Barstow Community College

Program Review

Instructional

PROGRAM:		WARE		
ACADEMIC YEAR:		Fall 2011 – Spring 2012	**Date Submitted:**	Nov 14 2012
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- **Mission and Vision**

- **Description and Overview**

- **External Factors**

- **Policies and Processes**

- **Status**

- **Data**

- **Prior Goals/Objectives**

1. Program Mission and Vision

A.	Program **Mission**
	The Warehousing and Logistics Program is designed to prepare students for entry level positions and career paths in Supply Chain Management. The program is designed to prepare students with foundation knowledge and skills for positions with increasing responsibility that match those in today's supply chain industries. Graduates of the AA and certificate program will quality for positions with government agencies as well as those in the private sector. Employment opportunities include but not limited to the following: Inventory Control Technician, Logistics Technician, Logistics Services Salesperson, Material Technician, Production Technician, Purchasing Technician, Vendor Managed Inventory Support Technician and Warehousing Operations Support Technician.
B.	o Program **Vision**Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace. o Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities. o Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.
C.	Describe how your mission and vision align with and contribute to the College's Mission and Vision. Goal One: Provide learning programs and an environment that ensure student success. Objective 1.1 Expand and/or revise the curriculum to meet the dynamic needs of students and community. Goal Two: Actively supports and promotes local economic growth and community development. Objective 2.1 Determine the educational and training needs of the

	community.
	Objectives 2.2 Establish CTE programs that meet educational and training needs of local employers.
	Objective 2.3 Determine the effectiveness of CTE education and training provided.
	Objective 2.4 Provide career exploration opportunities to college and high school students.
	Goal Three: Improve college programs through systematic evaluation
	Objective 3.1 Improve integrated assessment of institutional outcomes and use of assessment results to foster improvements in institutional effectiveness.
	Objective 4.1 Improve student learning outcomes assessment as a college-wide, systematic and integrated process.

2.   Program Description and Overview

Assume the reader does not know anything about the program. **Describe** the program, including—but not limited to—the following:

• Organization, including staffing and structure • Group(s) served (including demographics and other data) • The kinds of services your program provide • How you provide them (*Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening classes.*)
The WARE/Logistics Management Program is designed to prepare students for a mulitude of career opportunities I distribution, transportation, and manfacturing organizations. Logistics means having the right product at the right time, place and quantity that supports demand, production and the consumer. The program will equip students with the foundation knowledge and skills to address the current and future supply chain needs within today's industries. Graduates of the certificate program will qulity for positions in governmenf agencies, manfacturing and service organizations. Employment opportunitgies include entry-level positions in materials management, warehousing, inventory managemenr, inbound/outbound logistics managemenrt and transportation coordinators.

3.   External Factors

What external factors have a significant impact on the program? Include the following, as applicable:

•   Budgetary constraints or opportunities
•   Competition from other institutions
•   Requirements of four-year institutions
•   Requirements imposed by regulations, policies, standards, and other mandates
•   Job Market
     •   Requirements of prospective employers
     •   Developments in the field (both current and future)

None known as this time.

4.   Curriculum

A.	Total number of courses in program (*break down by discipline if appropriate and helpful*)
	Certificate of Achievement: 9 (24.5 hrs). AS: 16 (60.5 hrs)
B.	Percentage or number of courses with Course Outline of Record in full compliance with curriculum standards (see Curriculum Manual for additional information, if necessary).
	WARE 50, 51, 52, 55, 57, 59, 61, 53, BADM 51
	If not in compliance, what is the plan for moving them into compliance?
C.	Plan for developing any new or additional courses and the rationale for them. None at this time.
D.	Plan for archiving or deleting any existing courses and the rationale for it. None at this time.
E.	Plan for additional courses for online delivery and the rationale for them. None at this time.
F.	Percentage of the number of courses that have: None at this time.
	1. Prerequisites 2. Co-requisites

3. Advisory

5. Program Status

A.	What is going well and why?
	Enrollment and returning students.
B.	What is not going well and why? All is going well.

6. Program Data

A. Performance Data

Discuss the program's performance on the specific data items listed below. *(If you have already discussed your program's performance on one or more of these components, then refer to that response here, rather than repeating it.)*

1.	Course Completion Rate
	Fall 2011 WARE 52 (20511) 48% WARE 55 (20241) 31% WARE 59 (20240) 26% WARE 61 (20205) 37%

	Spring 2012 WARE 51 (40465) 35% WARE 53 (40466) 21% WARE 57 (40467) 44% WARE 59 (40537) 34%	
2.	Course Sussess and Retention Fall 2011 WARE 52 (20511) 89% WARE 55 (20241) 82% WARE 59 (20240) 83% WARE 61 (20205) 82% Spring 2012 WARE 51 (40465) 55% WARE 53 (40466) 58% WARE 57 (40467) 81% WARE 59 (40537) 71%	59
		76
3.	Full-Time/Part-Time Faculty Ratio	54
4.	WSCH/FTEF ratio	

4. WSCH/FTEF ratio

Fall 2011	CRN	Course	Couirse/Title	FTE	FTES	WSCH
Henderson, Andrew	20205	WARE 61	Project Mgmt	0.20	2.00	60.00
Hill, Erika	20511	WARE 52	Intro to WARE/Dist	0.20	1.62	0.00
Reeves, David	20240	WARE 59	Intro to Purchasing	0.20	2.00	60.00
Richardson, Joyce	20241	WARE 55	Principles of Log	0.06	1.80	54.00

Spring 2012

Henderson, Andrew	40465	WARE 51	Intro to Oper & Sup Chain Mgmt	0.20	1.70	51.00
	40466	WARE 53	International Log	0.20	1.10	33.00
	40467	WARE 57	Material Mgmt	0.20	2.20	66.00
			Total	0.60	5.00	150.00
Reeves, David	40537	WARE 59	Intro to Purch	0.20	2.00	60.00

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5. Fill Rate

Fall 2011

WARE 52 (20511) 60%

WARE 55 (20241) 44%

WARE 59 (20240) 40%

WARE 61 (20205) 46%

Spring 2012

WARE 51 (40455) 44%

WARE 53 (40466) 26%

WARE 57 (40467) 54%

WARE 59 (40537) 37%

B. Progress Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)

1.	Summarize the progress your program has made on program and/or course level SLO measures you have applied since your last program review.
	Level 1 to 4 Rubrics (Crirtical Thinking) were developed that supported PLO/SLOs. Summary of results are shown below:

Attitude

(1) Acknowlede ability (beginning).

(2) Demonstrate curiosity self-reflection (processing)

(3) Manages ambiguity, tolerates reflective discomfort (proficient)

(4) Shows openess to large scope, interest in challenges of ambiguity and reflection (exemplary)

Skills

(1) Frames questions and information researches (beginning)

(2) Pursues questions analyzes points of view (processing)

(3) Synthesizes information, examines assumptions (proficient)

(4) Evaluate complex information, explore expanding contexts (exemplary)

Knowledge

(1) Identfies some facts/theories(beginning)

(2) Identifies key facts/theories, organizes their relationships (processing)

(3) Identifies key facts/theories, organizes their relationships (proficient)

(4) Applies reliable information to issues within wider context (exemplary)

 Summary:

Level 1(beginning) - Most students had to develop a framwork and mind set for doing college level. Some did continue to have problems while others demonstrated considerable progress.

Level 2 (processing) – Had to push most studentrs beyond sating the obvious and apply their analysis.

Level 3 (proficient) – Some students did show they had problems with skills and knowledge in this area. Do not know specifically how to cause students to completely |

	overcome this shortfall. Exploring options

Level 4 (exemplary)- Some students did show they has problems with skills and knowledge in this area. Do not know specifially how to cause students to comoletely overcome this shortfall. Exploring options. |
2.	Describe any program/course and/or instructional improvements made by your program as a result of the outcomes assessment process.
	Based on Item B1 above has lead to the determination that more and broader aspects of divergent thinking should be integrated into assignments and discussions.
3.	What is your plan for completing and then continuing the assessment cycle?
	See Item 2 above.

C.   Supporting Assessment Data

1.	Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program's effectiveness *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)*
	1 to 4 level rubric (Warehousing/Logistics) Critical Thinking
2.	Summarize the results of these measures
	See summary at B1.
3.	What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement, as a result of your analysis of these measures? *(List any resourcesrequired for planned implementation in #9: Resources.)*
	Plan to implement more aspects of divergent thinking.
4.	Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

D.   Two-Year Scheduling Plan

1.	What is the Two-Year Plan? If no Two-Year Plan, why not?
	Yes. On record and in use.

7. Prior Goals/Objectives

Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review.

8. Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

- Formulate Program **Goals** to maintain or enhance program strengths, or to address identified weaknesses.

- Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.

- Identify explicit **Objectives** for reaching each goal.

- Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.

- Develop **Outcome** statements and appropriate measures for each objective.

- The **Comments** area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to **Institutional Planning**. This may include references to other institutional documents, such as **governing or compliance documents** *(i.e. Board Policy, BAM, Title V)*, **institutional planning documents** *(i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan)*, or **Board, Presidential, Supervisory or Departmental recommendations or goals**, **etc.**

As you create your Program **Goals**, **Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Program three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Program excellent. Look around: What do you see?

- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?

- What long-term impact would you like your Program to have on the College and the community?

- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

*Complete the following table with your Program's **Three Year Action Plan**.*

Action Plan				
GOAL	**ALIGNMENT**	**OBJECTIVE**	**ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE**	**OUTCOMES/MEASURES**
#1	1. Foster innovative learning environment	#1	a) b) c)	
	2. Provide Successful college learning experience	#2	a) b) c)	
		#3	a) b) c)	
	3. Promote and support student engagement			
	4. Cultivate and enhance local partnerships			
	5. Attract/ develop excellent employees			
	6. Strengthen college planning/ decision making			
	Comments:			
#2	1. Foster innovative learning environment	#1	a) b) c)	
	2. Provide Successful college learning experience	#2	a) b) c)	
		#3	a) b)	

		3. Promote and support student engagement			
		4. Cultivate and enhance local partnerships			
		5. Attract/ develop excellent employees	c)		
		6. Strengthen college planning/ decision making			
	Comments:				
#3		1. Foster innovative learning environment	**#1**	a)	
				b)	
				c)	
		2. Provide Successful college learning experience	**#2**	a)	
				b)	
				c)	
			#3	a)	
				b)	
		3. Promote and support student engagement			
		4. Cultivate and enhance local partnerships			
		5. Attract/ develop excellent employees	c)		
		6. Strengthen college planning/ decision making			

	Comments:	

9.   Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, professional development, technology, information, marketing, equipment, supplies, and facilities. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 6.C.

Rationale*: For each resource listed, enter the reason(s) the resource is needed to achieve the objective.

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost
		None at this time.		

A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for EACH new resource requested. No additioinal resources identfied at this time.