>Videotape VH001184</td>
<td>Explores how the Sears catalogue, giving readers a sense of urban life and a vision of middle class splendors, reflected the changes of the time and became a symbol for the national ambitions and dreams of a sprawling country. Contains biographical information on Richard Warren Sears and Alvah Curtis Roebuck.</td>
</tr>
<tr>
<td>Numbers [videorecording]</td>
<td>1987</td>
<td>Videotape VH000579</td>
<td>Numbers express relationships within a company, and without understanding numbers, you can't understand your business. This episode looks at the need to know what's happening in your business by and beyond the books.</td>
</tr>
<tr>
<td>Organization [videorecording]</td>
<td>1976</td>
<td>Videotape V0000905</td>
<td>Actor William Shatner portrays a dynamic entrepreneur who discusses how America's economic growth is based on organizational techniques such as mass production and mass marketing.</td>
</tr>
<tr>
<td>Pack of lies [videorecording]: the advertising of tobacco</td>
<td>1992</td>
<td>Videotape VH000857</td>
<td>A hard-hitting expose of the advertising strategies of the tobacco industry, revealing the cynical and manipulative way in which the &quot;pack of lies&quot; is spread, and new generations of nicotine addicts are created.</td>
</tr>
<tr>
<td>The Parable of the sadhu [videorecording]</td>
<td>1987</td>
<td>Videotape VH000745</td>
<td>Explores what happens to an individual's personal code of ethics in the complex and competitive business environment.</td>
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<td>Paradigm mastery series [videorecording]</td>
<td>1997</td>
<td>Videotape VH000965 v.1</td>
<td>Explains how to understand and apply key paradigm concepts so that every day work situations can be better anticipated and managed.</td>
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<tr>
<td>Prime-time politics [videorecording : new directions in political TV advertising]</td>
<td>1989</td>
<td>Videotape VH000412</td>
<td>Discusses political TV advertising; includes numerous political commercials and interviews with media consultants.</td>
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<tr>
<td>Product [videorecording]</td>
<td>1987</td>
<td>Videotape VH000577</td>
<td>Americans are evolving from passive consumers of mass merchandise into value and quality conscious customers. This program looks at how several companies perceive quality and its relationship to their products.</td>
</tr>
<tr>
<td>The professional guide to graphic design &amp; commercial printing [videorecording]</td>
<td>1998</td>
<td>Videotape VH001465</td>
<td>This video shows the complete, step-by-step process of concept and design, all the way through the printed piece.</td>
</tr>
<tr>
<td>Quad graphics [videorecording] : part 1</td>
<td>1988</td>
<td>Videotape VH000586</td>
<td>The company policy of sharing responsibilities, authority, praise, and credit helps explain the success of Quad Graphics, a high quality, full-service printer specializing in magazines and catalogues.</td>
</tr>
<tr>
<td>Remote sensing [videorecording]</td>
<td>2001</td>
<td>Videotape VH001964</td>
<td>The sex industry has become a business without borders. As sex industries expand, they seek out new global markets, and often new and younger victims. This video essay discusses the routes and reasons women travel across the globe for work in the sex industry.</td>
</tr>
<tr>
<td>Roger &amp; me [videorecording]</td>
<td>1990</td>
<td>Videotape VH000853</td>
<td>Documentary about Flint, Michigan native Michael Moore and his efforts to meet with General Motors' president Roger Smith in order to persuade the executive to visit Flint, a city which is economically depressed due to the closure of a General Motors plant.</td>
</tr>
<tr>
<td>Service [videorecording]</td>
<td>1987</td>
<td>Videotape VH000581</td>
<td>The poor service in many American businesses is the single biggest opportunity for new businesses. Says Paul Hawken, &quot;The customer comes first? Not really. The employee comes first.&quot; Representative companies give their points of view concerning service.</td>
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<td>The Sid story [videorecording]</td>
<td>1989</td>
<td>Videotape VH000669</td>
<td>Demonstrates techniques and concepts that will help supervisors increase productivity, solve personnel problems, and keep employees satisfied with their work. Also demonstrates Sid’s own technique of “Planned Spontaneous Recognition.”</td>
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<tr>
<td>Slim hopes [videorecording] : advertising and the obsession with thinness</td>
<td>1995</td>
<td>Videotape VH001253</td>
<td>Illustrated lecture which explores the manner in which women are portrayed by advertising with the focus on thinness. Discusses the impact this portrayal has on the self-images of women and girls.</td>
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<tr>
<td>Stepping up to supervisor [videorecording]</td>
<td>1990</td>
<td>Videotape VH000889</td>
<td>Demonstrates common errors of first-time supervisors and suggests techniques to overcome problems.</td>
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<tr>
<td>Still killing us softly [videorecording] : advertising’s image of women</td>
<td>1987</td>
<td>Videotape VH000585</td>
<td>Discusses the manner in which women are portrayed in advertising and the effects this has on women and their images of themselves.</td>
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<tr>
<td>Store wars [videorecording] : when Wal-Mart comes to town</td>
<td>2001</td>
<td>Videotape VH001827</td>
<td>Follows events in Ashland, VA, over a one-year period, from the first stormy public hearing that galvanizes residents’ opposition until the Town Council takes a final vote on the proposed Wal-Mart Store. Does not single out Wal-Mart, but rather highlights its position as the icon of the Big Box industry. While offering a critical view of this industry, the film presents fairly all viewpoints on this controversial issue.</td>
</tr>
<tr>
<td>We know where you live [videorecording]</td>
<td>1990</td>
<td>Videotape VH000802</td>
<td>Computers have enabled unsolicited advertising and other gimmicks such as personalization to more effectively generate junk mail to millions of Americans.</td>
</tr>
<tr>
<td>White Flower Farm [videorecording]</td>
<td>1987</td>
<td>Videotape VH000589</td>
<td>This video describes White Flower Farms, which is a company in the nursery business that earns most of its revenue through mail order, using a marketing theme that it’s a real place, run by real people.</td>
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<tr>
<td>The workday that wouldn't die [videorecording]</td>
<td>2000</td>
<td>Videotape VH001967</td>
<td>Looks at what the workday of today is like by visiting people with different kinds of jobs and work environments.</td>
</tr>
<tr>
<td>Workgroup computing [videorecording] : technology update</td>
<td>1994</td>
<td>Videotape VH001261</td>
<td>This program discusses the latest development in groupware products and technologies. Groupwork computing enables individuals to share information electronically through e-mail, imaging, document management, work flow and other collaborative work software. This seminar will help participants develop workgroup computing strategies.</td>
</tr>
<tr>
<td>Working with difficult people [videorecording]</td>
<td>1984</td>
<td>Videotape VH001064</td>
<td>Shows how conflicts within a work unit can take precedence over the common organizational goals that brought the group together in the first place. Using a series of vignettes, illustrates possible courses of action to take when dealing with difficult supervisors, coworkers, or subordinates.</td>
</tr>
<tr>
<td>You can stop harassment [videorecording]</td>
<td>1998</td>
<td>Videotape VH001755 pt.1</td>
<td>Program one introduces the legal and personal issues that arise from workplace harassment; helps with the understanding of the impact of harassment; introduces guidelines for management and employees to follow and gives dramatizations of issues common in organizations. Program two uses handouts and scripts to help with the understanding and solution to the problems.</td>
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</tbody>
</table>