

# THE OWL BOOKSHOP



Non-Instructional Program Review

FALL 2009



# **THE OWL BOOKSHOP Non-Instructional Program Review**

**Fall 2009**

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# OWL BOOKSHOP PROGRAM REVIEW

## I. INTRODUCTION

The Owl Bookshop is an institutionally owned retail establishment operated by the Associated Students of Citrus College as a service to students, staff, management, faculty, alumni, and the district community with the purpose of making available educational materials and support items. The Owl Bookshop, located in the center of campus adjacent to the Ross Handy Campus Center operates five days a week. The Owl Bookshop is closed on weekends, school holidays and Fridays during the summer. Operating hours are extended the first week of spring and fall semesters to accommodate students' needs during rush periods. Profits from operations are used to fund staffing, activities, grants, scholarships, equipment purchases, and campus improvements.

The Owl Bookshop provides a local resource for required and recommended textbooks and supplies for all classes offered by Citrus College. In fiscal year 2007-2008, textbooks made up 83% in overall sales at the Owl Bookshop through store, on-line web portal, and scholarship/aid programs. The [www.owlbookshop.com](http://www.owlbookshop.com) website makes it possible for students to order their textbooks on-line with the option of orders sent by UPS or available for pick up at a special "pick-up" window on the north side of the bookstore. The site makes it possible for the Owl Bookshop to serve distance education students and offer the option for students to avoid long lines at the beginning of the semester.

The Owl Bookshop also provides: needed department supplies, greeting cards and gifts, snacks and drinks, sundries, computer hardware and software, imprinted clothing and gifts, telephone cards, study aids, trade books, art supplies, copy/fax/shipping and vending services, decorations and marketing items for campus events and donations to community groups.

The mission of Citrus College is to deliver high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. Citrus College is dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement. The Owl Bookshop supports this objective by providing the tools necessary for learning excellence and properly training student workers to be successful entrepreneurs and/or employees.

The objective of Citrus College is to provide a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development. The Owl Bookshop supports this objective by providing tools necessary for learning excellence, an inviting place to shop, safely spend time between classes, premier customer service, and individual assistance to customers with disabilities. Services are provided to the entire campus and local community.

## A. Objectives

1. To support the mission and vision of Citrus College by contributing to the academic success of students and to the overall quality of life at Citrus College.
2. To promote textbook affordability through effective communication with students, staff and faculty as well as using Legislative directive to guide textbook policy change.
3. To render outstanding service to the entire college and local community, not only through the wide range of goods and services it makes available, but also by providing support to a broad range of campus programs and organizations through its annual dividend to the Associated Students.
4. To meet the various opportunities for change by identifying and implementing productive innovations including, but not limited to, those of a technological nature. This analytical approach to the constantly changing environment will enable the bookshop to maintain both competitive pricing and premium customer service.
5. To be a dynamic and rewarding place to work. Store employees will be supportive of each other and of the store's values. They will personify ethical conduct and professionalism.
6. To encourage staff members to be in leadership roles in many of the college's committees. This involvement will not only provide store employees with the opportunity to enhance their leadership skills and techniques, but also with the opportunity to model these same behaviors for other members of the campus community.
7. To encourage staff to have a strong commitment to creating the store's future, not merely allowing it to occur. This will be demonstrated by an ongoing program of student learning outcomes.

## B. Staffing

The Bookstore relies on classified, on-call, and student staff to insure an effective operation and to provide premium customer service. Rush periods require substantially more student and on-call resources. Rush periods include the two to three weeks before and after the first day of spring and fall semester and a week before and after the first day of summer and winter sessions.

- 1 full time Bookstore Supervisor
- 1 full time Operations Coordinator
- 1 full time On-line Coordinator
- 1 full time Textbook Coordinator
- 1 full time Evening Coordinator
- 1 full time Shipping/Receiving Clerk
- 1 part time 49% Assistant Textbook Coordinator
- 1 on-call Shipping/Receiving Assistant
- 1 on-call Administrative Secretary
- 2 on-call Student Services Assistants
- 20 – 50 Student Workers

### C. Credentials

The bookstore team is the most valuable resource and is responsible for its success. It is imperative that the bookstore team maintains and acquires knowledge of the college bookstore industry and that quality customer service is provided. Continued staff development is critical for a knowledgeable, trained staff. There are excellent resources available for staff development directly targeted for the college bookstore industry at the state and national level. Bookstore team members are encouraged to attend national and/or regional annual meetings on a rotating schedule as budget permits. Regular scheduled team meetings are held to maintain open communication, establish timelines for the bookstore master calendar, verify status of goals/objectives, review events, and brainstorm planning.

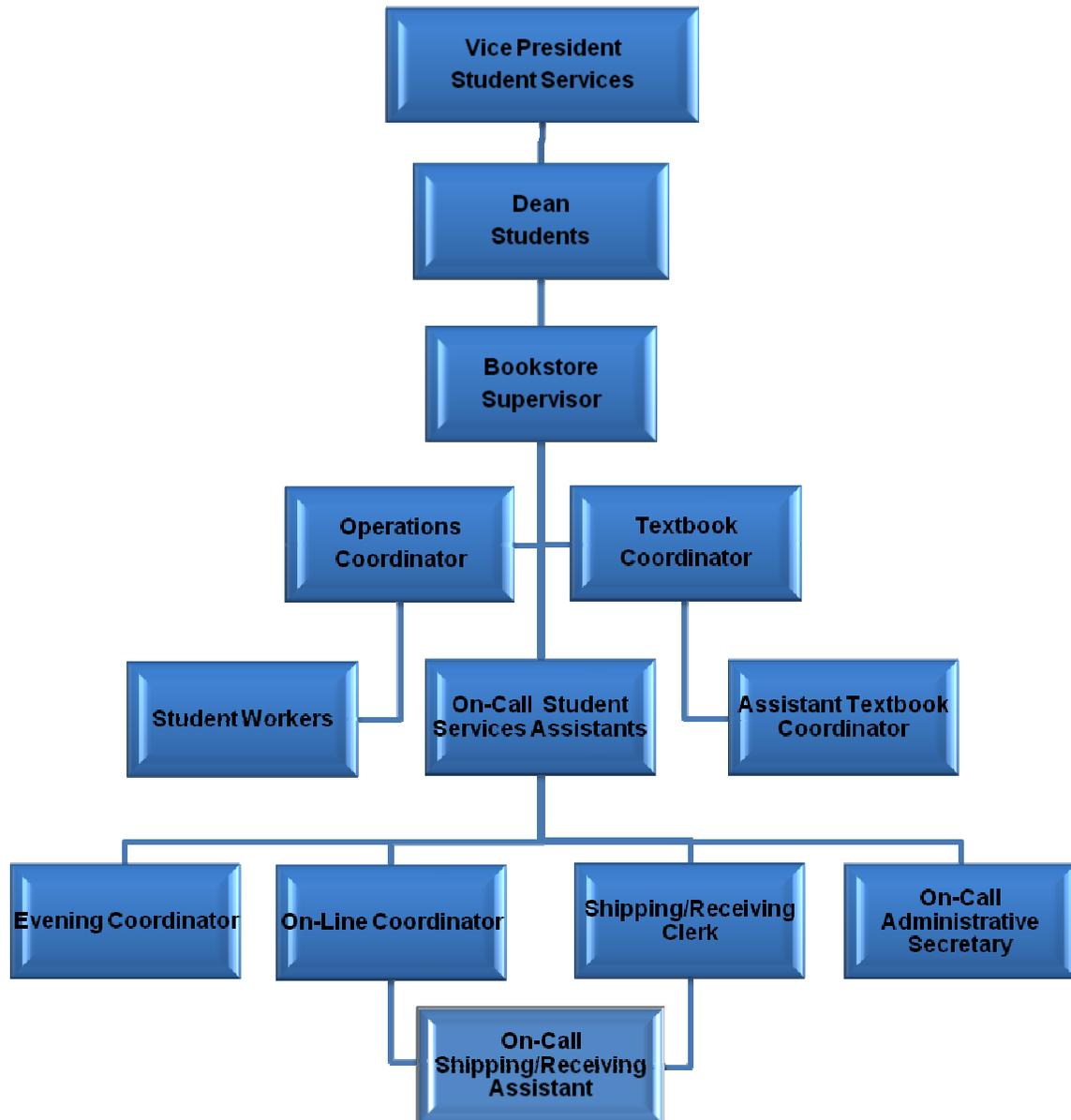
The bookstore team is able to continuously change operations to better fit the changing dynamics of student educational needs and wants through:

- Ability to provide excellent customer service.
- Knowledge of the college bookstore industry and retail operations.
- Knowledge of and ability to process financial aid programs, purchases and comply with policies.
- Knowledge of and ability to perform income based accounting principles and financial management for a retail operation.
- Knowledge of and ability to perform warehousing, shipping & receiving procedures.
- Knowledge of and the ability to perform purchasing procedures, merchandising, and sales projections.
- Knowledge of and the ability to implement inventory controls.
- Cross-training to ensure efficient operations during sickness and/or vacations.

### D. Diversity

<b>Ethnicity</b>	<b>Bookstore (2007-2008)</b>	<b>Campus (2007-2008)</b>
African-American Non-Hispanic	6%	5.4%
American Indian/Alaskan Native	3%	0.7%
Asian	8%	7.6%
Filipino	3%	3.0%
Hispanic	54%	41.0%
Other Non-White	0%	2.1%
Pacific Islander	0%	0.6%
Unknown	0%	8.2%
White Non-Hispanic	26%	31.4%

## E. Organizational chart



## F. Progress made on prior program review recommendations

### 1. The committee recommends that the program explore ways to communicate to students regarding costs and profits of text sales.

In compliance with fiscal transparency and to communicate to students the cost of profit of textbooks, information is published in the class schedule, catalogue, newspaper, refund policy, and in the store. The following statement is used to communicate to students: “profits from bookstore operations are used to fund staffing, activities, grants, scholarships, equipment purchases, and campus improvements” shortly after the last program review. The Academic Senate Textbook Committee continues to meet as needed. The bookstore sent out surveys to the campus community, and the Associated Students of Citrus College formed a Textbook Taskforce in fall 2008 to improve communication and understanding of the textbook process and find affordable alternatives to new textbooks.

To better network and gather new information on textbook affordability, the bookstore supervisor became the Citrus College representative for the Community College Consortium for Open Educational Resources (CCCOER) in 2008 and began to serve on the Community College Committee of the California Association of College Stores (CACS) board in 2007. The Bookstore continues to make textbook affordability a top priority.

### 2. The committee recommends that the program improve promotion of the book buyback and refund policy.

The bookstore has partnered with Follett to review and improve textbook buyback. The bookstore added a second location on campus near the Art Center but due to technical limitations, the decision was made to purchase a tent with the help of Follett and place buyback in a more visible outdoor location at the west end of the bookstore. An additional location at the new west satellite in the new Student Services Building will be added in 2011 and in 2014 an east satellite location near Cosmetology. Besides placing posters on campus, the bookstore has added flag and lawn signs and added buyback dates and times in their full page ad in the Clarion and on the Owl Bookshop website.

The Refund policy is now located on the website and full page colored sheets are stapled with the receipt during rush periods. A shorter policy will be printed on the back of the cash register receipts in the spring of 2010.

### 3. The committee recommends that the program communicate with faculty and instructional deans about the consequences to students of the new options being offered by publishers. The options often reduce the ability of the bookshop to sell used texts.

The bookstore supervisor and textbook coordinator continue to attend faculty senate, deans, and textbook committee meetings and individually meet with the vice president of instruction, deans, and faculty. Continued communication is critical to inform deans and faculty about the consequences to students of adoption decisions made each semester. Round table meetings were held from fall 2008 through spring 2009 to facilitate the creation of a new textbook adoption policy which included textbook affordability language. ([See Appendix A](#))

**4. The committee recommends that the program review their hours of operation and consider staying open late on Friday afternoons.**

At the time of the last program review, the hours of operations on Fridays were 7:30 a.m. to 2:00 p.m. The hours were extended to 7:30 am to 5:00 pm as a result of the recommendation. With the implementation of the new shorter semester schedule, the bookstore changed Friday hours to 8:00 a.m. to 4:00 p.m., and is now closed on Fridays during the summer session.

**5. The committee recommends that the program work to get the class schedule earlier to allow more turnaround time for text requests.**

The bookstore held meetings with key faculty, deans, Vice President of Academic Affairs, TeC Services, and student groups from 2007 to 2009. In early 2008, the bookstore connected to the campus network to gain more accurate information of class enrollment and TeC Services began to send early versions of the class schedule to the textbook coordinator. In spring 2009, the Textbook Adoption Policy was revised, and a plan put into place to digitize the current adoption process and have textbook information available on the posted class schedule by July 2010.

## II. INTEGRATION AND COORDINATION WITH OTHER PROGRAMS

### A. How does this program coordinate with the other Student Services programs on campus?

The bookstore program coordinates with other student services programs through the adoption process, program textbook aid, and department purchase orders. The bookstore team works closely with instructional departments to ensure an exchange of information through the entire book adoption process, attending faculty senate and deans, and textbook committee meetings throughout the year. The bookstore team coordinates with Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Veterans, Department of REHAB, Los Angeles County Children Services and Disabled Student Programs & Services (DSP&S) to provide textbooks for students. The bookstore team maintains and coordinates ordering of supplies for 82 departments and programs on campus through open purchase orders. In addition to student services, the bookstore coordinates with the Foundation, outside groups, President's Office and Board of Trustees to provide marketing materials, event décor, and office supply needs.

### B. How does this program work with research and TeC Services?

The bookstore program works with the Director of Institutional Research who assisted with the development of survey questions for focus groups and SLO assessment. A workshop was held to train focus group facilitators on how to facilitate a focus group. Questions were developed, do's and don'ts were reviewed, categorization of data collected, and summarization of findings were all produced under supervision of the Director of Institutional Research. Tec Services is critical in maintaining computer systems and collaborating with Sequoia retail services in maintaining the Point of Sale system.

### C. How is this program integrated with student equity and strategic planning?

The bookstore program is integrated with student equity through the support of diverse product options which is sensitive to our culturally diverse student population including Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Veterans, Department of REHAB, Los Angeles County Children Services and Disabled Student Programs & Services (DSP&S). The bookstore program is integrated with strategic planning through the continued involvement in Student Learning Outcomes with the assistance of the Student Learning Outcomes and Assessment Coordinator. Data gathered from focus groups and student surveys are also part of strategic planning. Planning also includes attendance at the annual Student Services Planning retreat where annual goals are presented and discussed and holding regularly scheduled bookstore team meetings.

The bookstore participates in meeting the goals of the student equity and strategic planning by providing students with the tools they need to assist them with their educational goals. For example;

- **Student Success:** The Bookstore directly supports students through providing the tools for learning excellence consisting of textbooks, study aids, course supplies, and healthy snacks.

- **Student Learning Outcomes (SLOs) and Assessment:** The Bookstore is involved with the institution in developing and assessing SLOs to better understand the needs of student customers.
- **Fiscal Transparency:** The Bookstore works closely with Fiscal Services to assure fiscal transparency through the annual budget process.
- **Communication:** The Bookstore provides a variety of forms of communication with students and the community. For example, the bookstore website provides required textbook information for course offerings, informational packets sent to departments, and a full page ad is placed in the Clarion. Regular discussions take place with bookstore staff, Associated Students of Citrus College (ASCC), Student Services Committee (SSC), the Textbook Affordability Task Force, and the Academic Senate Textbook Committee.

### III. PROGRAM SELF-EVALUATION

**Accreditation Standard IIB states the following: “The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services addresses the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of the services.”**

The bookstore program assessed the opinions of faculty, administrators, staff, students and the bookstore team to ensure that it is providing an acceptable level of service. The opinions were gathered from surveys used during the student learning outcome process, ASCC focus groups, and regularly scheduled bookstore team meetings. The surveys measured the refund process, the availability of textbooks by the first day of class, and customer levels of satisfaction regarding bookstore facilities, personnel, merchandise, operations, and policies. The textbook affordability focus groups were facilitated by the Associated Students of Citrus College. The surveys, ASCC focus groups, and bookstore team meetings were reviewed for workable suggestions, and then implemented to improve service.

#### **A. Access**

##### **1. How accessible is the program?**

###### **a. Compare demographic data from the college to the program, including ethnicity, gender, age, students with disabilities.**

The bookstore program is available to everyone. All Citrus College demographics are served with focused outreach to International Students, Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Veterans, Department of REHAB, Los Angeles County Children Services and Disabled Student Programs & Services (DSP&S) students.

There is no current tracking mechanism in place to identify whether or not the student population is truly represented but based on transaction sales data, one can determine that the bookstore is serving the majority of the student population. While student IDs are added to the receipt during the rush sales process, there is no direct connection to Banner for detailed reports. The actual number of students served is also difficult to determine as there is no differentiation between students, staff, faculty and campus guests done at the registers, and vending machines.

###### **b. How effective is this program in enabling success for underprepared and underrepresented students?**

The bookstore program assists underprepared and underrepresented students procure textbooks and/or supplemental materials by working with programs such as Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), and Disabled Student Programs & Services (DSP&S) students. Textbook affordability is

a key factor to accessibility. Alternatives to the categorical programs include various scholarships such as Readers to Leaders, Bright Futures, and assorted foundation scholarships, used books, buyback, working with the Veterans, Department of REHAB, and Los Angeles County Children Services.

## **B. Success**

### **1. How well does this program help students complete their educational goals?**

The bookstore program provides required and optional textbooks, course packs, study aids, and required supplies needed to complete each course. These tools enable students to achieve learning excellence and complete their educational goals. The bookstore works closely with instruction to provide the necessary textbooks for courses to meet articulation requirements.

## **C. Student Learning Outcomes.**

### **1. Describe your progress in the development and implementation of Program Student Learning Outcomes.**

The bookstore program has completed three SLO cycles. The first and second SLO cycles focused on the availability and the correct procurement of textbooks. Students, with the assistance of bookstore staff, should receive correct course textbooks and supplemental materials. Bookstore staff surveyed students during the spring 2007 & 2008 refund period to identify reasons why a textbook was being returned.

The bookstore team works cooperatively with academic affairs and faculty to ensure, to the degree possible, that textbooks and supplemental materials for every class are available to students on the first day of each semester. The bookstore team verified the availability of required textbooks and supplemental materials in numbers sufficient to meet the projected need for each course selection and noted which books were not on the shelf by the first day of class.

For the third SLO cycle the bookstore assessed the opinions of its clientele in fall 2008 to ensure that it was providing an acceptable level of service as measured through bookstore facilities, personnel, merchandise, operations, and policies. Below are improvements made based on the survey results:

- Increased stock availability of textbooks.
- Increased selection of general and reference books.
- Reduced pricing of several textbooks.
- Reduced pricing of non-textbook items.
- Reduced check-out time at beginning of term.
- Improved out of stock communication.
- Revised book buyback policies.

For the fourth SLO cycle the bookstore will assess the opinions of its clientele with a second duplicate survey in fall 2009 to measure the effect of changes made from the first survey.

### **2. Include copy of SLO (See Appendix B)**

## D. Compliance.

### 1. Provide an overview of how this program meets applicable minimum requirements of law.

Because of the critical nature and complexity of new state and federal regulations the following table is included to outline actions taken by the bookstore in response to legislative direction. Further details from the California Association of College Stores, the National Association of College Stores, and the California State Auditor/Bureau of State Audits are included in [Appendix C](#).

Legislative Direction	
AB 2477	Bookstore Actions
Bookstores are required to work with Academic Senate to review timelines for textbook adoption.	The bookstore has and continues to meet with academic senate, deans and faculty at least once a semester to work on ways to improve the textbook adoption process.
Required to work with academic senate to review procedures for textbook adoption.	The bookstore held round table meetings from fall 2008 through spring 2009 to facilitate the creation of a new textbook adoption policy (BP4080 and AP4080) which included textbook affordability language.
Required to work with faculty and publisher representatives to create economically sound bundles that deliver cost savings to students.	The bookstore meets with academic senate, deans and faculty to discuss the effect of bundling on textbook affordability.
Encouraged to disclose retail prices to faculty for each course.	The bookstore discloses pricing to faculty when requested or through publisher representatives.
AB1548	Bookstore Actions
Each public postsecondary educational institution is required to encourage adopters, with course material selection responsibilities, to place their orders with sufficient lead time, whenever possible, to enable the university-managed bookstore or contract-managed bookstore to confirm the availability of the requested materials.	The bookstore, Office of Academic Affairs, deans, Academic Senate, and TeC Services are currently working together to improve adoption return rates through improved information access and open communication.
Each campus bookstore at any public postsecondary educational institution shall post in its store or on its internet web site a disclosure of its retail pricing policy on new and used textbooks.	The bookstore has posted the appropriate disclosure on its website and inside the store at customer service.

A campus bookstore is prohibited from soliciting faculty for the purpose of the sale of instructor copies or complimentary teacher editions of textbooks that have been provided by a publisher at no charge to a faculty member or other employee.	The bookstore has adopted this policy and has an agreement with Follett used book company restricting the purchase of instructor copies at buyback.
A campus bookstore shall not engage in any trade of any course material marked, or otherwise identified, as instructor copies or complementary teacher's editions of textbooks.	The Bookstore has adopted this policy.
<b>The Higher Education Opportunity Act of 2008</b>	<b>Bookstore Actions</b>
Course schedules posted on the internet must have textbook information.	The bookstore, Office of Academic Affairs, deans, Admissions, and TeC Services are currently working together on a solution to this legislative direction and scheduled to be completed by July 2010.
Printed schedules must explain how students may look up textbook information on the internet.	The bookstore, Office of Academic Affairs, deans, Admissions, and TeC Services are currently working together on a solution to this legislative direction and scheduled to be complete by July 2010.
Colleges must supply certain information to the bookstores which it owns or operates or are under a management contract (lease).	The bookstore, Office of Academic Affairs, deans, Admissions, and TeC Services are currently working together on a solution to this legislative direction and scheduled to be complete by July 2010.
An institution is encouraged to disseminate to students information regarding textbook affordability.	The bookstore is designing a web page on textbook affordability to be attached to the Citrus College website and/or the Owl Bookshop website. Scheduled completion date is May 2010.

## E. Student Eligibility

### 1. Describe eligibility requirements for participation in your program.

The Bookstore is available to all students, faculty, staff, and the local community. There are no eligibility requirements for participating in the bookstore program.

## F. Program Services

### 1. List and describe the services/components offered by your program including numbers of students served.

The bookstore not only assists the college in its mission, "to provide education and training", by having readily available the instructional materials for each class taught at or through Citrus College, but it is also dedicated to offering specialized services to all students of the

college, partnering with instruction to ensure the materials selected are current and as affordable as possible, and by creating an atmosphere that enhances the college experience through:

- New and used textbook sales
- Study aids
- Required and recommended educational supplies
- Monthly textbook buy backs
- Web orders
- College logo clothing and imprinted items
- Healthy food, beverage, snack, and sundry items
- Special faculty author events
- Discount tickets for movie theaters and amusement parks
- Philanthropy
- Communication with faculty and deans on new editions, prices, and course packet options

The bookstore continues to improve services and selection based on Student Learning Outcomes. As evident in the chart below, item sales have increased over the past 7 years.

Bookstore Fiscal Year	Transactions
2002 - 2003	252,788 items
2003 - 2004	315,200 items
2004 - 2005	348,680 items
2005 - 2006	355,596 items
2006 - 2007	352,975 items
2007 - 2008	403,701 items
2008 - 2009	417,589 items

**2. Describe how it compares to similar programs at other community colleges in the service area.**

Bookstores throughout the college store industry are either institutionally owned or contracted out. According to the National Association of College Stores, as of 2008, 63 % of college stores are institutionally owned. Many community colleges including outlying colleges such as Chaffey College, Mount San Antonio College, Glendale Community College, and Pasadena City College operate institutionally owned bookstores. Being an institutionally owned store has enabled the bookstore to become an integral part of Citrus College operations.

## G. Funding, Expenditure & Accountability

### 1. How does the program work with the business office to monitor expenditures and fiscal reporting?

The current computer software application (Sequoia retail systems), is utilized to order, receive and return required and supplemental textbooks and educational materials. The Sequoia Point of Sale cash register system allows inventory information to be kept up to date by recording the sales information. The bookstore works closely with Fiscal Services on a daily basis to ensure fiscal responsibility. The bookstore receives monthly financial reports from fiscal services and works with the Dean of Students in the annual budget process. The bookstore manager is also a member of the Financial Resources Committee.

The bookstore is a self-funded operation on campus, meaning it is income based not fund based; no general funding is appropriated for the bookstore. The bookstore is not a profit center; rather a service center that focuses on the quality of services provided to the campus community and meeting the financial needs of operation. The bookstore is managed by projecting income, cost of goods, and expenses, based on prior year activity and enrollment in conjunction with monitoring current trends. Please see table below:

Bookstore Fiscal Year	Income	(-) Expenses <i>(Expenses include operational, ASCC dividend, and Food Service contribution)</i>	(=) Profit/Loss
2002 - 2003	\$ 3,628,295	\$ 3,607,779	\$ 20,516
2003 - 2004	\$ 4,149,679	\$ 4,061,296	\$ 88,383
2004 - 2005	\$ 4,270,786	\$ 4,249,356	\$ 21,430
2005 - 2006	\$ 4,271,945	\$ 4,510,861	\$ (238,916)
2006 - 2007	\$ 4,221,070	\$ 4,275,656	\$ (54,586)
2007 - 2008	\$ 5,238,662	\$ 5,077,379	\$ 161,283
2008 - 2009	\$ 5,035,034	\$ 5,064,737	\$ (29,702)

In addition to the operational expenses, over the past 7 years, the bookstore contributed \$1,398,435 to Student Life and \$667,802 to Food Services. Please see the table below:

Bookstore Fiscal Year	Student Life Dividend	Food Service Contribution
2002 - 2003	\$ 189,109	\$ -
2003 - 2004	\$ 203,797	\$ 149,471
2004 - 2005	\$ 209,648	\$ 103,463
2005 - 2006	\$ 225,327	\$ 118,191
2006 - 2007	\$ 190,554	\$ 142,307
2007 - 2008	\$ 190,000	\$ 62,983
2008 - 2009	\$ 190,000	\$ 91,387

The bookstore continues to work on increasing the fund balance to at least 1.5 million. The fund balance provides the necessary income to maintain a basic inventory of textbooks and supplies (\$1,100,000) and cash/receivables to pay bills during the lean months (\$400,000). It is critical that any excess profit is used to increase/pay back the ending fund balance. Due to uncertain state budget funding for 2009 through 2014, increasing the end of year fund balance may take longer than originally projected. For more financial details please see [Appendix D](#).

Bookstore Fiscal Year	Fund Balance
2002 - 2003	\$ 1,009,210
2003 - 2004	\$ 1,054,953
2004 - 2005	\$ 1,122,770
2005 - 2006	\$ 860,833
2006 - 2007	\$ 779,227
2007 - 2008	\$ 938,391
2008 - 2009	\$ 908,689

The chart to the left demonstrates that the bookstore has reversed the practice of borrowing from equity (inventory) to pay bills/dividend. Another way to look at it is if one owns a 1.1 million dollar home (inventory) and is mortgaging it to pay for monthly household expenses (bills). For fiscal year 2008-2009, the bookstore decreased its fund balance due to an unexpected jump in the Food Service deficit.

## H. Advancement of Green Environment

### 1. How has your program contributed to a greener environment? (i.e. increased awareness, energy savings, recycling, paperless)

The bookstore recycles textbooks through the purchase and resale of used textbooks and through reusing cardboard boxes, packing materials, and wooden pallets received from ordered merchandise. Aluminum cans, plastic bottles, batteries, paper, and glass are also recycled. Scrap metal from displays, shelving and old equipment are recycled by the district. Throughout the store old product displays are refurbished and/or reused for other products. Ink and laser cartridges are sent back to manufacturers after their use.

The bookstore promotes newly introduced recycled products from vendors. Recycled merchandise offered for sale consists of textbooks, testing materials, clothing, various office and educational supplies, Citrus imprinted items, giftware, and previously viewed DVDs. The bookstore also introduced reusable recycled bags that are given out with online and in-store textbook sales. In 2009 the bookstore team received the first Citrus College Staff Environmental Award.

## I. Technology Needs

### 1. What technology needs currently exist in your program?

The bookstore values technology and continues to embrace technological change to improve work performance, enhance service to customers, and provide solutions mandated by legislative directives. The bookstore is in contract with Sequoia to ensure that all current software needs of the Point of Sale, Textbook Partner, e-POS, registers, and pocket PCs are met and that needed changes brought by the Owl Bookshop team are collaboratively planned for and mutually agreed upon. Legislative directive requiring textbook information to be

posted with the on-line schedule will require interfacing Sequoia with Banner. The current security camera system is ineffective and requires replacement.

**2. Given your plans for future growth and development, what technology needs do you anticipate in the future?**

- In spring 2010 a “windows environment” system upgrade is required for the current Point of Sale software. For improved textbook adoption, Sequoia Textbook Partner must be able to interface with academic affairs to incorporate an electronic adoption process. A textbook rental process, currently awaiting legislative direction, will require software upgrades and interfacing with administrative student information. For improved communication, an efficient e-newsletter format and online delivery process is needed. For improved security, a camera surveillance system and security sensors are needed.
- The east satellite (Cosmetology) requires a camera surveillance system networked to the bookstore main server to monitor the cash register station and retail product displays.
- The purpose of the west satellite location is to sell art supplies, educational materials, and provide a comfortable safe environment with Wi-Fi access. The new bookstore west satellite is scheduled to be completed in fall 2010. Technological requirements include the addition of two POS registers and a camera surveillance system networked to the bookstore main server.

## IV. EFFECTIVE PRACTICES

### A. Describe what is working well including awards and special recognitions.

Notable achievements since the last program review have come from a practice of developing goals at the beginning of a fiscal year and reporting on the progress at the conclusion of the fiscal year. The achievements include:

#### 1. Work closely with instructional deans to improve textbook ordering process

- The textbook coordinator continues to work closely with instructional administrators and faculty through one-on-one meetings and educational memos to improve the textbook ordering process.
- An adoption cover sheet was redesigned to improve the adoption process.
- Dialogue has continued concerning the need for the bookstore to be kept in “the loop” during the schedule creation process. This has led to receiving an early copy of the term schedule so adoption forms are created in a timely manner.
- The bookstore supervisor and textbook coordinator continue to visit faculty senate concerning ongoing problems with packaged and old edition text books.

#### 2. Improved communication with the campus community

- In collaboration with TeC Services, in fall 2007 the bookstore was connected to the campus network system in an effort to improve communication and information flow to the campus community.
- In fall 2007 the bookstore began placing a different full-page ad in each issue of the Clarion.
- Information packets are sent to departments at various times throughout the year marketing goods and services.
- Annual surveys are distributed to assess the customer’s perceptions, needs and wants.

#### 3. Worked towards more affordable alternatives to new textbooks

- The bookstore continues to develop ways to decrease textbook prices through increased used book sales, increased buybacks, implementing e-textbook purchasing, and improving the website textbook procurement process. The chart below shows an increase of used textbook purchases.

Follett Fiscal Year (4/1 to 3/31)	Direct From Follett Used Book Purchases	Follett Student On-campus Purchases	Total Used Textbook Purchases
2004 - 2005	\$17,000	\$221,000	\$238,000
2005 - 2006	\$21,000	\$147,000	\$168,000
2006 - 2007	\$45,000	\$203,000	\$248,000
2007 - 2008	\$91,000	\$256,000	\$347,000

- The bookstore improved its relationship with the learning resource center by providing timely course information to procure more copies of current textbooks available for

students. The bookstore also began to donate old editions of books to the library enabling more students to have workable self study material.

- To ease the process of students selling textbooks among themselves, 5x8 card slats were installed outside on the opposite wall of the store exit for student textbook swap.
- The bookstore continues to improve the buyback process by increasing retail buys and adding a second satellite buyback station during fall 2007.

#### 4. Improved store design, environment and product offering

- The interior trim of store was painted, reflective grid installed in fluorescent ceiling fixtures, better interior directional signage installed, and entry improved.
- The bookstore improved merchandising throughout the store to better meet the needs of customers.
- The bookstore improved product offering as recommended from Student Learning Outcomes.
- The bookstore improved customer service by adding one more register to decrease check-out wait time during rush, updating the credit/debit processing system to include new card readers to process credit card transactions through the internet, redesigning cash register lines for better traffic flow, and cross-training student staff members throughout the store.

#### 5. Successful transition from a “brick and mortar” store to a fully integrated online service

- The bookstore created an online service in fiscal year 2003 – 2004. See chart below for transaction and sales information.

ONLINE ORDERS	# Transactions	Total Sales	% of Text Sales
2003 - 2004	1795	\$291,675	8%
2004 - 2005	2413	\$438,439	12%
2005 - 2006	2534	\$483,272	14%
2006 - 2007	1902	\$377,852	11%
2007 - 2008	2691	\$475,651	12%
2008 - 2009	2627	\$495,298	13%

- The bookstore has increased its online service and improved marketing such by providing free shipping and recycled bags to increase on-line sales and decrease rush traffic in the store.

#### 6. Upgraded POS servers’ operating systems & software

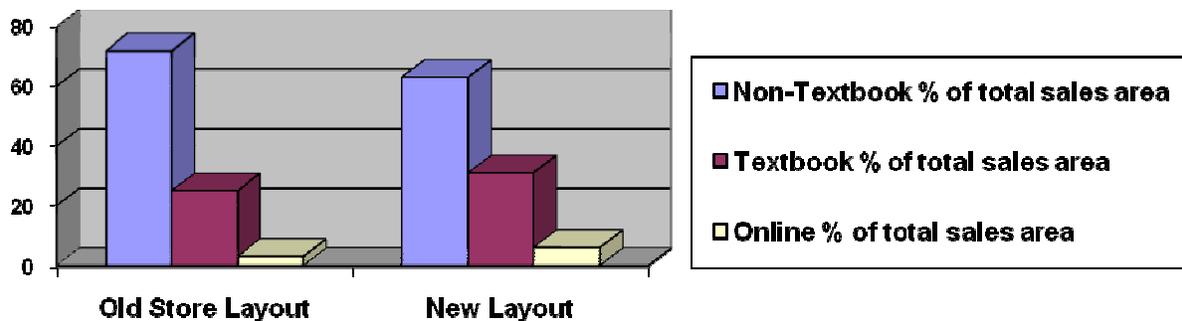
- The installation of the Textbook Partner system improved textbook operations and enabled a seamless communication between textbook services and the Sequoia POS system.
- In 2005 the Textbook Partner and POS servers were upgraded from UNIX to Linux Operating Systems.
- Six Months after the upgrade, the Textbook Partner Server reached capacity and useful age requiring a replacement in early 2007. The bookstore replaced aging servers with a single server so that point of sale, on-line, and textbook operations could be consolidated.

## 7. Purchased scanner for main sales floor to allow customers to scan items for prices

- In 2006 a Scanner Kiosk was purchased and installed at the rear of the store.
- The Scanner Kiosk was fitted with a multidirectional scanner in 2007 to improve inconsistent readability issues.

## 8. Reorganization of sales floor

- The reorganization of the sales floor was completed in 2005 with very positive results. The chart below shows the percentage change in space utilization.



- **Textbook Sales Area** (Old: 1,000 sq ft – New: 1,230 sq ft) **Outcome;** (a) More space for new titles, (b) Eliminated hazardous over stock piles, (c) Better traffic flow.
- **Online ordering Area** (Old: 96 sq ft – New: 253 sq ft) **Outcome;** (a) More working and shelving space to fill online orders, (b) Additional computer station reduced unnecessary travel to and from the front offices to fill orders, (c) New online order pick-up window decreased store crowds and improved security through customers not carrying filled orders through the store, (d) Moving back register to the front decreased in-store check-out-line wait time.
- **Main Sales Area** (Old: 2,904 sq ft – New: 2,517 sq ft) **Outcome;** (a) By reducing gift and non-selling items we increased space for quick selling and required supplies, (b) Better customer flow within main sales area, (c) Continued dialogue with faculty on supply selection and kits, (d) Customer Service Island produced improved customer service.

## 9. Review and revised security procedures to control theft of student backpacks

- A bag check-in station was set up next to the entrance of the bookstore for the fall 2006 rush. This change in procedure resulted in no backpack thefts and an improved positive perception of customer service. This service has been expanded and moved outside at the front of the store during the fall and spring rush periods.
- Once the New Customer Service Island is built at the front of the store, bags will be checked in throughout the year but, due to the increased volume of bags at rush, a temporary manned station outside will continue.

- Research began in Spring 2008 on the best CTTV system to replace the current old antiquated system.

## **10. Philanthropy**

- The Bookstore continued its tradition of supporting various events throughout the campus and local community.
- The Bookstore worked on the committee to expand “Bright Futures” scholarship to include continuing Citrus College students with the addition of the “Readers to Leaders” scholarship.

### **B. What exemplary practices and services do you offer that could be shared with other departments or other campuses?**

The primary strength of the bookstore is its flexibility to consistently enhance student and staff experiences. The bookstore works closely with academic affairs and programs on campus to ensure an exchange of information resulting in the complete selection of required and recommended materials throughout the year. The bookstore has developed an efficient open PO system for campus departments which, continues to grow due to the fast turnaround and personal delivery service. Customer service assists students with general campus information such as location of classes, financial aid, registration, and event questions.

### **C. What successful pilot projects have been implemented by your program?**

The bookstore implemented many successful pilot projects over the years. These projects include: See’s candy sales, shipping/printing/fax service, table top decorations for events, department PO’s, personalized delivery, online textbook services, healthy grab-n’-go snacks, informational flyer packages, gift cards, and supply vending.

### **D. How do faculty, administrators, staff and students participate in improving the effectiveness of this program?**

Participation of faculty, administrators, staff, and students are critical in improving the effectiveness of the bookstore program. ASCC student textbook focus groups are conducted. The bookstore distributes surveys to students, faculty, staff, and administrators during the Student Learning Outcome process. The textbook committee meets to discuss bookstore policy on textbooks and to update the textbook adoption policy. The bookstore supervisor continuously meets with administrators, deans, faculty, senate and students. The bookstore works with the Associated Students of Citrus College (ASCC) to hold focus groups to solicit input from students and staff in an effort to improve communication, gain insight, and improve textbook affordability.

## V. OPPORTUNITIES FOR IMPROVEMENT, RECOMMENDATIONS AND NEEDS IDENTIFICATION

### A. Identify areas where you may need to make adjustments or changes in order to better serve students.

#### 1. Use data and previous discussions as a foundation for recommendations.

The bookstore program has been assessed through various sources during the past three years. ASCC student textbook focus groups were conducted in 2008, and students and staff participated in surveys during the past three years through student learning outcomes. The findings of these evaluations as well as, this program review have allowed us to identify areas in need of improvement. Below are strategies to improve bookstore services:

- **Textbook Affordability:**  
Textbook affordability should be a primary goal throughout the bookstore planning process. The planning process should include development of a long-term strategic business plan implementing a variety of strategies including; Improving student perceptions of textbook affordability through the creation of a textbook affordability web page, reevaluate textbook margins, exploring rentals as legislation direction warrants, and expanding e-book, i-chapter, used book, faculty course packs, and open package selections.
- **Future Sources of Income and Services:**  
Textbook sales make up 83% of bookstore sales. As the textbook format changes, the bookstore must plan for new products and services to replace lost textbook sales. The bookstore must evolve to become a facilitator of learning resources between students and faculty while providing needed services to the campus community.
- **Improved Communication:**  
The bookstore should continue to improve communication with students, faculty, deans, staff and the local community through the creation of a monthly newsletter and with direct email notification for out-of-stock text, faculty author signing and other events, new product introductions, sales/promotions, and to receive feedback on services.
- **Increased Space:**  
The bookstore lacks sufficient space to serve the needs of the current and future Citrus College students. A long term plan is needed to expand space for improved bookstore accessibility and services. The plan should include a possible east satellite to cover cosmetology, automotive, nursing and student snack needs on the east end of campus.
- **Improved Security:**  
The bookstore will install a new CTTV system in the main store, east satellite, and west satellite for improved security and student safety.
- **Integrate District Services:**  
The Bookstore integrates district services to better serve students needs. These should include digitizing the adoption process, partnering with district wide surveys, partnering with financial aid, sharing student purchase information for tax deduction purposes, and incorporating bookstore in the district master calendar planning.
- **Staffing:**

The opening of the west satellite (Cyber Café and Art Store) will require three additional 49% classified staff. Due to the increase in workload by adding one additional term and the increasing federal and state legislative requirements for textbook procurement, the textbook coordinator needs an additional 49% classified staff assistant. The current bookstore supervisor position does not match industry requirements or follow many Community College practices of merging the bookstore manager position into a director of auxiliary services position to better reflect current and future district/business needs.

- **Equipment:**

The opening of the west satellite (Cyber Café and Art Store) will require a new cart to travel and carry product between locations, cash registers, barista equipment, ice machine, blenders, merchandising display, lighting, and outdoor furniture. New Merchandising displays, cashier/customer Service Island, cash registers, and new flooring are required in the current bookstore location.

## **2. Consider needs for data, staffing, program growth and/or restructuring.**

- The need to upgrade current Sequoia POS to a windows environment.
- The need for student/staff/faculty email addresses for better communication of textbook and instructional material availability.
- The need to transfer student financial aid student information in order for financial aid students to purchase textbooks by the first day of class.
- The ability to integrate with banner and for an electronic adoption process.
- The addition of three 49% classified employees for the new west bookstore satellite, an additional classified 49% Textbook Assistant, and the upgrade of current Bookstore Supervisor position to Director of Retail/Auxiliary Services.
- Expand on services to students beyond textbooks such as on-demand printing, instruction information sharing and “affordable alternatives to textbooks” support.
- Working with Human Resources to reevaluate classified descriptions.

## **3. Technology needs.**

The Owl Bookshop values technology and continues to embrace technological change to improve work performance, enhance service to customers, and provide solutions mandated by legislative directives.

- A “windows environment” system upgrade is required for the current Point of Sale software.
- Sequoia Textbook Partner must be able to interface with instruction to incorporate an electronic adoption process.
- Legislative directive requiring textbook information to be posted with the on-line schedule will require interfacing Sequoia with Banner.
- A textbook rental process, currently awaiting legislative direction, will require software upgrades and interfacing with administrative student information.
- For improved communication, an efficient e-newsletter format and online delivery process is needed.
- New computer hardware is needed to support new software and services.
- For improved security, a camera surveillance system and security sensors are needed for the main, east satellite, and west satellite bookstore locations.

## **VI. TECHNICAL ASSISTANCE/TRAINING NEEDS**

### **A. Is there any training or technical assistance that you believe would improve the effectiveness of your program?**

Each year the California Association of College Stores has a local conference filled with educational seminars that are worthwhile for staff to attend. National Association of College Stores also has online webinars, and educational sessions during the national annual conference. Sequoia has an annual user group meeting that staff are encouraged to attend.

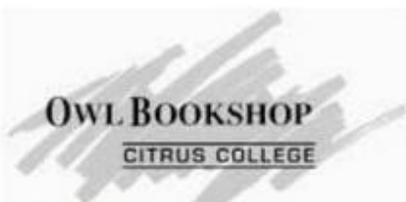
## VII. SUPPLEMENTAL INFORMATION

### A. Copies of materials that we provide to students.

Refund Hours:

**SAME AS  
POSTED  
Bookstore Hours**

**NO RECEIPT - NO REFUND**



[www.owlbookshop.com](http://www.owlbookshop.com) • Info Line: (626) 914-8620

**NO RECEIPT  
NO REFUND**

**RETURNED  
CHECK FEE  
\$25 PER CHECK**

### **REFUND POLICY • FALL SESSION 2009**

1. **FALL SESSION 2009** – TEXTBOOKS ARE RETURNABLE FROM **AUGUST 31 TO SEPT.14**
2. **COSMETOLOGY/LATE START/DISTANCE ED.** Textbooks are returnable for 5 school days from the class start date.  
**CANCELLED CLASSES** – Textbooks are returnable for 5 school days from date the class is cancelled. Proof of cancellation date /start date must be presented for a refund.  
**NO REFUNDS WITHOUT A RECEIPT**
2. **STATE REHAB. STUDENTS** - all purchases made prior to receiving your state checks will not be refunded after dates shown above.
3. **FOR A FULL REFUND YOU MUST HAVE A RECEIPT, REGISTRATION SLIP AND ID CARD. TEXTBOOKS MUST BE IN MINT CONDITION. No exceptions!!!**
4. **During the refund period, new returnable books not in their original purchase condition will be bought back as a used book at a percentage of the new book price. You are responsible for the condition of the books you buy. Check them carefully before purchasing. Used books are not guaranteed. New books with manufacturer's defects will be replaced.**
5. All textbooks that are not returnable have an **ABSOLUTELY NO REFUNDS!** sticker on them. Please check to see if each book is returnable before you buy.
6. **Supplies, shrink-wrapped textbooks, supplementary text, workbooks, dictionaries, paperbacks, candy, pharmacy and Apple products will NOT be accepted for refund.**
7. If you pay by CASH or CHECK, you will receive a cash refund. If you pay by ATM/CHARGE, you will receive a chargeback on your account. You must have your card present to receive a credit.
8. You must have your REGISTRATION SLIP so that you receive the correct text for each class.
9. **Computer programs** are refundable if unopened and returned within 3 days of purchase.

### **BUY BACK POLICY — GET A RETURN ON YOUR INVESTMENT**

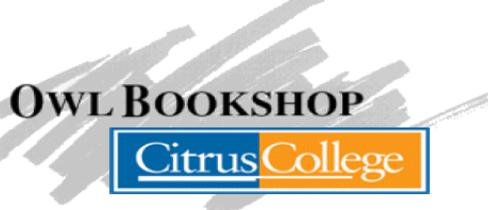
*Sell your new and used books for cash!*

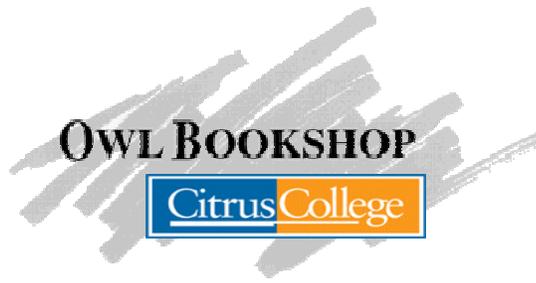
Check the bookstore for dates and times. Books bought back for the store will pay up to 50%. Follett will pay wholesale for books that have current market value but not needed for the store.

The bookstore cannot guarantee the buy back of any book.

*Shopping on campus helps support campus programs and facilities.*

Example of Clarion Newspaper Ad

<b>STORE HOURS</b> MON 8AM TO 8PM TUES 8AM TO 8PM WED 8 AM TO 8PM THURS 8 AM TO 8PM FRI 8AM TO 4PM	 <b>OWL BOOKSHOP</b> Citrus College	<b>SHOP ONLINE</b> <a href="http://WWW.OWLBOOKSHOP.COM">WWW.OWLBOOKSHOP.COM</a>  INFO LINE: (626) 914-8620
<b><u>CASH FOR BOOKS</u></b> OCT 28    NOV 18    DEC 2  9AM TO 6PM		
<b>OCTOBER = HOPE</b>  <b>20% OFF</b>  <b>ALL BREAST CANCER TITLES AND MERCHANDISE</b>  Breast Cancer Awareness Month	<b>ATTN:</b> <b><u>ASCC STICKER HOLDERS</u></b>  STOP BY THE CUSTOMER SERVICE COUNTER TO GET YOUR MONTHLY SPECIAL!!  <b>OCT SPECIAL</b>  <b>FREE HALLOWEEN BAG W/SURPRISE</b>	
<b>HALLOWEEN BOOKS AND FALL GIFTS</b> <i>ON SALE NOW</i>   <b>15% OFF</b> <b>(WITH THIS AD)</b>	<b>SEE'S CANDIES AND THE OWL BOOKSHOP HOLIDAY DISCOUNT CANDY SALE</b>   WE ARE CURRENTLY TAKING ORDERS. SEE CUSTOMER SERVICE FOR ORDER FORMS ORDERS DUE BY NOV. 23  <b>ORDER ONLINE AT</b> <a href="http://WWW.OWLBOOKSHOP.COM">WWW.OWLBOOKSHOP.COM</a>  THE MORE YOU ORDER THE MORE YOU SAVE <b>PRIZES FOR TOP SELLERS</b>	



*"Providing the Tools for Learning Excellence"*



**For over 40 years, from recycling our own waste materials to selling recycled products, the Owl Bookshop has been at the forefront of recycling efforts at Citrus College.**

In the early days, we began to recycle textbooks through the purchase and resale of used textbooks and through reusing cardboard boxes and packing materials received from ordered merchandise. Aluminum cans, plastic bottles, and glass were recycled, and paper would be saved and shredded for packing material. We saved used batteries to be recycled before the importance of proper battery disposal became the norm. Scrap metal from displays, shelving and old equipment were picked up for recycling. Throughout the store old product displays were refurbished and/or reused for other products. As ink and laser manufacturers began to offer recycling of their cartridges, we sent back old cartridges after their use.

When Citrus College began to actively recycle, our recycling life became easier. We continue to recycle waste in all areas but now rely on the college for cardboard, wooden palette, paper, equipment, scrap metal, light bulb, ink/laser cartridge, and trash pick-up for recycling.

As our vendors introduced recycled products we began to promote this merchandise. Recycled merchandise offered for sale in our store consists of textbooks, testing materials, various office and educational supplies, Citrus imprinted items, giftware, and previously viewed DVDs. Recently, the Owl Bookshop introduced reusable recycled bags given with online and in-store textbook purchases, and clothing made from recycled materials.

**The Owl Bookshop is proud to be an active participant in "Greening our world".**



Citrus College Foundation "Taste of Autumn" Fundraiser Program Ad



**OWL BOOKSHOP**



**PROUDLY SUPPORTS**

**THE CITRUS COLLEGE FOUNDATION**

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We are owned and operated by the Associated Students of Citrus College. Profits from our operations are used to fund student activities, grants, scholarships, equipment purchases, and campus improvements.

*39 - A Taste of Autumn 2009*

## VIII. APPENDIX

### A. Textbook Board Policy and Administrative Procedure

#### **CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS**

##### **BP 4080 INSTRUCTIONAL MATERIALS AND TEXTBOOK ADOPTION AND PROCUREMENT**

It is recognized by the Board of Trustees at Citrus College that selection of educational materials (both print and nonprint along with necessary supplies) is a professional responsibility of the administration and faculty of the College. It is further recognized by the Board that interested citizens may wish to express themselves with reference to instructional materials selected, including library print and nonprint resources and textbooks. The administration is directed to develop procedures whereby such reactions may be received, and evaluated with subsequent recommendations to the Board of Trustees. All complaints and/or comments shall be presented in writing for study and evaluation before any action regarding a given book or instructional material is taken.

Board Approved 07/21/09

#### **CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS**

##### **AP 4080 INSTRUCTIONAL MATERIALS AND TEXTBOOK ADOPTION AND PROCUREMENT**

The textbook(s) and other instructional materials (collectively referred to herein as “instructional materials”) to be used in a course are normally included in the course outline presented to the Curriculum Committee when the course is first submitted for approval. Subsequent revisions of or updates to course outlines through the curriculum process may also include updates to the instructional materials. The process by which a change may be made to the instructional materials for a course is as follows:

1. Course outline addendum. If a faculty member teaching a course wants to use instructional materials that are not included in the course outline, he or she will submit an addendum to the course outline to the Curriculum Committee for approval. The criteria for approval will be whether the materials are congruent with the content and student learning outcomes as indicated in the course outline of record. If approved, the new course materials will be included as alternates to the previously approved course materials. Once approved, the new materials may be used by any faculty member

teaching that course who meets the deadline for ordering them set by the College Bookstore.

2. **Timeline.** Prior to the start of each term, the College Bookstore will notify the faculty, through the deans and their secretaries, of the deadline for submitting a change in instructional materials, including a change in quantities, for each upcoming term. Each individual faculty member is responsible for submitting the request for a change by that deadline. If the faculty member does not submit a request for a change, the Bookstore will provide the same materials as were used in that section the last term it was taught by that faculty member. The deans, in cooperation with the College Bookstore, are responsible for ensuring that the quantities ordered match the expected class size. Faculty members may request new instructional materials only if those materials have been approved through the process outlined in paragraph 1.
3. **Default materials.** Faculty members will select default materials for each course from the approved list and submit them to the deans. In the event a faculty member is hired to teach a course at such a late date that it is impossible for him or her to meet the deadline set by the College Bookstore, the dean will notify the Bookstore of the correct quantities required for the course section and of the Bookstore will order the default materials.
4. **Cost reduction efforts.** Faculty members will strive to utilize the same instructional materials for a period of at least two years. In addition, faculty members will keep in mind the costs of instructional materials when adopting them, striving to keep costs to a minimum. However, faculty members will balance a concern with cost reduction with the goal of adopting instructional materials that are effective in achieving course objectives and student learning outcomes. It is the responsibility of the College Bookstore to provide faculty members, upon request, with the net cost to students of instructional materials, as soon as that information becomes available.
5. **Change in edition.** A course outline addendum is needed to cancel an older edition or to adopt a new or revised edition of a currently adopted textbook. However, in the event that a change in editions by the publisher, coupled with an inadequate supply of the old edition, makes it necessary for the new edition to be adopted even though it is impossible for the course outline addendum process to be completed in time, the new edition shall be considered as tentatively approved for that term only. In such a case, it is the responsibility of the College Bookstore to so inform the affected faculty member(s), through the dean. For subsequent terms the affected faculty member(s) will then have a choice whether to complete the course outline addendum process for the new edition or for a different textbook altogether, in accordance with the timeline of paragraph 2, or else to adopt one of the already approved alternatives in the course outline of record. If a faculty member fails to do this in accordance with the timeline provisions of paragraph 2, the College Bookstore will order the default materials for that course section.
6. **Communication with the College Bookstore.** Many problems in procurement of course materials can be avoided and cost reduction efforts can be improved, through clear communication between faculty members and the College Bookstore. Faculty members are encouraged to communicate directly with the College Bookstore, as well as to do so indirectly through their deans, about any special requirements or permissions affecting their course sections. For instance, if a faculty member is willing to allow students to use either an older edition of a textbook or a new edition, he or she should so inform the College Bookstore. Similarly, the College Bookstore is encouraged to communicate with

the faculty, either directly or through the deans, any new information relevant to instructional materials adoption and procurement or cost reduction efforts.

#### INPUT FROM INTERESTED CITIZENS

Interested citizens may have comments, concerns or complaints relative to instructional materials in use at the College, including library print and non-print resources and textbooks. If an interested citizen wishes to have his or her concerns considered by the College, the process is as follows:

1. The citizen shall set forth the concerns in writing.
2. The citizen shall submit the written concerns to the Dean of Library and Information Services.
3. Within a reasonable time after receipt of the written concerns (in no event more than 60 days thereafter), a Community Response Team will be convened which consists of the Academic Senate President or their designee, the Bookstore Committee chairperson, and the faculty member(s) who selected the instructional materials (if they would like to be present), the Dean of Library, an academic dean selected by the Vice President of Instruction, and the Vice President of Instruction (or designee) shall meet to consider and evaluate the written concerns.
4. Following this meeting, the Vice President of Instruction shall determine if a recommendation to the Board of Trustees is appropriate.
5. If a recommendation is deemed appropriate, the Vice President of Instruction shall make such recommendation to the Board of Trustees.
6. The Board of Trustees will make a final determination and notify the Community Response Team of the decision.

Board Approved 07/21/09

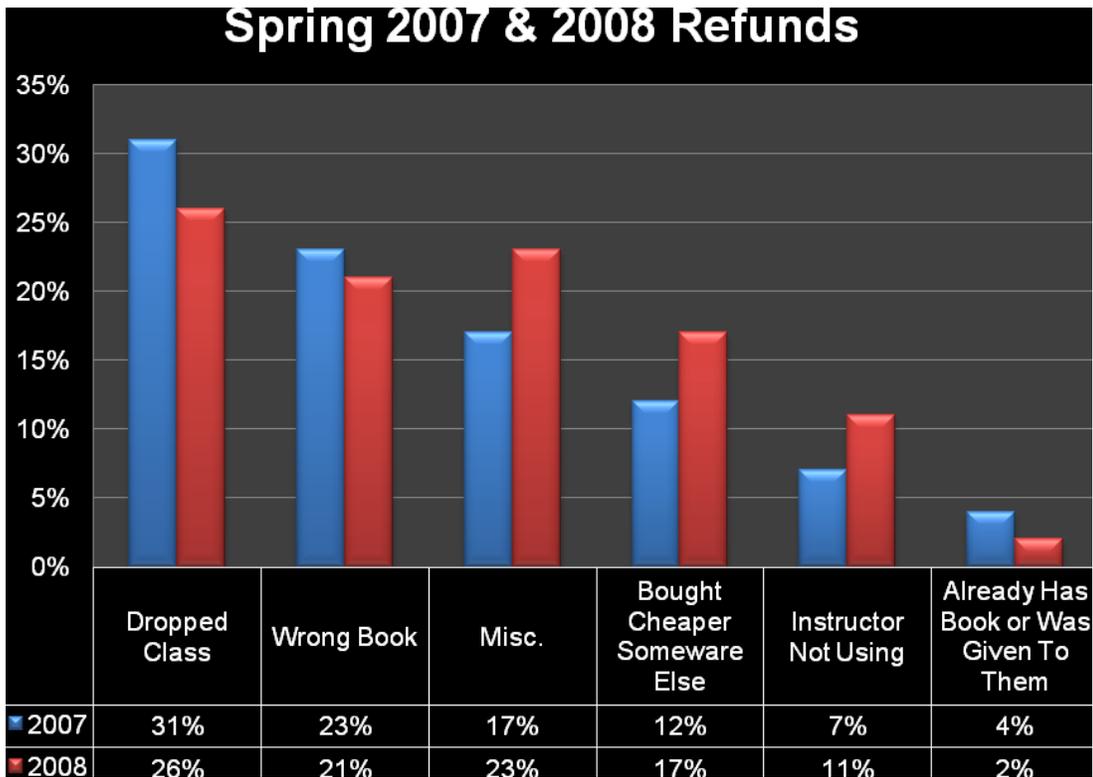
## B. Student Learning Outcomes



### Student Learning Outcomes 2007 & 2008

#### The Owl Bookshop Assessment #1

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2007-2008	VI Use of Results 2007-2008
<p><u>Applicable college mission objective:</u> "Citrus College delivers high quality instruction..."</p> <p><u>Department goal:</u> One critical factor in delivering high quality instruction is through students receiving the correct textbooks for their courses.</p>	<p><b>Community/Global Consciousness and Responsibility</b></p> <p>Lifelong Learning</p> <p><b>Discipline/subject Area Specific Content Material</b></p> <p>Adulthood Independence</p>	<p>Students, through their interaction with bookstore staff, should receive correct course textbooks and supplemental materials.</p>	<p>Bookstore staff will survey each student during the Spring 2007 &amp; 2008 refund process to find reasons why a textbook is being returned. Receiving an incorrect textbook will be the primary focus of these assessments.</p> <p>Other findings will be examined and used in future planning and assessments.</p> <p>While actively working to clarify shelf tags, and reeducate staff to hand out proper textbooks, success will be defined experiencing a decrease of 5% in the percentage of returns caused by purchasing the incorrect textbook used for a class.</p>	<p>Survey data shows a decrease of only 2% in the return of wrong textbooks.</p> <p>Other results showed a 5% decrease in returning textbooks for dropped classes, a 4% increase in returns because instructor not using, and a 5% increase of returns due to buying cheaper textbooks somewhere else.</p> <p>Of note is a 6% increase in miscellaneous reasons for returning books. This will require a further selection of reasons given to survey recipients.</p>	<p>Collecting and analyzing the data will allow the bookstore staff to identify and correct trends experienced through assessment results gained from spring 2007 &amp; 2008 refund surveys.</p> <p>As evidenced by the unsuccessful 2% decrease in the return of wrong textbooks, the bookstore staff will meet and continue to work on retraining, improve signage, and other chosen ways to decrease the amount of incorrect textbooks bought by students.</p> <p>Improving instructor communication is needed to find more reasons why they are not using adopted textbooks. The bookstore must also continue to develop cheaper alternatives to new textbooks.</p> <p>A new survey will be developed for 08 -09 SLO's.</p>



### Misc. Reasons

Not needed until late-start

Charged twice

Optional

Found their book

Qualified for program (EOPS, REHAB, etc.)

Class canceled

In wrong class

Don't need

Needs new book

Wants used

Did not like the book

Using different credit card

Using old edition

Changed class

Bought two

Charged wrong price

Change Schedule

Teacher using book online

Needs money for other books



**Student Learning Outcomes 2007 & 2008**

**The Owl Bookshop Assessment #2**

I Program Purpose 2007	II Core Competency 2007	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2007	VI Use of Results 2007
<p><u>Applicable college mission objective:</u> "Citrus College delivers high quality instruction..."</p> <p><u>Department goal:</u> One critical factor in delivering high quality instruction is the ready availability of the appropriate textbooks and supplemental materials in the college bookstore at the beginning of each semester.</p>	<p><b>Community/Global Consciousness and Responsibility</b></p> <p>Lifelong Learning</p> <p><b>Discipline/subject Area Specific Content Material</b></p> <p>Adulthood Independence</p>	<p>So that students have the materials needed for a successful completion of their chosen courses, the bookstore staff will work cooperatively with the district and faculty to ensure, to the degree possible, that textbooks and supplemental materials for every class are available to students on the first day of each semester.</p>	<p>Bookstore staff will verify the presence of required textbooks and supplemental materials in numbers sufficient to meet the projected need for each.</p> <p>After the eighth week of the semester, bookstore staff will audit subsequent orders placed for these materials to determine the reason(s) these orders were necessary.</p> <p>Success will be defined as having ten or fewer textbooks and/or supplemental material items not available for sale on the first day of the semester.</p>	<p>Data shows that, of a total of 540 textbook titles that were ordered for the fall 2006 semester, eight were not on the store shelves the first day of that semester. Of those eight, four were in a single order from Norton that had been signed for by warehouse staff but then left on the truck and taken back by Yellow Freight.</p> <p>Re-orders were found to be primarily caused from classes added during the registration process. This is a common factor that must require the textbook coordinator to be diligent in checking daily for class additions and order titles the day a class is added.</p> <p>Collecting and analyzing the data allow bookstore staff to identify and work to prevent errors similar to those experienced in fall 06.</p>	<p>Even though the bookstore had less than ten textbooks and/or supplemental materials not available by the first day of class, some issues related to books not available had to be addressed.</p> <p>As evidenced by the problem with the Norton order shipped via Yellow Freight, store staff must broaden their approach to preventing these problems by initiating discussions with college warehouse personnel and various shippers' representatives as well as faculty members, instructional Deans and Publisher's reps. The Bookstore must also receive course information in a timely manner.</p>

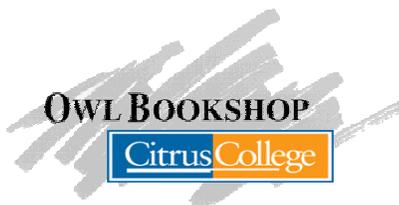
I	II	III	IV	V	VI
Program Purpose 2008	Core Competency 2008	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008	Use of Results 2008
<p><u>Applicable college mission objective:</u> “Citrus College delivers high quality instruction...”</p> <p><u>Department goal:</u> One critical factor in delivering high quality instruction is the ready availability of the appropriate textbooks and supplemental materials in the college bookstore at the beginning of each semester.</p>	<p><b>Community/Global Consciousness and Responsibility</b></p> <p>Lifelong Learning</p> <p><b>Discipline/subject Area Specific Content Material</b></p> <p>Adulthood Independence</p>	<p><b>So that students have the materials needed for a successful completion of their chosen courses, the bookstore staff will work cooperatively with the district and faculty to ensure, to the degree possible, that textbooks and supplemental materials for every class are available to students on the first day of each semester.</b></p> <p>Using the results from fall 2006, the bookstore spent time working to improve receiving control through increasing visits to the district warehouse by the shipping/receiving clerk and communicating with the shippers to send shipments directly to the bookstore. Bookstore staff also met with TEC Services to work on connecting the bookstore to the campus backbone to improve campus information sharing.</p>	<p>Bookstore staff will verify the presence of required textbooks and supplemental materials in numbers sufficient to meet the projected need for each.</p> <p>After the eighth week of the semester bookstore staff will audit subsequent orders placed for these materials to determine if reorders are caused by added classes.</p> <p>Success will be defined as having five or fewer textbooks and/or supplemental material items not available for sale on the first day of the semester.</p>	<p>Data shows that, of a total of 513 textbook titles that were ordered for the fall 2007 semester, four were not on the store shelves the first day of that semester. Three titles were custom editions consisting of one business book and two Spanish workbooks. The fourth was a math workbook that was “out of print”</p> <p>Reorders were caused by added classes. By being diligent with keeping track of new classes, most orders were received before books ran out on the shelves. Also, improved access to course information helped reduce order lag time.</p> <p>Results also proved success in dealing with lost Citrus warehouse packages and in actively communicating with shippers the need to deliver small orders of product to the bookstore loading dock.</p>	<p>As evidenced by the problem with custom editions the bookstore approach to preventing these problems will rely on initiating discussions with Publisher’s reps to find out causes and solutions to delays in custom textbook orders.</p> <p>As of June 08, dialogue is still taking place with publisher’s reps. Unresolved discussions will go on to faculty to try to solve the problem.</p> <p>Partial success has been made through two faculty members changing publishers to improve text availability.</p> <p>Communication continues to improve with faculty senate, deans, and faculty on campus.</p>



## Student Learning Outcomes 2008-2009

### The Owl Bookshop Assessment #3

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-2009	Use of Results 2008-2009
<p><u>Applicable college mission objective:</u> "Citrus College delivers high quality instruction..."</p> <p><u>Department goal:</u> One critical factor in delivering high quality instruction is through students receiving the correct textbooks for their courses.</p>	<p><b>Community/Global Consciousness and Responsibility</b></p> <p>Lifelong Learning</p> <p><b>Discipline/subject Area Specific Content Material</b></p> <p>Adulthood Independence</p>	<p>The Owl Bookshop will assess the opinions of its clientele in fall 2008 to ensure that it is providing an acceptable level of service as measured through bookstore facilities, personnel, merchandise, operations, and policies.</p>	<p>A survey of customers will be conducted which will measure their levels of satisfaction regarding bookstore facilities, personnel, merchandise, operations, and policies.</p> <p>The survey will be sent to all college staff and distributed to students.</p> <p>The survey will be conducted using a five- point Likert scale in which: 1 = "Strongly Disagree" 2 = "Disagree" 3 = "Neutral" 4 = "Agree" 5 = "Strongly Agree"</p> <p>For those items measuring satisfaction, a mean value of at least 4.00 will constitute success.</p>	<p>The results are located on the next page.</p> <p>Data indicate that the Owl Bookshop is successful in 16 out of 23 areas measured.</p> <p>Textbook pricing fell on the bottom with a mean score of 3.45.</p>	<p>Collecting and analyzing the data allows the bookstore supervisor to identify and work to improve in the areas identified. When the choices were averaged together, most respondents responded with agreement and strong agreement.</p> <p><b>Areas in need of improvement are:</b></p> <ul style="list-style-type: none"> <li>• Stock availability of Textbooks.</li> <li>• Selection of general and reference books.</li> <li>• Pricing of textbooks.</li> <li>• Pricing of non-textbook items.</li> <li>• Check-out time at beginning of term.</li> <li>• Out of stock communication.</li> <li>• Book buyback policies.</li> </ul> <p>Improvements were made in these areas during fall 2008 and spring 2009. The bookstore survey will be sent out again in fall 2009.</p>



# Bookstore Survey

We value your input! To help us better serve you, please complete this survey, return it to the bookstore, and redeem your coupon at your convenience before June 13, 2008. Thank you!

**Providing** the Tools for Learning Excellence

Statement	(208 respondents)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	mean
<b>Bookstore Facilities</b>							
Attractive and visually appealing store fixtures and physical facilities.	75	107	21	5	0		4.21
Well organized store layout.	98	82	19	9	0		4.29
Helpful in-store signs.	73	82	44	8	1		4.05
<b>Bookstore Personnel</b>							
Adequate number of bookstore personnel to assist you.	97	88	21	2	0		4.35
Easily identifiable bookstore personnel.	98	86	22	2	0		4.35
Courteous personnel, even during busiest times.	103	86	16	3	0		4.39
Personnel are neat in their appearance and dress.	117	73	17	1	0		4.47
Personnel are knowledgeable and fully answer my questions.	103	82	18	5	0		4.36
Personnel are prompt, reliable, and friendly.	113	79	13	3	0		4.45
<b>Bookstore Merchandise</b>							
Textbooks for courses are always in-stock.	55	73	61	18	1		3.78
Good selection of general and reference books.	65	81	53	8	1		3.97
Good selection of non-book items.	74	91	40	3	0		4.13
Competitive prices of textbooks.	45	58	61	33	11		3.45
Competitive prices of non-book items.	46	74	61	20	7		3.63
<b>Bookstore Operations</b>							
Fast check-out at beginning of term.	72	75	45	14	2		3.93
Fast check-out during middle of term.	91	88	26	3	0		4.28
Accuracy in transactions.	104	90	13	1	0		4.42
Responsiveness to special orders and requests.	85	71	49	2	1		4.14
Reliability in informing you of out-of-stock textbook status.	71	65	66	5	1		3.96
<b>Bookstore Policies</b>							
Operating hours are convenient for you.	104	84	15	3	2		4.37
Reasonable refund/exchange policies.	76	81	44	5	2		4.08
Reasonable book buy-back policies	75	66	49	12	6		3.92
<b>My overall experience with the bookstore has been positive.</b>							
	121	71	14	2	0		4.50
<b>Additional Comments (See Page 44)</b>							

# Information About You

So that we may group your responses with customers similar to yourself, please provide us with the following information about yourself:

## Gender

- Male **73**
- Female **135**

## Customer Category

- Student **147**
- Faculty **19**
- Administration/Staff **40**
- Visitor/Guest **2**

## Age

- Under 20 **37**
- 20 – 22 **73**
- 23 – 30 **42**
- 30 – 40 **17**
- Over 40 **39**

## Classification

- Full-time **149**
- Part-time **55**

## Approximate number of times you've browsed in this bookstore in the past month

- 1 – 4 **81**
- 5 – 10 **58**
- 11 – 20 **28**
- Over 20 **39**

## Would you recommend this college store to a friend?

- Yes **195**
- No **12**

## Approximate number of times you've purchased items in this bookstore in the past month

- 1 – 4 **82**
- 5 – 10 **62**
- 11 – 20 **31**
- Over 20 **32**

## Have you shopped our website?

- Yes **74**
- No **134**



**OWL BOOKSHOP**  
Citrus College

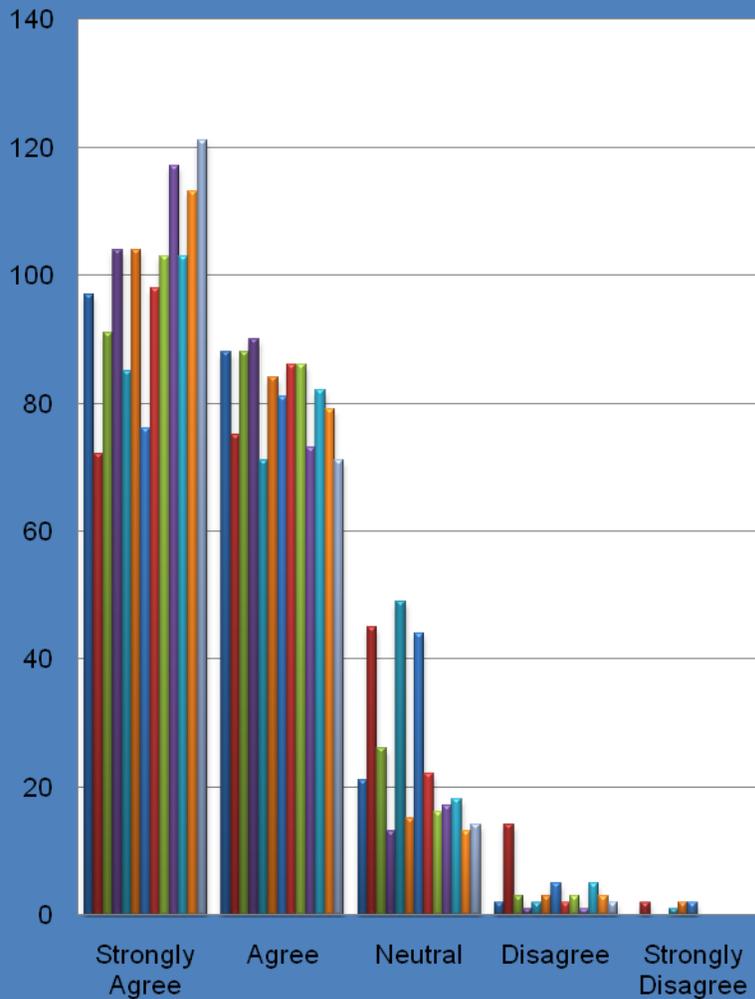
**25% | food discount coupon**

Receive **25% OFF ANY DRINK & SNACK PURCHASE**

*Expires June 25, 2008*

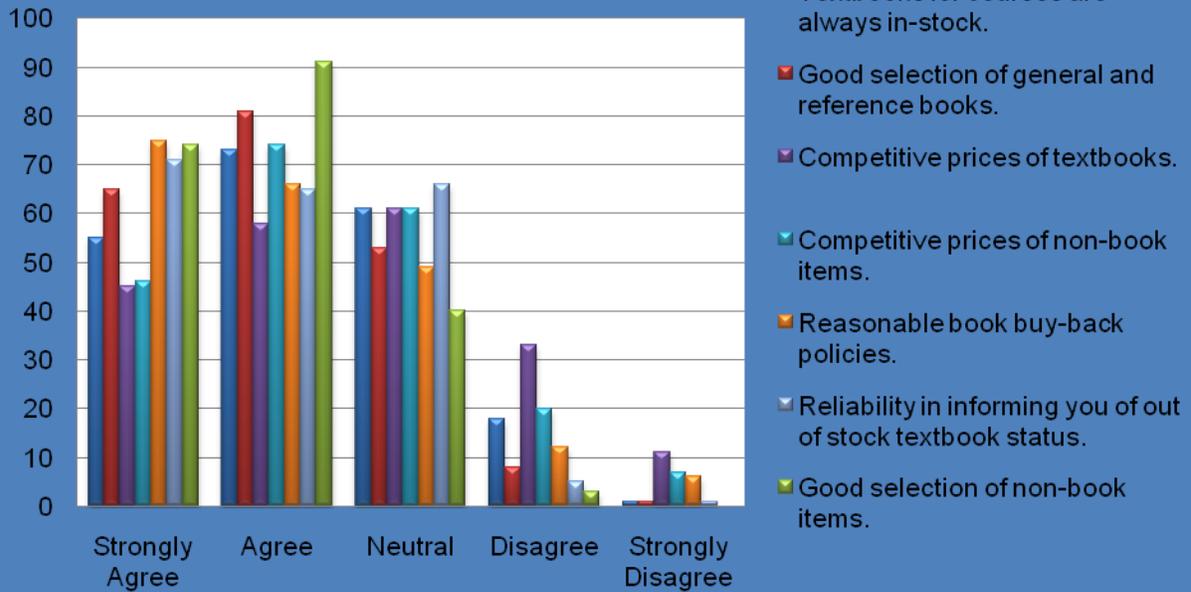
[www.owlbookshop.com](http://www.owlbookshop.com)

## Spring 2008 Survey Results Customer Service

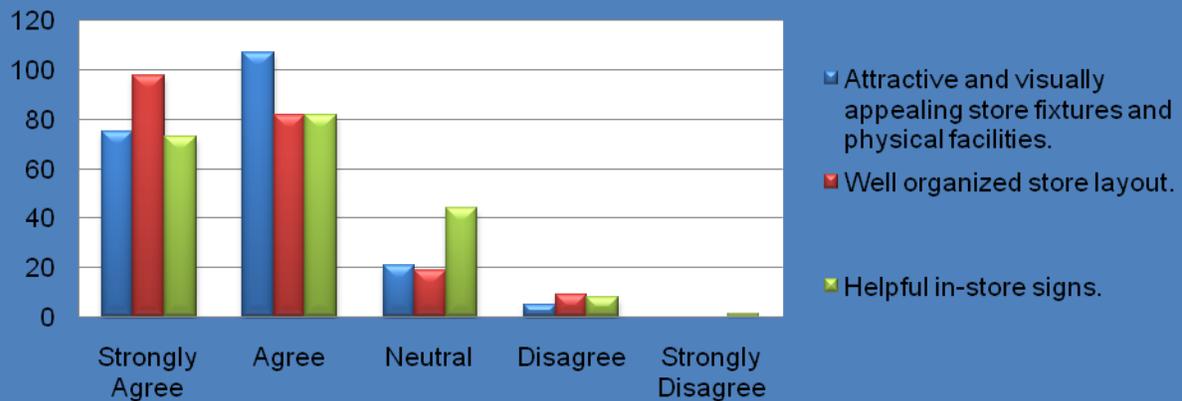


- Adequate number of bookstore personnel to assist you.
- Fast check-out at beginning of term.
- Fast check-out during middle of term.
- Accuracy in transactions.
- Responsiveness to special orders and requests.
- Operating hours are convenient for you.
- Reasonable refund/exchange policies.
- Easily identifiable bookstore personnel.
- Courteous personnel, even during busiest times.
- Personnel are neat in their appearance and dress.
- Personnel are knowledgeable and fully answer my questions.
- Personnel are prompt, reliable, and friendly.
- My overall experience with the bookstore has been positive.

## Spring 2008 Survey Results Textbooks



## Spring 2008 Survey Results Bookstore Facilities



# **Observations from Bookstore Surveys** **and Focus Groups**

(Comments from respondents that occur more than once)

- Need Longer hours of operation
- Need more well trained employees
- Great work, hard workers
- Friendly Personnel
- Need a Bigger store, the store isn't big enough with all the things you carry.
- Too much stuff inside the store. Should focus on fewer items some of the Items in the store have been around for longer than 4 years, those products should be removed and not reordered since they obviously aren't helpful for generating revenue and all the manage to do is get in the way. A few examples of this are a number of the art supplies and the backpacks that are never purchased or hardly move from the shelves.
- Reorganize the layout current layout doesn't work.
- Vending machines for scantrons, pens and pencils.
- More signs
- Open P.O. system for Departments?
- Some overpriced merchandise.
- Staff is great and very helpful.
- Earlier availability of textbooks (not possible?)
- Student employees are very helpful.
- The bookstore generally has friendly, courteous, and efficient service.
- During the off-rush periods, there is usually a fast checkout.
- There are sufficient school books on hand at the beginning of the semester.
- The Owl Bookshop has a good candy section available to customers.
- The Owl Bookshop has very competitive prices and a great selection of art supplies
- A student can purchase required school supplies at the bookstore.
- The Owl Bookshop is located in the middle of campus.
- The bookstore has convenient hours for the students.
- The bookstore has a neat and clean atmosphere.
- The variety of merchandise allows customers to usually find what they want.
- There are impressive seasonal displays throughout the store.
- Special services are available to many students.
- The bookstore staff are always willing to help anyone at anytime during club rush, spring fest, Latin youth conference, AGS, etc.
- The bookstore makes generous donations to Citrus clubs, staff development, and the surrounding communities.

When the choices were averaged together none of the statements in the survey resulted with a negative Statement. Most averaged with agreement while some had strong agreement, with one averaging with neutrality. It would appear that out of the 208 surveys a majority of those questioned agreed with how we maintain the facilities and the quality of the personnel. We also received a number of comments which can be helpful in improving the store.

More than half of the recovered surveys had Strong Disagreement, Disagreement or Neutrality regarding our competitiveness of textbook and non-textbook prices. Also a number of people survey disagree with our Refund/exchange policies as well as buyback policies. It would also appear that a number of faculty and administration/staff disagree with many of our methods as well, although more of the faculty as well as administration/staff agree with how we run the store overall.

### C. ED CODE and Legislative Directives Pertaining To Program

AB 2477 became section 66406 of the California Education Code on January 1, 2005. The law essentially dramatizes the need for all parties named to assist in any way they can in keeping textbook prices as low as possible. The legislature appears to have conceded that they have only powers of persuasion over publishers. They have required that colleges look into their own operations to make sure that cost savings are high on the list of faculty concerns and that practical steps are taken by bookstores to assist in this process.

- a. Required to Work with Academic Senates to review timelines for textbook adoption.
- b. Required to Work with Academic Senates to review procedures for textbook adoption.
- c. Required to Work with Faculty & Publishers to create economically sound bundles that deliver cost savings to students.
- d. Encouraged to disclose retail prices to faculty for each course.

AB 1548 became section 66406.7 of the California Education Code on October 13, 2007. This section shall be known and may be cited as the College Textbook Transparency Act. The law essentially supplements AB 2477 in dramatizing the need for all parties named to assist in any way they can in keeping textbook prices as low as possible by adding required deadlines and increased transparency.

- a. Each public postsecondary educational institution are required to encourage adopters, with course material selection responsibilities to place their orders with sufficient lead time, whenever possible, to enable the university-managed bookstore or contract-managed bookstore to confirm the availability of the requested materials.
- b. Each campus bookstore at any public postsecondary educational institution shall post in its store or on its Internet Web site a disclosure of its retail pricing policy on new and used textbooks.
- c. A campus bookstore is prohibited from soliciting faculty for the purpose of the sale of instructor copies or complimentary teacher editions of textbooks that have been provided by a publisher at no charge to a faculty member or other employee.
- d. A campus bookstore shall not engage in any trade of any course material marked, or otherwise identified, as instructor copies or complementary teacher's editions of textbooks.

*AB 2261 Original bill:* Authorizes the Board of Governors of the California Community Colleges to launch a competitive grant pilot program for establishing open education resources (OER) centers at community colleges, funded by state lottery monies. Recipients would develop course content based on open-source or public domain course materials. Grantees also would create an introduction to OER concepts and production methodologies for faculty, staff, and others. After two years, a third-party consultant would evaluate the program.

*Committee amendments:* Omits lottery monies. Allows colleges to use state, federal, or private funding for pilots. (4/16/08) Omits consultant evaluation. Requires participants to report information to chancellor. (5/22/08) Omits "competitive grant" language; designates that a lead community college district will be selected. Results to be reported to governor and legislature by January 2012. (8/18/08)

**Final status:** Signed into law as Chapter 671 by governor, 9/30/08.

The Higher Education Opportunity Act of 2008 added section 133 to the Higher Education Act. Effective date July 1, 2010. "The purpose of this section is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials. It is the intent of this section to encourage all of the involved parties, including faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers, to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students."

## **COURSE SCHEDULES**

1. Course Schedules posted on the internet must have textbook information.
2. Printed schedules must explain how students may look it up on the internet.

To the maximum extent practicable:

1. ISBN and Retail Price must be listed on the college's internet course schedule or linked from the schedule to another appropriate web site such as the bookstore.
2. If ISBN is not known the author, title, and copyright date must be posted.
3. If the college determines this information is not available or posting this information is not practical, then the college must post "to be determined" for any such affected course.

## **INFORMATION FOR COLLEGE BOOKSTORES**

Colleges must supply certain information to the bookstores which it owns or operates itself or under a management contract (lease.)

All colleges must supply this information to their bookstore (s):

1. The course schedule for the next term
2. The adoption information.
3. The number of students enrolled
4. The maximum student enrollment for such course or class.

## **ADDITIONAL INFORMATION**

*An institution disclosing the information required by subsection (d)(1) is encouraged to disseminate to students information regarding—*

If a college has these programs they are encouraged to publicize information about them.

1. Available programs for renting textbooks or for purchasing used textbooks;
2. Available guaranteed textbook buy-back programs;
3. Any available institutional alternative content delivery programs; or
4. Other available cost-saving strategies.

## **PUBLISHER REQUIREMENTS**

1. Must be sure faculty & other adopters on campus are aware of net price, copyright date history, and alternate formats and net prices of those alternates, if any

2. Bundles must be available in parts, each separately priced, except for integrated textbooks (read the definition of bundles)

## Affordability of College Textbooks:

### *Textbook Prices Have Risen Significantly in the Last Four Years, but Some Strategies May Help to Control These Costs for Students*

California State Auditor/Bureau of State Audits  
Summary of Report 2007-116 - August 2008

## AUDIT HIGHLIGHTS

Our review of the affordability of college textbooks in the University of California (UC), California State University (CSU), and California Community Colleges (community colleges) systems revealed the following:

- Increases in textbook prices have significantly outpaced median household income, which makes it more likely that some students will forgo or delay attending college because of the financial burden that postsecondary education imposes.
- Students can somewhat offset rising textbook costs by purchasing used books or purchasing textbooks from third parties that advertise their textbooks with online retailers.
- Several key players in the textbook industry believe the used textbook market drives up the cost of new textbooks and may play a role in how frequently publishers issue new editions.
- Of 23 textbooks we reviewed, publishers released a new edition about every four years on average; however, many of the deans, department chairs, and faculty members that we interviewed stated that revisions to textbooks are minimal and are not always warranted.
- Even though bookstore managers claim that timely textbook adoptions enable them to pay students more for used textbooks and allow them to procure more used books to sell in the next term, the majority of faculty submits textbook adoptions after the initial deadline.
- Campus bookstores have implemented several strategies to reduce students' textbook costs; however they have not consistently employed them.
- The community colleges and CSU, with some participation from UC, have explored possible solutions for the rising costs of textbooks, including open educational resources and the Digital Marketplace, both of which offer means of content delivery that differ from that of traditional textbooks.

## RECOMMENDATIONS

To increase awareness and transparency about the reasons why campus bookstores add markups to publishers' invoice prices for textbooks, the UC, CSU, and the **community**

**colleges** should consider requiring their campuses to reevaluate bookstores' pricing policies to ensure that markups are not higher than necessary to support bookstore operations. If bookstore profits are deemed necessary to fund other campus activities, the campuses should seek input from students to determine whether such purposes are warranted and supported by the student body. Additionally, campuses should direct bookstores to publicly disclose on an annual basis any amounts they use for purposes that do not relate to bookstore operations, such as contributions they make to campus organizations and activities.

UC, CSU, and the **community colleges** should issue guidance on the process of selecting textbooks and to delineate the factors affecting textbook costs so that the systems can make certain that faculty understand how their own textbook choices influence textbook costs for students. This guidance should direct campuses to do the following:

- Communicate the provisions contained within recent state laws regarding textbook affordability to ensure faculty are aware of the existence of the laws and steps they can take to possibly reduce textbook costs.
- Require faculty to submit textbook adoption information to the campus bookstores by the due dates so that the bookstores can obtain as many used textbooks as possible and also purchase books back from students at higher prices.
- Encourage faculty to consider textbook prices when they evaluate materials for their classes and to consider adopting less costly textbooks if doing so will not compromise the quality of the education that students receive or the academic freedom of faculty.

The system offices of UC, CSU, and the **community colleges** should continue taking steps to promote the awareness, development, and adoption of open educational resources as alternatives to textbooks and other learning materials. Further, CSU should continue its efforts to develop, implement, and promote the Digital Marketplace. While doing this, CSU should monitor any resistance from students and faculty to ensure that the Web based education content aligns with their needs and preferences.

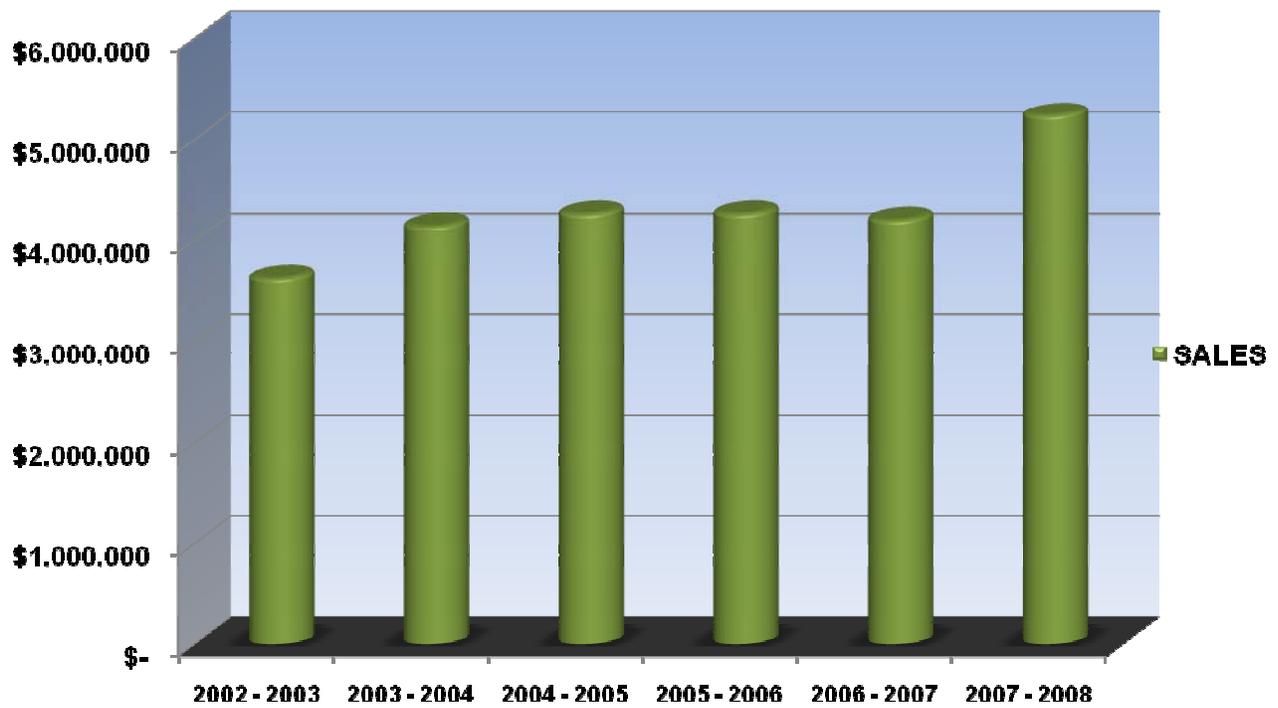
## **AGENCY COMMENTS**

UC agrees with the recommendations contained in the report and believes they will be helpful, especially in terms of ensuring that the system is employing the most successful strategies to ensure textbooks are affordable. Although CSU does not specifically agree or disagree with our recommendation that the system should require campuses to reevaluate bookstores' pricing policies and to seek input from students as necessary to determine whether bookstore profits are needed to fund campus activities, CSU agrees with the remaining recommendations.

**Finally, while the community colleges stated the report will be useful to the system in its efforts to improve textbook affordability for students, the community colleges assert that the system office and the board of governors do not have the authority to direct colleges or require districts to take the actions recommended in the report without additional statutory authority.**

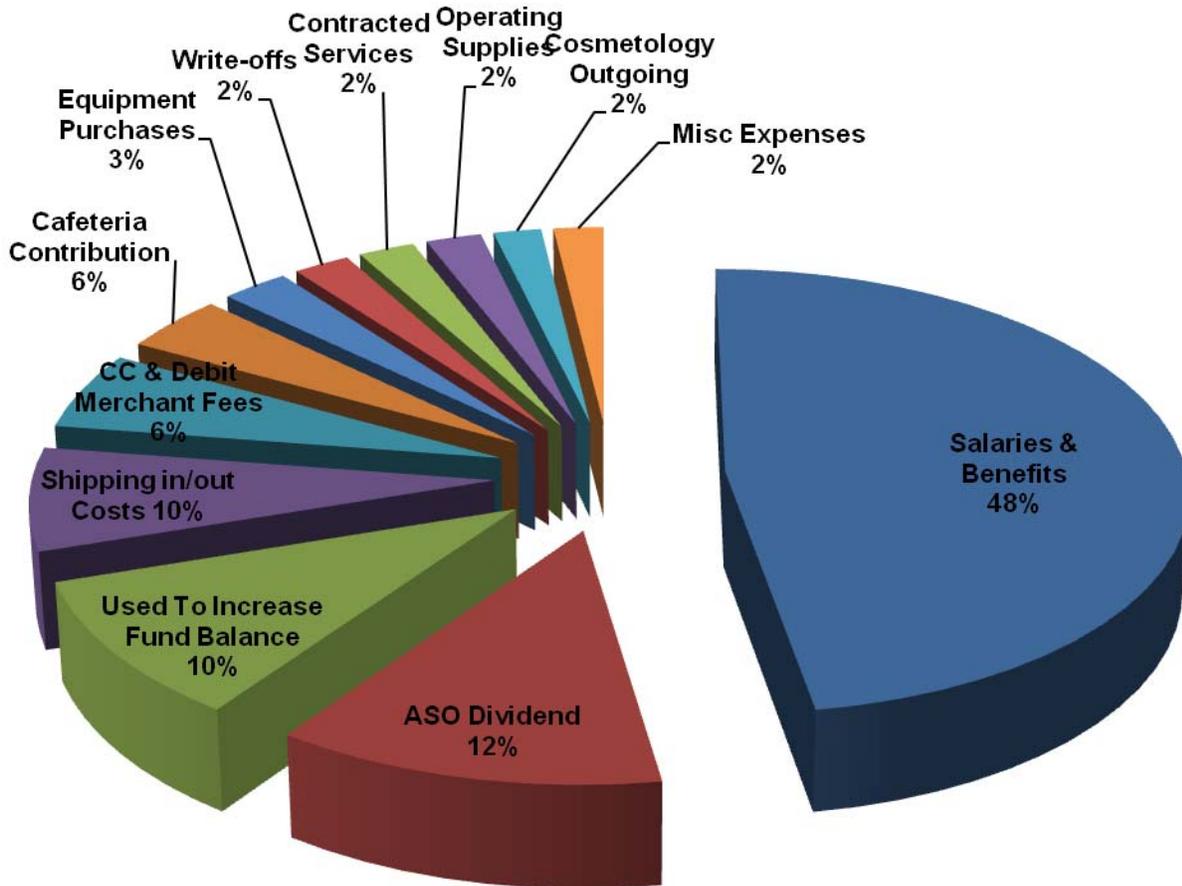
**D. Financial Outlook**

## Owl Bookshop 6 Year Sales Comparison



Sales for 2007-2008 included a onetime increase in sales from an extra rush period created by the changeover from the old to the new school year schedule.

# Owl Bookshop 2007-2008 Gross Profit



**How is \$1,546,667 in Bookstore Gross Profit Spent?**

## Owl Bookshop 6 Year Sales Trend By Department



### Bookstore Department Sales

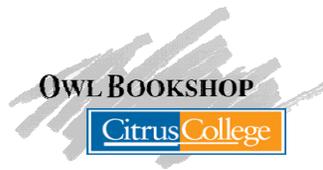
- The chart above divides sales by New, Used, Trade, Supplies, Candy, Software, Rx, and Cosmetology.
- Increased new texts sales can result from; a) an increase in student population, b) selectively matching new text prices with Amazon and Barnes & Noble, c) improve dialogue with the various departments on campus to bring individual faculty issues to their attention, d) promoting programs on campus which help pay for textbooks, e) new editions, f) custom editions, and g) publisher price increases.
- To best offer students affordable alternatives we continually work to increase our used book quantities. While having an effect on new texts sales, increasing the availability of used books is essential to competitiveness, and profit outlook.
- Increased used texts sales can result from: a) increasing our retail buyback numbers through improving adoption return rate b) actively working with Follett and other wholesalers to purchase needed used books, and c) work with faculty to offer used books for those that do not use the “extras” in the bundled textbooks.
- Increased supply sales can result from: a) finding better pricing on items to make pricing more competitive, b) offer required “course supply” packages, and c) working with faculty decrease the flow of students being sent off campus for their supplies.
- Increased candy sales are a result of reorganizing the store and offering improved selection and an introduction of healthier alternatives.

- Future planning must take place for a bookstore expansion that will properly fill the current and future needs of the campus community.

## E. Goals and Accomplishments

# 2007-2008 Accomplishments

1. For better communication with the campus community, the bookstore finally connected to the campus hub, placed a full page add in each issue of the Clarion, sent out “information packs” to departments at various times throughout the year, and passed out surveys for feedback.
2. The bookstore replaced aging servers with a single server to consolidate point of sale, on-line, and textbook operations.
3. The bookstore strived over the past year to improve product offering and display throughout the store to better match customer needs and tastes.
4. The bookstore continued to develop ways to decrease textbook prices through increased used book sales, increased new textbook buyback, implementing e-textbook purchasing, and improving website textbook procurement process.
5. To decrease check-out wait time during rush, the bookstore added one more register, updated credit/debit processing system, and reworked queue system. To improve the check-out wait time during non-rush periods, student staff has been cross-trained throughout the store so that empty registers are staffed.
6. To better serve and protect customer property, the bookstore has implemented a manned bag check-in station during the fall and spring rush periods.
7. The bookstore continued to improve buyback process by increasing retail buys and adding a second satellite buyback station during fall buyback.
8. The bookstore continued its tradition of supporting various events throughout the campus community.



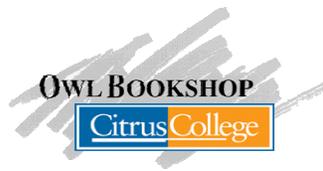
## Student Services Program Plans - 2008-2009

Program: BOOKSTORE

### “Security, Stability, and Convenience”

Please include goals appropriate to your area from the campus strategic plan, categorical site visit compliance requirements and recommendations, student equity plan, and Board goals.

GOAL	Responsible Person	Due Date
Install a supply vending machine at the front of the store for 24 hour service for test forms and critical supplies. <i>(Student Success)</i>	Eric Magallon	November 08
Review security in the entire store and make changes to better reflect, protect, and serve our customers and employees. Changes include improved CCTV system and theft sensors at the doors. <i>(Fiscal Transparency)</i>	Eric Magallon/Bob Iverson	February 09
Improve adoption rates by 20% by offering a digital alternative for turning in adoptions. <i>(Student Success)</i>	Eric Magallon/Jason Segura	June 09
Offer healthier alternatives to current snack assortment for our evening students. <i>(Student Success)</i>	Eric Magallon/Mike Bilbrey	December 08
Offer gift cards <i>(Fiscal Transparency)</i>	Eric Magallon/Mike Bilbrey	October 08
Offer “e-books” and “i-chapters” alternatives to students. <i>(Student Success)</i>	Eric Magallon/Vince Patino /Jason Segura	February 09
Connect Cosmetology to Bookstore POS system and purchase a new POS register. <i>(Fiscal Transparency)</i>	Eric Magallon/Sequoia	June 09
Update and improve website <i>(Communication)</i>	Eric Magallon/Vince Patino	February 09
Update Textbook policy. <i>(PBG #8)</i>	Eric Magallon/Jeanne Hamilton, Senate	December 08



## Student Services Program Plans - 2008-2009

Program: BOOKSTORE

**“Improving customer service through: textbooks, supplies, and the internet”**

**Please briefly describe the progress made on goals from 2007- 2008.**

GOAL	Progress
1. Updating website	<ul style="list-style-type: none"><li>• We are now connected to the campus hub and have made some changes to the bookstore website. More changes will be made</li></ul>
2. Review Markups	<ul style="list-style-type: none"><li>• In process, and will continue as a normal part of operations.</li></ul>
3. Replace Bookstore Servers	<ul style="list-style-type: none"><li>• Complete</li></ul>
4. Improved adoption submittal rates	<ul style="list-style-type: none"><li>• In process</li></ul>
5. Improve Follett text buys	<ul style="list-style-type: none"><li>• Complete, with an increase in used book procurement. We will continue as a normal part of operations.</li></ul>

# LONG RANGE BOOKSTORE GOALS

Bookstore Needs	Responsible Person/s	Completion Goal	Staffing Needs
<ul style="list-style-type: none"> <li>• Offer gift cards <i>(Fiscal Transparency)</i></li> </ul>	Eric Magallon/Rose Sayre	2008-2009	
<ul style="list-style-type: none"> <li>• Connect Cosmetology to Bookstore POS system and purchase a new POS register. <i>(Fiscal Transparency)</i></li> </ul>	Eric Magallon/TeC Services	2008-2009	
<ul style="list-style-type: none"> <li>• Offer healthier alternatives to current snack assortment for our evening students. <i>(Student Success)</i></li> </ul>	Eric Magallon/Mike Bilbrey	2008-2009	
<ul style="list-style-type: none"> <li>• Update Textbook policy. <i>(08-09 BG #8)</i></li> </ul>	Instruction	2008-2009	
<ul style="list-style-type: none"> <li>• Install supply vending machine near the bookstore entrance. <i>(Student Success)</i></li> </ul>	Eric Magallon/TeC Services	2008-2009	
<ul style="list-style-type: none"> <li>• Create a digital alternative for turning in adoptions including placing textbook information in the schedule. <i>(Student Success)</i></li> </ul>	Eric Magallon/Jason Segura Instruction/TeC Services	2009-2010	
<ul style="list-style-type: none"> <li>• Upgrade General Merchandise Point of Sale System including new registers as needed. <i>(Fiscal Transparency)</i></li> </ul>	Bookstore Team/Sequoia	2009-2010	
<ul style="list-style-type: none"> <li>• Improve communication through implementing an E-newsletter. <i>(Communication)(09-10 BG#10)</i></li> </ul>	Eric Magallon/Michael Bilbrey	2009-2010	
<ul style="list-style-type: none"> <li>• Update and improve website, focusing on textbook affordability. <i>(Communication)(09-10 BG#10)</i></li> </ul>	Eric Magallon/Vince Patino	2009-2010	
<ul style="list-style-type: none"> <li>• Install improved CCTV system and theft sensors at the doors. <i>(Fiscal Transparency)</i></li> </ul>	Eric Magallon/Bob Iverson	2009-2010	
<ul style="list-style-type: none"> <li>• Purchase Motor Cart/s for improved campus mobility and service.</li> </ul>	Eric Magallon/ASCC	2010-2011	
<ul style="list-style-type: none"> <li>• Develop and implement a plan to provide students awaiting financial aid textbooks by the first day of class. <i>(Student Success)(09-10 BG #8)</i></li> </ul>	Bookstore/Financial Aid/ Fiscal Services/Admissions/ TeC Services	2010-2011	
<ul style="list-style-type: none"> <li>• Open Cyber Café &amp; Art Store in new Student Services Building. Requires district assistance for some equipment purchases. <i>(Student Success &amp; Fiscal Transparency)</i></li> </ul>	Bookstore Team	2010-2011	2 more 49% Classified

<ul style="list-style-type: none"> <li>• Remodel register/customer Service Island. <i>(Fiscal Transparency)</i></li> </ul>	Eric Magallon	2010-2011	
<ul style="list-style-type: none"> <li>• Offer alternatives to new textbooks such as “e-books”, “i-chapters”, expanded used books, increased buyback, and possible rentals to students. <i>(Student Success)</i></li> </ul>	Eric Magallon/Jason Segura/ Vince Patino/Sequoia	2010-2011	
<ul style="list-style-type: none"> <li>• Rearrange store layout to incorporate space gained from the Art Department Move to the new Cyber Café &amp; Art Store. <i>(Student Success)</i></li> </ul>	Eric Magallon/Michael Bilbrey	2010-2011	
<ul style="list-style-type: none"> <li>• Offer healthier alternatives to current vending assortment for cosmetology students. <i>(Student Success)</i></li> </ul>	Eric Magallon/Rose Sayre	2010-2011	
<ul style="list-style-type: none"> <li>• Incorporate Bookstore needs in the Campus Center expansion/remodel.</li> </ul>	Campus Center Remodel Committee/Eric Magallon	2011-2014	

## F. Catalog Pages pertaining to program

# Citrus college catalog

### Bookstore

Students are required to purchase all books and supplies needed for their courses. To meet this need, the Owl Bookshop is owned and operated by the Associated Students of Citrus College as a service to students, faculty and staff with the purpose of making available educational materials and related items as economically as possible. Profits from its operation are used to fund staff activities, grants, scholarship, equipment purchases and campus improvements.

The bookshop is located adjacent to the Campus Center; hours of operation are listed in each class schedule.

### Refund Policy

Books purchased for any current semester session may be returned for refund as indicated on the refund policy received at the time of purchase. The books must be in the same condition as when originally purchased. Do not mar, damage or write in your books. A cash register receipt, proof of registration and student ID are required for all refunds.

Students are encouraged to sell their books back during finals through BUY BACK. A used book company purchases books needed by the bookstore at a percentage of the new book price. The company also buys other books with a current market value at a wholesale price. Receipts are not needed. The bookstore cannot guarantee the buy back of any book.

When purchasing books for a new semester or session, all students must present a copy of their class schedule. Book information will be available one week before the beginning of each semester and session.

The Owl Bookshop accepts MasterCard, VISA, Discover, American Express, cash, ATM or personal check with valid California Driver's License. Books and supplies may also be purchased online at [www.owlbookshop.com](http://www.owlbookshop.com)



**OWL BOOKSHOP**  
CITRUS COLLEGE

Shop online at  
[www.owlbookshop.com](http://www.owlbookshop.com)

**IT'S WISE  
TO SHOP  
WITH US!**



Shop at the  
Owl Bookshop for all your  
educational needs.

**Winter/Spring**  
Textbook information will be  
available online the week  
before school starts.

**E-mail:**  
[bookstore@citruscollege.edu](mailto:bookstore@citruscollege.edu)  
(626) 914-8620

### Citrus College Owl Bookshop Purchase & Refund Policy

You can purchase books online @[www.owlbookshop.com](http://www.owlbookshop.com)

The bookstore is owned and operated by the Associated Students of Citrus College. Profits from its operation are used to fund student activities, grants, scholarships, equipment purchases and campus improvements.

All students must present the printout of their class schedule to purchase any text during the first two weeks of the term.

Students may pay for materials by personal check. No temporary checks will be accepted. Purchases may also be made by VISA, MasterCard, Discover or American Express and ATM.

Books purchased for the current semester may be returned for a refund as indicated on the refund policy at the time of purchase, providing they are in the same condition as originally purchased. **No refunds** on study guides, workbooks, practice sets, supplies or supplemental material. **A cash register receipt is required for all refunds.**

**Buy back** occurs during finals week for fall and spring semesters, summer sessions and other dates assigned during the year. Your receipt is not needed. The Owl Bookshop **does not guarantee the buy back** of any book.

It is the responsibility of each student to adhere to the policies and procedures set forth by the bookstore.

#### Bookstore

626-914-8620

Shop online at [www.owlbookshop.com](http://www.owlbookshop.com)

[bookstore@citruscollege.edu](mailto:bookstore@citruscollege.edu)

Rush Hours: Posted in the store and online

Regular Hours: Mon.-Thurs., 8 a.m.-8 p.m.

Fri., 8 a.m.-4 p.m.

Location: BK (adjacent to the Campus Center)

The Owl Bookshop is a retail establishment owned and operated by the Associated Students of Citrus College as a service to students, faculty, management, and staff with the purpose of making available educational materials and related items as economically as possible. The Owl Bookshop operates five days a week with extended hours and days at the beginning of the each semester. Profits from its operations are used to fund staff activities, grants, scholarships, equipment purchases and campus improvements.

- The Owl Bookshop services include:
- New and used textbooks and supplies
  - Snacks and drinks
  - Art supplies
  - Computer hardware and software
  - Phone cards and stamps
  - Foothill Transit bus passes

## **NON-INSTRUCTIONAL PROGRAM REVIEW**

### **The Owl Bookshop**

The final summary of the program review process for the (Name of Program) is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

\_\_\_\_\_

(Program Coordinator)

\_\_\_\_\_

date

\_\_\_\_\_

( Dean of Program)

\_\_\_\_\_

date

\_\_\_\_\_

Dr. Jeanne Hamilton, Vice President of Student Services

\_\_\_\_\_

date

It will be the department's responsibility to communicate review recommendations with additional offices and services.