



2017-18

Non-Instructional  
Department Review  
Bookstore

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## 0. PREFACE: DEPARTMENT EVALUATION SUMMARY

The Continuous Innovation and Improvement Committee (CIIC) provided the following feedback:

### 0A. OVERALL PROGRAM EVALUATION

Weighted average: 3.36 on a four-point scale. This scores between developed (program exhibits evidence that planning guides programs and services selection that supports the College) and highly developed (evidence of ongoing, systematic use of planning in selection of programs and services).

### 0B. DEPARTMENT STRENGTHS

Half of the committee members who provided feedback noted the strength that the department is self-supporting and sustainable. Additional strengths highlighted include efficiency, a knowledgeable and skilled manager, effective planning, and detailed data.

### 0C. DEPARTMENT WEAKNESSES

CIIC members noted that the largest department weaknesses (sales competition, open educational resources legislation, and the uncertain future of on-campus bookstores) are out of the department's control.

### 0D. RECOMMENDATIONS FOR IMPROVEMENT

- Late textbook orders/changes: reduce textbook changes after deadline by coordinating with Academic Affairs to educate faculty about the importance of ordering textbooks earlier and the impact of changing textbooks during the academic year.
- Coordinate with marketing regarding free KCC logo items.
- Create a plan to address worker absences.
- Expand inventory of items that sell at a higher margin.
- Explore possibility of product mix including rental textbooks and e-books.

## 1. SUPPORT OF THE COLLEGE MISSION

### 1A. SUMMARIZE DEPARTMENT IN TERMS OF KEY FUNCTIONS AND RESPONSIBILITIES.

The KCC Bookstore is a self-supporting retail operation offering educational materials and products for sale at competitive prices. The bookstore has both a brick and mortar location in Building 7 on the KCC campus and a website for e-commerce. The department pays for its operating expenses including salaries, employee benefits, equipment and cost of goods through sales revenue. Any surplus revenue is returned annually to the College's general fund.

### 1B. DESCRIBE HOW THE DEPARTMENT SUPPORTS THE OVERALL MISSION OF THE COLLEGE AS ADOPTED BY THE BOARD OF EDUCATION.

The KCC Bookstore provides students and community members with easy access to quality educational items needed for academic success. The bookstore orders all required and recommended textbooks, as

requested by faculty members, and makes products available prior to the start of each term. During specific times, eligible students receiving financial aid grants and loans may charge items. Charges are posted to individual student accounts. The KCC Business Office deducts these charges from financial aid disbursements. The bookstore is open from 8:00 AM to 4:30 PM, five days per week, year-round.

#### 1C. DESCRIBE THE POPULATION SERVED BY THE DEPARTMENT.

KCC students are the core customers. However, since the bookstore carries an assortment of food, beverages and KCC logo items, faculty, staff and community members regularly shop at the bookstore. The bookstore serves as the College's shipping and receiving hub. Packages and deliveries for all campus departments are received at and distributed from the bookstore.

#### 1D. DESCRIBE DEPARTMENT RESOURCES INCLUDING USAGE METRICS.

During the 2016-17 fiscal year, 87% of revenue was generated from textbook sales to students. (See [Appendix A.](#)) However, textbooks were only 18% of the units sold. 24,885 individual items were sold and 14,050, or 56% of items, were in the food and beverage category. Nearly one quarter of unit sales (5,543 items) were school supplies.

### 2. DEPARTMENT MISSION/GOALS AND LINK TO STRATEGIC PLAN

#### 2A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

This is the first time a bookstore program review has been prepared. The next program review is scheduled for 2022. Specific goals, as outlined in the strategic plan, include continuing to improve access to the materials that students need for academic success by allowing financial aid and third-party charges. The department has responded to the changing needs and demands of customers by proactively responding to Oregon HB 2871, the statewide open education resources (OER) initiative. Budget expectations have been adjusted to reflect lost revenue from OER materials, and the bookstore has worked with other departments to make sure the campus complies with OER posting requirements. Community partnerships have been increased by stocking textbooks and supplies for apprenticeship programs and non-credit classes. The bookstore helped enhance the College's reputation for excellence and promoted quality of service by ordering competitively priced educational and convenience items.

#### 2B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☒ Yes

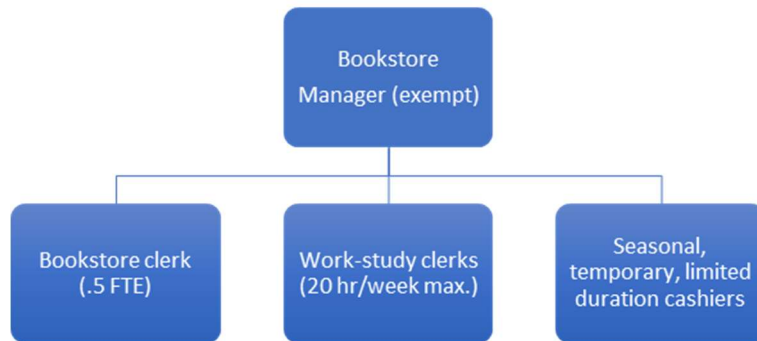
☐ No

Budget presentations are prepared and given each spring explaining the progress made towards achieving goals. Strategic goals set for years 2014-17 include providing access to materials that students use for success and being a hub for campus services. Another goal was to improve the quality of service by

employee management. This goal is being met now that the 20 hours per week bookstore clerk position is budgeted and filled.

### 3. PERSONNEL SUMMARY

#### 3A. PROVIDE AN ORGANIZATIONAL CHART OF THE DEPARTMENT.



#### 3B. ARE CURRENT MANAGEMENT AND STAFF ADEQUATE TO PERFORM FUNCTIONS AND RESPONSIBILITIES SATISFACTORILY TO ACHIEVE DEPARTMENT GOALS? EXPLAIN THE JOB FUNCTIONS OF EACH POSITION.

☒ Yes

☐ No

☐ Somewhat

The bookstore has one full-time manager supervising a 20-hours-per-week clerk and student workers, funded by Federal Work-Study. Temporary workers are hired to work as cashiers during peak times, including the first two weeks of each term. Staffing is adequate, except there is not a solid action plan for when employees are absent.

#### 3C. DESCRIBE ORGANIZATIONAL CHANGES THAT WILL IMPROVE DEPARTMENT PERFORMANCE, PROVIDE TIMELINESS FOR THE ACHIEVEMENT OF SUCH CHANGES, AND DESCRIBE MEASURES THAT WILL ASSESS THE EFFECTIVENESS OF SUCH CHANGES.

Currently the bookstore occupies a stand-alone location, Building 7. The bookstore manager reports to the College's controller, whose office is located in Building 3. Since the bookstore is part of the College's Administrative Services division, it is challenging to be separated from other members of that team. However, in 2018 the bookstore is scheduled to relocate to a new retail space in Founders Hall, a "one-stop shop" building which will house Student Services, Financial Aid, the Business Office, Veterans Services, the Learning Resource Center, and other departments vital to student success. This move will improve efficiencies by putting the bookstore manager in closer proximity to her supervisor and other members of the Administrative Services division.

#### 4. STAFF DEVELOPMENT

##### 4A. DESCRIBE SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES IN WHICH DEPARTMENT MEMBERS PARTICIPATE, AND EXPLAIN HOW SUCH ACTIVITIES BENEFIT OR ENHANCE THE DEPARTMENT.

The bookstore manager is an active member of the NW College Bookstore Association and attends their annual regional conference. Face-to-face educational sessions are offered at the conference, and the organization sponsors webinars throughout the year. MBS Textbook Exchange, the provider of the bookstore's inventory management system, also offers webinars focusing on collegiate retailing and the publishing industry. The bookstore manager meets annually with the Oregon Community College Stores group. The group includes the bookstore managers of Oregon's 17 community colleges.

##### 4B. DESCRIBE AREAS OF UNMET PROFESSIONAL DEVELOPMENT NEEDS AMONG PERSONNEL IN THIS DEPARTMENT AND OUTLINE PLANS TO ADDRESS THOSE NEEDS.

Since the bookstore clerk only works part-time, the time available for both the bookstore manager and the bookstore clerk to participate in professional development activities is limited. The bookstore manager has nearly 20 years' experience in the collegiate retailing industry and earned a master's degree in educational administration. The bookstore clerk also has collegiate bookstore experience and earned an associate of applied science degree in medical assisting.

#### 5. FACILITIES AND EQUIPMENT

##### 5A. ARE CURRENT FACILITIES, SUCH AS CLASSROOMS, OFFICES AND EQUIPMENT, ADEQUATE TO SUPPORT THE DEPARTMENT? EXPLAIN.

- ☒ Yes  
☐ No  
☐ Somewhat

The KCC Bookstore currently occupies a stand-alone building (Building 7 on campus). The building was completed in 2011, but it was not originally designed as a retail space. The square footage (2,215 of mercantile space, [Appendix B](#)) is adequate, but the layout is not ideal for a retail operation. For example, there is no storefront, and the cash registers are located in a kiosk that allows customers to walk behind the cash registers. Storage facilities are generous, and there is a loading dock for deliveries. The building has an office for the bookstore manager. The bookstore clerk has access to a computer in the storeroom.

##### 5B. IS AVAILABLE EQUIPMENT ADEQUATE TO SUPPORT THE DEPARTMENT? EXPLAIN.

- ☒ Yes  
☐ No  
☐ Somewhat

Equipment is adequate but expensive. The bookstore uses a specialized inventory management program designed for college bookstores (MBS Advanced Retail Center). The MBS software includes a point-of-sale platform with a server linked to the store's four cash registers. The College owns these registers, but annual software support fees are paid to third-party providers as contracted services. Fees for 2016-17 totaled \$14,312.78. All equipment except for a photocopier is owned, not leased. The MBS system also features a PCI-compliant website that securely accepts credit and debit card transactions. For 2016-17 annual credit card fees, for both in-store and online, totaled 5,141.09. The purchase of new chip-reader PIN pads (EMV) is budgeted for 2018.

#### 5C. DESCRIBE PLANS FOR FUTURE CHANGES IN SUPPORT FACILITIES OR EQUIPMENT.

In 2018, the bookstore will be moving to a new location in Founders Hall. The proximity to Student Services and Financial Aid is expected to be very beneficial to customers. The new location is smaller but has a layout better suited for retail operations, including a well-planned cash register area. However, long-range space needs of the store are uncertain at this time, and it is unknown if asset protection and loss prevention will be a concern at the new location. Theft ("shrinkage") is currently less than one percent.

### 6. BUDGET

#### 6A. PROVIDE A FINANCIAL REPORT. EXPLAIN DEVIATIONS FROM BUDGET EXCEEDING 10% OF ANY LINE ITEM.

See [Appendix D](#).

#### 6B. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

Overall revenue consistently exceeds expenses. Excess revenue is returned to the College's general fund. Average margin for new books is 25%. Used books are priced 25% lower than new books. The margin for all other categories is 40% (this includes school supplies, art supplies, lab wear, electronics, backpacks, clothing, logo items, graduation regalia, food and beverages).

#### 6C. PROVIDE PREVIOUS ANNUAL DEPARTMENT VIABILITY STUDY RESULTS.

This is the first time a bookstore program review has been prepared. Department viability is examined annually during the budget review process. Budget presentation for 2016-17 is located in [Appendix E](#) and 2017-18 in [Appendix F](#).

#### 6D. DESCRIBE BUDGETARY CHALLENGES.

For 2016-17 sales were \$499,969, and 87% of revenue came from the sale of textbooks. (See [Appendix A](#).) In 2015 the Oregon legislature enacted House Bill 2871 requiring all public universities and community colleges to use no- or low-cost open education resources for 15 high-enrollment and transferrable general education courses. (See [Appendix C](#).) This requirement is affecting textbook sales, the bookstore's primary revenue stream. Current year-over-year sales data is reported in the monthly board report.



Budget request for 2018-2019 had a decrease of \$40,074 in cost of goods due to expected loss of revenue because of the OER initiative.

## 7. CONCLUSION

### 7A. DESCRIBE DEPARTMENT STRENGTHS.

The KCC Bookstore is a self-supporting retail operation. The department does not require subsidy from the college to operate. The bookstore provides the course materials students need for academic success and a generous offering of school supplies and convenience items including food and beverages. The bookstore offers part-time work opportunities for students and internships for business students needing work experience.

### 7B. DESCRIBE DEPARTMENT WEAKNESSES.

The increased use of open education resources due to Oregon HB 2871 has resulted in decreased revenue. As textbook sales decrease, the store's focus is shifting from being a bookstore to becoming a campus store. While school supply and convenience item sales are strong, KCC logo items do not sell quickly, and vendors require high minimum orders. The College's marketing department distributes many free items embellished with the College's logo. Customers may be unlikely to purchase items that they can get free. It is also difficult to compete with individual textbook sellers on Amazon or match big-box store prices on school supplies. The bookstore competes with other bookstores nationwide for used textbooks. The earlier faculty submit textbook orders, the more likely it will be to find used books. Semester schools begin classes in August, and their bookstores often order books much earlier than we do. Shipping is a controllable expense (\$17,054.45 for 2016-17), which could be reduced if faculty did not change books from term to term. The ordering of art supplies needs fine tuning since art supplies are non-returnable and considerably less expensive when purchased in bulk. Bulk orders are not possible when supply requirements frequently change. Decreased expenses allows prices to remain competitive.

### 7C. DESCRIBE SUPPORT NEEDED.

Personnel needs may change when the bookstore relocates in 2018. Future staffing needs are uncertain at this time. Campus-wide support could be improved by educating faculty about the textbook ordering process. When instructors make textbook changes after books have been ordered, the bookstore wastes money on freight charges and overstock inventory. Faculty members should be more concerned that wasteful spending affects the college as a whole since year-end surplus money is returned to the College's general fund. A handful of faculty members routinely do not meet the quarterly deadline for submitting textbook orders.

### 7D. OUTLINE NEW GOALS INCLUDING TIMELINESS FOR COMPLETION, MEASURES FOR EVALUATING ACHIEVEMENT OF SUCH GOALS, AND A PROCESS FOR IMPLEMENTING IMPROVEMENTS.

Future goals may change depending on foot traffic at the new location. Established goals for Fall Term 2019 include launching a textbook rental pilot program for the 2018-19 academic year. This effort promotes academic success and student learning outcomes by making textbooks accessible in an affordable way. The bookstore helps students achieve learning outcomes by providing access to the course materials needed for KCC courses. Additional goals for Fall Term 2019 include increasing payment options to include the acceptance of electronic benefits transfer for food purchases and upgrading gift certificates to refillable gift cards. The success and possible continuation of these efforts will be reviewed during the budget review process in February 2019.

## 8. APPENDICES

### 8A. SALES HISTORY JULY 1, 2016 TO JUNE 30, 2017

[Link to original document](#) (PDF) **Requires login**

### 8B. BUILDING 7 STORE LAYOUT

[Link to original document](#) (PDF) **Requires login**

### 8C. OREGON HOUSE BILL 2871

[Link to official document](#) (PDF)

### 8D. BUDGET WITH HISTORICAL DATA

[Link to original file](#) (PDF) **Requires login**

### 8E. 2016-17 BUDGET PRESENTATION

[Link to original file](#) (PPT) **Requires login**

### 8F. 2017-18 BUDGET PRESENTATION

[Link to original file](#) (PPT) **Requires login**

8G. NON-INSTRUCTIONAL DEPARTMENT REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
<b>1—Support of the College Mission</b>	Exhibits ongoing and systematic evidence of mission achievement.	Exhibits evidence that planning guides program and services selection that supports the College's mission.	Evidence that planning intermittently informs some selection of services to support the College's mission.	Minimal evidence that plans inform selection the of services to support the College's mission.
<b>2—Accomplishments in Achieving Goals</b>	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence that planning guides services selection that supports goal achievement.	Evidence that planning intermittently informs some selection of services to support the goal achievement.	Minimal evidence that plans inform selection of services to support goal achievement.
<b>3—Personnel Summary</b>	Employs a sufficient number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect duties, responsibilities and authority of the position.	Employs an adequate number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect the majority of job duties, responsibilities and authority of the position.	Has a plan to employ an adequate number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect the majority of job duties, responsibilities and authority of the position.	Staffing is insufficient to meet needs.
<b>4—Staff Development</b>	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
<b>5—Facilities and Equipment</b>	Facilities and resources meet current and future needs of the College.	Facilities and resources meet current needs of the College	Evidence of a plan to have facilities and resources meet current and future needs of the College.	Minimal evidence that facilities and resources meet current and future needs of the College.

<b>6—Budget</b>	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
<b>7—Strengths and Weaknesses</b>	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
<b>8—New Goals and Plan</b>	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
<b>9—Overall Evaluation</b>	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the College.	There is evidence that planning intermittently informs some selection of services to support the College.	Minimal evidence that plans inform selection the of services to support the College.
	<b>Highly Developed</b>	<b>Developed</b>	<b>Emerging</b>	<b>Initial</b>