

## 2018 Study Abroad Program Annual Program Plan

### SPX Student Abroad Program

#### I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

#### Narrative

SMCCCD Study Abroad is the district-wide Study Abroad Program, housed in the Global Learning Programs and Services Division, at Skyline College. The purpose of the program is to provide affordable education abroad opportunities to students, teach abroad opportunities for faculty and not-for-credit travel abroad programs for the residents of San Mateo county. It directly contributes to the mission of Skyline College in transforming and empowering a global community of learners. It serves over 40,000 students at Cañada College, College of San Mateo and Skyline College. Below are key programs under SMCCCD Study Abroad:

- Northern California Study Abroad Consortium (NCSAC) with the American Institute for Foreign Study (AIFS)
  - Since 1986, SMCCCD collaborates with the Contra Costa Community College District, Los Rios Community College District and Santa Rosa Junior College to offer this program.
  - NCSAC sends approximately 200 community college students each year for a semester abroad program to Europe.
  - Students take 12 units abroad and are taught by community college faculty. All courses have to be UC and CSU transferrable.
- Short-Term Faculty-Led Study Abroad Courses
  - Faculty-Led Study Abroad courses are proposals submitted by District faculty to teach their courses abroad.
  - Skyline College and Cañada College have offered these programs in Cuba, Italy and South Africa.
  - Faculty and Study Abroad Office recruit approximately 15-20 students per course.
  - Summer 2018 programs include Brazil, Costa Rica, Ghana, Italy and South Africa.
- Community Travel Program
  - This program is SMCCCD Study Abroad's scholarship fundraiser and the audience are community members participating in philanthropic educational travel.
  - The first Community Travel Program was launched to Italy with 15 participants.

- In 2018, two programs are currently in the enrollment phase to Ireland and Sicily with a goal of 30 participants total.
- Global & Domestic Academic Internship Program (GDAIP)
  - A 2017-18 Skyline College President’s Innovation Fund project, the GDAIP provides opportunities for community college students to participate in academic internships in Chile, Czech Republic, Ireland, South Africa, San Francisco, New York, Hong Kong, and Singapore.
  - Students enroll in one course – Global Identity and Professional Development.
  - SMCCCD Study Abroad has over 30 applications for the GDAIP which launches Summer 2018.
- United States Passport Acceptance Facility
  - 2017-18 Skyline College President’s Innovation Fund project, the Passport Acceptance Facility opened in November 2017 to serve students, faculty, staff and the greater San Mateo County community.
  - The office is projected to attain self-supporting status and generate revenue for Skyline College. It has served over 600 passport applicants since inception.

<b>Associated Objectives</b>
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 <a href="#">606-Increase student participation in all Study Abroad Programs</a>
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## I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

### **Narrative**

#### Program Planning Team

As SMCCCD Study Abroad implements its study abroad coordination efforts, it consults with several bodies:

- The District-Wide Study Abroad Advisory Committee (SAAC) is advisory to the Vice President Instruction and Director of Special International Programs at Skyline College and makes recommendations on districtwide investment of time and resources for study abroad priorities.
- The Dean of Global Learning Programs and Services and Skyline College Executive Leadership are similarly consulted by the Director of Special International Programs.
- The SMCCCD Study Abroad Guidelines and Procedures Manual serves as a resource to the administrative and faculty community at the three colleges and the District to engage in the semester study abroad opportunity with the American Institute for Foreign Study (AIFS), summer faculty-led study abroad courses, and the Community Travel Program.

Study Abroad Advisory Committee (SAAC) members 2017-18 are listed below. The committee meets twice a semester and guides SMCCCD Study Abroad's initiatives:

#### **Cañada College**

Monica Malamud, Faculty, Spanish  
Kathryn Kohut, International Program Manager



#### **College of San Mateo**

Danni Redding-Lapuz, International Student Program Manager  
Claudia Menjivar, Director of Financial Aid  
Tania Beliz, Faculty, Biology

#### **Skyline College**

Jennifer Taylor-Mendoza, Vice President of Instruction (Chair)  
Delisle Warden, Interim Dean of Global Learning Programs and Services  
Zaid Ghori, Director of Special International Programs (Co-chair)  
Lavinia Zanassi, Faculty, Career Services  
Stephanie Wells, Program Services Coordinator, Study Abroad

**Associated Objectives**

-  607-Increase revenue from Passport Acceptance Facility
-  606-Increase student participation in all Study Abroad Programs

## **II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities**

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

### **Narrative**

#### **Northern California Study Abroad Consortium (NCSAC) with the American Institute for Foreign Study (AIFS)**

Program has maintained enrollment above 40 students per academic year. The limitations of this program is that it continues to be the most expensive option for students and only students with the means are participants in the majority. Low-income and underrepresented students do participate but only if they receive scholarships.

#### **Short-Term Faculty-Led Study Abroad Courses**

The Study Abroad Program offered more Faculty-Led Programs (FLPs) for 2017-18 and in retrospect this put a strain on the short-staffed office of 1.48 personnel. FLPs also competed for students and a recommendation would be to offer one FLP per college in the District.

#### **Community Travel Program**

Two of the Community Travel trips have reached enrollment levels to be successfully implemented. In its second year, this program has been received positively by the residents. Recruitment has been challenging and a focus on more community engagement will bring more awareness for the program. Word of mouth, once the Summer 2018 programs conclude, will also bring repeat and new participants to the program in 2019.

#### **Global & Domestic Academic Internship Program (GDAIP)**

The Global and Domestic Academic Internships Program is a new component of SMCCCD Study Abroad's programs. It is scheduled to launch in 2018 Summer with internship site destinations in Chile, Czech Republic, New York, San Francisco, Singapore, South Africa, Hong Kong and Ireland. The Study Abroad Program received 48 applications for this program and 27 students to have enrolled. Hong Kong, San Francisco and Dublin, Ireland lead in the top destinations selected by students.

#### **United States Passport Acceptance Facility**

The US Passport Acceptance Facility is the fastest growing program and has served over 600 passport applicants since opening in 2017. This facility needs a full-time staff member and two part-time assistants. Extended hours and Saturdays will bring additional revenue to the College and have the facility be

self-sustaining. The facility has generated \$23,000 in revenue with limited hours and a rotating staff.

<b>Associated Objectives</b>
 <u>607-Increase revenue from Passport Acceptance Facility</u>
 <u>606-Increase student participation in all Study Abroad Programs</u>

**II.B. Analysis: Program Environment**



Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

**Narrative  
Staffing**

The Study Abroad Program is staffed with a full-time Director and part-time 48% Program Services Coordinator. The PSC position has had a very high turnover rate (4 PSCs in three years) due to the part-time nature of the position. While the program has grown from 43 students in 2015-16 to 106 students in 2016-17 and an estimated 150 students in 2017-18, staffing has not kept up with the growth.

Should a full-time PSC not be approved for FY 2018-19, enrollment growth will suffer in all the programs and it is unlikely the staff person will stay in the position following the trend in past turnover. This will be the biggest internal impact to the program.

The Passport Acceptance Facility's growth will also be halted should a full-time OAll position not be approved. The College cannot hire the short-term employee and not be in compliance with the U.S. Department of State's requirements.

<b>Associated Objectives</b>
 <a href="#">607-Increase revenue from Passport Acceptance Facility</a>
 <a href="#">606-Increase student participation in all Study Abroad Programs</a>

**II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)**

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

**Narrative**

Student Learning Outcomes for Study Abroad courses are not being assessed this year since this is the first request of APP. Below are the SLO's for the new Global Identity and Professional Development course that was designed for the Global Internship Program:

1. Articulate their understanding of multi-layered internship experiences using various frameworks and concepts of intercultural communication.
2. Critically reflect on their overseas experiences and their impact on their identity, skill set, and their understanding of American and host society.
3. Apply their strengths they gained from their internship experiences to enhance their resume, professional portfolio, or personal statements

**Associated Objectives**

 [606-Increase student participation in all Study Abroad Programs](#)



### III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

#### Narrative

The key finding would be staffing needs. The Study Abroad Program's growth has been robust however staffing has not kept up with the growth. The program can be more effective and serve more students with a full-time staff.

Skyline College's comparative peer institutions such as Portland Community College and San Antonio College are staffed with three full-time employees and were recently ranked, along with Skyline College, as Top Producing Institutions of the U.S. Department of State's Benjamin A. Gilman International Scholarship Program.

Associated Objectives
 <a href="#">606-Increase student participation in all Study Abroad Programs</a>

### III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

#### Narrative

Not Applicable. Did not participate in ISLOs this year but would greatly appreciate participation opportunity for 2018-19.

Associated Objectives
 <a href="#">606-Increase student participation in all Study Abroad Programs</a>

**IV.A. Strategy for Program Enhancement: Continuation/Modification**

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.


**Narrative**

**Strategy for Program Enhancement: Continuation/Modification**

Study Abroad has not yet participated in comprehensive program review since it has not reached the six year mark. The program is in its third year of operation at Skyline College and each year has consistently introduced new programs, applied for President's Innovation Funding grants and launched the Passport Acceptance Facility growing the services offered by the Global Learning Programs and Services Division.

By providing district-wide leadership and coordination, the Study Abroad Program seeks to support colleges in their strategic education abroad efforts by leveraging a centralized office at Skyline College, building a strong community of faculty-led study abroad programs and engaging the greater San Mateo County community with travel abroad opportunities to be the leading community college district in the nation for study abroad.

Investing in full-time staff and expanding the hours of the Passport Acceptance Facility will significantly enhance the program offerings.

<b>Associated Objectives</b>
 <a href="#">606-Increase student participation in all Study Abroad Programs</a>


**IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests**

Based on the most recent CPR and any desired modifications, 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 APP 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 APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

**Narrative**

<b>Associated Objectives</b>
 <a href="#">607-Increase revenue from Passport Acceptance Facility</a>  <a href="#">606-Increase student participation in all Study Abroad Programs</a>
 <a href="#">Budget and Objectives of Study Abroad Program</a>

# Objectives of Study Abroad Program

Planning Year: 2018-2019

Planning Year: 2018-2019

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Unit Code	Planning Unit	Unit Manager
2415SAPX00	Study Abroad Program	Ghori, Zaid

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**Objective Status: New/In Progress**

606 Increase student participation in all Study Abroad Programs

The number of students participating in study abroad programs has increased in correspondence to GLPS diversifying the types of study abroad programs available to students. Specifically, there has been significant student interest in programs that are a couple of weeks long, and programs that include internship opportunities. Additionally, as these shorter programs are less expensive than the traditional semester long study abroad programs, there is an increased diversity in the economic status of students applying to participate in a study abroad program.

The Study Abroad Program office is responsible for covering all 3 campuses in the District, but the Program Services Coordinator ("PSC") is only authorized to work part time. The workload, therefore, frequently requires that PSC work additional hours so that she can spend adequate time at each campus recruiting students and then conduct screening interviews to ensure that the interested students are prepared for the rigors of the study abroad programs.

Experience indicates that it is necessary to begin recruiting for study abroad programs at least one year in advance of the start date of the program. With only one fulltime staff member, the director, the study abroad team is not sufficiently staffed to address the larger number of programs and international sites it now offers to students. It is GLPS's expectation that the number of students participating in study abroad programs will be greater in the 2018-2019 academic year than it was in the 2017-2018 academic year. Furthermore, it is the goal of the Director, Special International Programs to partner with international institutions to welcome a new international student cohort to the Global Internships Program. Expected results will be to enroll a cohort of 30 domestic students and 20 new international students, and an overall increase from 150 students to 200 students abroad in 2018-19. This admirable goal will place additional stress on the current staffing model.

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607 Increase revenue from Passport Acceptance Facility

The Passport Acceptance Facility has the potential to generate gross revenue in excess of \$100,000 per year. The current staffing model is not sustainable, because it relies on short term temporary staff and heavily utilizes staff with significant workloads in other GLPS areas. The Passport Acceptance Facility has consistently grown month over month and is presently generating sufficient gross revenue to pay for the wages of individuals needed to staff the facility. The potential to generate additional revenue can be achieved by expanding the hours that the facility is open. However, limitations on the number of hours that can be worked by short term temporary staff impedes plans to expand hours of service. If the staffing plan that the Interim Dean for GLPS submitted to the VPI is approved, it is anticipated that the Passport Acceptance Facility can be open for an additional 1.5 to 2 hours per day. The result of these additional hours is an increase in gross revenue of approximately \$2,100 to \$2,800 per month.

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