

Program Overview	
Program:	Enterprise Services
Academic Year:	2015/2016
Review Period:	6 Year

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

Food and Vending Services is responsible for oversight of all food and vending services at the college including contracting and monitoring vendors, gathering feedback on customer satisfaction, and working with campus committees and offices directly or indirectly involved with any aspect of food services and vending. Services at Santa Monica College consist of 2 cafeteria style restaurants, 2 coffee shops, and vending machines on the Main Campus, and vending machines at satellite campuses. The operations of services coincide with the college calendar except for vending machine services, which operate year round.

Food and Vending Services supports the mission of the College by providing easily accessible food services on site, thus making it more convenient for students to pursue their academic goals without having to go elsewhere when hunger strikes.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The goal of the Food and Vending Services is to provide safe and healthy dining experience for the college community, achieve sustainable accountability, support the college's environmental objectives, and to generate income to support institutional programs.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Through offering healthy and sustainable food choices, as well as mandating that food vendors comply with specified sustainable practices, Food and Vending Services supports the global awareness and sustainability commitments stated in the institutional Vision and Core Values, the Sustainable Physical Environment Supporting Goal. By helping students “acknowledge the significance of their daily actions relative to broader issues and events” (in this case related to the food choices they make) and “assume responsibility for their own impact on the earth by living a sustainable ...life”, Food and Vending Services supports ILOs 3 and 4. Additionally, including sustainable practices in vendor contracts contributes to the college commitment to employ sustainable/green practices throughout the institution and supports the various sustainable policies and initiatives undertaken in recent years. Examples of the positive impact of changes in vendor contracts include having vendors contribute their vegetable scraps to Vermi-Composting, requiring vendors to use cage-free eggs (Exhibit A, letter from Humane Alliance of Southern California), and incorporating environmental and sustainability requirements into new

vendor contracts (Exhibit B, item 1.2, 1.3, and 1.4).

To support the college environmental policy, Food and Vending Services has a strict rule of “not selling gum by vendors” to keep the campus clean, and requiring vendors to use bio-friendly “green” products to clean their facilities and to use energy star equipment in their restaurants (Exhibit B, item 1.3 #d).

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

None. Food and Vending Services is an income-generating unit.

B. Populations Served

Food and Vending

1. Describe who your area serves (students, staff, etc.) both directly and indirectly. If pertinent, indicate variables such as ethnicity, race, gender, age of your client base.

The Food and Vending Services serve the entire college populations.

2. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

No change from last program review.

C. Program Evaluation

Food and Vending

1. List your administrative unit UOs.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Unit Outcome for Food and Vending Services are:

1. Food vendor customers (students, staff) will be satisfied with the food vendor products

and services.

2. Food vendors will understand the SMC policies and state health codes.

2. Describe when and how the program assesses these UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

For Unit Outcome #1, the unit used the 2010 and 2012 DPAC College Services Satisfaction Survey as the assessment tool to measure the outcome and as evidence to encourage vendors to address concerns documented in the survey. Vendors who complied have seen their business increase.

For Unit Outcome #2, vendors are very much in-tune with all codes and policies, and they all worked very hard to retained "A" rating from Los Angeles County Department of Environmental Services. The unit member also constantly checks on vendors' facilities to enforce rules and codes, and make recommendations for further improvements.

3. What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.

N/A

D1. Objectives

Select new food vendor to fill vacant space.

Working with vendors to develop additional low price nutritional products.

Status: Completed

Comments:

Overall satisfaction rating for on campus food services.

5.1% very satisfied, 32.3% satisfied, 34.9% somewhat satisfied, 18.5% somewhat dissatisfied, 6.2% dissatisfied, 3.1% very dissatisfied.

Improve customer satisfaction with price and choice as measure by using 2012-13 DPAC College Services Survey and informal survey.

Status: In Progress

Comments:

None

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

In the past 6 years Food and Vending Services changed 2 food vendors, upgraded vending machine services, and swapped-out and installed over 100 water coolers around campuses including 18 water bottle filling stations. A major achievement was the renovation of the Cafeteria, which has received very positive response and feedback.

To heighten awareness of healthier products available on campus, snack vending machines are now required to have these products clearly labeled (Exhibit E). There are also dedicated gluten-free vending machines on campus (Exhibit E).

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

- Based on the popular dish Orange Chicken, vendor now serves an Orange Tofu dish as one of the specials on the Asian station
- To provide more healthy choices, vendor has converted pinto beans, black beans, brown rice, and chow mein to vega
- Vendor switched its produce supplier to a family owned and operated company that supplies local grown produce.
- 25% of snacks in vending machines are healthy choice products.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

- To reduce energy use, we required vendor provides vending machines equipped with motion sensor, if possible, so machines can be turned off when not in use.
- To attract more students to their stores, vendors are implementing low price combination plats.
- To provide healthier choices, vendors are now selling brown rice, vegan wrap, tomato soup, and miso soup.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

N/A

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other

evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

With greater variety of food and lower pricing provided by vendors, the college community benefited as a whole. Moving forward, the unit will continue to work with the DPAC College Services Committee and conduct additional surveys to enlist input and ideas from customers.

With a vacant space, the unit is hoping to enlist a vendor that can provide variety of affordable nutrition products.

We will also continue to seek out other services that could benefit the college community and generate additional income for the District.

D2: Objectives

No Objective have been entered.

E. Curriculum Review

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content)
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

The Food and Vending Services unit is consisting of one unit member. This person works with the DPAC College Services Committee, the Environmental & Sustainability Committee, and

engages with the college community through informal interviews with customers in Cafeteria.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

N/A

3. Discuss the relationship among program staff and unit engagement with other units or areas of the college.

See #1 above. Additionally, food service vendors on campus are here to serve the college community and make money at the same time. Competition is fierce among vendors, especially in pricing, which benefit customers, who are comprised of the whole college community.

G1: Current Planning and Recommendations

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

N/A

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional staff and vendors are needed to meet demands.

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

If the enrollment continues to grow, the unit would like to expand its services to the college community. Some possible futures vending services to consider include an onsite banking and financial center, a convenience store, a technology store, an alternative transportation hub, a

juice bar, a soup and salads specialty store, and snack and dessert bars. Some of these options will be dependent on additional space availability and completion of construction projects that would make installation of more permanent facilities possible.

If the enrollment decline, it will have a major impact as the income collected by the Food and Vending Services will be less.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The District is currently in planning of a Cafe in the Library and in construction of a new food services location in the AET campus. To meet the future vending demands, the District will need additional facility spaces for new vendors to serve the college community. Possible spaces are the Bookstore space, Welcome Center space and KCRW mailroom space, as these programs are schedule to be relocated to other facilities.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

N/A

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

In general, current vendors are doing a good job of serving the college community, and we will continue to work with these vendors to increase the variety of food and keep prices low.

To further broaden the selection of services, we will need additional spaces and have vendors that can be flexible and adaptable to the college environment.

6. Please use this field to share any information the program feels is not covered under any other questions.

N/A

H. Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

I. Executive Summary

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support