

Comprehensive Program Review Self-Study Report
Marauder Bookstore – Fall 2012

Area 1 - Division or Program Overview

- 1.1 Briefly describe how the division or program supports the district mission. If the division/program mission has changed in the past four years, please discuss the reason.

Bookstore Mission Statement

To serve the AVC community with distinction by providing course materials and supplies to meet student academic needs.

Antelope Valley College has its own full-service bookstore which is dedicated to serving the needs of students, faculty, staff, administration, and the community. Marauder Bookstore carries required textbooks and supplemental materials, including school supplies and reference books. The bookstore also sells snacks, greeting cards, gifts and logo merchandise and clothing.

The Marauder Bookstore supports the Antelope Valley College Mission by providing the students with the textbooks and supplies required to complete their educational path. We offer value through selling used books and renting both new and used books. The Marauder Bookstore provides to our student body the items specifically requested by the faculty to ensure student success.

- 1.2 Place an “X” by each Institutional Learning Outcome (ILO) supported by the division or program.
- ☐ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
 - X_ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
 - ☐ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
 - X_ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
 - X_ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
 - ☐ Identify career opportunities that contribute to the economic well-being of the community.
- 1.3 After completing Areas 2-7, prepare a one page summary of the program/division. Interpret the significance of the findings. Note the program’s strengths, weaknesses and opportunities for improvement.

The Marauder Bookstore has found that with the increase in internet options for textbooks that purchases at on-site stores are significantly affected. As publishing companies continue to

increase the cost of textbooks and pass that along to stores it appears stores are taking advantage of the students. Unfortunately, the overhead that accompanies a brick and mortar location requires a margin to afford staff, power, custodial and so forth. The Marauder Bookstore maintained the same margin on textbooks for over twenty years. The margin was increased 1% last fiscal year, 2011 – 2012, in order to accommodate the increasing costs of transportation and fuel surcharges as well as increases in textbook costs.

Because of the nature of college business, the payroll percentage has continued to increase, even while sales have decreased. As a “freestanding” auxiliary business, the bookstore must be mindful of staffing and product costs so that we can continue to serve our students. Increasingly, this is becoming much more difficult as students look elsewhere for books and are told by faculty to look elsewhere for books. It is time to revisit the needs of the store as a business, not as a state run facility.

Our strengths include on-site books and supplies, the ability to answer questions, to special order supplies and books, having exactly what the faculty have ordered, returns opportunities, book buy back, book rental, E-books, custom titles, web orders, in store pick up, logo merchandise, scantrons, green books, financial aid accounts for students with aid, and a knowledgeable staff to answer questions. The team works well together so that the business can continue to operate in the most efficient manner possible.

Our weaknesses include our web-site, limited support from faculty (they often send students elsewhere), lack of timeliness from faculty in turning in requisitions, the inability to staff the bookstore kiosk in the new Health and Science building, our lack of visibility in social media, lack of presence at Palmdale, competitive pricing and the physical structure itself. Another threat to our success is the lack of district support for the store. Purchase orders are fewer and fewer as directives are sent to purchase only from the warehouse – so if a unique item is needed staff is no longer allowed to purchase through the bookstore; they use their own money.

Our opportunities are many. We have a large student population that we need to reach and ensure they understand our purpose is to serve them and help them be successful. A perfect example of serving our students is the Kiosk in the Health and Science building which cannot be staffed because of the lack of funding. Changing the perception that faculty staff and students have of the store is an overwhelming opportunity. We need to be viewed as the service we are and not with the disdain that permeates this campus culture.

Finally, the Marauder Bookstore has improved customer service dramatically and continues to look for ways to market and promote the business. We currently offer an all store sale, one day prior to each semester, which gives students a discount on textbooks as well as all other merchandise. After 2 semesters we are beginning to be able to track our success with this program. There are many ways to improve and we look forward to making those improvements over the next year.

1.4 Name of person leading this review: Dawn McIntosh

- 1.5 Names of all participants in this review: Ryan Azimianaraki, Faith Brewer, Janet Chapman, Karen Janiszewski, Sandra McClung, Dawn McIntosh, David Moyer, Veronica Ojeda, and Chris Theobald.

Area 2 - Data Analysis

- 2.1 Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
Note: This is question number 5 in the annual update template.

The headcount over the past five years (2007-2008 – 2011-2012) has dropped by 3,159 students. The FTES over the same period decreased by 618 students. These decreases resulted in canceled classes. Canceled classes lead to reduced textbook inventory and lost revenue on text book sales. The sales loss over the past five years has had a deep fiscal impact on the bookstore. Textbook sales dropped from \$4,059,210 in 2007-2008 to \$2,421,476 in 2011-2012. (A decrease of \$1,637,734).

- 2.2 Please review the five year trends in course offerings, faculty ratios and efficiency provided on the web link. Comment on trends and how they affect your program.

The reduction in course offerings has led to less demand for textbooks and therefore significant lost revenue for the bookstore. Textbooks sales have dropped by 34.11% between 2007-2008 and 2011-2012.

- 2.3 Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Note: This is question number 6 in the annual update template. NA
- 2.4 Analyze changes in student achievement and achievement gaps (demographic and/or mode of instructional delivery) over the past four years. Cite examples of discussion of data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement gaps between groups. Note: This is question number 7 in the annual update template. NA
- 2.5 Analyze and summarize trends in student progression through remedial courses, if applicable. NA
- 2.6 List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted program completion as well as degree and certificate completion rates. NA
- 2.7 Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results and job placement/post testing. If applicable, cite

examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results and job placement/post testing. NA

- 2.8 Report and analyze program data showing the quantity of services provided over the past four years. (e.g. number of students served, books sold, employees hired, acreage maintained).

Even with reduction in headcount and FTES, the bookstore has not seen major decreases in the number of students served. Textbook sales have decreased, so students still shop in the bookstore, they just purchase fewer textbooks. The work force in the bookstore has remained the same over the past 4 years.

Area 3 - Outcomes

- 3.1 Analyze changes in student learning outcomes (SLOs) and program learning outcomes (PLOs) assessment results over the past four years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in the learning outcomes. Note: Changes in learning outcomes are discussed in question 9 in the annual update template. NA
- 3.2 Analyze the assessment results of operational outcomes (OOs) over the past four years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvements in the program. Note: Changes in OOs are discussed in question 9 in the annual update template.

Our main O.O. is to supply textbooks and supplies to facilitate student learning. The bookstore is always looking for ways to offer textbooks at the most affordable prices possible. This has been done through the used book market historically. In the Fall of 2010, the bookstore began a textbook rental program that offers textbooks to students for less than the purchase of a new or used book. The student pays a fee to use the textbook for the duration of the term and then turns it in at the conclusion of the class. This program has improved on our goal of offering books to students in the most affordable way possible. In the Fall of 2012, the bookstore rented 1,972 books

When the bookstore implemented the textbook rental program, there was initially a high demand for rented books. We allocated additional payroll hours to support this new program to make it function as efficiently as possible. The revenue from this program has helped, but not eliminated the loss in revenue from course reductions and the overall decrease in textbook usage.

Area 4 - Stakeholder Assessment

- 4.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee and/or community surveys.

Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

According to a recent survey, conducted by auxiliary services using survey monkey, 89.7% of those who took the survey know the bookstore rents textbooks (539 out of 601). Students are able to use books for the entire semester and save a substantial amount of money by renting textbooks rather than purchasing them.

Area 5 - Goals and Objectives

- 5.1 Indicate the status of each goal identified in the most recent comprehensive self-study report and last year's annual report as completed, in progress or terminated.

Provide textbooks and supplies to facilitate student learning.

Completed for the Fall of 2012. Ongoing for Intersession and Spring of 2013 and forward.

Provide logo material to help support pride and visibility in community.

We have an ongoing supply of logo merchandise in the bookstore to support this goal on an ongoing basis.

Fiscal viability.

While the bookstore has seen significant decreases in revenue, it is still self-supporting while meeting the goals and objectives provided by the institution.

- 5.2 List program goals and objectives related to improving learning outcomes and the success of the various learner populations in completing courses, certificates, degrees and transfer requirements. Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc. NA

- 5.3 List program goals and objectives related to improving operational outcomes. Consider program services, operations, assessments, collaborations, scheduling, location, technology, etc.

Immediate Term

Implement the new operating system to its maximum potential. Provide necessary training for staff and all users of the system.

Short Term

Develop textbook rental program and other programs to keep textbooks affordable to students. Continue to find ways to keep book costs down through e-books, used books, rentals, and new programs that may exist.

Long Term

Renovate the Student Center. The current facility is not nearly large enough to accommodate the AVC community. The bookstore needs to be 2.5 times its current size to adequately meet the needs of the student population. According to research conducted by the National Association of College Stores (NACS) a college bookstore should have 2.5 square feet of sales floor for each FTES. We currently have 10,572 FTES which would mean 26,400 square feet of sales floor. The bookstore currently has 10,000 square feet.

In order to achieve this goal, the Marauder Bookstore must become fiscally stable and begin setting aside funding to support a larger facility. As an auxiliary function, we must look to Measures and Bonds from the community in order to support a new structure. The current structure was built in 1959 and has the electrical, plumbing and such from that time.

With a new facility, one that can accommodate a larger store, we can also offer a center where students are comfortable to eat, study, and socialize. Having an audience automatically increases sales, which would in turn positively affect the fiscal stability of the business.

Area 6 - Resource Planning

6.1 List **human resources** requirements. List titles in priority order. Identify how each position is needed to improve outcomes and/or student achievement.

* Accounting Technician/Auxiliary Services

This position oversees bookstore accounting functions which include student financial aid accounts. This position will remain vacant until such time as the Marauder Bookstore can fiscally afford the position.

*Auxiliary Services handles all Accounts Receivable, Accounts Payable and General Ledger for Bookstore and Café. Without an accounting position, these areas suffer, which affect the fiscal stability of the Stores.

6.2 List **additional/updated technology resources** needed to improve outcomes and student achievement. List needs in priority order. Explain how the resources will improve outcomes and/or student achievement.

6.3 List **facilities/physical resources** (remodels, renovations or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order.

*In order to appeal to clientele, it is critical to have a store that is visually appealing and invites customers to shop. To have this success appropriate signage, shelving and flooring are critical.

*Additionally, to prevent theft and increase the security of the Bookstore, new front doors that have break resistant glass, key access, and meet fire code are required. The doors must also be accessible for students with disabilities. Cameras are needed for the front doors, cashwrap and all external doors as well as the receiving dock.

*These things are vital for us to meet Standard II in the process as a support service for our Students, faculty and staff.

6.4 Identify **financial resources** needed to improve outcomes and/or student achievement. List needs in priority order.

The bookstore is fully self-supporting so any and all financial expenditures are self-funded.

6.5 Identify **professional development resources** needed to improve outcomes and/or facilitate student achievement. List needs in priority order.

California Association of College Stores (CACS) Annual meetings. These conferences offer education for bookstore personnel and discounts on merchandise in an effort to increase store revenues. National Association of College Stores (NACS) similar to CACS only on a national level. These conferences provide a learning forum for new ideas and strategies and updates employees on what is going on around the state and the nation in the bookstore industry. Nebraska Book Company (N.B.C.) has an annual meeting known as Spectrum. The bookstore currently uses an operating system developed by Nebraska Book Company. Spectrum is a forum where users come together to learn more about the system and the coming upgrades. Personnel from N.B.C. are on hand to hear the feedback. These meetings are critical to help us pursue institutional effectiveness and improvement for the success of the business.

Area 7 - Recommendations and Comments

7.1 List recommended changes to the Educational Master Plan to:

- Meet student needs.
- Respond to learning and/or operational outcomes.
- Reflect changes in the disciplines, educational methodology, and technology.
- Address external mandates such as state requirements, industry and professional standards, etc.

Continue to offer textbooks to student's at the most affordable prices possible. Continue to operate the bookstore in a fiscally responsible way making sure to be profitable and fully self-supporting.

7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

Develop a template for the program review that is better suited for support services.

Comprehensive Program Review Self-Study Report

Division/Program/Area Name: **Antelope Valley College Cafe**

Year: **Fall 2012**

Area 1 - Division or Program Overview

1.6 Briefly describe how the division or program supports the district mission. If the division/program mission has changed in the past four years, please discuss the reason.

Antelope Valley College Cafe Mission Statement

- A. Provide a variety of high quality food and beverages
- B. Meet the needs of students and staff at Antelope Valley College
- C. Provide Student employment
- D. Provide high quality catering for college related special events
- E. Provide a large seating area, where students can eat, socialize or study
- F. Provide a stage and seating area for special events

Antelope Valley College Cafe is dedicated to serving the needs of our students, faculty, staff, and the community. AVC Cafe provides high quality foods and services. The Cafe strives to meet the needs of our customers through great service and quality food, which enhances the educational and social environment of our students.

Commit to Excellence: We will be innovative and creative by pursuing new opportunities.

Integrity: We are honest, ethical, and professional. Our personal conduct ensures relationships that are worthy of trust.

Respect: We treat each other with dignity and respect, valuing individual and cultural differences. We provide a safe work environment, where employees are treated equally.

Teamwork: We work toward a common interest to meet organizational objectives.

We encourage individual and team suggestions. We communicate frequently and encourage each other often.

Accountability: We strive to exceed expectations. We are careful with our resources and are responsible for how and what is accomplished.

The Antelope Valley College Cafe supports the Antelope Valley College Mission by providing students with nutritional items to feed their bodies so that they may feed their minds. We offer catering for both student and staff meetings and celebrations. We also offer student employment. All of these things help us to keep our students committed to their personal success.

1.7 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or program.

- ___ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

- X_ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- ___ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
- X_ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
- X_ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
- X_ Identify career opportunities that contribute to the economic well-being of the community.

1.8 After completing Areas 2-7, prepare a one page summary of the program/division. Interpret the significance of the findings. Note the program's strengths, weaknesses and opportunities for improvement.

The AVC Cafe has found that the need for food and beverage during a busy day is consistent. The amount of discretionary dollars available has decreased significantly during the financial crisis we have been and are experiencing. In addition, food prices continue to rise and fuel surcharges are now on each invoice. We have also seen an increase in minimum wage and no funding is allowed in Auxiliary accounts for students.

The AVC Cafe prepares fresh food daily. The soups, chili, salads, etc. are from scratch, not premade. The quality is excellent and food is prepared to order.

The teamwork displayed between the 2 full time staff members is tremendous. This leads to good customer service and a willingness to take care of the customer.

The Cafe has no backup in place to support the store if there is an emergency or illness with either of the 2 full time employees. The current back up is the Director of Auxiliary Services. While this is manageable to some degree it is not realistic. The outdated facility affects the daily operations and often times slows service to our customers while we wait for assistance with a maintenance issue. Also, the equipment in Cafe is serviced by outside providers and we must rely on their availability to repair any issues that occur. This is an additional cost that continues to rise as the equipment gets older. We will soon reach a point where it will not be feasible to repair equipment and with no funding to replace the equipment we will run into even larger issues.

In order to improve our position, the AVC Cafe needs to have student workers available that have funding. In addition, we need to replace outdated equipment to provide a more efficient and effective service. Our website information is minimal and needs to be more easily accessible and attractive to the social media group that our customer is. Finally, the infrastructure is, as mentioned in other sections, not sufficient. The kitchen temperature is often times unacceptable for a proper work environment.

In result, the AVC Cafe does a good job serving our population. The design, however, was for a significantly smaller amount of people than we serve now. Currently, we offer 50% Fridays for all faculty and staff during the regular semesters. We work closely with the EOPS and CARE program to provide meal vouchers for the students in those programs. Our next service opportunity will be to provide meal cards for purchase that are able to be re-loaded. These cards will offer a quicker experience at the register which will improve customer service. At the AVC Cafe we work together to achieve the success needed to stay in business and take care of our customer.

1.9 Name of person leading this review: Dawn McIntosh, Debra Smith

1.10 Names of all participants in this review: Debra Smith, Kim Moore, Dawn McIntosh,

Area 2 - Data Analysis

2.9 Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
Note: This is question number 5 in the annual update template.

The headcount over the past five years (2007-2008 – 2011-2012) has dropped by 3,159 students. The FTES over the same period decreased by 618 students. These decreases result in canceled classes. Decreased amount of students equals lost revenue for the Cafe. The budget cuts have also impacted the cafeteria. Cal Works and Federal Work Study Funds are no longer available to subsidize cafeteria student work positions.

2.10 Please review the five year trends in course offerings, faculty ratios and efficiency provided on the web link. Comment on trends and how they affect your program.

Budget cuts, and the reduction in course offerings have affected our bottom line. The additional food outlet (Subway) has reduced our income by 30%, however, we are better able to serve the district with this added outlet.

2.11 Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Note: This is question number 6 in the annual update template. NA

2.12 Analyze changes in student achievement and achievement gaps (demographic and/or mode of instructional delivery) over the past four years. Cite examples of discussion of data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement gaps between groups. Note: This is question number 7 in the annual update template. NA

- 2.13 Analyze and summarize trends in student progression through remedial courses, if applicable. NA
- 2.14 List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted program completion as well as degree and certificate completion rates. NA
- 2.15 Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results and job placement/post testing. NA
- 2.16 Report and analyze program data showing the quantity of services provided over the past four years. (e.g. number of students served, books sold, employees hired, acreage maintained).

The work force in the Cafe has decreased during the past 5 years. Our full time staff has been reduced from 1 CMS and 2 classified employees to, 1 CMS and 1 classified employee. The food service assistant 2 has not been replaced. The Antelope Valley College Cafe upgraded the computer system in September of 2012 in order to track the customers we see daily so that we may better serve them. Until that time, our only tracking ability was via dollars received. After one year, we will have a base of numbers to draw from and compare.

Area 3 - Outcomes

- 3.1 Analyze changes in student learning outcomes (SLOs) and program learning outcomes (PLOs) assessment results over the past four years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in the learning outcomes. Note: Changes in learning outcomes are discussed in question 9 in the annual update template. NA
- 3.2 Analyze the assessment results of operational outcomes (OOs) over the past four years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvements in the program. Note: Changes in OOs are discussed in question 9 in the annual update template.

Our main OO is to provide the highest quality of food services, which will enhance the educational and social environment of our students. The Cafe is always looking for ways to improve our services to meet the needs of our students and staff. Over the past four years the Cafe has been painted and we have added framed art and painted murals to the walls. Last semester we updated our menu, menu boards and our Micros register

system. We purchased new tables and chairs for the cafe, which arrived in February of 2011. For catering we purchased new dishes and a motorized cart for transporting food on campus. The Cafe added the ability to take credit cards in Spring of 2009-2010 but was unable to track the increase in customers, or the change in type of funds received until the upgrade in October of 2012.

Area 4 - Stakeholder Assessment

- 4.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The Cafe did a survey in Spring of 2012 and had the following response:

64.9% of 547 responses indicate a use of vending machines on campus

39.9% of 547 responses indicated that they were comfortable in the Cafe dining room. The cause of not being comfortable was a lack of tables and chairs and the general feeling of uncleanness. Since that time, having only 20 tables and 60 chairs, we now have seating for 200 and a program that ensures table cleanliness is checked on a consistent basis.

56.5% of 549 responses indicate that they do not study in the Cafe, as at the time, there was not sufficient seating. We will readdress this question in the next survey.

One of the questions asked what the Cafe could do to improve service and the most often repeated response was cleanliness. We have put into place a student employee responsible for nothing but the dining area so that this need can be met. The second request was WiFi in the Cafe. The use of laptops to do homework and study is so much more than 5 years ago. This is now the accepted form of study, consequently, we need to offer the students the necessary tools for success and WiFi is one of those tools.

Area 5 - Goals and Objectives

- 5.1 Indicate the status of each goal identified in the most recent comprehensive self-study report and last year's annual report as completed, in progress or terminated.

Our Goals and objectives were to increase our hours of operation, have a presence at the Palmdale Center and ensure of fiscal viability.

The Cafe will be open during Intersession and Spring Semester to provide foodservice and catering. During the Spring Semester, 20 to 25 student positions are being filled through AVC Cafe Food Services. The Cafe offers catering on site and at Palmdale for any needs the district has. Because of fiscal issues, there has been a reduction of 60% in catering sales from 2008-2009 to 2011-2012.

Palmdale Center

While we do not have a daily presence in Palmdale, the AVC Cafe has done 2 caterings at the Palmdale Center and will be doing 2 more in the Spring semester of 2012-2013. We have provided, through our vending contract, a vending machine that has fresh sandwiches and frozen food items to assist with food needs at the Center.

Fiscal viability

The AVC Café balanced in fiscal year 2009-2010. Immediately after, funding for students was cut for auxiliary services which resulted in increased payroll. Along with higher wages this has resulted in a negative bottom line in the years following. In order to again balance our financial books, the AVC Cafe needs to have available the Cal Works and Federal Work Study student funding.

- 5.2 List program goals and objectives related to improving learning outcomes and the success of the various learner populations in completing courses, certificates, degrees and transfer requirements. Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc. NA
- 5.3 List program goals and objectives related to improving operational outcomes. Consider program services, operations, assessments, collaborations, scheduling, location, technology, etc.

Immediate Term

Provide necessary training for staff as needed – ongoing to support the efficiency, viability, and success of the Cafe and College

Implement a new safety and sanitation program so that our student employees are successful in creating an environment that is safe and inviting.

Increase catering demands

Short Term

Purchase new convection oven, a six burner stove, 3-door refrigerator and an industrial steamer. We have requested grant funding and are working with the Foundation to secure funding for this critical need.

Develop more efficient training program to provide improved customer service. We began in the Fall of 2012-2013 with more “hands-on” training to facilitate this need. By doing so, we are increasing service to our customer so that they may return to study or class in order to achieve success.

Decrease waste and food cost this will help our path to fiscal viability – which in turn will continue to support our students success as both students and student employees.

Long Term

Renovate the Cafeteria in the Student Center. The current facility is outdated, the equipment is old and needs to be replaced. The structure the Café is housed in was built in 1959 and there have been no significant upgrades since. The HVAC system is original, and needs to be replaced. The plumbing is consistently in need of repair and possibly re-piping to adequately meet the needs.

Area 6 - Resource Planning

If applicable, describe significant resource needs that should be addressed immediately, short term and long term. The Educational Master Plan, outcomes assessment reports

and/or data analysis must provide reference information to support requested resources. If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.

- 6.1 List **human resources** requirements. List titles in priority order. Identify how each position is needed to improve outcomes and/or student achievement.

We have one frozen position, Food Service Assistant II, which would dramatically help our staffing. Currently, there are 2 full time positions and the remainder of the staff is students. When one of the full time employees is on vacation or leave, the Director fills in. Unfortunately, the revenue is not available to support this position.

- 6.2 List **additional/updated technology resources** needed to improve outcomes and student achievement. List needs in priority order. Explain how the resources will improve outcomes and/or student achievement.

In October of 2012, the Cafeteria completed an upgrade of its Micros Register System to be in compliance with state and federal laws. However, we currently need to invest additionally in order to support the PCI compliance laws that affect all retail operations. As a support service it is critical to ensure the safety of our customers financial aid cards, credit and debit cards. This is a Standard II and Standard III compliance requirement.

- 6.3 List **facilities/physical resources** (remodels, renovations or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order.

New convection ovens
New six burner stove
New 3 door reach in refrigerator
Steamer

Commercial kitchens that serve customers must have the resources to prepare food for those customers. Without these tools, we will be unable to prepare meals and provide catering as we currently are able to. By having a fully working kitchen, we are in compliance with Standard II, providing service.

- 6.4 Identify **financial resources** needed to improve outcomes and/or student achievement. List needs in priority order.

Antelope Valley College Cafe is fully self-supporting. All Cafe financial expenditures self-funded. In order for the Café to continue to operate, Administration needs to support the efforts of the Café to support students and staff. In addition, we need to increase our communication so that faculty and staff are aware that while we try and keep pricing as reasonable as possible, the AVC Café is one unit with one unit purchasing power. The café does not have national branding that allows for purchasing power to reduce the costs.

- 6.5 Identify **professional development resources** needed to improve outcomes and/or facilitate student achievement. List needs in priority order.

National Restaurant Association /Serv Safe

US Food Service

Restaurant and Food Service Periodicals

These resources keep the staff abreast of changes in political climate for food service, responsibilities and new legislation that must be adhered to.

Area 7 - Recommendations and Comments

- 7.1 List recommended changes to the Educational Master Plan to:

- Meet student needs.
- Respond to learning and/or operational outcomes.
- Reflect changes in the disciplines, educational methodology, and technology.
- Address external mandates such as state requirements, industry and professional standards, etc.

Meet Student Needs - Offer WI-FI

Offer student pre paid cards to use in cafeteria

Provide more outlets for students to use or charge their computers

- 7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

Develop a template for the program review that is better suited for support services