



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

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1. Mission and Vision

A. Service Area/Administrative Unit 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/Administrative Unit Vision (Where would you like the Program to be three years from now?)

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

C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

In 2013-14 the College Mission statement was revised as follows:

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

The Viking Shop mission and vision focus on contributing to the learning environment, and student success. As a support service, it is important that we align ourselves with the college mission, and enhance the educational environment for our students, faculty and staff.

The Viking Shop aligns specifically with Barstow Community College's mission in the following ways:

1. Offering textbook services to all segments of our campus including: campus, online, military, and contract training.
2. Assisting with the learning environment by making textbooks and other classroom materials available to students in a timely manner.
3. Helping students be successful in the classroom by offering financial aid in the bookstore prior to financial aid distribution.
4. Students gain work experience through student worker positions in the bookstore.
5. Providing faculty with textbook and material options that support classroom goals.

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2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

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.

Other services include:

- Financial Aid book vouchers for Pell, and other books service programs.
- Special order services (primarily for books and supplies).
- Convenience items including food and drink items.
- Spirit wear/Clothing.
- Gift items.
- Graduation regalia for students.

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.

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3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

The following measures will be assessed:

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 gauge program effectiveness.
4. Departmental sales changes for increases or decreases as it relates to planning.

- 2) Summarize the results of these measures.

1. Sales Statistics:
In 2013-14, sales increased 10%. This was due to two key initiatives:
 1. A key buying arrangement with Cengage Learning assisted in better sell-through in their titles.
 2. Campus efforts were geared toward increasing institutional/departmental supply purchasing through the bookstore.
2. Physical Inventory:
The 2013-14 physical inventory presented some challenges. There were a number of technical issues that are still unresolved with regard to the inventory. As a percent of sales the inventory difference was approximately 1.5%. As a percent of inventory, it was approximately 1.8%. The goal was to keep the discrepancy below three percent and that target was met.
3. Financial Aid Credit:
 - Sales for students using the bookstore credit increased by 17%.
 - The overall percentage of students who used the bookstore credit increased by 18%.

One area of concern for this program is when a student purchases their books on the bookstore credit and then becomes ineligible for financial aid. While this happens with a very limited number of students, it does happen. Financial aid, as well as the accounting technician work diligently to collect as much of this as possible. However, this is still liability taken on by the bookstore. With that in mind:

 - The yearly liability for 2013-14 was \$2000.28. This is down 23% from the year before.
4. Departmental Sales Changes:
Backpacks: +91%
Clothing: +30%
Food: -19%
Gifts: +77%
Graduation: -3%
Health & Beauty: -70%
New Textbooks: +17%

Supplies: +14%

Used Textbooks: -12%

In looking at the departmental sales changes, you can see improvements in the categories that should be affected by the two initiatives in #1; Backpacks, clothing, gift items, and supplies were all increased in part, to departmental purchases. New textbooks were increased due to the partnership with Cengage Learning.

Changes in the cosmetology program impacted the sales:

- The program did not run classes for summer 2014, which meant that there were no sales of cosmetology kits, products or services for that term.
- In spring 2014, there was a problem getting cosmetology kits from the vendor, and this also hurt sales. Some students bought kits elsewhere because we were unable to get them in a timely manner.

Often when there is an increase in one textbook department, then there is a decrease in the other. So in the case of this year, students took advantage of the new book pricing we had negotiated. This means that the used book was not available, because the pricing would not be attractive due to the negotiated rate for the new book. Further, in some cases where editions of a book change there can be a reduction in the used books available, and this also affects sales in the used book department.

The graduation department was only down slightly, at a negative 3%. There is no known explanation for the decrease at this time.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

SAO/AUO Measures:

1. Support student learning and success through on time purchasing and receiving of course materials. For all textbook orders submitted on time, 90% of those titles will be in stock by the first day of class.
2. Improve employee knowledge of the following key areas:
 - A). Customer Service
 - B). Inventory Control/Loss Prevention
 - C). Merchandising

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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 #10: Resources.)

Implementation of #1:

- Work with faculty to improve the number of faculty who turn in their adoptions on-time.
- Orders for on-time adoptions will occur first. All subsequent adoptions will happen after on-time adoptions, but as soon as possible.
- Work with the Instruction Office to get access to the course schedule as soon as possible.

Implementation of #2:

Conduct training on the areas identified. A quiz will be provided at the end of each training. Training may be live, via reading material, or other methods as necessary.

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4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

In 2013-14, the following impacted our area:

- Under new leadership, campus departments began purchasing supplies through the bookstore, rather than outside resources such as Quill.
- Cosmetology changed their hours so that they became a Monday thru Thursday program, rather than Monday thru Friday.
- The bookstore needs to update its textbook adoption policy. A revised policy was tabled by the Academic Senate, pending further review. This policy is important in maintaining timely textbook purchasing and information for students.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Campus department supply purchasing: Sales in supplies increased. However, so did the overall workload for the store.

Cosmetology hours change: Sales and overall foot traffic in the store decreased significantly on Friday's as a result of this change.

Bookstore Textbook Adoption Policy: There are several areas in our current textbook adoption policy that are unaddressed. These tend to present challenges for both the bookstore, and students. Correcting this would increase on-time textbook adoptions and store stock; decrease conflict on textbook adoptions; increase book buy back and result in more used textbooks available.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

- In 2013-14, we added to our departmental employee guidelines. These should be reviewed and updated yearly.
- Efforts to update the Bookstore Textbook Adoption Policy should continue.
- Expansion of the Bookstore Credit to mid-term start courses should be pursued.
- Efforts to work with campus constituencies for greater support of bookstore operations should also continue.

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5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

Customer Service: The bookstore staff genuinely engage customers and want to help.
Fiscal Integrity: The staff take inventory control and cash handling seriously. Overages & shortages of cash are minimal; Inventory differences between the bookstore and the business office are also carefully monitored.

B. Weaknesses

Staffing: The store operates with one full-time Bookstore Manager; two part-time (20 hour) Bookstore Operations Assistants; and 3-4 student workers (15-20 hours per week each). This staffing model limits communication, and ties the Bookstore Manager to the store as part of the overall staffing. Services have increased, but staffing has not, and this is putting a strain on staff.
Location: The store is away from student and staff foot traffic, and this reduces sales opportunities.
Campus size: Limits selection and service offerings.

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Sales (campus): There are opportunities for more departmental campus sales, through increased support by cabinet level administration. This support has turned around over the last couple of years, and department sales are growing. However, we have only begun to see the results from the turn around.
Sales (financial aid): Sales opportunities exist in the expansion of the financial aid credit to the mid-term class starts (9 week). Sales continue to grow in this area, however an additional sales opportunity of \$80,000-\$100,000 per year still exists in this area by tapping into the mid-term starts.

B. Threats

Industry environment: The textbook industry is in transition, and this makes it very difficult to navigate. Online competition, ebooks/electronic resources, rental books, and a reduction in used book wholesalers are all issues facing college bookstores.

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7. Continuing Education/Professional Development

- A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

Department Meetings: Department meetings were not as frequent as hoped, they did offer the opportunity for us to discuss training, and training opportunities. This includes covering areas that staff were not understanding, or that they had questions about.

Staff Meeting: A minimum of one staff meeting is held per year. This includes all staff, including student workers. This is a time where we can discuss issues, and make plans for the next year.

All College Meetings: Campus issues are discussed, and relevant campus topics are presented.

- B. What are the continuing education and/or professional development plans for the upcoming cycle?

Currently, efforts to continue department meetings, staff meetings, and All College meetings will proceed. Professional practice workshops will be encouraged, but are not mandatory.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

Goals for 2011-12/2013-14:

In the previous three year cycle, two of the goals were on-going, and while they are still monitored, they were met for those years. They were to monitor sales by department and make recommendations, and to maintain PCI compliance.

A goal was set to continue to improve the program review and the program review cycle for the bookstore. Some work was done in this area, but not as much as was hoped or intended. The program review should be written in such a way that it acts as a guide for the program for the evaluation period. While great strides have been made in this area, continued use of the program review, as a reflective and continual planning tool should continue to be implemented.

The bookstore worked with M&O to develop a method of disposal of district property. This was tested and implemented. The process is currently under review. The bookstore’s role in this process is perhaps not the most effective way to accomplish this task.

Goals for next cycle (starting 2014-15):

1. Monitor Sales by department: This is an ongoing goal that is important to maintaining good decision making of store products and services.
2. Maintain PCI Compliance: This is also an ongoing goal that mitigates the stores risk for credit card charges.
3. Develop a timeline for program review evaluation and update, which makes the evaluation process more effective and relevant.
4. Develop training for staff to improve customer service.

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9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This provides space 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, Administrative Procedures, 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. (See *Handbook for additional examples*.)

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

| ACTION PLAN | | | | | |
|--------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| GOAL | | ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small> | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
| #1 | Use department sales as a criteria to develop a product sales, and service strategy | <i>List all that apply:</i> 6 | #1Improve and maintain inventory that reflects department sales. | Monitor department sales monthly to determine trends; identify problems and areas of opportunity. | Use monthly department sales as gage/measure. Purchases could be used as an evaluation tool, as well as customer feedback. |
| | | | #2Improve and maintain services related to sales for effectiveness. | | |
| | | | #3 | | |
| <i>Additional Information:</i> | | | | | |
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| #2 | Maintain PCI Compliance | <i>List all that apply:</i> 6 | #1Mitigate risk associated with credit card acceptance. | | |
| | | | #2 | | |
| | | | #3 | | |
| <i>Additional Information:</i> | | | | | |
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| #3 | Improve department level program review processes | <i>List all that apply:</i> 6 | #1Make program review process more meaningful. | Develop timeline for review and evaluation. | Timely and informed submission of program review. Increase in evaluation and data use for decision making. |

| ACTION PLAN | | | | | |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------|
| GOAL | ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small> | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT | |
| | | #2 | | | |
| | | #3 | | | |
| <i>Additional Information:</i> | | | | | |
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| #4 | Improve staff to customer interactions | <i>List all that apply:</i> 1-5 (all) | #1 Improve store customer service. | Staff training. | Develop customer feedback tool (survey or comment card). |
| | | | #2 Develop staff awareness of the relationship between their customer interactions and store sales | Staff training. | Contests, quizzes & other demonstrations of competency. |
| | | | #3 | | |
| <i>Additional Information:</i> | | | | | |
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| #5 | | <i>List all that apply:</i> | #1 | | |
| | | | #2 | | |
| | | | #3 | | |
| <i>Additional Information:</i> | | | | | |
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| ACTION PLAN | | | | | |
|--------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------|---------------------------------------|
| GOAL | | ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small> | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
| #6 | | <i>List all that apply:</i> | #1 | | |
| | | | #2 | | |
| | | | #3 | | |
| <i>Additional Information:</i> | | | | | |
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10. 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 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | If No, indicate funding source |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
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| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | If No, indicate funding source |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
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| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | If No, indicate funding source |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
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