

2019-20 Administrative Leadership Unit Review of Global Learning Programs and Services Division

I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

Narrative

The Global Learning Programs and Services (GLPS) Division supports cultural awareness, diversity, and the globalization of education in our college and District communities. By promoting the internationalization of education and fostering local, national and international partnerships, the division seeks to broaden student perspectives, enhance global educational co-curricular and extra-curricular opportunities, and connect Skyline College with the global community in ways that improve the student experience and increase students' preparedness to make impactful contributions to an increasingly interconnected world.

The purpose of GLPS is consistent with the college's mission of "to empower and transform a global community of learners." We are strategic and deliberative in our efforts to further the globalization of the educational experience of our students in an environment which is becoming increasingly transnational.

I.B. Profile: Programs

Which programs or functions are contained within the unit?

Narrative

The Global Learning Programs and Services Division is comprised of the following programs:

- African Diaspora Program.
- Umoja-ASTEP (African American Success Through Excellence and Persistence program) (formerly ASTEP).
- Center for Innovative Practices through Hip Hop Education and Research (CIPHER).
- Global Online Learning (GOL) (formerly GOAL) Program, a district-wide program which is being administrated on behalf of the District by GLPS.
- International Student Program (ISP) (includes the Silicon Valley Intensive English Program (SVIEP) at Skyline.
- International Trade and Logistics program (includes the International Business (IBUS) classes, with pending certificates in Customs Brokerage and Logistics, and the pending degree in Logistics).
- Special International Programs (includes the Community Travel, Global and Domestic Academic Internship Program (GDAIP), International Transfer Program (Campus France), Semester and Short-term study abroad programs, Community Travel, and U.S. Passport Office).
- *Center for International Trade Development (CITD) is no longer located at Skyline and will be replaced by a course-based credit program providing students the opportunity to work with local businesses in need of entrepreneurial assistance. The students will advise under the direction of a faculty member in a case study format. The program will be conducted in collaboration with the Bay Area Entrepreneur Center (BAEC).*
- *Bay Area Entrepreneur Center has moved to the Business Education and Professional Programs Division. The Center will work with the Global Learning division on a collaborative basis on a proposed course-based credit program providing students an opportunity to work with community businesses in need of counseling using a case study format.*

I.C. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

1. Enhance the global education experience by offering students the opportunity to study from abroad, study abroad, and work abroad through a variety of programs and to the extent possible, provide them with the financial support necessary to actively participate in these programs.
2. Enhance the global educational experience by providing a supportive platform of services that will permit international and out-of-country students to study successfully in College and District programs.
3. Facilitate a global learning environment by collaborating with other campus units to create a culturally, regionally, and ethnically aware population of diverse students.
4. Provide students with the skills needed to perform successfully in global-related occupations while effectively increasing their cultural awareness and fostering the development of leadership skills.

II.A. Analysis: Unit Effectiveness

Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives.

Narrative

The following were goals most recently identified in the GLPS Division Program Review:

1. Increase the number of international students. In the time period from fall 2018 to fall 2019, Skyline saw a decrease in international students from 266 (fall 2018) to 254 (fall 2019). This was a decline of approximately 5% and mirrored generally a downward trend in enrollments of students coming to the United States for full-time educational purposes. This follows, in general, a national trend in which the number of students entering U.S. colleges and universities continues to fall for the 4th year in a row. Speculation is that the decline is due to several factors including the relative strength of the U.S. currency when compared to that of other countries where students might have more buying power and changes in U.S. entry policies which may have inadvertently discouraged students from coming to the United States. We anticipate further decreases in enrollment for fall 2020 and spring 2021 due to the COVID-19 pandemic and the resultant travel restrictions and health/safety concerns.

In progress.

2. The CITD is no longer located at Skyline College. In its place, a program will be implemented as part of a class which would permit students to consult with local businesses in assisting those businesses in their commercial development needs. The students, under the guidance of a faculty member and as part of a class, would advise a selected business through the use of a case study methodology and provide the business with a report to address concerns raised by its owner. This program will be conducted in coordination with the Bay Area Entrepreneur Center (BAEC) which is part of the Business Education and Professional Programs division.

Not yet started.

3. Educate community members in the areas of Trade, Logistics, and Cybersecurity. This goal is in progress and curriculum is being developed. These courses are under the International Business (IBUS) program identifier. While enrollments for this program are currently low, certificates approved by the

Curriculum Committee in Logistics and Customs Brokerage have been submitted to the State Chancellor's Office for approval. Once approved, the programs may be advertised in the College catalogue which we believe will have a direct and positive impact on enrollments. We also believe that offering the programs online, offering degree(s) and certificates, and developing articulation agreements with 4-year institutions will systematically increase enrollments in the IBUS programs. We have already observed a growth in the number of registrants for the sections offered online since 2019 as compared to offering sections in a face-to-face mode in 2018. This has enabled us to offer limited sections on a consistent basis and draw a sufficient number of students to permit the classes to run.

In progress.

4. Provide Business Mentorships. This goal would have been met through the CITD, BAEC, or both working collaboratively. Neither unit is currently located within the GLPS division; consequently, this goal will not be met by this office.

Deleted.

5. Globalize Skyline College. The specific focus of this goal is to develop and update curriculum to include international perspectives campus wide. The division is currently in the process of creating discussion points in cooperation with the International Student Program (ISP) to visit with interested faculty and discuss the ways in which curriculum and pedagogy can be transformed to include an international perspective. GLPS will begin making presentations in spring 2021.

In progress. It should be noted that a presentation was made regarding planned GLPS programs to the Skyline Academic Senate in August 2019. Additionally, an advisory group, the Global Learning Planning Team, has been created to provide a venue from which faculty input can be obtained in moving GLPS programs forward.

6. Provide Matriculation Agreements with 4-Year Institutions. The College currently has an articulation agreement with Rennes School of Business (Rennes) in Rennes, France. This program, known as the "Campus France" program, will permit Business students who have completed the requisite classes during their 2 years at Skyline College to apply for admission to Rennes. This program would allow them to complete a Bachelor Degree in Business in one year. Upon successful completion of the Bachelor degree, students are eligible to apply for entrance into the 1-year Master Degree program. GLPS is currently exploring articulation agreements with 3 other institutions, all located in the United States but with programs emphasizing global business or global studies.

In progress.

7. Enhance Study Abroad Opportunities. The Special International Programs unit, which includes the Study Abroad program, is regularly exploring programs to enhance learning opportunities abroad for students, such as participation in the aforementioned Campus France program. The Study Abroad program has also been very assertive in promoting financial support opportunities for students wishing to study abroad. Consequently, the U.S. Department of State announced last winter that for the year 2017-18 Skyline College was the number 1 community college in California for the number of Benjamin A. Gilman International Scholarship recipients. It was number 3 among community colleges nationwide. These scholarships are administered by the U.S. Department of State and help fund study abroad.

The unit continues to review proposals for expanding the list of current destinations in its Community Travel program. In furtherance of providing non academic educational travel to the community at large, the Community Travel program completed its first trip to Cuba in March 2019. A trip to Ireland was also completed in fall 2019.

The unit continues to review proposals for expanding Study Abroad destinations and transfer degree opportunities. The Campus France program is of particular note. The program received \$20,000 in a President's Innovation Fund grant for 2018-19 and continues into 2020-2021. Most of the funding will be used to provide scholarships to students for the program. Also, negotiated into the articulation agreement was Rennes providing a 500 Euro scholarship to each of our students to help defray the cost of attendance. Additionally, for the first 3 years of the agreement, Rennes will provide 3,000 Euros to place in the College's internationalization fund for every 5 students who participate. Rennes is now also listed by the U.S. Department of Education as an approved recipient of Department's Direct Loan program, even further facilitating participation by economically challenged students. Students will also receive scholarships supported by the President's Innovation Fund again next year.

In progress. Due to the COVID-19 epidemic, the spring Study Abroad program in Florence, Italy was terminated while in progress and summer programs to Costa Rica, France, Italy, Jamaica, and France were cancelled. The two summer GDAIP internship programs were also cancelled. Most recently, the fall 2020 semester study abroad London program was cancelled.

Although we still continue to pursue collaborative opportunities with College of the Canyons and other partners, Skyline will move forward in establishing a foreign learning center without the collaboration of another institution.

8. Broaden Use of Umoja-ASTEP Program. Plans are currently under development to restructure the Umoja-ASTEP program so that it may be

broadened and encompass a larger student audience. The initial steps in the restructuring began in fall 2019. The lead faculty and counselor for the program requested that they be permitted to attend the Umoja Summer Learning Institute in order to obtain knowledge about practices that they feel will facilitate the restructuring. Umoja-ASTEP will be added to the GLPS program review as a reporting unit.

In progress. The program has also rejoined the statewide Umoja program and its official name has been changed to Umoja-ASTEP. It has been determined that the program will not become a separate program review reporting unit.

9. Continue Success of CIPHER Program. The CIPHER program continues to grow and attract increasing numbers of students. In spring 2019 the Rock the School Bells program was for the first time divided into 2 separate weekends. The first weekend was for educators and the second was for students. Both weekends were heavily attended. CIPHER will be added to GLPS program review as a reporting unit.

In progress. The spring 2020 Rock the School Bells program was consolidated to one Friday to facilitate attendance by holding the event on a weekday. It was heavily attended. It has been determined that the program will not become a separate program review reporting unit.

10. Global Trade and Logistics Club. Student group to provide student based support and community based Logistics activities.

Not yet started. The move to a virtual campus has paused this effort.

11. Weekend College for Logistics. Scheduling of Logistics courses in either fully online or hybrid formats with all class meetings taking place on weekends. Students would complete certificates within 12 months and proposed degrees with 2 1/2 years.

In progress. The first step, moving all IBUS courses to an online format, is almost complete. This initial stage should be completed by mid-fall 2020.

12. Institute for Global Studies. A unit housed within GLPS to provide a platform for students, faculty, staff, and the community to discuss issues of global and community importance.

In progress. The move to a virtual campus has paused this effort.

13. One Global Associates Degree Program. Obtain degree in Urban Studies or Urban Planning while performing residencies in 3 different countries.

In progress. The suspension of study abroad programs due to COVID-19 has paused this initiative.

14. University Access Program (UAP). This is an intensive English program to provide international students both credit transfer academic courses and permit them to participate in guided cultural activities in preparing them for admission to four-year colleges and universities.

In progress. Both the 6-week summer program and the 9-week fall program have been cancelled. The cultural component of the program which includes things such field trips to museums and other cultural venues, cannot be implemented due to COVID-19 restrictions.

II.B. Analysis: Progress on Outcomes

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

Narrative

The Service Area Outcomes (SAOs) for GLPS are listed below. These SAOs are new and will be assessed next year and each following year so that a thorough analysis can be conducted to determine the efficacy of programmatic policies and practices, program and unit objectives, and alignment of the results with institutional goals and objectives.

1. Enhance the global educational experience by offering students the opportunity to study and work abroad through a variety of programs and to the extent possible, provide them with the financial support necessary to actively participate in these programs.

Progress continues here. An ambitious Study Abroad program with trips to five countries was planned for summer 2020. Internships providing students with the opportunity to work in one of 10-12 countries during summer 2020 were made available. These programs were suspended due to COVID-19. We continue to promote applications for the transfer program to Rennes School of Business in Rennes, France. We are currently working to provide a perpetual publicly funded source of scholarships for Study Abroad students.

2. Enhance the global educational experience by providing a supportive platform of services that will permit international students to study successfully in College programs.

Progress continues here. The ISP program continues to provide strong academic support (counseling, retention, and transfer), ensure SEVIS compliance, provide cultural experiences, and participate in District recruitment. Currently, thirty-nine countries are represented in our international student population. Due to the COVID-19 pandemic, all of the services for the unit have successfully migrated to an online environment to what is now termed "Virtual ISP." Student webinars, group sessions, and one-to-one sessions are conducted to ensure that consistent and regular student engagement is maintained and consequently a strong student success rate.

3. Facilitate a global learning environment by collaborating with other campus units to create a culturally, regionally, and ethnically aware population of diverse students.

Progress continues here. The proposed Institute for Global Studies will provide a venue for engagement in both the campus and broader

communities. ISP regular hosts culturally based activities as an opportunity for our international students to celebrate their cultures while simultaneously providing the greater campus community a chance to engage and develop a greater understanding of the cultures of our international students.

We now have a Global Learning Team, the main purpose of which is to solicit input from other campus constituencies in GLPS programs.

Our CIPHER and Umoja-ASTEP learning communities also provide a robust opportunity to engage other campus groups and foster a greater understanding of cultural diversity.

4. Provide students with the skills needed to perform successfully in global-related occupations while effectively increasing their cultural awareness and fostering the development of leadership skills.

Students are prepared for global occupations through our International Business (IBUS) programs, the Global and Domestic Academic Internship Program (GDAIP), the proposed academic business consultant program with BAEC, the proposed Global One degree programs in Urban Planning and Urban Studies, and the proposed Institute for Global Studies.

II.C. Analysis: Unit Environment

Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

The key factors affecting the division are the following:

1. COVID-19 restrictions requiring that our programs operate in a remote environment.
2. Political factors impacting the number of college-aged students who choose to enter the United States for educational purposes.
3. Articulation of programs to 4-year institutions.
4. Scholarship funding for students who wish to study abroad.
5. Scholarship funding to students who wish to enter the U.S. to study at the College.

II.D. Analysis: Unit Personnel

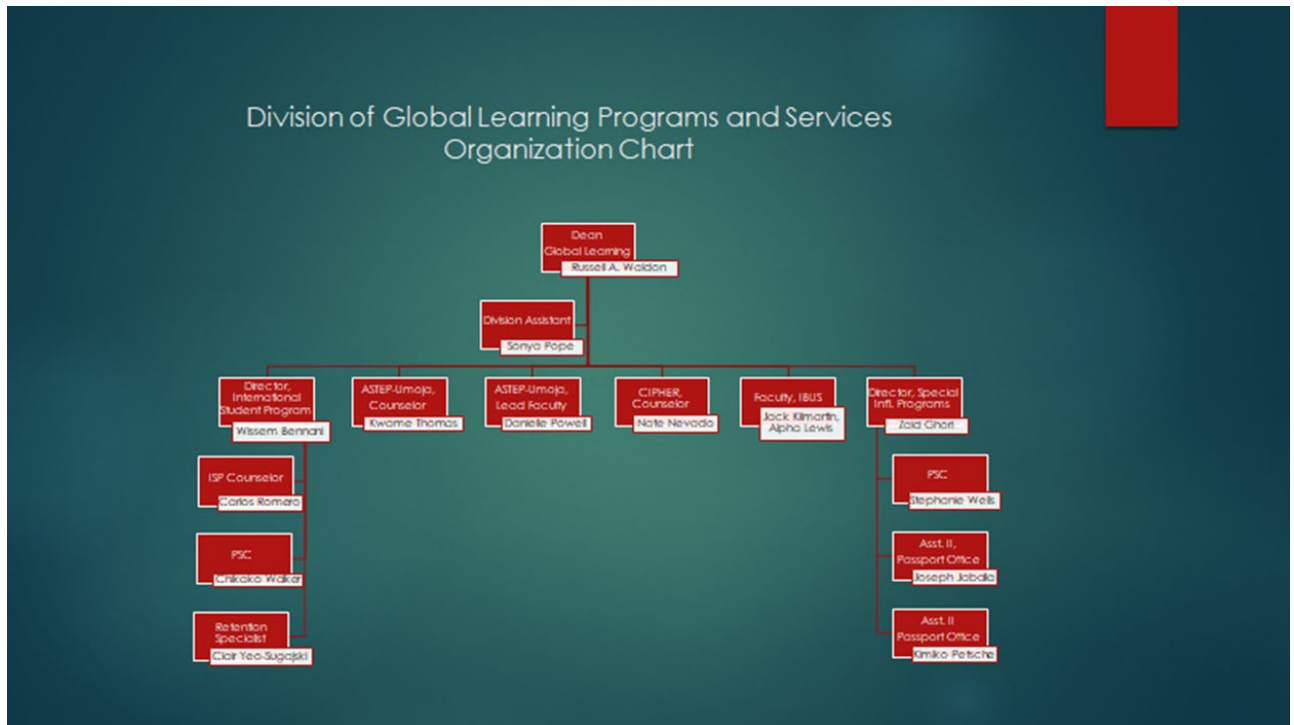
Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box.

Narrative

Name	Position	Unit	FTE	Full-Time	Part-Time	Adjunct	Permanent	Temporary
Russell A. Waldon	Dean	Global Learning Programs and Services (GLPS)	1	X			X	
Sonya Pope	Division Assistant	GLPS	1	X			X	
Wissem Bennan	Manager	International Student Program (ISP)	1	X			X	
Chikako Walker	Program Services Coordinator (PSC)	ISP	1	X			X	
Clair Yeo-Sugajski	Retention Specialist	ISP	1	X			X	
*Luis Romero	Counselor	ISP	1	X			X	
Zaid Ghorri	Director	Special International Programs (SIP)	1	X			X	
Stephanie Wells	Program Services Coordinator (PSC)	SIP	1	X			X	
Joseph Jaballa	Office Assistant II	Passport Office	0.48		X		X	
Kimiko Petsche	Office Assistant II	Passport Office	0.48		X		X	
*Danielle Powell	Lead Faculty	Umoja-ASTEP (African American Success through Excellence and Persistence) Learning Community						

*Nathaniel Nevado	Counselor	Center for Innovative Practices through Hip Hop Education and Research (CIPHER)						
Jack Kilmartin	Adjunct Faculty	IBUS				X		
Alpha Lewis	Adjunct Faculty	IBUS				X		
*Reports to another Division Dean								



III.A. Reflection: Considering Key Findings

Consider the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement.

Narrative

Strengths:

1. Division staff is very knowledgeable.
2. Financial support for the Division has been sufficient to support Division needs for the current fiscal year.
3. Ability to assist students in procuring significant financial support for Study Abroad.
4. Historically positive revenue stream from Passport Office facility.

Challenges:

1. Community outreach in publicizing Division programs.
2. Lack of certificates and degrees in the curriculum portfolio although this is expected to change in the near future.
3. COVID-19 environment requiring remote operation and suspension of international educational travel.
4. Decline in Passport Office revenues due to operating remotely.

Opportunities:

1. Potential for articulation agreements with 3 4-year institutions.
2. Significant opportunities to offer distance learning in IBUS and ISP related programs.
3. Creation of new programs such as Urban Planning and Urban Studies through the Global One program.
4. Opportunity for students to study from abroad through the Global Online Learning (GOL) program.
5. Establishing foreign learning centers in Britain and Central America. This initiative has been suspended until COVID-19 restrictions are lifted.

Concerns:

1. Impact of political decisions on immigration of students to the U.S.A.
2. The impact of sustained suspension of educational travel programs due to COVID-19.

Although GLPS is continually increasing the number of its services which can be provided online, its effectiveness in promoting student learning and achievement in the global environment will be significantly enhanced when restrictions requiring remote operations are lifted.

III.B. Reflection: Synergy

Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs.

Narrative

There are distinct opportunities for synergy within the division. Primarily, the areas in which these opportunities can be found are ISP and Study Abroad. More specifically, the foreign learning center proposal will require the collaboration of the both units. Articulation agreements with domestic and foreign 4-year institutions attract students from both programs. The opportunity for the Umoja-ASTEP and CIPHER learning communities to collaborate on specific events and joint recruitment efforts will be explored. We continue to explore opportunities for the Umoja-ASTEP learning community and African Diaspora program to collaborate.

III.C. Reflection: Aspirations

Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results?

Narrative

The Division will provide a comprehensive program of globalized study to meet all of the academic and support needs of the international learner. This would include expanding to include the following components:

1. A robust online Logistics program to prepare students for work or transfer.
2. A comprehensive and consistent global learning environment with ISP, Study Abroad, and foreign center learning options.
3. Creation of an Urban Planning program with a focus on sustainability through the proposed Global One program.
4. Collaborations for distance learning with foreign partners.
5. A weekend college for Logistics and International Business.
6. A community and campus forum for international studies through the Institute for Global Studies.
7. A Global Trade and Logistics Club for students.
8. Financial support for all students wishing to study abroad. This would include ISP students and traditional Study Abroad students.
9. A robust guided pathway for students from high school to GLPS programs of study.

All of these components are being strategically sequenced in order to build upon the each other as they put in place.

IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more institutional goals.

Need help? Contact the PRIE Office for further instructions.

Narrative