**2018-19 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, appreciation of diversity and the globalization of our college and community. By fostering local, national and international partnerships, the division aims to broaden student perspectives, enhance global educational 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 in line with the college's mission of "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.

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
- African American Success Through Excellence and Persistence program (ASTEP)
- Center for Innovative Practices through Hip Hop Education and Research (CIPHER)
- International Students Program (ISP) (includes the Silicon Valley Intensive English Program (SVIEP) at Skyline
- International Trade and Logistics program (includes the International Business (IBUS) classes, the pending certificates in Customs Brokerage and Logistics, and the pending degree in Logistics)
- Special International Programs (includes the Community Travel, Global Internships, International Transfer, Semester Study Abroad, and Short-term Study Abroad programs).
- *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 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.

2. Enhance the global educational experience by providing a supportive platform of services that will permit international students to study successfully in College 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 2017 to fall 2018, Skyline saw an increase in international students from 258 (fall 2017) to 265 (fall 2018). This was an increase of 3% and mirrored generally an upward trend in enrollments of students immigrating to the United States for full-time educational purposes. In the time period from spring 2018 to spring 2019 the College experienced a decline in the number of international students. The number declined from 273 (spring 2018) to 249 (spring 2019)--a 9% decline. Again, this followed, in general, a national trend in which the number of students entering U.S. colleges and universities continues to fall for the 3rd year in a row. Speculation is that the decline is due to several factors including the strength of the U.S. currency when compared to other countries where students might have more buying power and changes in U.S. immigration policies which may have disincentivized students from coming to the United States.

2. Train Community in Business Plan Writing. This program would have been facilitated through the Division's Center for International Trade Development (CITD). 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 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.

3. Educate Local Community in Trade, Logistics, and Cybersecurity. This goal is in process and curriculum progress is being made. 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 are being prepared for

submission 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.

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.

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 Students Program (ISP) to visit with interested faculty and discuss the ways in which curriculums and pedagogy can be transformed to include an international perspective. GLPS will begin making presentations in fall 2019.

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 international business.

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 this 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 Community Travel program completed its first trip to Cuba in March 2019.

The unit continues to review proposals for expanding both the Community Travel and Study Abroad destinations. The Campus France program is of

particular note. The program received $20,000 in a President's Innovation Fund grant for 2018-19. 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.

The College is also working collaboratively with College, of the Canyons of the Santa Clarita Community College District, on a proposal to offer selected programs and classes from both institutions at a foreign learning center.

8. Broaden Use of ASTEP Program. Plans are currently under development to restructure the ASTEP program so that it may be broadened and encompass a larger student audience. This initial steps in the restructuring will begin 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. ASTEP will be added to the GLPS program review as a reporting unit.

9. Continue Success of CIPHER Program. The CIPHER program continues to grow and attract increasing numbers of students. This 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.

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.

2. Enhance the global educational experience by providing a supportive platform of services that will permit international students to study successfully in College 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.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. Political factors which may be impactful on the number of college-aged students who choose to immigrate to the United States for educational purposes.

2. Challenges in filling vacant positions within the division.

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 immigrate to 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	GLPS	1	X			X	
Sonya Pope	Division Assistant (Interim)	GLPS	1	X			X	
Wissem Bennani	Director	ISP	1	X			X	
Chikako Walker	PSC	ISP	1	X			X	
Clair Yeo-Sugajski	Retention Specialist	ISP	1	X			X	
*Luis Romero	Counselor	ISP	1	X			X	
Zaid Ghori	Director	SIP	1	X			X	
Stephanie Wells	PSC	SIP	1	X			X	
Kelly Li	Office Assistant II	Passport	0.48		X		X	
Temp. Vacant	Office Assistant II	Passport	0.48		X		X	
*Danielle Powell	Lead Faculty	ASTEP						
*Nathaniel Nevado	Counselor	CIPHER						
Jack Kilmartin	Adjunct Faculty	IBUS				X		
Alpha Lewis	Adjunct Faculty	IBUS				X		
*Reports to another Division Dean								
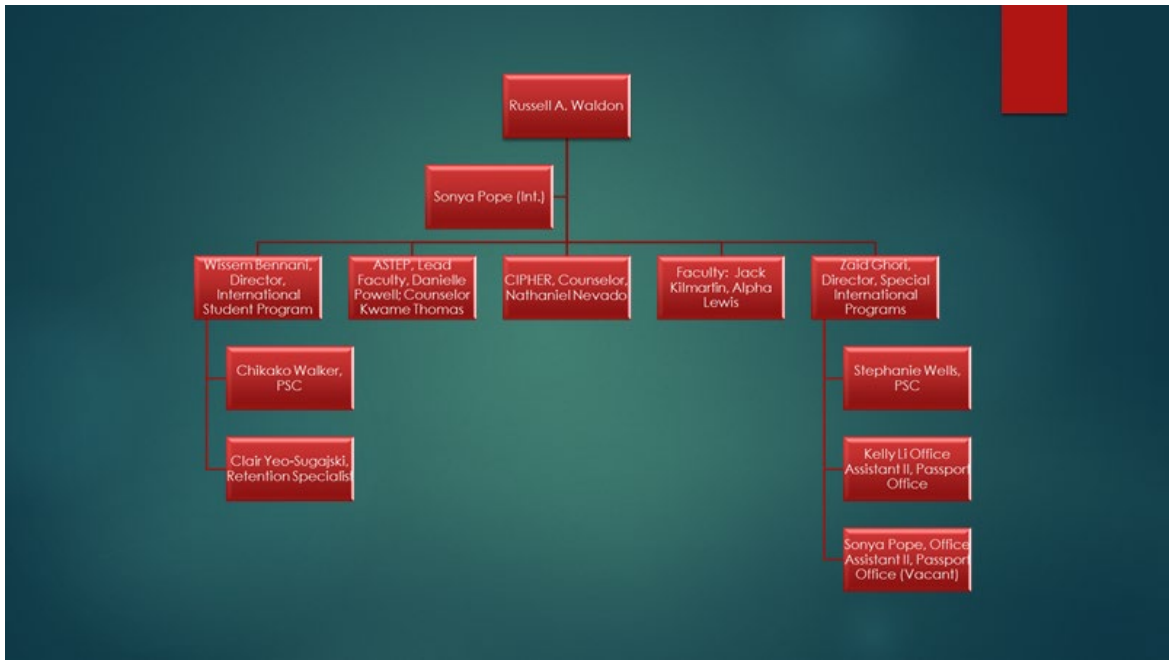
III.A. Reflection: Considering Key Findings

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 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. Positive revenue stream from Passport facilty.

Challenges:

1. Community outreach in publicizing Division programs.

2. Lack of certificates and degrees in the curriculum portfolio.

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.

Concerns:

1. Impact of political decisions on immigration of students to the U.S.A.

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 ASTEP and CIPHER learning communities to collaborate on specific events and recruitment efforts will be explored. We are also currently examining opportunities for the ASTEP 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 aspirational future of the division is to provide a comprehensive program of globalized study to meet all 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.

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.

7. A Global Trade and Logistics Club for students.

8. Financial support for all students wishing to study in abroad. This would include ISP students and traditional Study Abroad students.

9. A robust guided pathway of students from high school to IBUS programs of study.

All of these components would have to be 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