



Co-curricular Assessment Report

Office/Department Name: College Store

Year of CAR Completion: 2020-21

CAR Cycle: 2018-19 through 2020-21

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 Office/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.***

Office/Department: College Store

Strengths:

- Communication with faculty
- Webpage and online ordering site

Weaknesses:

- 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 the Akron location
- Form a Textbook Affordability Committee composed of both faculty and staff

Threats:

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

Progress to Date:

In the past three years we have continued to work hard on our relationship with our major stakeholders: Students, Faculty, and Staff.

The College Store, as an auxiliary enterprise of the college, is expected to provide to the general fund after expenses are paid. We work hard to operate efficiently. The revenue is a direct result of enrollment and this three-year period has been a tremendous challenge. Toward the end of this assessment period was the COVID year where everything was atypical and difficult to plan around. During this time period the college transitioned all classes to online, and students and employees were not on campus. This transition resulted in reduced business activity for many months. The online site was available for any business that could take place.

COVID has been a challenge to the College Store business but the trend in declining enrollment has had an even larger negative impact on revenues for the store. Marketing the store is an ongoing challenge. There is a Facebook page for each store (main campus College Store and Akron campus College Store) and both have a small number of followers. The Facebook pages

have been the only specific social media that the College Store has engaged in due to the college's Marketing department being directed to communicate with the college and community. Direct marketing for the College Store is almost non-existent since enrollment and student engagement are the priorities for the college.

At the beginning of this period we established the Akron College Store at the Perkins campus and it has had a positive effect on overall business. The central location of the store in the single building makes for better exposure and students visit that store more often than at main campus. The lower level storage room was finished during this period and serves as a pick-up area for online textbook orders.

The Textbook Affordability Committee was formed with members from a cross section of the college including faculty and staff. Meetings were held approximately twice a semester. The committee discussed and named the inclusive access program for the college: Instant Access.

Although textbook affordability will remain a challenge to the College Store the larger threat to the success of the Store during this report period is declining enrollment. Declining enrollment is an unfortunate danger, as the numbers have a direct effect on declining sales.

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 outcomes? (Please be specific.)

The new store at the Akron Perkins campus was designed to utilize the small space by maximizing floor and wall space for displaying and housing merchandise. The location and ambiance of the space became a good advantage for the business. The full-time employee was trained by the Business Office to process Cashier payments. This brings more students into the store and creates better awareness of what the store has to offer.

The Textbook Affordability Committee was formed which helped to formalize the discussion of course material options and what works best for students. This provided more awareness of course material options and the opportunity to discuss what is best for our students.

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

The online site was expanded to contain more non-course material offerings. Due to the COVID year the increased offering was necessary as there were no students and few employees in the college buildings.

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission: The mission of the Stark State College Store 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.

Vision: NA

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

*Goals should align with current SSC Strategic Plan.

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

Criterion 2.0 Longitudinal Data

1.) What longitudinal data has your Office/Department collected during this CAR term?

The College Store tracks mark up % every term, specifically looking at where cost savings to students can be offered. The addition of eBooks and other low-cost options impacts the margin greatly and save students on course material costs. We also track student satisfaction and employee satisfaction longitudinally.

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

The data is used to monitor any concerns about satisfaction with all stake holders. It is also used to monitor profitability.

Criterion 3.0 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: Textbook Affordability Committee	NA	NA	NA
Goal 3: Board of Trustees Annual Report	Yes	NA	Internal
Goal 4: NACS Annual Meeting & CAMEX meeting	NA	NA	NA
Goal 4: Noel-Levitz SSI (#62, #74)	Yes	Yes	National
Goal 4: Support Effectiveness Survey (faculty and staff)	Yes	Yes	Internal
Goal 4: Textbook Affordability Committee	NA	NA	NA
Goal 4: Student College Store Satisfaction survey	No	NA	Internal

Criterion 4.0: Assessment Results Report

Office/Department Name: College Store
Individual Completing Report: Kathy Feichter
Individual(s) Reviewing Report: Tom Chiappini, Peter Trumpower
Date: 5/31/2021

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 Office/Department.

A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Offices/Departments meeting effective assessment standards will be required to submit an assessment report on a three-year cycle.

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 Office/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: For many years the Stark State College Store has used a mark-up percentage that is less than industry standards. During this cycle year period the staff continued to use a more aggressive purchasing process that allows them to buy at a lower cost and pass these savings on to students. The trend for institutional bookstores is to monitor prices with an emphasis on being competitive with online textbook sellers. The challenge is to be in a position where we are able to offer quality books in more timely manner than the online businesses where the buyer waits and may receive subpar editions of the same textbook. Our VERBA software has a tool available

to us that helps us 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.

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. Our new Course Materials Buyer has been able to master the use of all the 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 continue to try to offer options to our students for their course materials. We work with publishing representatives and academic departments to find those course material options for our students. In many cases there is an option for a lower cost eBook. This is a popular option for those students who truly need lower costs. We have also been able to continue our rental program which 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. During this period the biggest impact for cost savings to students was created by the Instant Access program. This complete digital format provides students with an eBook and homework solution software at a low cost. We did a pilot with one course in the summer semester of 2018. In the first three semesters of this course using the Instant Access course material there were 200 students who realized \$17,600 in overall cost savings. There were eight additional courses added to the Instant Access program in the Summer semester of 2019. By Spring semester of 2020 there were 13 courses using Instant Access. The chart shows total savings realized by the use of Instant Access.

Course	Enrollment	Previous cost	Current IA cost	Savings per book	Savings per course	
CHM 121	63	\$ 200.00	\$ 61.18	\$ 138.82	\$ 8,745.66	
IDS 101	26	\$ 146.00	\$ 27.05	\$ 118.95	\$ 3,092.70	
IDS 102	126	\$ 145.00	\$ 27.05	\$ 117.95	\$ 14,861.70	
IDS 102 Focus on Health	23	\$ 55.00	\$ 21.09	\$ 33.91	\$ 779.93	
MTH 091, 092, 093, 094			\$ 93.50		\$ -	
MTH 108	146	\$ 171.00	\$ 65.88	\$ 105.12	\$ 15,347.52	
MTH 124	652	\$ 179.50	\$ 65.88	\$ 113.62	\$ 74,080.24	
MTH 125	254	\$ 171.00	\$ 65.88	\$ 105.12	\$ 26,700.48	
MTH 135	80	\$ 171.00	\$ 65.88	\$ 105.12	\$ 8,409.60	
PHY 101	47	\$ 201.00	\$ 76.00	\$ 125.00	\$ 5,875.00	
PHY 105	101	\$ 148.00	\$ 61.18	\$ 86.82	\$ 8,768.82	
SOC 225	620	\$ 100.00	\$ 27.05	\$ 72.95	\$ 45,229.00	
SSC 101	877	\$ 96.00	\$ 44.00	\$ 52.00	\$ 45,604.00	
	3015	\$ 148.63	\$ 53.97	\$ 97.95	\$ 257,494.65	total savings
				ave savings per course in \$		
			66%	ave savings per course as a pct.		

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 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: Textbook Affordability Committee

Terms of Assessment: Fall Spring Annual

Findings:

The discussions during this assessment period mostly centered on two topics: publisher inclusive access programs which the committee branded as Stark State Instant Access; and OER (Open Educational Resources). Both are growing in popularity across the country and offer major cost savings to students. There were good discussions about traditional textbooks vs. digital course material, especially with a two-year college student. A Faculty Checklist was developed for the adoption of Instant Access since there are many steps in the implementation of that as the course material for any course.

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

Improvements: We continue to work directly with Department Chairs and Coordinators to identify what is available to them.

Goal 3: To support College operations through the general fund

Outcome Measure 1: Board of Trustees Annual Report

Terms of Assessment: Fall Spring Annual

Findings: The College Store has seen declining revenue due to the increased use of OER and Instant Access course materials as well as the declining enrollment trend. The contribution to the College's general fund as decreased to zero at the end of this assessment period. The College Store as a department is expanding the services that are offered to the college and also students. This will be the primary objective going forward to diversify and expand services to show value to the department. At the end of this assessment period the College Store was actively serving as a Cashier for the Business Office at main campus.

Review Committee/Review Process: Reviewed with the Vice President for Business, Finance, and Information Technology 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: NACS (National Association of College Stores) Annual Meeting & Camex tradeshow; OACS (Ohio Association of College Stores) meetings

Terms of Assessment: Fall _____ Spring _____ Annual X

Findings: Getting together with colleagues from across the country or state is invaluable for gaining knowledge and ideas on how to improve everything. There are sessions scheduled at the meetings on every aspect of the business and participants can select the sessions that are most desirable to them. The budget has not been good for being able to attend the NACS meeting and Camex tradeshow since it involves travel expenses. Due to a Board of Trustees award the Director was able to attend the NACS meeting in February, 2020. The experience was greatly appreciated and timely as there is much change in the College Store industry. She was able to attend sessions regarding how to provide good customer service in a time where students are using online ordering more than buying in person. The best benefit of attending these conferences is the networking. Talking to other College Store personnel who are able to share ideas of what works and what doesn't work is a great learning experience. It is also beneficial to be able to talk to vendors at the trade show who discuss some employee motivation ideas. Motivated and happy employees are better able to provide better customer service.

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

Improvements: NA

Outcome Measure 2: Noel-Levitz Student Opinion Survey (#62, #74)

Terms of Assessment: Fall _____ Spring _____ Annual X

Findings:

The Noel-Levitz SSI is conducted every three years and is sent to the entire student body. The Survey is norm-referenced and SSC results are compared to the Midwest Community Colleges norm group (campus specific items are not norm-referenced). There is one norm-referenced item and one campus specific item.

2020 v. 2017 Importance and Satisfaction

Item #	Item	2017 Satisfaction	2017 Gap	2020-2017 Satisfaction	2020 Importance	2020 Satisfaction	2020 Gap	2017 Importance
62	Bookstore staff are helpful.	73%	10%	7%	84%	80%	4%	83%
74	Campus item: Availability of course materials in the College Store	73%	14%	7%	88%	80%	8%	87%

Fall 2020 Stark State Noel-Levitz SSI Results v. Midwestern User Norms

Strength And Challenge	Item	2020 Importance	2020 Satisfaction	2020 Gap	2020 Importance	2020 Satisfaction	2020 Gap	SSC-Norm Satisfaction Difference ***
Neither	# 62 Bookstore staff are helpful.	6.41	6.29	0.12	6.18	5.91	0.27	0.38

Statistical Significance (★★★ = .001)

Note that for items #62, SSC satisfaction ratings higher than the Midwest user norm and the difference was statistically significant (p = 0.001). This means that our students were more satisfied with College Store staff than students at other Midwest community colleges.

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

Improvements: Student satisfaction improved by 11-15% and the gap between students’ rating of the Importance of the item and their satisfaction remained in single digits.

Outcome Measure 3: 2020 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
College Store GPA	2017	3.70	3.72	3.71	3.50	3.57	3.75	3.72	3.69
	2019	3.78	3.67	3.65	3.55	3.61	3.69	3.69	3.62
	2021	3.75	3.72	3.82	3.78	3.70	3.79	3.83	3.63
College Store Grade	2017	A-	A-	A-	A-	A-	A	A-	A-
	2019	A	A-	A-	A-	A-	A-	A-	A-
	2021	A	A-	A	A	A-	A	A	A-

The College Store received very high scores for all eight items (3.5+) across all three surveys. The College Store meets and maintains very high customer service standards.

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

Improvements: While the College Store scored very high across all of the items, we are always focused on improving service. Across the three surveys, scores for Provides help when needed, Exhibits solid understanding of issues, and Provides accurate, helpful information improved each survey.

Outcome Measure 4: Textbook Affordability Committee

Terms of Assessment: Fall X Spring X Annual

Findings:

The Textbook Affordability Committee was well received by the Executive Council as well as the starting members. The members consist of both faculty and staff (see below). The goal was to meet twice a semester, which we were almost able to do until COVID. The major topics of discussion during this assessment period were Instant Access and OER. The members were able to help the College Store with communication to students and details supporting both options. The Faculty Checklist for selecting and implementing Instant Access for any course was created and vetted by the members.

Committee Members:

Arts & Sciences: Wendi Keller, Beth Williams, Claudia Barr, Marie Glossen, Christina Hunt, Daysha Lawrence, Elizabeth Modarelli, Rebecca Moden, Bradley Palmer, Linda Remark, Thomas Shearer, Caryl Tickner, Jim Treacle, Teresa Wisvari
Business & IT: Chip Gerstenslager, Glenn Goe, Jonathan Mitchell
Engineering: Mike Conway, Eric Loew
Health & Public Services: Diane Laskey, Verlinda Bennett, Heather Gasaway, Bonnie Stich, Angela Smith-Alder, Kristine Deeken
Student Success: Marcia Addison, Kathy Bernstein, Jessica Aubley
Financial Aid: Drew Felberg, Bridgett Lallathin
College Store: Kathy Feichter, Adam Haynam

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

Improvements: The number of courses making Instant Access or OER the required course material increased over this period. The publisher reps appreciated the thoughtful approach taken by the College for making decisions.

Outcome Measure 4: College Store Student Satisfaction Survey

Terms of Assessment: Fall Spring X Annual

Findings: The survey was conducted for the first time Spring 2021. Over 200 students responded to the survey. Some highlights of the survey include:

- 71% of respondents prefer to shop in-person;
- Most respondents thought that the online ordering process was easy;
- 87% of respondents rated customer service A or B;
- 95% of respondents found employees to be helpful;
- 94% of respondents were satisfied with the selection of products in the Store;

- 79% of respondents prefer physical books;
- 91% of respondents graded their overall experience A or B.

In addition to the ratings, respondents were provided an opportunity to provide narrative detail as a follow-up to low ratings or for product suggestions. Sporadic customer service issues were noted and were shared with staff.

Review Committee/Review Process: The results of the survey were reviewed with the Director of Institutional Research, Planning, and Assessment and College Store staff.

Improvements: New survey is recommended.

Criterion 5.0 Office/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Office/Department.

Yes	No	DNA		
X			5.1	Employee (full-time and part-time) credentials meet college requirements.
X			5.2	Annual Employee Performance Evaluations are on record in Human Resources.
X			5.3	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other professional works.
X			5.4	Employees are involved in the development of 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 Office/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 review the strengths of each staff member, show appreciation, and discuss goals for the future.

2. Describe how professional development benefits the Office/Department.

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. The COVID year provided more Zoom meeting environments for professional development that was easier to participate in at no cost but did not necessarily provide meaningful content.

3. Describe how employees are involved in the development of 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. The College Store staff meet individually with faculty and staff for specific products or textbooks and create special orders as needed for individual departments.

Criterion 6.0 The Office/Department is responsive to changes in current technology and has adequate resources.

Yes	No	DNA		
X			6.1	Office/Department changes are consistent with technological and scientific advances, and Office/Department content incorporates new developments in the field.
X			6.2	Employees work with supervisors to ensure adequate and current resources available to provide services.
X			6.3	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.

There is a growing interest now in the digital textbooks/homework solutions. When the college transitioned to online classes during the COVID shutdown there was a realistic need for more digital solutions for students doing their work from home. The publishers have pushed for all online formats which is how the inclusive access (Instant Access) was created.

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

We work with the academic areas and eStarkState to set up the Instant Access for each course.

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

We are supported by several specific Help Desk employees who have learned about our system and software and are designated to help us with any issues. We have a good relationship with these employees and communicate frequently with them. We also work directly with Robin Garver-Geller to have any updates to the software implemented

Component IV

Recommendations and Executive Summary

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

Office/Department: College Store

Strengths:

- Flexible and available staff to support other areas of the college
- Relationship with faculty and collection of course material adoptions
- Textbook Affordability Committee

Weaknesses:

- Communicating the value of the store to the college community
- Generating foot traffic in the store

Opportunities:

- Provide more services that support students and college community
- Use our online platform to promote more Stark State branded items for sale

Threats:

- Declining enrollments
- Increased usage of OER materials

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.)*

1. Communication the value of the store to the college community
2. Generating foot traffic in the store
3. Diversify product and service mix to attract and retain customer
4. Increased use of online platform to promote non-textbook items

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.

See Appendix B Instant Access Faculty checklist