Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Bookstore

Program Code: 6910 - BOOKSTORE

Review Type: Administrative
Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The Chaffey College Bookstore is a non-profit, self-supporting, auxiliary service operation providing for Chaffey's diverse student, faculty, staff, district, and alumni communities. The primary purpose of the bookstore is to support the mission of the college by providing a source for competitively priced educational tools such as textbooks, technical accessories, office supplies, reference materials, and other related merchandise. The Bookstore operation currently includes 4 traditional locations, numerous test form/supply vending machines, and a 24/7 website servicing all Chaffey locations. The Bookstore also strives to continually enhance the learning environment for students by financially supporting campus life via college programs, student scholarships, campus events, and district support: ASCC Events; student clubs; Community Outreach; Classified Senate events; District Activities; Foundation events; Bookstore functions; Alumni Association; Commencement; Chino Community Center; Faculty Senate events; Etc. Lastly, the bookstore strives to further advance the Board Adopted Ends Policy 8.4. This is accomplished by addressing changing campus needs with longer store hours (as late as 8pm during peak periods
and at the Panther Express), improving our technology by continually enhancing our web offering (textbooks, trade, merchandise, supplies, digital books, software), responding to changing economic conditions with additional textbook cost savings programs (Low Price Guarantee, higher availability of used books, e-books, textbook rentals), and providing a business environment that supports the campus community with continued volunteering on campus committees and providing financial assistance.

**Review Team Response**
The Bookstore does state that it supports the college's mission, but we had a few questions to offer as an opportunity to further elaborate on their good work: 1. Does the Bookstore have a mission statement of its own? 2. The ways in which the bookstore support the college’s mission is through: •Providing competitively priced educational materials – how can they prove that? What evidence do they have for this? 3. Expanded locations – enhanced access 4. “Financially supporting campus life via college programs, student scholarships, campus events and district support” Is there any evidence of them being a “learning-centered environment?” i.e., I would think at some point the Bookstore may want to offer info to students regarding the importance of going prepared to their classes and the enhanced chances of success when you have your course textbook. Wouldn’t that support student learning? How about practices to teach comparison shopping and how to be a savvy consumer? They don’t include any sales figures – are book sales declining? If so, do they have any plans? Any plans to add any “green components” to their operations? Just a few thoughts from the readers. Thanks

**PROGRAM DATA**

<table>
<thead>
<tr>
<th>Enrollment by Day, Evening, Online, Arranged ()</th>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Day</th>
<th>Evening</th>
<th>Online</th>
<th>Arranged</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
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<tr>
<td>2009-10</td>
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<td>2010-11</td>
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<td></td>
</tr>
<tr>
<td>Measure</td>
<td>2008-09 to 2009-10</td>
<td>2009-10 to 2010-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
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<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's' and how have you responded to the
results?

What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLOs and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

The Bookstore offers the educational materials needed to successfully complete instructional courses such as textbooks (new, used, rental, and e-book), course packets, reference books, study guides, test forms, school supplies, electronics, software, laptop repair services, recycling programs, and much more. We also act as an information resource, offer items to satisfy comfort and nutritional needs, enjoy our status as the #1 employer of Chaffey students, work to champion green efforts, and collectively represent that campus on over twenty committees and groups. Support for our initiatives are garnered from faculty material requisitions, web feedback via the Bookstore website and Facebook page, in-store feedback via the suggestion boxes posted at each location, campus committee/organization involvement by all full-time Bookstore staff members, and individual requests.
Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?
All full-time and some part-time Bookstore staff members are involved in campus, regional, and or national organizations including Classified Senate, GEM, Grad Fest, Tailgate, CAMP, College Council, Commencement, Steps for Success, BFSA, VRC, Sustainability Master Plan, Welcome Back, Faculty Tenure Review, Management Retreat, numerous hiring committees, One College One Book, Family Day at the Wig, Distance Ed, Labor Management, Classified Negotiations, Tree Committee, Ethics, Earth Day, A Man A Woman, the California Association of College Stores (committee chairs and members), the National Association of College Auxiliary Services (western regional Area Director and committee member), and more. Most of the full-time team has also been C-CERT certified, nearly every Governing Board meeting has a departmental representative in attendance, and we participate in numerous campus activities. The Bookstore team evaluated its effectiveness with the help of web feedback and individual comments (in person, via e-mail, or by phone). Ultimately, we evaluate our effectiveness by the fact that we are institutionally operated as opposed to outsourced.

Review Team Response
We did not see any mention of the Bookstore's AUO statements (they were included in the 2009 PSR and may pre-date this most recent contributor's involvement). Here they are and there's some good stuff here to build upon for future program reporting and for the purposes of evaluating program effectiveness: 1. Reevaluate the utilization of staff based on the size and growth associated with each of the three bookstore locations. Seek to optimize efficiency and choose operating hours that maximize the amount of individuals served and limit the use of a staffing agency. 2. Provide bookstores that are easy to shop, difficult to steal from, and ensures customer purchase demands are met. 3. Increase the use of our website via a larger e-mail database, additional availability of items, regularly updated promotions, and enhancement of the shopping experience for our users. 4. Partner with the Foundation for CA Community Colleges, Journey Ed, and other sources to add links on our website allowing the Chaffey College community to purchase discounted software, computers, and other technology related educational tools. Additionally, partner with our textbook suppliers to offer discounted e-books and e-chapters directly through the bookstore's web page. 5. Obtain funding, partner with faculty, and build the needed infrastructure to develop a textbook rental pilot program. 6. Partner with NBC, MBS, Budgetext, Follett, Tichenor, South-eastern, Texas, Better World Books, Bookbyte Direct, and/or other used book wholesalers in buying and selling used textbooks.

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

(students, faculty, staff, and administrators).
Access  Textbook Rentals  0  1089  2352

**Additional information:**
With the addition of the Panther Express and additional supply vending machines, students are able to get their test forms and supplies at 10 locations among the various Chaffey campuses. Physical location operating hours now start as early as 6:45am and run as late as 8:00pm effectively serving more students than ever before. The Bookstore website operates 24/7 and offers course materials, Chaffey gear, gifts, software, computers, travel services, international ID cards, graduation gear, laptop repair services, and more. Omni Trans bus passes are now available at all three Bookstore locations plus the Panther Express. Snack and beverage vending machines have been expanded to 9 additional locations over the past two years.

**Review Team Response**
Besides the comments about vending and food, expanded merchandising and hours, we did not see any links to “LEARNING” - see comments in the first review box under program overview.

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>08-09  09-10  10-11</td>
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</table>

**Additional information:**
As a provider of tens of thousands of dollars in scholarships annually we offer the financial resources allowing many students to afford their education. Donations for scholarships and district support have increased from $91k in 07/08 to $123k in 09/10.

**Review Team Response**
Besides the comments about scholarships, we did not see any linkage to supporting student learning. Does the bookstore work with faculty? How about keeping up with trends to inform faculty – ie, digital texts?

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)
<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>Employment of Student Workers</td>
<td>30 70 85</td>
<td>AUO</td>
</tr>
</tbody>
</table>

**Additional information:**
The Chaffey Bookstore partnered with the Chaffey Foundation to coordinate the college's first annual Grad Fest in 2009. This graduation celebration offers a one-stop-shop for all grad and spirit gear, alumni program materials, ceremony information (Student Activities), transfer and career opportunities (Transfer and Global Career Centers), financial support (Financial Aid), applicable vendor partnerships, prizes, food, and entertainment. The Bookstore assists in funding commencement, maintains three staff members on the commencement committee, and often has at least half a dozen staff members volunteering at the ceremony. In 2009 the Bookstore began incorporating completion and transfer goals into quarterly student worker training sessions. We also began work in 2010 on special Bookstore/Auxiliary Services scholarships with requirements centered on progress towards graduation and/or transfer.

**Review Team Response**

**VISIONARY IMPROVEMENT PLAN (VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- **Specific**
- **Measurable**
- **Action-oriented**
- **Realistic**
- **Time-bound**

All plans should improve or expand student learning.

**Year Three Goal:**
Triple the impact of our textbook rental program over the next three years from 40 courses with rental options by the end of 09/10 to 120 courses by the end of 11/12.

**To which planning direction does this goal apply?**
Flexible and continuous student support

**Year 1 Steps to Success (activities) and VIP Assessment:**
Work closely with Student Activities, ASCC, EOPS, Nebraska Book Company, and Missouri Book Company, individual instructors, department coordinators, and deans to identify the willingness, funding, availability, and
uniformity required to increase the course offering to 75 by the end of 10/11.
80 course offerings or more

Year 2 Steps to Success (activities) and VIP Assessment:
Add an additional partner in BookRenter.com, Chegg.com, SEB.com, Nebook.com, or other on-line rental company to further expand our rental offering to 120 courses by the end of 11/12.
120 course offerings or more

Year Three Goal:
Construct a new Fontana Bookstore that is more customer friendly and provides a level of service consistent with the two other campuses.

To which planning direction does this goal apply?
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Complete the construction with added square footage, a new buyback window, fresh brewed coffee & tea service, additional "lunch" offerings, a broader assortment of supplies & apparel, and an appealing ambiance.
Sales growth of +10% or more plus customer feedback (oral, written, and via the web)

Year 2 Steps to Success (activities) and VIP Assessment:
Assess year one results, review progress on our other two campuses, and adjust accordingly.
Sales growth of +15% or more plus customer feedback (oral, written, and via the web)

Year Three Goal:
Work with Financial Aid, Accounting, and/or a 3rd party provider to offer Financial Aid students the ability to receive Chaffey Campus Cards or vouchers (good at all Bookstore and Food Service locations) before the start of school, enabling student to purchase their textbooks, educational materials, supplies, software, computers, and other items to better prepare them for their classes. This "advance" of funds would then be deducted from the students financial aid check once it is received from the state. This satisfies a common student request and alleviates a major faculty complaint that student do not come to class prepared.

To which planning direction does this goal apply?
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Establish and promote a program to begin in 11/12.
10% penetration of those students receiving Financial Aid funding

Year 2 Steps to Success (activities) and VIP Assessment:
Build on the existing program and begin to market Chaffey Campus Cards to parents and family for the benefit of their students.
15% penetration of those students receiving Financial Aid funding

Review Team Response
Overall, the Bookstores PSR lacks a linkage to the AUO process, which would inform its practices on being a learner-centered environment, as well as an unawareness in regards to national trends and future directions for college bookstores. Consequently, the VIP lacks an overall sense of the big picture and does not include goals which might reflect any of these national trends and future directions. The present goals seem to be a re-hash of what is occurring at the present time. Are there any plans to enlarge the bookstore in Chino? Are there any plans to add food service to Chino campus in manner similar to Rancho? Are there plans for adequate space for Fontana bookstore? Are there plans to add food service to Fontana campus in manner similar to Rancho?

According to the VIP Goals rubric we were given, we would rate this program at a level 1 – “the goal is unclear; revision is required and/or the goal is a resource request and not a goal.” We would like to point out, however, that this is a new PSR process for the college - everyone is just learning, and that this represents a terrific first step in the new PSR process.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Independent College Bookstore Association Annual Event</td>
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<td></td>
<td></td>
<td>C-CERT</td>
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<tr>
<td>Presented flex presentations on rentals/e-books and negotiating with publishers</td>
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<td>California Assoc of College Stores (CACS) Annual Conference</td>
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<tr>
<td></td>
<td></td>
<td>CACS Spring Showcase</td>
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<td></td>
<td>CACS Course Materials Summit</td>
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<td></td>
<td>National Association of College Stores Annual Conference &amp; Expo</td>
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<td></td>
<td>National Association of College Auxiliary Services (NACAS) Annual Conference</td>
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<td>Food Handler's Certification</td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

These events are centered on better servicing our students and the campus community with expanded services, cost saving strategies, alternative course material options, updated legislative compliance, group collaborations, discounted consortium buying, innovative idea exchanges, and more.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Council</td>
<td>Faculty tenure review committees, Accreditation Logistics Team, Panther Express focus group</td>
<td>Chino CC Catering selection group, Bookstore &amp; non-bookstore hiring committees, Devine Favor advisor</td>
</tr>
<tr>
<td>Classified Senate, GEM, VRC, Commencement, Ethics, Crime Watch, Tree, Labor Mngmt, CSEA Exec Board</td>
<td>Grad Fest, Tailgate, CAMP, Steps to Success, Retirement, Family Day @ Wig, Negotiations, Distance Ed</td>
<td>Vet Safe Zone, A.M.A.W., Christian Club, BFSA, OCOB, Mngmt Retreat, Welcome Back, Accreditation</td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
The Bookstore team strives to positively contribute to the entire campus community, stay informed, and respond to needs. Involvement in the campus enables us to achieve these goals.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>

Given the data how has your program been impacted?

Does your program anticipate retirements within the next 3 years?
Yes; one
PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
Yes; 100% Auxiliary Funded

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:
Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:

STAFF
Year 1
Additional student worker support and possible support to FA or Accounting for the Campus Card program
Year 2
Additional student worker support and possible support to FA or Accounting for the Campus Card program
Year 3
Additional student worker support and possible support to FA or Accounting for the Campus Card program

EQUIPMENT
Year 1
Infrastructure for Fontana including fixtures, registers, and furniture
Year 2
Year 3

TECHNOLOGY
Year 1
Additional registers and systems/web support for rentals

Year 2
Additional registers and systems/web support for rentals

Year 3
Additional registers and systems/web support for rentals

SOFTWARE

Year 1
Year 2
Year 3

OTHER

Year 1
Year 2
Year 3

Review Team Response

Review Team Response
According to the Final Summary Rubric we were given, we would rate this program at Level 1 – “The document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLO’s/AUO’s. Revision required. As mentioned previously, however, this is a new PSR process for everyone. We are all at the beginning levels, which should not necessarily be viewed as the "lowest" level. This is a terrific first step in our new PSR process.