



Program Review

Merced College

2015-16

Faculty/Program Manager View

I. Program Summary

1. Name of Program

Center for International Trade-Global Trade and Logistics (CITD-GT&L)

2. Degrees, Certificates or Services Associated with the Program

1) Expand the number of colleges offering global course content. 2) Expose more students to the global business and

3. How does the program contribute to the mission of the college? Merced College Mission Statement

The mission of the Centers for International Trade Development (CITDs) is to enhance the competitive strength of California businesses in the international marketplace and support international trade development in their local communities. Merced College's CITD-GT&L program services link with the Merced College Mission Statement by providing accessible, affordable, relevant, education and workforce training for students in our richly diverse region.

4. Faculty/Staff Involvement

The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

- with others in my program/department during meetings (i.e. cohort, area, department meetings, small groups etc.)
- during on-campus workshops (i.e. flex workshops)
- over email
- with colleagues from outside the district
- with my dean and/or colleagues in my division

Other

No dialogue occurred

List Faculty/Staff involved in the assessment in the table below. To add rows select **Insert Item**.

Name

Participation

Jeanette Benson

- Program Review Author
- Discussion Participant
- Data Contributor

Shelley Attix

- Program Review Author
- Discussion Participant
- Data Contributor

Becky Barabe

- Program Review Author
- Discussion Participant
- Data Contributor

Shelly Connor

- Program Review Author
- Discussion Participant
- Data Contributor

Janet Lyle

- Program Review Author
- Discussion Participant
- Data Contributor

Kay Sarnoff-Wilson

- Program Review Author
- Discussion Participant
- Data Contributor

II. Assessment Summary

4. Please provide a status update of all course SLO assessments.

List the dates of the last two assessment reports, starting with the most recent. (Dates must be within the last five years.)

Course Number	Previous Assessment	Next Planned Assessment	Contact Faculty
Example: ENGR 15	Fall 2013	Fall 2015	John Doe

5. Means of Assessment

List the program SLO/SAO in the space below.

Program SLO or SAO

A. Evaluate...

Support international trade development within the Central Mother Lode Region and the community surrounding Merced Community College District.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Trade Analysis of known exporters and importers utilizing Datamyne (validated trade shipments by zip code), EMSI data to crosswalk job skills, employers, training-college programs, industry certification-credentials, with that of Datamyne.

Benchmark Met

6. **Assessment Data and Results for each PLO/SAO**

See program's 2015-16 Workplan: Form attached in area listed as IV. Additional Information.

7. **Analysis and Interpretation of Results for each PLO/SAO (include benchmarks)**

Objective 1) Expand the number of colleges offering global course content

1.1 Worked to develop program modules aligned to Certified Global Business Professional (CGBP), signed up to offer faculty flex day presentation for August 11, 2016.

1.2 Resources developed for use by faculty, counselors, and regional stakeholders are put on Central Mother Lode Region Deputy Sector Navigator's (DSNs) Website.

Objective 2) Expose more students to the global business and workforce environment.

2.1 Exhibited at the World Ag Expo in Tulare, California; developed and provided training materials for hosted high school tours.

2.2 Co-sponsored with Central Mother Lode DSNs a counselor's conference and presented on global trade and logistics career opportunities, pathways, and the CGBP Credential.

2.3 Developed handouts and resource material for use in presentations and distribution at counselor conferences, college flex days, student career fairs, and trade shows exhibits.

Objective 3)

3.1 Scripted text and layout for 20 training modules on global trade and logistics, aligning the modules with the 4 domains of the CGBP.

3.2 Outreached 100 plus businesses on resources for global trade skills, online training modules, and training opportunities.

Objective 4) Promote exports which creates and supports high paying jobs, and helps with layoff aversion.

4.1 Provided 35 companies with technical assistance and match making services during the World Ag Expo in Tulare, California.

4.2 Ensured the scripts for the 20 training modules incorporated were inclusive of skills required across industry sectors in the Central Mother Lode Region.

4.3 10 plus exhibitors were linked with seminars conducted by trade experts at the World Ag Expo; workshop topics covered export-import training and technical assistance, credit risk and insurance, banking and finance.

Objective 5) Work in collaboration with the Regional Chair (RC), Sector Navigators (SNs), DSNs, Steering Committee Deans, industry, and workforce and labor market entities to identify and address gaps within the workforce.

5.1 Attended annual Central Mother Lode Planning meeting in Monterey and made presentation on program activities and

outcomes; attended monthly DSN and CITD-GT&L Calls, Attended CCCAOE Conferences, the annual Almond Conference, Manufacturer's Conference, and began analysis of trade jobs in top ten exporting and importing companies by county in the Central Mother Lode Region.

5.2 Utilize the Central Mother Lode Region Website: In the Fall of 2015 the DSNs developed a website to provide sector specific resources for stakeholders within the region. CITD-GT&L resources are provided on this site.

5.3 Collaborated with DSNs and RC to provide marketing of regional resources, training, and professional development opportunities whereby we co-hosted a counselor's conference with over 200 attendees, exhibited at the World Ag Expo, providing training and career opportunity material for hosted high school ag tours during the World Ag Expo.

8. **Do your program outcomes represent learning appropriate to the standards of your discipline or profession? (*This may not apply to all service areas.*)**

Outcomes, Objectives, Leading Indicators, and Momentum Points are all prescribed by Doing What Matters funding. Sector expertise, certifications, credentials, curriculum and module infusion, along with training resources are appropriate to the standards of the global trade profession.

9. **Plans for Improvement**

1. Work to align quarterly reporting with annual program review assessment.
2. Work on direct marketing to faculty to promote and share instructional resources and professional development opportunities.
3. Work to market trade data on the Central Mother Lode Region providing a story map of its economic impact.
4. Seek guidance on best aligning Doing What Matters deliverables/workplan with Merced Community College District's Program Review Format.

Program Review Data:

To view the relevant data for the following questions select the link below, log into the MC4MePortal, then choose your area.

[Instructional Program Review Data](#)

10. What trends, if any did you identify in

- a. student demographics for your program compared to the district?

This data is not applicable to my program area.

- b. instructional demographics for your program compared to the district?

This data is not applicable to my program area.

11. Are there any factors influencing the student access to services/programs?

The CITD-GT&L Director is a Certified Global Business Professional (CGBP) with a history of providing one-on-one counseling, technical assistance, and training regionally; evolving program reorganization-changes focus on supporting community colleges to develop programs-see Strong Task Force- versus direct training and services to employers and students.

III. Planning Summary

Remember to attach your goals sheet(s) in the Attachments section below. Please click here: [An example of a template for an example of a template to use for recording your program goals.](#)

 File Attachment

Or for **the LRC, AV, or ITS** click on the link below to add your goals:

12. Have there been any internal/external changes to this program/department which have had a significant impact on the program's goals and/or effectiveness? If so, please explain.

The program went through a re-organization at the funding agency level (the Chancellor's Office of the California Community Colleges) when it went competitive in 2013. To apply for competitive funding each host college had to have a "key talent" in place that would lead the funded program. The "key talent's" resume and in sector industry experience was key in the awarding of funding. The community college region where the Merced Community College District resides was known as the Central Region and had been inclusive of Gavilan and Hartnell Colleges. The Region was renamed the Central/Mother-Lode Region and no longer includes Gavilan and Hartnell community colleges, but now includes Cerro Coso Community College, and most recently Clovis Community College. There are 13 community colleges in the Central/Mother-Lode Region spread across 14 counties; a large, diverse, geographical service territory.

The Merced Center for International Trade Development (CITD) was successful in its bid and was awarded \$300,000.00 to serve the Central/Mother-Lode Region under an industry sector entitled Global Trade & Logistics (GT&L). Funding was granted for a maximum of 5 years with annual renewals awarded based upon performance.

The re-organization placed a focus on regional delivery to not only community college faculty and students, but alignment and inventory of programs as well as articulated courses with regional high schools.

Although funding was awarded for 5 years under the re-organization, it does not guarantee an annual dollar award amount.

This financial-budgetary uncertainty coupled with the re-organization's focus away from direct service to business, led to not replacing the International Trade Assistant Position when the incumbent resigned. This left the CITD Director/GT&L DSN as the only funded program employee. Program funding uncertainty places a need to partner and collaborate for pro bono and leveraged services in areas such as consulting and meeting space. Should funding increase, consideration of a support position focused on funded objectives needs to be a strong consideration as the program director literally performs all aspects of this program from writing of applications, answering the phone, inputting requisitions, designing and delivering training modules, and insuring all deliverable activities are performed and reported on.

For program year 2016-17 a reduction in funding will occur in the amount of \$100,000 as the SB1070 funding has been allocated to the Strong Task Force Funding. The Strong Task Force deliverables will continue to drive deliverable and shift the job duties and deliverables of the program director/DSN. Detail regarding the return of the \$100k or continued, or even additional funding has not been formally discussed by the Chancellor's Office. Hints have been made the DSNs and Technical Assistance Providers will remain funded, but without detail or a senate bill reauthorizing SB140, it is strictly wait and see situation.

Resource Allocation

- Complete the table for each resource request. Please rank in order of priority according to your program assessment results.

Resource	Learning Outcomes Select all that apply	Reason for Resource Select all that apply	Comments
Sink on the first floor of the BRC. \$3,500.00	<p>Outcomes/Goals</p> <p>SAO 1</p> <p>Institutional SLOs</p> <p><input checked="" type="checkbox"/> Communication</p> <p><input type="checkbox"/> Computation</p> <p><input type="checkbox"/> Cognition</p> <p><input checked="" type="checkbox"/> Global Consciousness</p> <p><input checked="" type="checkbox"/> Personal Development</p>	<p><input checked="" type="checkbox"/> Safety</p> <p><input type="checkbox"/> Compliance</p> <p><input checked="" type="checkbox"/> Maintain Program</p> <p><input checked="" type="checkbox"/> Grow Program</p>	There is not a place to wash coffee pots, service trays, or general cleanup other than the restrooms. The BRC is utilized for many meetings and training events by high profile, outside entities such as the Governor's Office. Omission of a food service grade sink is unsanitary.

13. Were any of your resource allocation requests fulfilled in the last year? YES NO N/A
- If yes, explain why the item was needed, how it affected student success and how you measured student success related to the requested resource.

14. How is your program leveraging other resources?

The program utilizes office space and pro bono trade services from freight forwarders, the Small Business Administration (SBA), the US Department of Commerce (USDOC), chambers, and economic development associations when providing regional workshops, counseling, and training. The program historically has offered fee based program services; funding reorganization continues to move away from direct program services, limiting this opportunity.

15. List any resources your students would benefit from having in the LRC. (i.e. books, journals, media, etc.)

Culture Grams (online subscription by ProQuest-\$485.00) (during August 2016 flex day presentation on globalization, faculty members suggested the LRC obtain a multi-user site license.

IV. Additional Information

16. Is there anything else you would like to be considered in the annual planning document?

Deputy Sector Navigator Global Trade & Logistics Doing What Matters funding requires an annual workplan with objectives, goals, and outcomes. The workplan is the guiding planning document for the years' activities and related expenditures are detailed in a budget submitted in the annual funding renewal. This workplan is the program's planning document. Planning document for 2016-17 is the program's annual funding source's workplan.

Assessment documentation is the completion of annual workplan deliverables.
2015-16 annual funding source's workplan is attached.

* Should funding increase, consideration of a support position focused on funded objectives needs to be a strong consideration as the program director literally performs all aspects of this program from

writing of applications, answering the phone, inputting requisitions, designing and delivering training modules, and insuring all activities are performed and reported on.

Attachments

Please attach any relevant documents to the program review.

Include items like, current outcomes mapping, rubrics, assessment data, and the previous assessment, if possible.
To attach multiple files select Insert Item.



GTL_Poster_Vertical_final_6-16-15.pdf
Adobe Acrobat Document
1.20 MB



GT&L Pathway Poster.pdf
Adobe Acrobat Document
737 KB



Workplan Objective 1 -2016-17 CITD-GT&.pdf
Adobe Acrobat Document
13.6 KB



Workplan Objective 2-2016-17
CITD-GT&.pdf
Adobe Acrobat Document
12.5 KB



Workplan Objective 3-2016-17
CITD-GT&.pdf
Adobe Acrobat Document
12.3 KB



Workplan Objective 4-2016-17
CITD-GT&.pdf
Adobe Acrobat Document
12.5 KB



Workplan Objective 1 -2015-
16 CITD-GT&.pdf
Adobe Acrobat Document
10.1 KB



Workplan Objective 2 -2015-
16 CITD-GT&.pdf
Adobe Acrobat Document
12.2 KB



Workplan Objective 3-2015-16
CITD-GT&.pdf
Adobe Acrobat Document
10.3 KB



Workplan Objective 4-2015-16
CITD-GT&.pdf
Adobe Acrobat Document
12.2 KB



Workplan Objective 5-2015-16
CITD-GT&.pdf
Adobe Acrobat Document
14.1 KB

V. Document Evaluation

Self - Evaluation of Program Review

Please perform a self-evaluation of the completed annual program review using the criteria for proficiency below. The purpose of the self-evaluation is to improve the quality of program review reports.

Criteria for Proficiency in Program Outcomes Assessment

Reviewers: Select the score from the columns that best reflects the content of the report being reviewed

1. Means of Assessment

2 - Basic assessment procedure is clearly described.

2. Assessment Data and Results

3 - Readily apparent how reported results provide information about student success on the stated outcome.

3. Analysis and Interpretation of Results

3 - Succinct analysis and reflection on the results is provided. Conclusions from collaboration and consensus by appropriate stakeholders.

4. Plans for Improvement

2 - Actionable plans for improvement provided, and for the most part appear to be appropriate.

Process Evaluation

Please provide feedback to the Office of Institutional Effectiveness regarding the assessment process:

1. What changes to the review process or template would make program assessment more meaningful or useful to you?

Information or a pull down menu with selection options for service areas not faculty centered.

2. What difficulties (if any) did you experience in completing the program review?

The time of year for completion aligns with faculty taught courses, but for programs with performance ending on December 31st, coupled with a data format aligned for faculty, it was challenging to complete.

Uploading documents; I had to save workplan objectives individually to load. Even after saving in various formats, I was unable to load a presentation developed for faculty on internationalizing existing courses/curriculum.

3. What resources (if any) would make the review easier to complete?

Consistency in where to seek forms, FAQs, deadlines, notifications of changes to documents, input from grant and/or service areas to assist in ensuring entry of data in appropriate fields (example: what do you do when the question(s) don't line up with your program and/or there isn't a pull down menu option aligning with your data/program) .

4. Do you have further comments or suggestions?

The program review process has come along way, kudos to those behind the scenes!

Once complete, submit by choosing one of the options below:

For All other programs:

Select your COHORT from the list below:

Non-Credit

MAKE SURE TO SAVE YOUR COMPLETED FORM BEFORE SUBMITTING FOR REVIEW:

