



# Co-curricular Assessment Report

Program/Department Name: College Store  
Year of CAR Completion: 2016-2017  
CAR Cycle: 2014-15 through 2016-17

## Co-curricular Assessment Report

### **Organization of Program Review Materials:**

- ◆ Component I: Response to Previous Co-curricular Assessment Report
- ◆ Component II: Review of Assessment Data
- ◆ Component III: Criteria for Co-curricular Assessment Report
- ◆ Component IV: Recommendations and Executive Summary
- ◆ Appendix A: Co-curricular Program/Department Summary Work Plan
- ◆ Appendix B: Assessment Council Review Form

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

## Component I

### Response to Previous Co-curricular Assessment Report

**Based on your previous CAR review**, identify strengths, areas of improvement, opportunities, threats, and progress to date. ***\*\*If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

Program/Department: College Store

Strengths:

- Relationship with faculty
- Online presence for students to place orders
- Affordability
- Rental books
- Transparency (VERBA)

Areas of improvement:

- Communicate textbook outage situations to affected faculty

Opportunities:

- Sell non-textbook merchandise online
- Expand product offering (i.e. Stamps, laminating)
- Offer quality service to students

Threats:

- Online competition

Progress to Date:

In the past three years, we have worked hard to make sure we always maintain the best relationship with our major stakeholders: Students, Faculty and Staff.

Because the Stark State College Store is an auxiliary enterprise of the College, we must work to be efficient for the College as well as effective for the students and customers. The College Store supports the mission of the college by helping to provide students with the necessary course materials that will enhance their learning experience at the college. The Store provides products and services to students, faculty and staff such as supplies and imprinted items (clothing, supplies & gifts printed with the College name on them). After expenses are paid, it is the responsibility of the Store to contribute to the General Fund of the College.

Students, as an important stakeholder group, support the College Store. The goal of the Store is to get students set up for success in their courses by providing them with effective textbook options at the fairest prices. The Store staff has used a mark-up that is less than industry

standards, and in the second half of this assessment cycle has been using more market pricing. Buying strategies and specialized software (VERBA) allow staff to analyze prices for the maximum benefit to students. As more textbook choices (e.g. e-books) become available, the staff will include those to give students more choices of course materials. The current choices are used and new traditional textbooks, rental books, e-books and access codes. The Store has worked to grow a rental program that benefits many students.

Another important stakeholder group is faculty. The College Store staff supports the academic departments by finding the selected required course materials. Results from a Faculty Satisfaction survey indicated that the College Store is doing a satisfactory job regarding having course materials available, having knowledgeable store personnel, and supporting the academic mission of the college. These results were higher than benchmarked levels according to the National Association of College Stores and similar to the results from the same survey conducted two years prior. However, this positive information confirmed the importance of maintaining service and repair with faculty.

During the three years, a number of assessment instruments were used to collect both indirect and direct qualitative and quantitative data from the key stakeholder groups of the Store. Surveys also made it possible to collect data for the assessment.

## **Component II**

### **Review of Previous Assessment Data**

***\*\*If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

#### **1. What changes have been recommended that have had a positive effect on your program's outcomes? (Please be specific.)**

The feedback obtained from faculty surveys determined that communication to faculty regarding any course materials issue must always be a priority. We implemented the policy that we respond back to faculty inquiries as soon as possible. We report any textbook outages directly to the department chair, or the specific instructor if known. This communication benefits the students so that instructors can work with the student until the textbook arrives.

Students wanted course material information early. The College Store webpage was enhanced with the purchase of an outside company's software called Timber. The webpage provides information and visual images, as well as other textbook source options, for a user-friendly search of course materials. It also gives us the opportunity to sell clothing items and gift cards on the site.

## **2. What changes to your program/department were made based on findings from the previous CAR?**

- Faculty relations
- Customer service improvements
- Online orders

The findings were specifically centered on improving communication to faculty. This was made a priority, and it was made widely known throughout the department that faculty must be notified of any issue with course materials. This also helped us to improve customer relations because students were aware that we were notifying their instructors of any issues with textbook issues. Online orders were improved with the purchase of a new software, Timber. The new user-friendly format for listing textbook requirements by course allows for information for students to use is available at an earlier time before each semester. We were able to secure a room in the college for processing online orders. This also aided in keeping the students who were picking up orders to receive faster service by picking up orders in this online order room instead of waiting in line with the students buying their textbooks in the textbook room, G-105.

## Component III

### Criteria for Co-curricular Assessment Report

#### Criterion 1.0 Mission, Values and Goals

**Mission:**

The mission of the Stark State College Bookstore is to provide a convenient and efficient source for purchases of textbooks, course materials, supplies, imprinted items, and other merchandise and services related to the needs of students, faculty, staff and friends of Stark State College. The overall goal of the bookstore is to make a significant contribution toward the intellectual and service needs of the Stark State College community.

**Values:** NA

**Goals:**

1. To provide students with cost effective options for course material requirements
2. To support faculty in identifying and selecting appropriate course materials
3. To support College operations through the general fund
4. To provide high-quality customer service to students, faculty and staff

**\*Note if any changes have been made to the mission, values, and/or goals since the last CAR.**

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#### Criterion 2.0 Baseline Data

**1.) What baseline data has your Program/Department collected during this CAR term?**

- Faculty surveys
- Annual Report
- Noel-Levitz survey
- 2017 Support Effectiveness Survey
- Industry cost averages

Each goal has one or more measures associated with it for every semester or annually.

**2.) How is that data used to evaluate the Program/Department?**

The College Store has had an assessment process in place since 2011. All data is longitudinal and used for the assessment. Each goal has one or more measures associated with it. Every semester is evaluated.

## Criterion 2.0 Program/ Departmental Assessment Procedure and Action Plan

<b>Program/Department Name: College Store</b>
<b>Individual Completing Report: Kathy Feichter</b>
<b>Individual(s) Reviewing Report: Tom Chiappini</b>
<b>Date: 7-21-17</b>

### Program/ Departmental Assessment Procedure and Action Plan

#### **Purpose:**

To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

#### **Procedure:**

All programs and departments must complete the assessment process. A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a three-year cycle (two years of assessment and one year of implementation).

#### **Directions:**

Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures.

Assessment Criteria

#### **Goals:**

Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

Yes   X        No       

#### **Outcome Measures:**

Are direct and indirect outcome measures identified for each goal?

Yes   X        No       

#### **Research:**

Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes  No

**Findings:**

Are research results analyzed and interpreted and findings determined?

Yes  No

**Review Process:**

Are findings discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes  No

If no, what are the proposed action steps to meet the Criteria?

**Proposed Actions:**

Are recommendations acted upon?

Yes  No

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

**Improvements:**

Have actions resulted in documented improvements in student learning or academic/ student services?

Yes  No

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

## Assessment Measures Inventory

**\*The matrix should contain all goals as they pertain to the CAR.**

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (Mark Internal, State-level [OACC, OBR, etc.], and/or National [Professional org., accrediting group, etc.] )
Goal 1: Industry cost standards – mark up percentage	Yes	Yes	National
Goal 1: Cost savings analysis of various modes of materials (e-books, new/used, rental)	Yes	Yes	Internal
Goal 2: Faculty survey (NACS)	Yes	NA	National
Goal 2: Faculty focus groups	Yes	NA	Internal
Goal 3: Board of Trustees Annual Report	Yes	NA	Internal
Goal 4: ACT Student Opinion Survey	No	Yes	National
Goal 4: Faculty survey (NACS)	Yes	Yes	National
Goal 4: Focus group feedback (students)	Yes	NA	Internal

### Criterion 3.0: Assessment Results Report

#### Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic, student service, or learning goals of the Program/Department.

A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a three-year cycle (two years of assessment and one year of implementation).

#### Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed.

Provide a brief summary of baseline data collected by the Program/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review).

Provide a brief summary of any proposed actions for the next term/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

**Goal 1:** To provide students with cost effective options for course material requirements

Outcome Measure 1: Industry cost standards – mark up percentage

Terms of Assessment: Fall  Spring  Annual

**Findings:** In the past the Stark State College Store has used a mark-up percentage that is less than industry standards. During this cycle year period the staff has used a more aggressive purchasing process that allows them to buy at a lower cost and pass these savings on to the students. The trend for institutional bookstores is to monitor prices with an emphasis on being competitive with online textbook sellers. The challenge is to verify the comparison due to many online businesses selling subpar editions of the textbook. The VERBA software has a tool available to us that helps us to price more competitively. We are now able to use a market-based mark-up for textbooks instead of a fixed percentage.

**Review Committee/Review Process:** Textbook mark-up is reviewed annually with the College Store staff and the Vice President for Business and Finance.

**Improvements:** Mark-up is the key proponent to making sure that the students are paying fair prices for their course materials. We use VERBA to help us to analyze individual textbook prices so that the retail prices can be better aligned with market pricing. Staff will continue to use this software for maximum benefits along with continuation of analyzing buying strategies. The new Course Materials Buyer who began in January 2017 will be trained on all VERBA capabilities.

Outcome Measure 2: Cost savings analysis of various modes of materials (e-books, new/used, rental)

Terms of Assessment: Fall   X   Spring   X   Annual       

**Findings:** We work with publishing representatives and academic departments to make sure we have as many course material options as possible for students. In many cases there is an option for a lower cost access code that will allow the student an electronic version of the textbook. We have also been able to continue our rental program that gives students the opportunity to save by renting certain textbooks. We have been able to expand our offering of used textbooks with the addition of non-traditional sourcing.

**Review Committee/Review Process:** The staff meets to discuss the start-up of the semester and the results of the various course material options for students.

**Improvements:** We will continue to work with publishing representatives to expand the options available.

**Goal 2:** To support faculty in identifying and selecting appropriate course materials

Outcome Measure 1: Faculty survey (NACS)

Terms of Assessment: Fall   X   Spring        Annual       

**Findings:** A Faculty Satisfaction survey from the National Association of College Stores (NACS) was conducted in the fall of 2015. Faculty rated key factors regarding the College Store by their importance and satisfaction.

High levels of importance and satisfaction were found for items such as:

- Store support of institution academic mission
- Store support of students with course materials assistance
- Course materials available when classes start
- Helpful, friendly, and knowledgeable store personnel
- Convenient store hours

Lower levels of satisfaction were found for items:

- Communication of potential problems (e.g., out-of-stock)
- Competitive pricing
- Transparency of course materials price at campus store compared to other retailers
- Convenient process for submitting course material adoptions

These lower satisfaction items had improved from the previous survey conducted in 2013. While there was an improvement, it was still a disappointment to see they were rated at a lower level.

The new Course Materials Buyer has been trained on making communication a priority with faculty in order that we support them more effectively.

**Review Committee/Review Process:** The results were reviewed with College Store staff, Director of Institutional Research and Planning, and presented at academic division meetings.

**Improvements:** The College Store staff realizes the imperativeness of communicating with faculty regarding any textbook issue. This was made a priority throughout the staff. Our VERBA software provides us with the means to make our pricing more competitive. We have been trying to learn how to use this tool more efficiently. The new Course Materials Buyer who started in January 2017 is receiving specialized training on this tool. The VERBA software also provides the College Store with a way to be more transparent with textbook prices for students. The webpage listing created through this software shows students the course material information and provides them with information about other sources where they can also purchase. VERBA has also made it possible to begin a new online format for faculty to submit textbook adoption information. The new Course Materials Buyer implemented this process in spring 2017. Initial feedback was positive regarding the new user-friendly format.

Outcome Measure 2: Faculty focus groups

Terms of Assessment: Fall \_\_\_\_\_ Spring X Annual \_\_\_\_\_

**Findings:** The faculty survey given in fall of 2015 showed results that positively exceeded the results from the previous surveys in 2013 and 2011. It was determined that it would not be necessary to conduct a faculty focus group for this survey.

**Review Committee/Review Process:** NA

**Improvements:** NA

**Goal 3:** To support College operations through the general fund

Outcome Measure 1: Board of Trustees Annual Report

Terms of Assessment: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual X

**Findings:** The annual report shows that \$250,000 was transferred from the College Store to the general fund for fiscal years 14 – 15, 15 – 16, and 16 - 17. The overall College Store fund balance is used at the discretion of the Board of Trustees.

**Review Committee/Review Process:** Reviewed with the Vice President for Business and Finance and the Comptroller. Ongoing reviews throughout the year with the Director of Budget and the Comptroller.

**Improvements:** NA

**Goal 4:** To provide high-quality customer service to students, faculty, and staff

Outcome Measure 1: Noel-Levitz Student Opinion Survey

Terms of Assessment: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual  X

**Findings:** This survey included two items for the College Store. “Bookstore staff are helpful” was ranked by students as being important. It was rated as more important to them than the benchmark. On a 7.0 scale the importance to students was 6.28 compared to the benchmark of 6.09. The satisfaction rating showed that students are more satisfied with the helpfulness of bookstore staff than the benchmark. Students rated the satisfaction as 6.05 compared to the benchmark of 5.73. The mean difference of 0.32 translates into a difference statistically significant at the .001 level. This shows that the store exceeds the benchmark on helpfulness. The other item ranked was “availability of course materials in the College Store.” This item had an importance rating of 6.48 showing that this is important to students. The students gave this a 6.01 rating out of a 7.0 scale. This shows that students are generally satisfied that the College Store has the course materials for them when they need them.

**Review Committee/Review Process:** Reviewed with the Director of Institutional Research and Planning and the College Store staff.

**Improvements:** Staff continue to make effort to maintain these results.

Outcome Measure 2: 2017 Support Effectiveness Survey

Terms of Assessment: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual  X

**Findings:** Staff and faculty were surveyed on eight aspects of the effectiveness as a college department with the rest of the college. The following were results of the survey.

		Meets personally with you	Speaks by phone with you	Provides help when needed	Exhibits solid understanding of issues	Provides accurate, helpful information	Shows courtesy and respect	Demonstrates appropriate level of confidentiality	Responds in timely manner
<b>College Store GPA</b>	2013	3.69	3.67	3.61	3.37	3.43	3.66	3.59	3.46
	2015	3.58	3.56	3.6	3.34	3.41	3.61	3.62	3.48
	2017	3.7	3.72	3.71	3.5	3.57	3.75	3.72	3.69
<b>College Store Grade</b>	2013	A-	A-	A-	B+	B+	A-	A-	B+
	2015	A-	A-	A-	B+	B+	A-	A-	B+
	2017	A-	A-	A-	A-	A-	A	A-	A-

The College Store received very high scores for all eight items (3.5+), with each item scoring the highest across the three years of survey data. The College Store meets and maintains very high customer service standards.

**Review Committee/Review Process:** Reviewed with the Vice President for Business and Finance and the store staff.

**Improvements:** Staff continue to make effort to maintain these results.

Outcome Measure 3: Faculty survey (NACS)

Terms of Assessment: Fall   X   Spring \_\_\_\_\_ Annual \_\_\_\_\_

**Findings:** A Faculty Satisfaction survey from the National Association of College Stores (NACS) was conducted in the fall of 2015. Faculty rated key factors regarding the College Store by their importance and satisfaction. This was the third time this specific survey was conducted. It was previously given in 2011 and 2013. The survey results showed improvements in ratings on such aspects of the College Store as textbook availability, products, and store operations. The survey ranked areas by importance and satisfaction. The overall average satisfaction rating went from a 3.61 (5 point scale) in 2013 to 4.02 in 2015.

Improved levels of importance and satisfaction from the previous surveys were found for items such as:

- Course materials available when classes start
- Timely resolution of course material-related problems
- Store support of institution academic mission
- Store organization

**Review Committee/Review Process:** Reviewed with the Vice President for Business and Finance and the store staff.

**Improvements:**

Outcome Measure 4: Focus Groups (student)

Terms of Assessment: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual   X  

**Findings:** NA

The College Store did not conduct student focus groups given the high level of satisfaction reported through the Noel-Levitz survey (Outcome Measure 1). The satisfaction level of students will continue to be assessed and focus groups will be conducted on an as-needed basis in follow up to data gathered through survey instruments.

**Review Committee/Review Process:** NA

**Improvements:** NA

**Criterion 4.0 Program/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Program/Department.**

Yes	No	DNA		
X			4.1	Employee (full-time and part-time) credentials meet the program, college, state, and national accreditation requirements.
X			4.2	Annual Employee Performance Evaluations are on record in Human Resources.
X			4.3	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other professional works.
X			4.4	Employees are involved in the development of program/department initiatives that support the College Mission.

3. Additional Comments: (Please explain any “No” selections.)

NA

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Program/Department.

Evaluations are conducted yearly. It is an opportunity to go over duties and performance with each staff member. The evaluations are used as an opportunity to go over what each staff member did well and to also show appreciation as well as discuss goals for the future.

2. Describe how professional development benefits the program.

Professional development is possible through the trade association memberships on a yearly basis. Due to the expenses of these meetings and seminars, the budget does not permit everyone to be able to take advantage of these opportunities. Staff are sent when possible.

3. Describe how employees are involved in the development of program/department initiatives that support the College Mission.

We meet as a department on a regular basis to discuss what is going on in the college and how we can support the college better. College Store staff meet individually with faculty and staff for specific products or textbooks as needed. We create special orders as needed for individual departments.

**Criterion 5.0 Program/Department is responsive to changes in current technology and has adequate resources.**

Yes	No	DNA		
X			<b>5.1</b>	Program/Department changes are consistent with technological and scientific advances, and Program/Department content incorporates new developments in the field.
X			<b>5.2</b>	Employees work with supervisors to ensure adequate and current resources available for the Program/Department.
X			<b>5.3</b>	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any “No” selections.)

NA

Reflective Narrative Questions:

1. Explain the changing conditions within the field.

The trend for e-books has been slow to reach Stark State. We have been watching this trend closely through this assessment period. There has yet to be a big demand among our students for e-books instead of physical textbooks. Wherever it is available, we bring in the digital textbook as a lower cost option for students. We work with our publishing and wholesaler representatives to take advantage of bringing in as many options for students that are available.

2. How are these changing conditions addressed within the Program/Department?

We work with publishers to have e-books as a choice wherever available. Many publishers include a technology code for access to online homework or study aids. We still see a bigger demand for physical books wrapped with the codes than for just the codes alone. We work with faculty to discuss these options and what they think will best serve their students.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.

We are fortunate to have a good relationship with Robin Garver-Geller, Network Systems Analyst. She has learned our proprietary software and has worked personally with their technical staff. Robin has made herself available to us whenever we have any software issue. She also keeps her schedule open for us whenever a system or software update is necessary.

## Component IV

### Recommendations and Executive Summary

**Based on the results of this current CAR,** list your strengths, areas of improvement, opportunities, threats, and recommendations.

Program/Department: College Store

Strengths:

- Communication with faculty
- Webpage and online ordering site

Areas of improvement:

- Marketing of what store has to offer to college community

Opportunities:

- Create a Pitch Book based on the information presented here to show value to the institution.
- Expand operation at Akron location
- Form a Textbook Affordability Committee composed of both faculty and staff

Threats:

- Legislative proposals and actions are frequently planned to affect textbook affordability.
- Ohio Legislature
- Federal Legislature

**Priority Recommendations:** *(For each area listed below, please number all recommendations as they will be prioritized on the [Summary Work Plan - Appendix A](#). Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

**Additional Information.** On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations.