Barstow Community College

Program Review

Non-Instructional

Name of Service Area: **Viking Shop Bookstore**

Department: **Administrative Services**

Academic Year: **2011-2012**   **Date Submitted:**   **10/26/2012**

By:

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1.   Service Area Mission and Vision

A.   Service Area **Mission**

> The Viking Shop mission is to:
>
> -Develop programs and services that support the learning environment.
>
> -Find innovative ways to increase community awareness of Barstow College through programs and services that develop the Barstow Community College brand.

B.   Service Area **Vision**

> The Viking Shop will be a leading learning support service for Barstow College, pursuing excellence in customer service and innovation.

C.   Describe how your Service Area mission and vision align with and contribute to the College's **Mission** and **Vision**.

> The vision and mission statements of the Viking Shop are tied directly to the institutional mission statement in the following ways:
>
>   1. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures. (BCC Mission)
>
> By developing programs and services that support the learning environment we assist our institution in developing innovative learning. Further, we support diversity in learning by assisting the instructors in providing alternate formats for learning materials that support the diverse learning needs of our students.
>
>   2. Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
>
> As a learning support service, we work with instructors in various areas to supply textbooks, and other materials which support the classroom. Further, we have general educational materials that support lifelong learning, by being accessible to our community. We offer books on a variety of subjects that support both the classroom and lifelong learning needs of our community.
>
>   3. Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities.
>
> At the Viking Shop we place customer service as one of our highest priorities. Without our customers, we do not exist. Not only is it a key component of our Vision Statement, further supported by our departmental guidelines. Customer service is stressed above all other areas that our student workers and staff are trained on.
>
>   4. Increasing access to all students by continuing to promote and develop our extensive distance education program.

> Besides the physical location of the bookstore on campus, we also maintain a web presence via our website: www.vikingshop.bkstr.com. We ship books to our military and distance learning students who are not able to pick up books at our physical location.

2. Service Area Description and Overview

Assume the reader does not know anything about the Service Area. **Describe** the Service Area, including—but not limited to—the following:

A. Organization, including staffing and structure
B. Who do you serve (including demographics)?
C. What kind of services does your Area provide?
D. How are the services provided? (*Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening services.)*

> Administrative Unit Functions:
>
> As provided under the most recent adoption of the Higher Education Opportunities Act (HEOA), the bookstore is the primary dissemination point for textbook information on campus. Once textbook information has been submitted by faculty, and reviewed for edition changes and availability by the bookstore staff, the information is made available to the public. This is done via our bookstore website; the online course catalog via a tool created by Follett Higher Education; and by phone or in person by bookstore staff.
>
> Faculty textbook services are available such as:
>
> 1.   Assisting faculty with publisher contact information.
>
> 2.   Researching publishers for textbook content for a particular course.
>
> 3.   Answering questions on institutional guidelines for selecting textbooks and its methodology.
>
> 4.   Support for other required materials such as calculators, art supplies, ancillary reading, cosmetology items, etc.
>
> The store offers students, staff, and faculty the option to special order materials as needed.
>
> In order to enhance the college experience, the Viking Shop bookstore offers snacks and sundries. A variety of college spirit items are available to foster organizational pride and support.
>
> In 2011-12 the Viking Shop worked with Financial Aid and other campus constituencies to provide students with the ability to purchase textbooks using their

financial aid prior to disbursement. This service enhanced the student's opportunity to purchase books without having to incur an out of pocket expense. It further reduced student spending on credit cards by approximately 30%.

The Viking Shop bookstore supports campus activities such as Lights and Learning, which is a Barstow College Foundation activity. Such involvement not only supports the college event, and supporting organization, but develops exposure and awareness of our department.

Further, the bookstore supports students by offering graduation items, such as caps and gowns for sale.

At graduation it also supports the faculty and administration by maintaining regalia for the administration and full-time faculty as needed. This includes ordering, obtaining dry cleaning and maintaining the condition of the regalia. As well as, assisting faculty and administrators with the presentation of their regalia the day of graduation. Upon completion of the graduation ceremony, the Viking Shop staff collect any regalia and prepare it for future use.

Recipients of Service:

The Viking Shop bookstore services students, faculty, staff, and the community at large.

3.   External Factors

What external factors have a significant impact on the Service Area? *(External factors are those issues which the college **does not** have control over.)* Include the following, as applicable:

A. Challenges and/or opportunities presented by grants, federal, state or categorical funding
B. Requirements of four-year institutions
C. Requirements imposed by regulations, policies, standards, and other mandates
D. Job Market
   - Requirements of prospective employers
   - Developments in the field (both current and future)

The Viking Shop's primary source of revenue is from the sale of textbooks. Certainly, as more online retailers have entered the textbook market, and competition has increased, it has created a challenging environment for brick and mortar college stores. Other developments such as textbook rentals, ebooks, and open source material, have further challenged the traditional brick and mortar business model.

4.   Service Area Policies & Processes

A. What are the policies, procedures and processes that impact your Service Area *(BCC BP/AP; Federal, State & local regulations; departmental guidelines)*

Legilators at the federal and state level have taken up the textbook issue. Most notably the High Education Oportunities Act revision of 2010 legislated a number of requirements on textbook adoption and disclosure. In California, AB 2477 from 2002 still provides effective guidance on textbook adoption, and price reduction. Current state legislation is being implemented that will expand open source textbook availability in our state.

B. What policies, procedures and processes need to be updated or deleted?

In order to further service students, the bookstore credit availability should be expanded. Current process and campus staffing restrictions prohibit expanding the use of the credit any further. The credit issuance and maintanence is a joint effort of the Business Office, Financial Aid and Viking Shop. In order to expand this service, further automation of the process needs to take place for the Business Office to handle the increased workload created.

C. What impact have changes or updates in policies and processes had on the workflow of the Service Area?

The Bookstore Credit through Financial Aid has redirected the business back to the bookstore, and increased the service our campus is able to provide students. Making part of the awarded financial aid available to the student as a credit in the bookstore assists the student in getting required textbooks earlier and increases their opportunity for success.

5.   Service Area Status

A. What is going well and why?

Inventory tracking and reconciliation is good. The staff both at the Viking Shop and the Business Office work well together to maintain a good inventory.

B. What is not going well and why?

Online competition has created the perception that campus bookstores in general are overpriced. While the staff has worked in multiple areas to try to come up with new ways of purchasing books at a lower cost, battling perception can be very difficult. Further campus support for the bookstore, and emphasis on supporting the campus store, was not emphasized or encouraged until the bookstore was becoming unprofitable. While we are turning around the bookstore operation, support for the bookstore can not only be when things are bleak. Campus support for the operation needs to be consistant.

6.   Service Area Data

A. Performance Data

Discuss the area's performance on the specific data items listed below, *(if applicable)*:
1) Completion Rate; 2) Success/Retention Rate; 3)Full-Time/Part-Time Service Professional ratio; 4) FTES Targets; 5) Student Engagement; 6) and any other representative measurable data, to be considered.

(If you have already discussed your area's performance on one or more of these components, then refer to that response here, rather than repeating it.)

> Quantity of Contacts:
>
> While institutional FTES was reported to the State Chancellor's Office for first period of 2011-2012 school year as 2290.72, the actual number of student contacts for the bookstore is unknown.
>
> However, we do know the following about student contact:
>
> •   During the period from July to December of 2011, we received 144 transactions on our website. This is down drastically from 267 in the same period in 2010.
>
> •   Sales from July to December of 2011 compared to sales for the same period in 2010 decreased by 42%.
>
> With the sales for this period being down significantly, it appears students are investing in other options for their textbooks. While the textbook industry as a whole continues to be in flux, this is a significant issue that needs to be investigated further.
>
> In part this was addressed by the implementation of the Financial Aid Module, which enabled students to purchase their books sooner, utilizing their financial aid award. A total of 379 students took advantage of the new program. While this helped to decrease the sales loss for January 2012 compared to January 2011, to about 4%, it is currently unknown as to how this compares to our institutional FTES.

B.   Progress on Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs)

1)   Summarize the progress your Service Area has made on programmatic and service level SAO/SLO measures you have applied since your last program review.

> Again, this is a new concept for the service areas. Some service areas, such as the bookstore have begun to attend the SLOAC committee meetings. This will help us to learn more from the instructional areas that currently do SLOs and help us apply them to our service areas. Currently the challenge is to make this concept relatable to a service area. So often it is related to student learning, that shifting the concept to a service area or unit can be difficult. However, progress is being made.

2)   Describe any program/service improvements made by your Service Area as a result of the outcomes assessment process.

> Currently we are in the process of developing service area outcomes.

3)   What is your plan for continuously completing the assessment cycle?

> Complete service area outcomes review as part of the program review process. As our knowledge of this grows, use of this type of assessement may also change. We will evaluate this as we continue.

C.   Supporting Assessment Data

1)   Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program's effectiveness *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)*

> 1. Monitor sales statistics compared to previous year.
> 2. Review and evaluate physical inventory. Maintain inventory discrepancies between Business Office and Viking Shop (bookstore) below three percent of sales.
> 3. Monitor usage of the Financial Aid Credit in the bookstore. Use statistical information such number of participants and dollars spent by participants to gage program effectiveness.

2)   Summarize the results of these measures

> 1. Sales were down
> 2. Inventory processes continue to be effective. Results of the 2011-12 physical inventory discrepancy was less than one percent of sales.
> 3. 379 students took advantage of the new program in the spring of 2012. About $80,000 was utilized to get students books for their classes from their financial aid award.

3)   What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #9: Resources.)*

> 1. Sales monitoring is constant. However, we implemented a new discount coupon to drive more sales and people into the store. We also have implemented a new supply program that began in August of 2012.
> 2. In evaluating our inventory processes, we identify areas that we can be more affective in tracking. Overall the process is effective as shown by the results we are getting.
> 3. A meeting is scheduled to review the process in late October 2012. While the program is helping students get their supplies in a timely manner, and helping to drive sales in the bookstore, other areas find the process is labor intensive. The meeting has been scheduled to evaluate these issues.

7.   Prior Goals/Objectives

Briefly summarize the progress your Service Area has made in meeting the goals and objectives identified in the most recent Program Review.

> 1.   Continue to review and monitor sales, inventory, and other business related indicators.
>
> This type of evaluation is common for business. However, in tough economic times it becomes constant and vital. We have implemented a new office supply program aimed at

keeping more of our supply business on campus.

2.   Complete program review.

While program review has been common on the instructional side of our institution, it is new for most administrative and student service programs. While the bookstore did its first attempt at program review in early 2012, this is a new process, by which we are still learning. With the model having changed slightly, in an effort for standardization, we are reviewing our earier program review and complying with the new model. This evaluation and process is being completed and reviewed.

3.   Work on PCI Compliance.

PCI compliance as mandated by most credit card processors was achieved in April/May of 2012. We worked with our POS provider and went from software based processing to more of a gateway processing model, which involves a monthly service fee.

4.   Under the direction of the Vice President of Administrative Services, work to develop a program for selling surplus equipment online.

This project has been slow. The change in M&O Directors has slowed progress, as well as getting responsible parties together to complete necessary paperwork and ensure any board policy changes necessary, have been addressed. We will continue to work on this program. It is a potential additional revenue source for the bookstore.

5.   Work on developing operations/procedures manuals for the bookstore.

Limited staffing the bookstore makes this a difficult task. We had one staff person vacate their position. Once the new person is acclimated to their position, we will revisit this important project.

8.   Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

A. Formulate Service Area **Goals** to maintain or enhance program strengths, or to address identified weaknesses.

B. Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.

C. Identify explicit **Objectives** for reaching each goal.

D. Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.

E. Develop **Outcome** statements and appropriate measures for each objective.

F. The **Comments** area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to **Institutional Planning**. This may include references to other institutional documents, such as **governing or compliance documents** *(i.e. Board Policy, BAM, Title V)*, **institutional planning documents**

(i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or **Board, Presidential, Supervisory or Departmental recommendations or goals**, etc.

As you create your Service Area **Goals**, **Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Service Area three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Service Area excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your Service Area to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

*Complete the following table with your Service Area's **Action Plan**.*

	GOAL	ALIGNMENT	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOMES/MEASURES
	Action Plan					
#1	Work on Service Area Outcomes for the Bookstore	☒1. Foster innovative learning environment ☒ 2. Provide Successful college learning experience ☒ 3. Promote and support student engagement ☒ 4. Cultivate and enhance local partnerships ☒ 5. Attract/ develop excellent employees ☒ 6. Strengthen college planning/ decision making	#1 Develop measureable outcomes by which to assess departmental/program progress	a)	Work with staff and students to identify outcomes to be measured	*Enter text*
				b)	Develop any mechanisms necessary for measurement, such as surveys.	
				c)	*Enter text*	
			#2 Develop systems that assist in guiding business objectives and goals/Make it meaningful	a)	Use program review to help identify areas that should be looked at.	*Enter text*
				b)	What are current areas of measurement and do they tell us what we need to know?	
				c)	*Enter text*	
			#3 Identify strengths & weeknesses, as well as oportunities	a)	Possible surveys	*Enter text*
				b)	Friday meetings with staff	
				c)	*Enter text*	
	Comments:	Certainly this is important to planning, but also addresses current accreditation standards and concerns.				
#2	Work on Developing Operating Manuals for the Bookstore	☐1. Foster innovative learning environment ☐ 2. Provide Successful college learning experience ☐ 3. Promote and support student engagement ☐ 4. Cultivate and enhance local partnerships ☒ 5. Attract/ develop excellent employees ☒ 6. Strengthen college planning/ decision making	#1 Develop manuals for employee reference and training.	a)	Research possible templates to assist in process	*Enter text*
				b)	Work with staff and obtain input on items/processes to document	
				c)	Set timeline	
			#2 Give clarity to processes	a)	Document processes	*Enter text*
				b)	*Enter text*	
				c)	*Enter text*	
			#3 Enhance current processes and applications	a)	Review of processes gives us an opportunity to clarify and revise. Operational evolution.	*Enter text*
				b)	*Enter text*	
				c)	*Enter text*	
	Comments:	This is important for clarity and employee training, clarity, consistency and satisfaction.				
#3	Continue to monitor sales, inventory and other business indicators.	☒1. Foster innovative learning environment ☒ 2. Provide Successful college learning experience ☒ 3. Promote and support student engagement ☒ 4. Cultivate and enhance local	#1 Identify Oportunities	a)	Discuss. Possible survey.	*Enter text*
				b)	*Enter text*	
				c)	*Enter text*	
			#2 Identify Challenges	a)	Discuss. Possible survey	*Enter text*
				b)	*Enter text*	
				c)	*Enter text*	
			#3 Review and assess	a)	Use results for assessment.	*Enter text*

		partnerships
		☒ 5. Attract/ develop excellent
		  employees
		☒ 6. Strengthen college planning/
		  decision making
			opportunities and
			challenges. Decide how to
			embrace or eliminate.
					Make changes accordingly.	

				b)	Consider industry challenges	
				c)	*Enter text*	
	Comments:		Our viability to our institution depends on this. Perhaps by identifying new methods of assessment, we can identify new ways of addressing challenges, and new opportunites for servicing our students better.			

9.   Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 6.C.

Rationale*: For each resource listed, enter the reason(s) the resource is needed to achieve the objective.

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*

A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for EACH new resource requested.