

**INSTRUCTIONAL PROGRAMS AND AREAS  
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS  
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

**INSTRUCTIONS:**

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya\_hanton@westvalley.edu.

**A. INTRODUCTORY QUESTIONS:**

1. Program Name: Center for International Trade Development CITD

2. Person(s) completing the questionnaire: Bernie Weiss

3. Date of completion: Nov. 1, 2007

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Center for International Trade Development program is one of several economic development grant programs that provide direct assistance to the business community. By outreaching and providing services that result in increased economic activity and job creation, the program draws attention to the college as a community resource. Such programs enhance the image of the college and often result in increased enrollment or contract educational opportunities.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The CITD office has moved from the e-Center, in downtown San Jose, to the campus and back and finally to a permanent location at the Campbell center. These moves have impacted the program's stability and community image. In addition, selection for a U.S. Department of Education grant for student and faculty exchanges with Brazil, resulting from work on another Industry Driven Regional Collaborative grant has provided for expanding the language courses offered and allowed faculty to experience working in Brazil. It also enhanced collaboration with San Jose State University in the project and will serve to attract student participation in the program. Over the past three years there has been a slight increase in funding, which has been more than offset by the normal salary and benefits increases, reducing the financial wherewithal to fund more outreach activities.

**B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)**

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Not applicable as we do not work with students.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Not applicable

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Not applicable

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

Not applicable

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Not applicable

**C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)**

1. Considering any program level Student Learning Outcomes that have been developed:
  - a) What relevant findings have been derived through the SLO assessment process?
  - b) What changes have been implemented, or are planned, based on the findings since the last program review?
  - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

**NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.**

Not applicable

**D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)**

1. If applicable, considering the effect of external influences on the program's purposes and goals:
  - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
  - b) How might these influences form the basis for an action, objective, or request for resources?

We use external Advisory Boards to provide input from the business community on changing needs for technical assistance or subject training for the business community. The inputs from these external sources are key to impacting the training and services offered by the Center. In addition, we utilize industry and employment scans and data from other Economic Development programs such as the Advanced Transportation & Energy and Center for Excellence program to identify potential shifts in global business trends.

**E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)**

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

Not applicable

**F. SUMMARY AND CONCLUSIONS SECTION:**

1. General conclusions and summary statement.

Our economic development program is focused on Providing services to the business community. If the college lost accreditation it would diminish the acceptance of all services by the business community and lessen the impact we could have on creating jobs.

2. Program Strengths:

Independent program for the business community.

3. Program Challenges:

Working within the constraints of the college bureaucracy that is geared to predictable educational programs sometimes lacks the flexibility to quickly respond to business needs and changing program responses.

**G. ACTIONS AND OBJECTIVES SECTION**

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

It is our intention to expand the scope and outreach of the program by seeking additional funding through Federal and State grant programs that will help internationalize the business curriculum and provide additional skills training for select faculty, as well as study abroad opportunities.

**Timelines**

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

These are set by the grant requirements.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Not applicable

**H. 2006-2007 RESOURCE REQUESTS**

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: 1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: 1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially

Facilities (brief narrative description): Two offices and meeting rooms partially funded by other programs	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): Computers, copier, printer \$20,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): Paper & office supplies \$1,000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): External training, leadership training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
<p>2. What have you been able to accomplish as a result of the resource obtained?                  (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)</p> <p>NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.</p> <p><i>The limited recourse from the college are necessary to support the grant program and the entire program has a beneficial impact on the college in many indirect ways through the outreach to the business community that can lead to increased enrollment and community awareness of the college resources, contract training opportunities as well as new grant funding such as the Department of Education FIPSE grant that funded student exchanges with Brazil.</i></p>	

**I. 2007 – 2007 RESOURCE REQUESTS**

**Please complete the following table (leave blank if the answer is zero or none):**

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to [tanya\\_hanton@westvalley.edu](mailto:tanya_hanton@westvalley.edu)