



## **Annual Administrative Leadership and Unit Review (2014/15)**

**ACHIEVE** ALUR is the ongoing, systematic assessment of our programs and services. Many levels of assessment provide information upon which decisions can be based, including Student Learning Outcomes at the course, program and institutional level, Instructional Program Review, Student Services Program Review and Administrative Leadership and Unit Review (ALUR) make up the central review components of the integrated planning process at Skyline College. The purpose ALUR is to improve the overall quality of services and to ensure that the units are effective in meeting the needs of our diverse faculty, staff and students. Along with Academic Program Review, ALUR supports the realization of the Strategic Plan by providing a system to ensure that our current work is effectively connected to the college mission, vision, values and goals. ALUR will inform the college strategic priorities and resource allocation decisions.

Research indicates that collecting and analyzing evidence leads to improvement of institutional or unit level effectiveness. In addition, the benefits of conducting ALUR include:

- Provides for ongoing review of unit services and programs
- Documents outcomes assessment and internal improvement efforts
- Allows each unit to demonstrate how well it is performing
- Facilitates the integration of planning to resource allocation (budgeting and expenditures)
- Facilitates evidenced based decision making related to planning and budgeting
- Facilitates a continuous improvement process that includes prioritizing improvements.
- Establishes, clear priorities that link to university mission and priorities
- Improves short-range and long-range planning to reach those priorities
- Facilitates participation and input from members regarding improvement
- Facilitates the integration of assessment methods into its operations for continual feedback
- Improves levels of client, participant, student, community and employee satisfaction
- Enhances communication within the department
- Supports skill development and improvement for staff and administrators in the unit
- Facilitates a broader understanding of college planning and budgeting processes

## Annual Administrative Leadership/Unit Review and Service Outcomes Assessment

Administrative Unit: Global Learning Programs and Services Prepared by: Tammy Robinson, Interim Dean Date: June 17, 2015

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*Contact David Ulate for data, research and assessment assistance. Please submit your completed forms to [mcveana@smccd.edu](mailto:mcveana@smccd.edu) in addition to forwarding them to your supervisor. Please submit only your Worksheets. Do not alter the forms, or eliminate pages. If a page does not apply simply mark N/A.*

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### **The Administrative/Leadership and Unit Review and Service Outcomes Assessment**

*The Administrative/Leadership and Unit Program Review and Service Outcomes Assessment should be developed with input from the staff within the unit. It is meant to provide a broad understanding of the unit, current trends related to the unit's mission, and how the unit serves to meet the overall mission or goals of Skyline College and the San Mateo County Community College District.*

**2. What are the Service Area Outcomes for your unit?**

- To broaden the knowledge of international education across many disciplines.
- Quantify the need for expanded global education for the Skyline College and SMCCCD community.

**3. What is the mission of your unit?** The mission of GLPS is in line with the college's mission "to empower and transform a community of global learners." Our mission is to be deliberate about delivering a global message to our students and those in our community.

**4. How does this mission serve the overall College and District Mission?** The mission of the GLPS division is to think globally, and recognize the importance of understanding the needs and benefits of global education exposure both domestically and internationally.

5. List the functions of your unit.

<b>Function</b>	<b>Done in Collaboration with</b> (leave blank if this function is not in collaboration with another unit)	<b>Note if this is:</b> development and enhancement of our communities, a leadership role, an advocacy role, resource development, planning or services
<b>Internationalize campus</b>	<b>ISP, VPI, other Skyline depts.</b>	<b>Develop and enhance</b>
<b>Internationalize curriculum</b>	<b>Various MOUs/partner institutions</b>	<b>Develop, enhance, and resource development</b>
<b>Train student community</b>	<b>Faculty, community partners</b>	<b>Develop, enhance, and resource development</b>
<b>Guide Business community</b>	<b>Community partners</b>	<b>Develop, enhance, and resource development</b>
<b>Grant development</b>	<b>Skyline Dept., partners, government</b>	<b>Develop, enhance,</b>
<b>Study Abroad</b>	<b>ISP, partner institutions</b>	<b>Develop, enhance</b>
<b>Invite/host global leaders</b>	<b>Partners, government, VPI</b>	<b>Develop, enhance</b>

Please provide an update on previous year goals and initiatives. What were the major goals and accomplishments?

College Goal	Strategy	Unit	Objective	Measurement Criteria	Outcome/Status (ongoing, completed)
8	8.1, 8.3	GLPS	Increase number of int'l students	Increased enrollment	ongoing
3	3.2	GLPS	Train community in business plan writing	Business plan competitions	ongoing
6	6.1	GLPS	Educate local community: trade/logistics/cybersecurity	Conference, workshops, counseling	ongoing
1	1.3	GLPS	Provide business mentorships	One-on-one mentoring	ongoing
8	8.1	GLPS	Globalize Skyline College	Develop, update curriculum	ongoing
3	3.2	GLPS	Enhance curriculum: business, African Diaspora programs, etc	Provide matriculation agreements with 4 yr. institutions	ongoing
8	8.3	GLPS	Enhance study abroad opportunities	More enrollment	ongoing
1	1.1, 1.2	GLPS	Broaden use of ASTEP program	Better outcomes/more enrollment	ongoing
1	1.1, 1.2	GLPS	Continue success of CIPHER Program	Retention and persistence rates	ongoing

6. **What are the key internal and/or external factors that have occurred in the last year that affect your area?** The division is newly created, and because of this, almost all of the employees in the areas are also new. The division also lost its long-time Dean, Richard Soyombo.

7. **What are the upcoming leadership and operational goals and initiatives that will connect to the college goals for your unit?** (Before writing your goals and objectives be sure to review other Program Review documents related to your unit to discern if there are service needs.

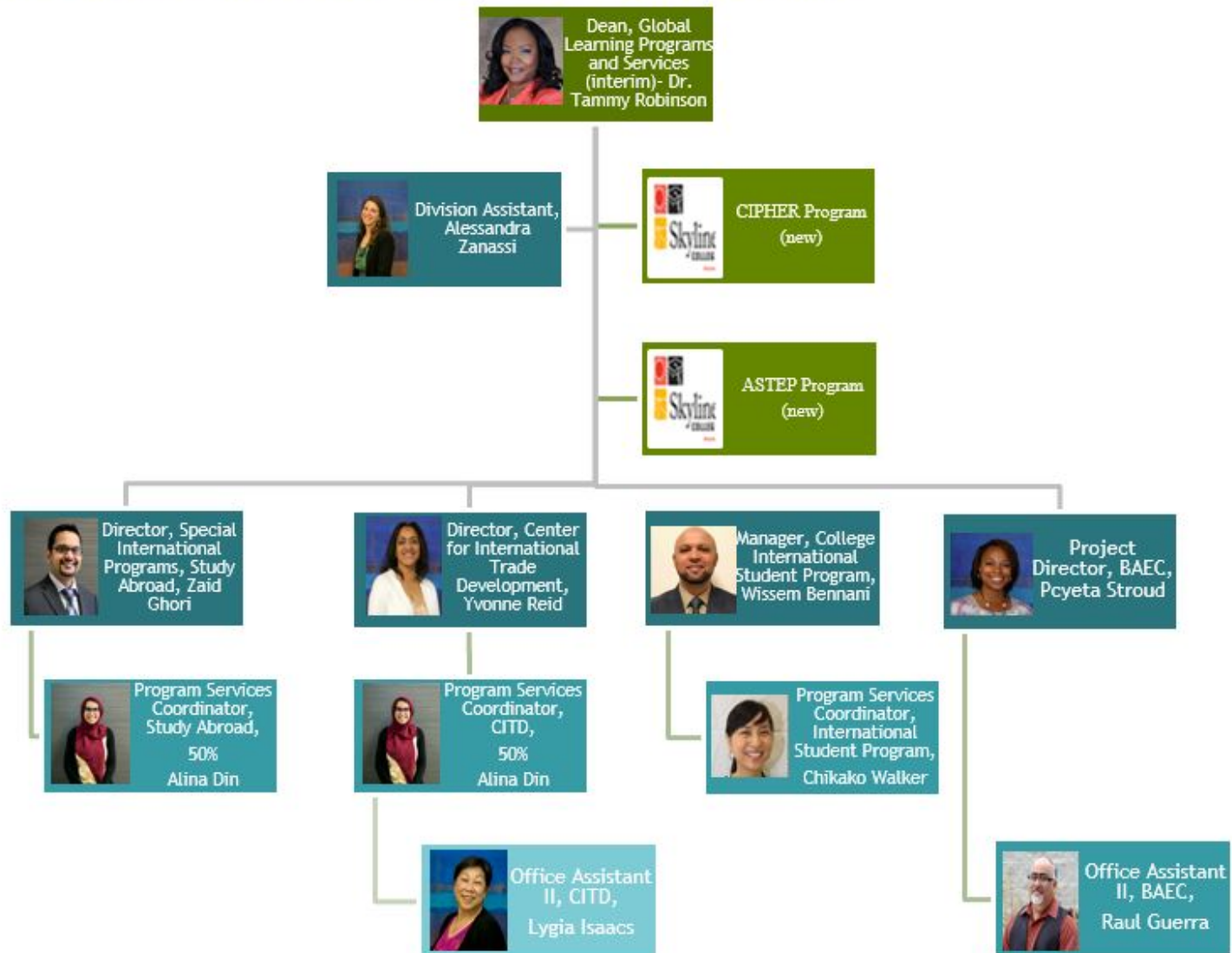
**Goal 8:** Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

- See more at: <http://www.skylinecollege.edu/about/collegegoals.php#sthash.z32igKei.dpuf>

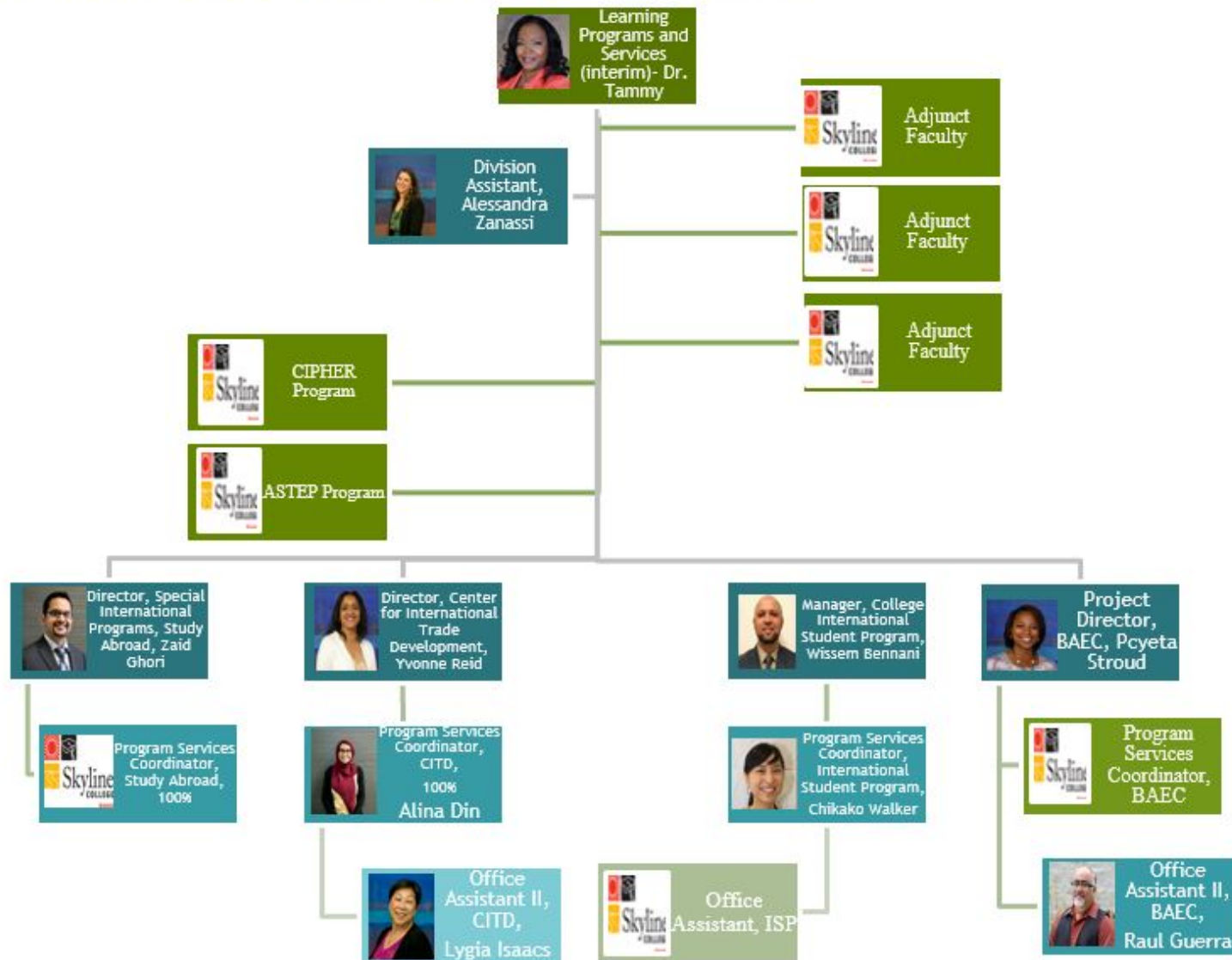
<b>College Goal</b>	<b>Strategy</b>	<b>Unit</b>	<b>Objective</b>	<b>Measurement Criteria</b>	<b>Resources Needed</b>
<b>3</b>	<b>3.2</b>	<b>GLPS</b>	<b>Develop ADP degree/transfer program</b>	<b>Approved- ADT</b>	<b>Faculty/staff</b>
<b>6</b>	<b>6.1, 6.2, 6.3</b>	<b>GLPS</b>	<b>Foster a successful business/entrepreneurial center</b>	<b>More businesses and more usage</b>	<b>Location/staff</b>
<b>5, 6</b>	<b>5.1, 6.1, 6.2</b>	<b>GLPS</b>	<b>Incorporating entrepreneurial training in various departments as part of student exit outcomes</b>	<b>Extend entrepreneurial training/certification to all interested departments</b>	<b>Faculty/dean involvement</b>
<b>1</b>	<b>1.1, 1.2</b>	<b>GLPS</b>	<b>Offer classes in our division that better align with the goals for global learning.</b>	<b>Re-activate and reenergize curriculum</b>	<b>Faculty/staff/dean involvement</b>
<b>1</b>	<b>1.3</b>	<b>GLPS</b>	<b>Develop partnerships that broaden campus-wide and community awareness</b>	<b>Bridging the gap of engagement so that international and domestic students/employees may build more cultural awareness</b>	<b>Faculty/staff/dean/other division involvement</b>

8. **Provide the official Organizational Chart of your unit and an ideal chart that includes all levels of services and positions.**  
*Please provide a brief narrative descriptions by numbering the chart and including a numbered list with clarifications on a subsequent page. If you wish make this an appendix item.*

### Global Learning Programs and Services Division: Current Org Chart



## Global Learning Programs and Services Division: Ideal Org Chart



9. **Staffing Profile (Please indicate the number in terms of FTE. (i.e. a full time staff =1 FTE / and a half time staff =.5 fte)**

Position	Staffing Levels for Each of the Previous four years as of July 1					Anticipated total staff needed as of July 1				
	2010	2011	2012	2013		2014	2015	2016	2017	2018
Administration	1	1	1	1		1	1	1	1	1
Classified Staff FT	2	1	2	2		3	4	6	6	6
Classified Staff PT	4									
Confidential Staff FT										
Hourly Staff							1			
Student Workers	2	2								
FTE faculty Full-Time						4		5	5	5
FTE faculty Part-Time/Overload										
Faculty Reassigned FTE Full time						3	1	3	3	3
Faculty Reassigned FTE Part time										
<b>Total Full Time Equivalent Staff</b>										



Unit Name: \_\_\_\_Global Learning Programs and Services\_\_\_\_\_

## 10. Outcomes Assessments

Outcomes Assessed	Outcomes data and interpretation	Conclusions Reached	Action steps	Program review conclusions
<b>1. New division</b>				
<b>2. New division</b>				

What were the Service Area Outcomes (SAOs) you assessed last year?	How did you assess progress? Please list the <b>methods</b> you used in the assessment.	<b>When:</b> In what timeframe was the assessment completed?	What was the target or benchmark you hoped to achieve or did achieve in the assessment?	Have you used the results from the assessment to make improvements? Please describe these improvements here.
<b>None(New Division)</b>				

### Update from previous year's assessments (2014-2015).

New division				

<b>Department/Unit:</b>				<b>Date:</b>
<b>Assessment Facilitator:</b>				<b>Ext.</b> <b>Email:</b>
<b>Unit Mission Statement:</b>				
<b>Current year's assessment plan (2015-2016)</b>				
Anticipated Service Area Outcomes (SAO): What are you trying to do, or what SAO are you planning to assess? NO MORE THAN 2	Assessment Methods:  What assessment methods do you plan to use?	Timeframe:  When Will Assessment Be Conducted and Reviewed?	Targets/Benchmarks:  What is the minimum result, target, or value that represents success at achieving this outcome?	Use of Results:  How do you anticipate using the results from the assessment?
1. Increase Knowledge of Global Learning	Survey for students	Twice/annually	Satisfaction surveys	To make programmatic adjustments

2. Quantify the need for expanded global education(programs)	Track programs and services.	annually	Satisfaction surveys	To make programmatic adjustments.
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### ALUR--Resources Needed

Unit Name: \_\_\_\_\_ GLPS \_\_\_\_\_

#### 11. Staff Needs

#### NEW OR REPLACEMENT STAFF (Faculty or Classified)

List Staff Positions Needed for Academic Year <u>2015-2016</u> Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*
<b>1. Full-time Program Services Coordinator (Study Abroad)</b> <u>Reason:</u> The Student Exchange component is one of the fastest growing areas in the GLPS division. Most international universities want to engage in exchange programs with Skyline so that students and faculty can benefit. We need to be able to service this component more effectively.	New (N)	55,000.00
<b>2. Full-time Office Assistant (International Student Program)</b> <u>Reason:</u> Full-time office assistant to facilitate the growth in ISP program	New(N)	45,000.00
<b>3. Full-time Staff Assistant (BAEC)</b> <u>Reason:</u> As BAEC continues to grow and service more clients in the community and the college, it will be necessary to have full-time staff to monitor the contracts and the center logistics.	New(N)	45,000.00
<b>4. Full-time Program Service Coordinator (BAEC)</b> <u>Reason:</u> As BAEC continues to grow and more international special programs utilize the site, it will be necessary to have someone to coordinate the program needs.	New(N)	55,000.00
<b>5. 2 consultants (CITD)</b> <u>Reason:</u> To incorporate those with specialties in advising clients and to assist in trade missions, conferences, and gain more partnerships.	New(N)	30,000.00

\* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

## 12. Additional Equipment Needs (excluding technology)

List Equipment or Equipment Repair Needed for Academic Year____2015/2016 Please provide a brief list of the needs of your unit on your campus below. Place items on list in order (rank) or importance.	Equipment: • (I)-instructional • (n) non-instructional	Annual TCO**		
		Cost per item	# Requested	Total Cost of Request
<b>1. Projection Screens (2) 1 portable and 1 ceiling mount</b> <u>Reason:</u>	(I)	150.00	2	300.00
<b>2. Wireless microphone</b> <u>Reason:</u>	(I)	100.00	1	100.00
<b>3. Storage Cabinet(s)</b>	(N) non instructional	250.00	2	500.00

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing non-instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff) \*\* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. If equipment needs are linked to a position please be sure to mention that linkage.

## 13. Technology (Computers and equipment attached to them)++ Needs Not Covered by Current Budget:

*NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)*

Priority	EQUIPMENT REQUESTED	New (N) or Replace ment (R)?	Program: New (N) or Continuing (C)?	Location	Is there existing Infrastruct ure?	Has it been repaired frequently?	Cost per item	Number Requested	Annual TCO* Total Cost of Request
<b>1.</b> Justification	Laptop: requested 14/15 but not received	N	C	GLPS: ISP			1,500	1	1,500.00
<b>2.</b> Justification	2 phone lines	N	C	BAEC			100	2	200.00
<b>3.</b> Justification	Security cameras	N	C	BAEC			200	4	800.00
<b>4.</b>	Dual Screen Monitor	N	C	GLPS			300	2	600.00

- TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. If equipment needs are linked to a position please be sure to mention that linkage. ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

## 5. Facilities Needs Not Covered by Current Building or Remodeling Projects\*

<b>List Facility Needs for Academic Year <u>2015-2016</u></b> <b>(Remodels, Renovations or added new facilities)</b> Place items on list in order (rank) or importance.	Annual TCO*
	Total Cost of Request
<b>1. Weekly custodial services</b> <u>Reason:</u> Since BAEC is off-site, GLPS needs to itemize this need because it is outside of normal campus maintenance.	<b>13,500.00</b>
<b>2. New partition wall for BAEC</b> <u>Reason:</u> Provides a means to store, secure and conceal materials and equipment.	<b>10,000.00</b>

## 6. Professional or Organizational Development Needs Not Covered by Current Budget

<b>List Professional Development Needs.</b> Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<b>1. National NAFSA Conference (2 members)</b> <u>Reason:</u> Mandatory meeting for international programs	<b>4,000.00</b>	<b>2</b>	<b>8,000.00</b>
<b>2. Regional NAFSA Conference (2 members)</b> <u>Reason:</u> Mandatory regional meetings for international programs	<b>3,600.00</b>	<b>2</b>	<b>7,200.00</b>
<b>3. National Association of Community College Entrepreneurs (NACCE)</b> <u>Reason:</u> Consortium of community college programs meet to discuss new ideas in entrepreneurship	<b>3,600.00</b>	<b>1</b>	<b>3,600.00</b>
<b>4. CCCAOE( Fall and Spring)</b> <u>Reason:</u> Mandatory regional and statewide meetings for occupational education	<b>3,000.00</b>	<b>4</b>	<b>12,000.00</b>
<b>5. CIEE Annual Conference(Study Abroad)</b> <u>Reason:</u> Annual international study for organizational best practices	<b>4,500.00</b>	<b>1</b>	<b>4,500.00</b>
<b>6. Generation Study Abroad</b> <u>Reason:</u> New SMCCCD initiative is holding its annual summit in Washington, D.C.	<b>1,500.00</b>	<b>1</b>	<b>1,500.00</b>
<b>7. Forum on Education Abroad</b> <u>Reason:</u> Only organization that is dedicated to study abroad for U.S. programs, and managing risks	<b>2,000.00</b>	<b>1</b>	<b>2,000.00</b>
<b>8. American Association of Community Colleges</b> <u>Reason:</u> national advocacy for community college issues and trends	<b>2,550.00</b>	<b>1</b>	<b>2,550.00</b>

<b>9. CSSMP</b> <u>Reason:</u> Supply Chain management is the umbrella that logistics falls under and links global to business partners in global trade and logistics	<b>1,000.00</b>	<b>2</b>	<b>2,000.00</b>
<b>10. Cooperative Education and Internship Association</b> <u>Reason:</u> To grow the division's internship program and share best practices	<b>3,000.00</b>	<b>1</b>	<b>3,000.00</b>
<b>11. Women in International Trade</b> <u>Reason:</u>	<b>3,000.00</b>	<b>1</b>	<b>3,000.00</b>
<b>12. Leadership Training Program</b> <u>Reason:</u>	<b>1,500.00</b>	<b>1</b>	<b>1,500.00</b>
<b>13. California Workforce Association</b> <u>Reason:</u>	<b>1,500.00</b>	<b>1</b>	<b>1,500.00</b>

## 7. OTHER NEEDS not covered by current budget

<b>List Other Needs that you</b> are certain do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	<b>Annual TCO*</b>		
	Cost per item	Number Requested	Total Cost of Request
<b>1. Increase International Student Recruitment Budget</b> <u>Reason:</u> In order to increase the number of international students at Skyline, it will be necessary to dedicate resources for travel and building long-term relationships.	<b>50,000.00</b>	<b>1</b>	<b>50,000</b>
<b>2. Regional Board Meeting</b> <b>Reason:</b> representative for community college advocacy throughout the region	<b>1,000.00</b>	<b>3</b>	<b>3,000.00</b>
<b>3. National Board Meeting</b>	<b>1,500.00</b>	<b>2</b>	<b>3,000.00</b>
<b>4. Window signage</b> <b>5. Reason:</b> Need to continue advertise events in the center	<b>2,000.00</b>	<b>1</b>	<b>2,000.00</b>
<b>6. Digital display screen(2)</b>	<b>500.00</b>	<b>2</b>	<b>1,000.00</b>

## 8. Long Term Planning Needs (2 – 5 years from now)

If your unit anticipates a significant* additional needs for personnel, equipment or facilities will occur two to five years from now please list those here*			
	Fiscal Year Needed	Number Requested	Total Cost of Request
<b>1. Institutionalize the mentorship programs</b> <u>Reason:</u> Program participants need to become permanent in the division in order to increase student awareness of their global role in the world.	<b>2017</b>	<b>1</b>	<b>25,000.00</b>
<b>2. Institutionalize Short-term Study programs</b> <u>Reason:</u> Many international universities want to study in our programs on a short-term basis. Prioritizing this area allows the college to grow and market these programs.	<b>2016</b>		<b>25,000.00</b>

*\*Significant needs are generally those with annual costs over \$20,000. They may be the result, for example, of institutionalizing a grant, anticipated growth, or major equipment coming to the end of its life.*

## Appendix I

### Steps to Developing Assessment Plans & Reports

- 1. Unit develops measurable Service Area Outcomes (SAO).** An SAO is a “specific statement that describes the benefit that a [unit] hopes to achieve or the impact [. . .] that is a result of the work that your unit performs. Outcomes should be:
  - Challenging but attainable”
  - Articulate what the unit wants to achieve
  - Indicate end results for the unit rather than actions
  - Relate to the unit’s mission and vision
  - Focus on the benefit to the recipient of the service
  - Be stable over a number of years. If it is time dependent, it is most likely a goal not an outcome; and
  - Be measurable and directly related to the work of your unit.<sup>1</sup>

Stems for writing outcomes can include:

- “Participants served will know or be able to...”
- “In support of student learning, faculty and staff will \_\_\_\_\_”
- “Students will know or be able to ...”
- “The community will know or be able to ....”

- 2. Unit defines how it will assess progress (non-evaluative) towards the outcomes.** The unit might consider taking an inventory of current tools being used. For example:
  - What information is being collected already?
  - What assessment are you already using?

Methods that can be used to measure progress include, for example:

- Student satisfaction surveys
- Number and type of complaints
- Growth in a specific function
- Comparisons to professional organizations’ best practices
- Focus groups

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<sup>1</sup> Source: *The American University in Cairo*. “A guide to developing and implementing effective outcomes assessment: Academic support and administrative units.” December 1, 2007. Retrieved on the internet at <http://ipart.aucegypt.edu>

- Opinion surveys
- Time to complete a task
- Levels of successful participation or acquisition of service

**3. Unit completes the assessment plan and carries out the assessment.** In order to ensure the plan is completed

- Designate a coordinator for the assessment project and/or assign responsibility for individual components
- Develop a timeline indicating when work will be collected, results tabulated, analysis completed, and subsequent dialogues.

**4. Unit gathers information, analyzes results, communicates findings, and takes action.** This step is important as it is used to identify changes needed to improve efficiency, effectiveness, and unit performance. It should also be applied to for planning and budgeting and resource allocation requests (short term and long term). Ultimately it may be tied to the institution's ability to achieve its mission.