Non-Instructional Annual Review
Amarillo College Bookstore

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, and CS 3.5.1, CR 3.9.2, CR 3.13.3, and FR 4.5

Purpose

Amarillo College non-instructional areas consistently review data and strive for improvement. The purpose of this review is to demonstrate how AC non-instructional areas support AC's mission by "…*enriching the lives of our students and our community.*"

On an annual basis, the Program Review process will capture a holistic snapshot of strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences. If available, you may also provide a link to other documentation that answers each question.

I: Identification

1. **Department Title:**

   Amarillo College Bookstore

2. **Department Purpose Statement:**

   The purpose of the AC Bookstore is to provide a customer oriented and profitable bookstore for students, faculty and staff.

3. **Department Review Year (i.e. Most Recent Academic Year)**

   2013-2014

4. **Date of Submission:**

   7-2014

5. *Lead Person Responsible for this Department Review:*

   Name: Dennis Leslie
   Title: Manager
   E-mail: dlleslie@actx.edu
   Phone Number: 371-5307

6. *Additional Individuals (Name and Title) Responsible for Completing this Department Review:*

   N/A

II: Existing Data (Not Survey, Focus Groups, and/or Interviews)

AC staff/administrators collect and evaluate data related to people served.

1. What significant AC, state, federal, or other reports do you complete on an annual basis <u>and/or</u> what significant quantitative data do you collect or review on an annual basis? (Please provide links to data/report information or a succinct summary of your data findings.)

   NONE

2. Based on the past year's data (referenced in Question #1), please evaluate your data and/or department.
   (Place an 'X' in each text box that corresponds to your evaluation. You may delete or add rows.)

Data Reported/Collected (Include Most Important Data)	Needs Improvement	Meets Standards	Exceeds Standards
1.			
2.			
3.			
4.			
5			

3. (If applicable) If any area "Needs Improvement," please explain why (i.e. Analysis).

4. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

In this section, provide examples of ways you used survey data or qualitative research (interviews, focus groups, etc.) to make decisions.

PART A:

1. Over the past year, did your area collect and/or review any survey data or qualitative (focus group, interview, etc.) information?
   (Place an 'X' in the text box that corresponds to your response.)

Yes (If Yes, Proceed to PART A, Question #2)	No (If No, Proceed to PART B)
	No

2. Summarize the most important information that was collected and/or reviewed <u>and</u> the results.

3. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

PART B:

Additional Comments Related to Surveys and Qualitative Research (Not Required):

PART A –No Excuses:

Each department is expected to support student success initiatives.

1. List 1 or more ways your department <u>most</u> focuses on any of the No Excuses goals/initiatives.

> The AC Bookstore continues to focus on textbook options that will make textbooks more affordable for students. We continue to offer textbook rentals and an end of term textbook buyback program. We are also focusing on stocking a sufficient quantity of textbooks for the 1st day of class each semester. Both of these focuses will minimize barriers to our students starting their semester successfully. This addresses No Excuses Goal III.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals <u>OR</u> to move the needle toward fulfillment of the No Excuses goals?
    - ➢ If so, please explain.
    - ➢ If not, but you plan to make changes that aid students success, please provide a few sentences explaining how you can better support No Excuses.

> We have expanded our computer offerings at the beginning of each term, to give students access to laptops and tablets using their financial aid. This helps them to have the technology tools needed to succeed in today's academic environment. This also relates to No Excuses Goal III.

PART B –Institutional Outcomes:

Each department is expected to provide quality student, customer, and/or client services.

1. For this review year, what is/were your department's <u>most important</u> goals (i.e. broad things you would like to accomplish)?

> The AC Bookstore goal this review year was to have sufficient quantities of required textbooks on hand the first day of class so that students have all the materials needed to start the semester successfully.

2. For this review year, what is/were your department's <u>most important</u> outcome/s that can be specifically measured and help you achieve your goals? Provide examples of 1-3 outcomes. (An outcome provides observable evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> After the Amarillo College Bookstore's instructors and departments monitor enrollments for unseen increases, 100% of students will have the ability to obtain required textbooks through the first 12 days of class.

3. How does your department assess the above outcome/s? What were the results of your outcome assessment? What do your results tell you?

> The bookstore evaluated this by recording all titles that reached a zero stock on hand status during the first three weeks of each major term and recording these shortages on a spreadsheet, along with the reason for the shortage. See the table below:

Term:	Total Qty of titles requested	Titles that reached 0 SOH during the 1st thru 3rd week of term	Comments:	Bookstore ordered short based on history	Bookstore ordered late, less than two weeks before term began	Late or erroneous, information or lack of from the academic dept	Larger enrollment than dept estimate	Publisher error or delay
Fall 2013	445	47		10	20	5	5	7
% of Titles Requested	100.00%	10.56%	Comments as a % of out of stock	21.28%	42.55%	10.64%	10.64%	14.89%
Spring 2014	415	27		7	3	4	9	4
% of Titles Requested	100.00%	7%		25.93%	11.11%	14.81%	33.33%	14.81%

Notes:
Many titles were out of stock for only 1-3 days
We counted titles as short even if we were only short 1 o 2 copies
Dept errors included leaving a textbook or course off the requisition, instructors changing books at the last minute etc.
Larger enrollments means the qty requested was insufficient due to a larger enrollment than predicted.
Many of these shortages were avoided our textbook buyer checking class enrollments,
or the dept. notifying us of increases.
Publisher errors included sending damaged books, late release of new editions, or sending the wrong bundles

4. **What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?**

After collecting the above data, we are evaluating what changes we can be made in analyzing our sales history and in the ordering procedures to ensure that we order the correct quantity and to ensure all textbooks are ordered at least two weeks before the start of class.

PART C –Strategic Planning:

Each department is expected to support AC's Strategic Planning initiatives.

1. **Identify at least one strategy or task from the Strategic Plan your area currently addresses/evaluates.**

Strategic Plan 2.2 deals with increasing online program offerings and 4.6 deals with students using the available online technology. The bookstore has contributed to these areas by offering laptops and tablets to students compatible with online instruction. This last academic year we sold 694 laptops and tablets. Students were able to use available financial aid to make these purchases due to our live financial aid link.
Strategic Plan 4.1 deals with the continuing success of Amarillo College through budgetary responsibility and revenue sources. The AC Bookstores contributed $872,000.00 of revenue in fiscal year 2013.

2. **(If applicable) What additional item/s should AC's Strategic Plan address?**

SACSOC guidelines require non-instructional areas to provide student support programs, services, and activities that are consistent with its mission and that promote student learning and enhance the development of its students.

At Amarillo College, a component of student learning is found present in the existence of AC's General Education Competencies. Due to recent mandate changes set forth by the Texas Higher Education Coordinating Board (THECB), AC has adopted the following General Education Competencies: Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

Although these competencies obviously relate to academia, many non-instructional areas also support some or all of these objectives.

<u>Some Examples of Ways Non-Instructional Areas Can Support Student Learning:</u>

<u>Personal Responsibility</u>: Any service that provides materials/information related to financial literacy, life planning, etc. to students could relate to personal responsibility. Also any measure of student personal responsibility (e.g. percent of students not dropped for non-pay, percent of students who pay their rent to AC housing on time, etc.) relates to this topic.

<u>Social Responsibility</u>: If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.

<u>Communication, Critical Thinking, and Empirical and Quantitative Skills</u>: If a department teaches a skill/topic within the classroom or through a published document geared toward students, this skill/topic could relate to communication, critical thinking, or any of the other objectives—depending on the skill/topic being taught.

<u>Teamwork</u>: Any student organization/framework where students must work successfully within a group could equate to teamwork.

1. Does your area work (in-person, through publications, or through some other means) with students to learn/accomplish any of the following objectives?

Objective	Yes (If Yes to Any Area, Respond and Proceed to Part D, Question #2)	No (If No to All Areas, Proceed to Part D, Question #3)
Communication Skills		
Critical Thinking Skills		
Empirical & Quantitative Skills		
Teamwork		
Personal Responsibility		
Social Responsibility	Yes	
Note: May Insert other Objective/s		

2. For each objective that received a "Yes" response, provide a bulleted list identifying how your department addresses each particular objective with AC students, any assessments related to your objective (if applicable), and any results related to your assessment (if applicable).

   ➢ Assessments can be indirect (e.g. surveys, focus groups, etc.) or direct.

   At the end of each term we collect obsolete textbooks from students to be recycled. During this current school year we have collected and sent off nearly 2 tons of old textbooks to be recycled.

3. Please indicate (place an X in the corresponding box/es) the mode of delivery by which you offer <u>any</u> support programs, services, and activities, to students.

In Person	Web	Phone	E-mail	Live Chat
X	X	X	X	

4. Do you have plans to expand your learning objectives and/or modes of delivery? If so, how do you plan to expand these objectives/delivery modes? If not, why not?

> Yes, we are constantly updating our Web page to provide students accurate information about our services. We are in the process now of updating and changing our online ordering options to simplify the process of students.

V: Policies and Procedures
<mark>This Section Is Not Required for 13-14 Pilot Review</mark>

Amarillo College's non-instructional areas consistently have procedures in place that promote student confidentiality, staff efficiency, student success, and accountability.

Each non-instructional area will respond to the Core 5 (first 5) "Policies and Procedures" questions if they are pertinent to their area. If a department has additional questions they would like to include for accountability or some other purpose, they will also include those questions on this section of the form.

1. Please explain how your area supports the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data (CR 3.9.2)

2. How do you ensure that all of your employees are aware of student complaint procedures and that the procedures are handled in a way that is in accordance with the institutional policy of complaint procedures being reasonable, fairly administered, and well-publicized (CR 3.13.3)?

3. Has your area made any departmental changes based on student complaints? If so, what changes did you make (FR 4.5)?

4. Have you addressed any local, state, audit, or federal compliance issues that have caused you to make an adjustment to your department and/or a policy change? If so, please explain.

5. Have you made any changes to your department's policy or procedures over the past year that are otherwise not addressed in this review? If so, please explain.

(empty box)

VI: Conclusions

1. What is the biggest issue/obstacle that your department currently faces?
   Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

   I cannot identify an issue at this time. We continue to strive for better communication with the academic departments we serve, but this is continually improving.

2. Additional Comments Pertinent to this Annual Review Evaluation (Not Required):

(empty box)