**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:**

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| Amarillo College Bookstore |

1. **Department Purpose Statement:**

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

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

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| 2014-2015 |

1. **Date of Submission:**

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| --- |
| 3-2015 |

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

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

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

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| 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   
   and/or 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.)**

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| NONE |

1. **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.)**

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| **Data Reported/Collected**  **(Include Most Important Data)** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
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1. **(If applicable) If any area “Needs Improvement,” please explain why (i.e. Analysis).**

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

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III: Existing Data (Based on Surveys, Focus Groups, and Interviews)

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.)**

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

1. **Summarize the most important information that was collected and/or reviewed and the results.**

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

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PART B:

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

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| none |

IV: Institutional Initiatives

PART A –No Excuses:

Each department is expected to support student success initiatives.

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

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| 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 have expanded our buyback program by having a buyer at the Hereford and Dumas campuses for one day at the end of each semester. This allows those students to recoup some of the cost of their education in a way not available to them before.  Our main focus centers on stocking a sufficient quantity of textbooks for the 1st day of class each semester. It is crucial for students to have the books and supplies they need the first day of class if they are to succeed. We have also worked with several departments in selling tool kits and supply kits required for various classes. This enables students to purchase these items with financial aid and to get everything they need in one package as opposed to buying it piecemeal.  Both of these focuses will minimize barriers to our students starting their semester successfully. This addresses No Excuses Goal III. |

1. **Are there any changes your department has made over this past year to remove   
   barriers to students and further the No Excuses goals OR 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.**

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| 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.  We assisted the ADN department in a pilot program by helping choose and procure tablets for all level 4 students. This pilot program was to study the effectiveness of using tablets with e books as an educational tool.  During the 2014-2015 school year we initiated a computer service center in the Washington St. Bookstore to aid students with laptop, technical issues. This has aided students in maintaining their laptops as a viable educational tool. 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 most important goals (i.e. broad things you would like to accomplish)?**

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| The AC Bookstore goal this review year continued to focus on having sufficient quantities of required textbooks in stock the first day of class so that students have all the materials needed to start the semester successfully. With the increase of access codes for e-books, we also needed to find a way of distributing the codes that would minimize the student purchasing the wrong code. |

1. **For this review year, what is/were your department’s most important 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.)

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| After the Amarillo College Bookstore 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. |

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

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| 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: |

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

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| After collecting the above data, we continue to evaluate what changes can be made 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.  We now rely less on sales history and more on updated enrollment figures. We have also initiated a hard deadline that all textbooks must be on order with the vendors no later than two weeks before classes begin. This has reduced the number of titles that are out of stock due to bookstore procedures by 74% compared to 2013 when we began this focus.  We created a coupon method for purchasing access codes that has nearly eliminated selling students the wrong codes. This reduces frustration on the part of students, as well as reducing out of stock situations.  Lack of correct information from the academic departments regarding enrollment increases, change of instructors, or just leaving textbooks off the requisition represents the cause of a large percentage of our textbook shortages . We are exploring ways to increase accurate communication with instructors and those responsible for turning in the textbook requisitions.  Over all we have been able to decrease the amount of titles with shortages down to 6.3% of all required titles (24 out of 380 for Spring 2015). This is a 4% decrease in 4 semesters. There will always be other reasons for shortages which are beyond the control of the AC bookstore and the academic departments. Our purpose is to correct the factors we can control. |

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.**

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| 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. Students are able to utilize available financial aid to make these purchases due to our live financial aid link.  This last academic year we also initiated a service center to help students maintain their laptops in working condition reducing down time and interruptions in the students study obligations.  Strategic Plan 4.1 deals with the continuing success of Amarillo College through budgetary responsibility and revenue sources. The AC Bookstores contributed $766,000.00 of revenue in fiscal year 2013-2014. |

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

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PART D – Core Objectives (CR 2.10):  
 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.

Some Examples of Ways Non-Instructional Areas Can Support Student Learning:

Personal Responsibility: 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.

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

Communication, Critical Thinking, and Empirical and Quantitative Skills: 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.  
Teamwork: 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?**

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| --- | --- | --- |
| **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 | yes |  |
| Critical Thinking Skills | yes |  |
| Empirical & Quantitative Skills | yes |  |
| Teamwork |  | no |
| Personal Responsibility |  | no |
| Social Responsibility | yes |  |
| Note: Putting education to use in a business setting. | yes |  |

1. **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](http://www.actx.edu/iea/filecabinet/425).

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| At the end of each term we collect obsolete textbooks from students to be recycled. To this point in the current school year (2014-2015) have collected and sent off nearly three quarters of a ton of old textbooks to be recycled.  As a part of our business operations we have created an Computer technician internship for a selected student in the Information Technologies department in which they can utilize their education in a business setting, this helps develop several of the objectives above. It also gives them needed experience history to add to their resume after graduation.  We also utilized a graphic arts graduate of AC in designing t-shirt and binder imprints, as well as creating two custom wallets for sell in the bookstore. This has allowed him opportunities to hone his skills and add to his professional portfolio. |

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

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| --- | --- | --- | --- | --- |
| **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?**

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| Yes, we are constantly updating our Web page to provide students accurate information about our services. We completed updating and changing the online ordering options to simplify the process of students and to reduce shipping charges for out of town students.  We are also moving apparel to our online store so that students on the Hereford and Dumas campuses can show their AC pride by purchasing Amarillo College specific apparel. |

V: Policies and Procedures   
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)**

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| We require students to present an AC student ID when charge to their Financial Aid account, and abide by FERPA regulations regarding student information. |

1. **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)?**

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| Our refund policy is printed on each receipt and verbally communicated to each customer. Student complaints usually regard student refund issues. Employees refer students to the store manager when requests fall outside normal bookstore policies. |

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

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| --- |
| No |

1. **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.**

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| No |

1. **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.**

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| We changed the due date on rentals, to give students an extra day past the end of the semester due to all the end of semester activities students sometimes have. |

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.**

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| 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. Lack of information or getting incorrect information from academic departments continues to cause about half of the textbook out of stock situations. We are now sending out an email two weeks before school starts asking for updates in enrollment or on added teaching sections which could lead to book shortages. |

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

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