

# **INSTITUTIONAL PROGRAM REVIEW 2012 – 2013**

## **Program Efficacy Phase: Administrative Services**

### **Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

*It is the writer's responsibility to be sure the Committee receives the forms on time.*

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

## Program Efficacy 2012 – 2013

Complete this cover sheet as the first page of your report.

### Program Being Evaluated

Bookstore
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### Name of Division

Administrative Services
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### Name of Person Preparing this Report

Gloriann Chavez
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### Extension

ext. 8665
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### Names of Department Members Consulted

Lisa Hepburn-Stroud, Dolores Lopez, Pat Martinez, Marvellee Diaz
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### Name of Reviewers

Stacy Meyer and David Smith
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Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

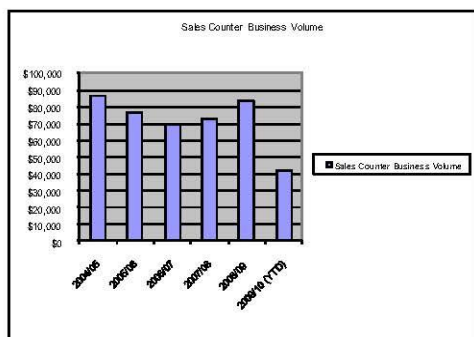
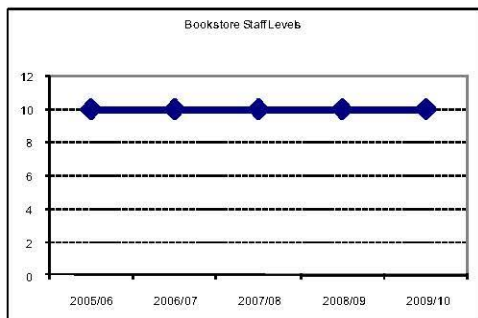
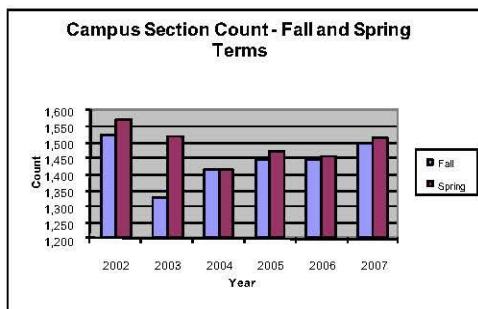
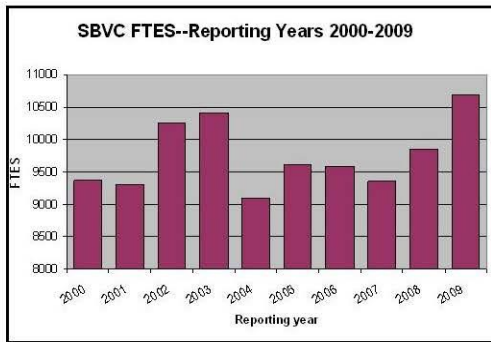
### Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	Director for both Valley and Crafton Bookstores		
Faculty			
Classified Staff	7 Classified Staff		
<b>Total</b>	8 Staff Members		

## Section V: Administrative Services

### Bookstore



#### Description:

The Bookstore provides retail textbook sales, stationery supplies and soft goods to the campus community through its conventional storefront facility, as well as internet sales. An innovative textbook rental program has also been implemented in addition to ticket sales for various theatrical and cultural events.

#### Assessment:

Assessment of Bookstore operations is based on direct customer feedback, feedback from academic departments and student services and campus surveys.

#### Program Goals:

- Provide remote automated credit and debit card payment options for customers
- Make the Bookstore the campus' preferred textbook outlet and stationery supplies vendor
- Provide hours of operation to satisfy the demands of a rapidly growing student body

#### Challenges and Opportunities:

- Recent increases in the student body has increased operational demands without additional labor resources
- New programs, such as online ticket sales, have added workload to the existing staffing
- Increased sales have accentuated the need for an automated accounting program to track sales and revenue

#### Action Plan:

The Bookstore will continue to assess the quality of service provided to the community, ensuring that outstanding customer service will be provided at a reasonable cost. Options to provide alternate means of access to text materials will continue to be evaluated to make textbooks more accessible to low income students.

## Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

*Program: Bookstore	Demographics Fall 2009 – Fall 2012	Campus
6.2%	Asian	6.2%
20.3%	African-American	20.3%
48.6%	Hispanic	48.6%
1.0%	Native American	1.0%
0.7%	Pacific Islander	0.7%
21.0%	White	21.0%
2.1%	Other/Unknown	2.1%
54.6%	Female	54.6%
45.2%	Male	45.2%
5.4%	Disability	5.4%
Min: 15	Age	Min: 15
Max: 88		Max: 88
Avg: 29.47		Avg: 29.47

\*Program's demographics are the campus' demographics.

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

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**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Bookstore's hours of operations are managed to best accommodate students per the course schedule offerings, we review our productivity per hour of operation to provide optimum service and efficiency.

- Our regular hours of operation are: Monday – Thursday, 7:45 am – 6:00 pm and Friday, 7:45 am – 3:00 pm.
- We offer extended hours of operation the opening of every semester and Saturday Services.
- Our hours of operations are monitored quarterly by sales per hour reports for efficiency and profitability.
- We have extensive online services available via our website that provide convenient services and information available 24/7.
- We provide remote availability of testing materials/supplies through our Vending Machines located at two convenient locations on campus.

**Part II: Questions Related to Strategic Initiative: Student Success**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success - Rubric</b>		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Explain how the services in the program support student success.

The goal of the Bookstore is to remain financially solvent in a very tough business climate and remain competitive in today's challenging Textbook Market. To serve the needs of our students and campus community with innovation and technology advances in our services and programs. To be the first choice for students, due to availability of products, selection, convenience and excellent service with knowledgeable staff. The Bookstore services provide students with competitive/convenient programs to assist with the cost of course materials which support and aid student success.

- Textbook Rental program offers 65 titles available for Rent at a savings of up to 60% of the retail price, an average savings of \$60.00 to the students.
- Used Book program offers a savings of 25% -30 % of the new book price, an average savings of \$30.00 - \$50.00 to the students. Used books account for a profit margin of up to 40% vs. the new book margin of 25% to the Bookstore.
- Book Buyback program offers competitive pricing of books bought back at the end of the semester
- Partner with the 3<sup>rd</sup> party SKYO Company to offer up to 85% of titles available for rent online, the Bookstore earns 12% commission on all sales through SKYO.
- Bookstore website provides textbook information and the option to order textbooks online at the point of registration. This service is in compliance the Higher Education Opportunity Act.
- Custom course materials of Culinary Kits, Nursing supplies, Biology supplies, Art and Music kits, which account for \$110,000.00 of the Bookstore business year to date.
- We have introduced an expanded assortment of healthy, popular snacks and beverages for our students. Our current trend in convenience food sales is an increase of \$27,000.00 year to date.

Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the SLOs/SAOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

The desired outcome of Strategic initiative 5.1 – Student learning outcomes and assessments for all courses and programs are complete and operational is not a goal that we can directly support. But indirectly we are committed to helping students succeed in their educational and career goal by providing affordable course materials and by working with faculty to provide the best possible forms of course material offerings and making them available when needed.

### **Part III: Questions Related to Strategic Initiative: Institutional Effectiveness**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness - Rubric</b>		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

### Mission and Purpose

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

To continually and consistently provide an assortment of quality products to meet the needs of our students, faculty and staff that are competitively priced and available upon demand. We offer services that are competitive with industry standards and directly support the educational needs of our student population.

How does this purpose relate to the college mission?

The Bookstore supports the college mission by providing quality products and services that directly impact the educational needs of our diverse community of learners. We partner and support campus programs, services, events and activities.

### Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
  - i. staffing levels
  - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

The Bookstore's annual sales volume last fiscal year was \$2,592,300.00 with average transactions per day of 300, students served. The Bookstore's financial status is monitored by monthly/quarterly financial reports prepared by the District's Accounting Department. This past fiscal year was the second year the Bookstore posted a decrease in net profit and our current budget is also planned for a decrease. Last year our net profit decrease was - \$163,400.00, with a decrease in textbook sales of \$400,000.00. These decreases are a direct reflection of the decline in enrollment, currently at a 20 yr. low in community colleges, due to budget cuts and decrease in funded programs. We are trending a decrease in textbook sales due to competition from online book companies, which can offer lower prices for books. Currently our trend in textbook sales is -\$22,000.00 a significant improvement over last year. We maintain/gage the level of business standards and practices by industry standards provided by the National Association of College Bookstores. We continually review and update our policies and procedures to best service the changing needs of our students and campus community. Our student complaints average about 5 per quarter and are usually in regards to our Refund Policies. National data is available on the College Store Industry Financial Survey & Report 2012, <http://www.nacs.org>.

[M:\SBCCD Bookstore Financial Statement February 13.pdf](#)

[N:\SBCCD Bookstore Financial Statement June 12.pdf](#)

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Administrative Services).

Does Not Apply

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Note: Content Review Summary not applicable for this program.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Does Not Apply

Articulation and Transfer



List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Does Not Apply

**Currency**

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Does Not Apply

## Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning - Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Recent competition in the Bookstore industry by online competitors has greatly impacted textbook sales along with the compliance of the Higher Education Opportunity Act which requires the posting of all textbook information at the point of registration for students. If our prices cannot compete what we can offer are student friendly services, programs, convenience and immediate availability of course materials.

### Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Due to the competition from online book company we have improved upon our textbook services and developed other categories to generate revenues:

- Increased our In-House Textbook Rental Program to a total of 65 titles from the previous semester 35 titles.
- Partnered with the 3<sup>rd</sup> party online textbook rental company SKYO as an alternate textbook rental program, SKYO offers 85% of our current textbook titles available for rent.
- Increased sales in our convenience foods category of snacks and drinks currently trending with an increase of \$15,000.00, a 30% increase in sales over last year.
- Continue to partner with the Learning Resource Center to maintain the book reserve program.
- We have increased our not for profit services such as the selling of AS stickers, Theatre/On-Campus event ticket sales both in-house and via our website and bus passes. We are looking at offering additional services like: Multimedia Center, Computer/Laptop Repair, Electronic Charging Stations and Recycling centers.

## Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Our challenges are the same as our goals to remain financially solvent in a very tough business climate and remain competitive in today's challenging Textbook Market. To serve the needs of our students and campus community with innovation and technology advances in our services and programs. To be the first choice for students, due to availability of products, selection, convenience and excellent service with knowledgeable staff.

## V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part V: Technology, Partnerships &amp; Campus Climate</b>		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

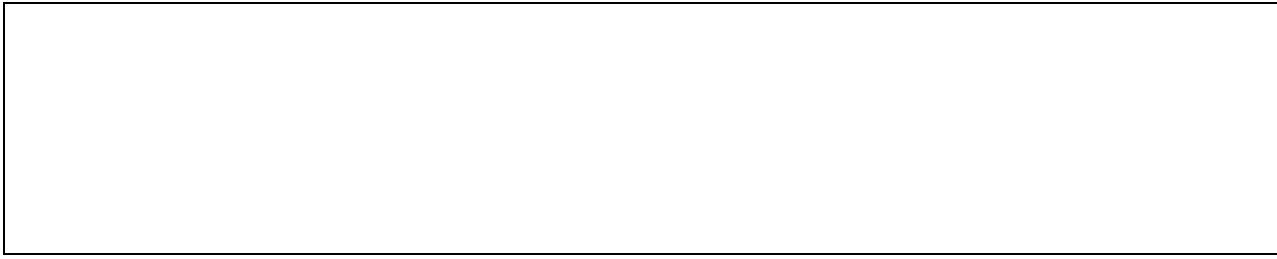
Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

We are currently looking into upgrading our Point of Sale/Inventory Management system. This upgrade would improve services and programs for our students. The upgrade would allow for:

- Real time accounting of inventory via our webpage
- Pinpad Debit Card transactions at the Point of Sale
- Offer a textbook price comparison program
- The ability to display a listing of textbook titles and prices for upcoming Book Buyback promotions.
- Allow textbook rentals to be processed with your retail sale items, currently you have to go to a designated register to process rentals.

We continue to develop partnerships with the campus community in order to better support the needs of our students and lower the cost of course materials:

- Partner with faculty to provide custom supplies to support the learning environment. Supplies such as culinary knife kits, culinary apron and chef hat kits, biology supplies- dissection kits, EKG strips, Bio packs, CPR-Mouth pieces, art supply kits, nursing supply kits, are a few examples.
- Provide imprinted supplies and sportswear for campus events and programs.
- Improved relationships with faculty regarding the ordering of textbooks which makes for timely availability of course materials.
- Continue to work with faculty lower the cost of textbooks by providing alternate options for course materials: Electronic books, Used books, Rental books, Custom books, Loose Leaf books, and Print on Demand books.



## **VI: Previous Does Not Meets Categories**

Reference your most recent Program Efficacy document, and list below those areas which previously received “Does Not Meet.” Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

No areas of deficiencies from last review.