2018 Administrative Leadership Unit Review of Academic Support and Learning Technologies 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 Mission of the Academic Support and Learning Technologies division is to enhance student success by offering targeted academic support programs and resources to students through the Learning Center, by supporting scholarship and information literacy through the Library and by offering a wide-range of professional development programs, including transformative pedagogy and technology, to faculty and staff through the Center for Transformative Teaching and Learning (CTTL).

This mission is directly responsive to the institutional values of Student Success and Academic Excellence and supports College Goals 1, 4, 5, 6 and 8. In addition, the work of the ASLT positively effects our ability to achieve the leadership goal that we will be the employer of choice. The ASLT Division also plays a significant role in achieving our goal of eliminating equity gaps in student success through offering targeted academic support programs and focused professional development for faculty and staff, as well as ongoing technological solutions. ASLT's vision is that with CTTL leadership, Skyline College will be the most innovative college in the district, region, state and nation.

I.B. **Profile: Programs**

Which programs or functions are contained within the unit?

Narrative

There are four units within ASLT. Two units are part of the Learning Commons. These units are the Learning Center and the Library. The Learning Center enhances student success by offering targeted academic support programs and resources to students including tutoring in basic skills and beyond, ESOL programs, supplemental instruction, retention programs and peer mentoring. The Library supports faculty and student scholarship, information literacy, a variety of outreach efforts, and OER and ZTC support.

The third unit is the Center for Transformative Teaching and Learning (CTTL), which offers a wide-range of professional development programs, including transformative pedagogy and technology, to faculty and staff. By enhancing the experience of teaching and learning through innovation, technology and pedagogy, the Center for Transformative Teaching and Learning supports the Skyline College vision of inspiring a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment.

The fourth unit is Academic Technology (formerly Media Services). Academic Technology provides a wide range of technology services for the campus, including computer replacement, coordinating with District IT support for smart classrooms, and lab computer replacements, lecture capture and general campus-wide media services.

In addition to the above units, the College Success Initiative is co-chaired by ASLT.

In FY2017-18, ASLT started the following programs,

1) Lecture capture

2) Bluepulse - a live formative feedback system.

3) Professional management system

4) Service learning

5) Communities of Practice

6) Faculty Diversity Internship Program

7) Peer mentoring program.

I.C.   Profile: Service Area Outcomes
List the current service area outcomes for the unit.

Narrative
Outcomes

a. All Skyline College employees will develop as professionals through participation in comprehensive professional development activities. Faculty will enhance student learning and success through programs that promote best practices and transformative teaching and learning. These activities are offered through the Center for Transformative Teaching and Learning (CTTL). See attached strategic plan.

b. In support of learning, faculty and staff will integrate targeted academic support programs for students and will promote resources available to students through the Learning Center.

c. Students will be able to demonstrate skills central to information literacy as a result of formal and informal interaction with the Library.

d. In support of learning, faculty will create and utilize technology enhanced learning environments and alternative modes of delivery that are proven to have a positive impact on student retention and graduation. ASLT is committed to be well informed of trending and cutting edge technology that can enhance student retention and graduation. See attached strategic plan.

Evidentiary Documents
📄 CTTL Strategic Plan 1718-2122-1.xlsx

Note: Please see the Attachments tab within this document for the Excel document listed above.

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
ASLT

Prior to FY2017-18, none of the units in ASLT have had a strategic plan. In FY2017-18, a five-year strategic planning was finished for CTTL and the other units will begin their planning in FY2018-19. The objective is to have all units complete a detailed plan, with objectives, benchmarks, milestones, timelines, and responsible parties completed by the end of FY 2018-19. Completion of the strategic plans will all for continuous and regular reporting of data and progress.

CTTL

Beginning in Fall 2018, CTTL will follow the strategic plan developed for 2017-18 to 2021-22. Below is the action plan that was established for 2017-18, and the progress achieved for each action item.

1) Identify and secure resources to provide accessibility accommodations for workshop attendees.

    Resources were provided for those workshop attendees that required accessibility accommodations. Financial resources for these accommodations (if needed) was supplied by the VPI Office.

2) Work with PRIE to design mixed-methods studies to evaluate the effectiveness of PD

    Work with PRIE is continuing.

3) Adjust times/dates and topics of CTTL workshops per needs assessed by CTTL/PD/DE surveys.

    Some times and dates were adjusted based on surveys.

4) Continue New Faculty Academy (formerly BootUp Camp) Faculty Training

    New Faculty Academy was updated and continued.

5) Continue Adjunct Faculty Teaching & Learning Symposium

Adjunct Faculty Teaching & Learning Symposium was continued. Key note speaker was Paul Hernandez ("The Pedagogy of Real Talk").

6) Continue Canvas and other DE-related training.

Canvas training continued with the expansion from Beginner's Workshops to Intermediate and Advanced Workshops. And online Canvas course was developed and implemented.

7) Continue Skyline College NCORE Delegation

Skyline College sent an 8 person delegation to NCORE

8) Continue to develop programs, workshops, training to support First Semester Success, the Student Equity Plan, SSSP, Meta-Majors/GE Pathways, and Skyline College Promise

CTTL continued to develop and implement programs, workshops, training to support First Semester Success, the Student Equity Plan, SSSP, Meta-Majors/GE Pathways, and Skyline College Promise

9) Increase accessibility training and development of accessible materials.

Chris Weidman join CTTL with the primary function of providing accessibility training and developing accessible materials. He is also assisting MCPR in developing accessible material.

10) Implement Communities of Practice

Four Communities of Practice (CoP) we implemented. These CoPs were 1) Sustainability and Social Justice; 2) Service Learning; 3) Online and Hybrid Learning; and 4) Transformative Teaching and Learning.

11) Initiate Service Learning

Service learning was launched through a Day of Action. This CoP was led by Rika Fabian and with Financial Support from the VPI Office, CTTL, and the Center for Student Life and Leadership Development. Day of service include a needle exchange clinic, Habitat for Humanity, beach clean-up, and a food back. Student reflection and surveys were taken, indicating that service learning is highly desired by students.

12) Launch Frontline Professional Development Management System.

It took longer than expected to develop the Frontline system to mimic Article 13 application. By May 2018, Article 13 applications will be handled 100% electronically through Frontline. Training and implementation will begin Fall 2018.

13) Pilot Lecture Capture

Piloting of lecture capture continues. Progress was slowed significantly by procurement, and as a result the newer lecture capture devices and editing software did not arrive on campus until Spring 2018. Expanded implementation and training will begin in Fall 2018.

14) Pilot Blue Pulse

BluePulse continues to be piloted. The number of faculty piloting the formative assessment system has increased to 15.

15) Pilot VeriCite

This action is on hold, as VeriCite was purchased by Turnitin.

16) Develop 2017-2018 CTTL/PD needs assessment surveys

2017-2018 CTTL/PD needs assessment surveys were developed and conducted.

17) Investigate funding sources for Re-Boot Program for junior and senior-level faculty

Re-Boot program is in the planning stages.

18) Investigate funding sources for intensive adjunct faculty teaching & learning institute

CTTL experiences a significant budget reduction, so this remains in the planning stage.

19) Research effective existing intensive classified staff institutes

Research coaching/mentoring programs for faculty/staff is in the conceptual stages.

20) Hire a FT Instructional Aide II to help with accessibility compliance issues

> Chris Weidman was hired to help with accessibility compliance issues.

21) Hire a FT Program Services Coordinator to assist with CTTL activities, programs, software implementation, Service Learning, and other new initiatives, etc.

> Marisa Thigpen is returning to ASLT. It is not clear at this time, how much of her time will be dedicated to ASLT.

22) Hire an additional FT Instructional Designer or Technologist

> No hire.

23) Hire a .4 faculty coordinator for Service Learning.

> Carla Grandy was hired 0.1 to work on service learning.

24) Work with PRIE to design mixed methods studies to evaluate the effectiveness of PD

> CTTL continues to work with PRIE.

Library

Previous program objectives (goals) were identified in the 2016-2017 APP in the following areas:

Staffing: The Library has hired a replacement Instructional Aide II (IA2), a replacement 0.8 FTE Library Support Specialist, three replacement part-time faculty librarians, and a full-time faculty librarian for new outreach and OER services.

Permanent growth positions were not approved by the college and the Library still needs an additional Faculty Librarian (1.0 FTE). An additional Faculty Librarian (1 FTE) was ranked in the top five for the college by the FTES Committee in 2015-16. The need for an additional full-time Faculty Librarian is based on a considerable increase in the number of informational literacy workshops (number of ENGL 100 & 105 sections increased by 50% or more due to the phasing out of ENGL 846 remedial sections) and other informational literacy instructional activities such as embedded librarians, librarians working with faculty to include informational literacy on Canvas, including librarians in Accudemia, etc., and the need to assume the retired librarian's duties.

In addition, the Library needs an evening IA2 (0.48 FTE) and to increase the 0.8 FTE Library Support Specialist to 1.0 FTE to manage increasing workload. Additional student assistants are also needed for new support for the Canvas implementation

Collections and Services: The Library added a 24/7 chat reference service (QuestionPoint) that has improved off-campus and online student research help and a site license to NYTimes.com by cancelling some existing subscriptions in the previous year. These services are essential for Distance Education courses and the Library has subscribed to new electronic resources (including a multicultural news database); hence funding is needed for continuing subscriptions. In AY 16/17, the Library received temporary collection funding for the Baccalaureate Program in Respiratory Care (BSRC) for journal subscriptions and print books and expanded the Reserve Textbook Collection with temporary funding from Associated Students of Skyline College ($10,000). This funding was not available for AY 17/18. The Library needs additional funding for electronic resources, textbooks, and to continue adequate support of the BSRC program including upper division General Education and the Zero Textbook Cost Degree program.

Technology upgrades: The Library implemented student laptop checkout (10 PC laptops) and a high-resolution scanner in 2016 with Instructional Equipment Funds, but 30 more PC laptops (or Chromebooks) are needed for a swing classroom library research workshops and another high-resolution scanner is greatly needed due to student demand. The Library has taken the lead in providing first-level Canvas support for students, and implemented Skyline College Technology Support service in 2016 and the service has been well received. Additional student assistant staffing and IA2 (0.48) support is needed for Canvas and other technology support. The Library was not funded to purchase iMac desktops for student video editing and multimedia projects or for new iPads for student checkout. There is still a need for this hardware for student digital media projects.

Furniture/Facilities: The Library has continued to have issues with furniture and facilities that were not addressed in the review period including replacing the Check-out desk with practical design and replacing windows and blinds to protect staff and students' safety during emergency situation. The reference desk and Technology Support desks has been combined but needs redesign so that the Technology Help Desk will face north for visibility and better services to students. The library classroom needs flexible, collaborative furniture to enable group work, better instructor-student communication and greater ability to implement interactive, student-centered pedagogies. There are ongoing facilities issues such as lighting, odors, leaks and uncontrollable room temperature and air circulation.

Events: The Library has grown its outreach programs and events in the last year including the first Human Library event funded by a PIF grant, continuing partnership with English Department on Poetry Month, and continuing the successful "De-Stress for Success" programming at finals. The Library has explored new ways to promote library resources to students and staff including Skyline Shines articles, partnering with Skyline View, and utilizing MCPR services.

Learning Commons integration: The Library has continued to work with the Learning Center team to better integrate services such as co-hosting academic success workshops. Building signage for the Learning Commons has not been updated to reflect our services and for student usability. Additional renovations are needed to physically integrate the Library and Learning Center into a true Learning Commons. Increased Learning Commons-wide training and team-building for staff and student assistants, cross-training of staff, and library faculty available for research help in the Learning Center itself will further the integration.

Long Term Plans: There has not been progress on long-term plans including upgrading print management systems, replacing windows and blinds, and implementing RFID technology and self-check machines across District libraries. They are on-going needs for the Library.

The Learning Center
The following progress has been made on the previously listed TLC objectives:
- The Math lab has been expanded to include a defined area for statistics as well as for transfer level math. Additional space is needed to create a definitive Basic Skills math area, which will carry over into the next APP as a goal in relation to II.B: External changes that may impact our space with the new AB 705 compliant math course.
- TLC has continued to expand the scope and size of the Supplemental Instruction program. In the 2017-2018 academic year, the SI program supported more sections of previously supported courses and piloted support for new courses. The SI program supported 44 in-person, classes[1] in Fall 2017 and 49 classes in Spring 2018, for a total of 93 in-person courses. This is an increase of 12 total classes from the 2016-2017 academic year. In the 2017-2018 academic year, SI expanded support to the following courses:
    - ACTG 100: Accounting Procedures
    - ACTG 121: Financial Accounting
    - BIOL 130: Human Biology
    - CHEM 192: Elementary Chemistry
    - ECON 100: Principles of Macroeconomics
- 100 online tutoring hours have been purchased through NetTutor, the online tutoring platform that the district has chosen as their vendor. Hours

will continue to be purchased going forward to support students in online classes, after hours, and with subjects not covered by in-person tutoring.

The following objectives have not yet had specific progress moving them forward:
- Modular furniture has not been purchased for TLC tutoring labs. Budget constraints have not allowed for additional furniture acquisition.
- Budget allocation for short term temp IA II has not been increased. District support of extended TLC evening hours allowed for an additional short term temp IA II, but this funding is not a guaranteed component of TLC operational budget moving forward.
- Student Assistant allocation budget has not increased.
- No additional permanent, part time .48 Instructional Aide II positions have been added to TLC staffing.

Academic Technology (formerly Media Services):
Currently, Academic Technology is meeting demand for their services. However, in order to do this, it required over $11K in overtime. With lecture capture beginning next year, the shortage of personnel will worsen without increased staffing and budget.

Evidentiary Documents
graphs for rough yer SI - updated 6.6.17.xlsx
RAW_SI_Survey_results_16-17.xlsx
ROUGH SI YER 16-17 - Updated 6.6.2017.docx
SI Logic Model - ROUGH- updated 6.6.17.doc
Skyline Technology Plan 2017-2021 v4.0.docx
TLC Extended Hours Report_6.7.17.docx

Note: Please see the Attachments tab within this document for all of the documents listed above.

II.B. Analysis: Progress on Outcomes

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

Narrative

Outcomes

a. All Skyline College employees will develop as professionals through participation in comprehensive professional development activities. Faculty will enhance student learning and success through programs that promote best practices and transformative teaching and learning. These activities are offered through the Center for Transformative Teaching and Learning (CTTL)

Progress:

1. Strategic planning was completed and implementation has begun.
2. Purchased Frontline Professional Development Management System and has been designed to accommodate Article 13 requests. Faculty and staff training will begin Fall 2018.
3. Completed Canvas training, developed and implemented online Canvas training course, intermediate and advanced Canvas training.
4. Piloted new anti-plagiarism software tool but unfortunately, it was bought out and shelved by Turnitin.
5. Began piloting Bluepulse, a live formative feedback system, across four divsion, involving over 12 faculty. BluePaulse was updated to version 3.0 and faculty received online training. Piloting will continuie in FY 2018-19.
6. Initiated Communities of Practice and will continue them into FY 2018-19.
7. Service learning program and professional development to continue in FY 2018-19.
8. Faculty Diversity Internship Program began FY 2017-18. First interns and mentors will start in FY2018-19.
9. Continue online education accessibility tools.
10. Team building workshop was completed.
11. Hired new Distance Education Coordinator, Chris Collins.

b. In support of learning, faculty and staff will integrate targeted academic support programs for students and will promote resources available to students through the Learning Center.

Progress:

1. Extended hours were implemented at the Learning Center for FY 2017-18. Were discontinued at the end of Spring 2018.
2. SI expanded.
3. Retention Specialist hired.

4. Peer mentoring program has begun. Pilot occurred in FY 2017-18, and program will expand in FY 2018-19 mainly through BSI funding.
5. 24/7 Online tutoring was available continually through FY 2017-18, and will continue into FY 2018-19.
6. Completed strategic planning for CTTL.
7. Conducted team building workshop for the Learning Center.

c. Students will be able to demonstrate skills central to information literacy as a result of formal and informal interaction with the Library.

1. Established a Faculty and Student Canvas Help Desk in the library.
2. Continue support for Skyline College's Promise, through the lending library and textbook reserve. Program was successfully transferred to the Bookstore.
3. OER efforts continued through a grant funded by PIF and a Zero-Textbook Grant through the CCCCO (Houpis: Project Director).
4. Continue and expand library outreach efforts. New for this year was poetry readings
5. Continue and expand efforts to support the BS in respiratory care.
6. Retested team dynamics for Library. Results showed significant improvement.

d. In support of learning, faculty will create and utilize technology enhanced learning environments and alternative modes of delivery that are proven to have a positive impact on student retention and graduation. ASLT is committed to be well informed of trending and cutting edge technology that can enhance student retention and graduation.

Progress:

1. Implementing Skyline Technology Plan.
2. Maintain computer refresh schedule.
3. Work with IT to continue efforts to remedy WiFi issues.
4. Purchased 10 Lecture Capture systems. Pilot was delayed due to Purchasing. Piloting will resume in FY 2018-19.

Evidentiary Documents

CTTL Strategic Plan 1718-2122-1.xlsx

Day of Action ASSC presentation.pdf

Future CTTL Bldg 5 Floorplan.pdf

Library 2017 to 2018 Comparison Team Assessment Report.pdf

SKY_B19_SwingPlan-1.pdf

Skyline Technology Plan 2017-2021 v4.0.docx

Note: Please see the Attachments tab within this document for the Excel and Word documents listed above.

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

1. The SI Program currently utilizes PH 306 and 319 to conduct weekly SI Sessions. The transition of BLDG 1 offices and resources to Pacific Heights shows that PH 306 and 319 will not be available to the SI program next semester.

   In order to maintain SI's current size and offerings, having at least 2 dedicated rooms (in addition to SI Room A and SI Room B, formerly 5-115 in TLC) is necessary. It has been proposed to convert the Language Lab (5100C) into space for SI and the new peer mentoring program.

2. In order to meet the increased demand for all student services offered by the Learning Center, additional staff will need to be hired.

3. Skyline Promise and the lending library have place additional workload on a small staff. As this is scaled up, additional resources are going to be needed in personnel and annual book orders.

4. Increased demand for technological services, including lecture capture will further strain the capacity of Academic Technology.

5. CTTL has several new programs coming on line (lecture capture, bluepulse, professional management system, service learning and Communities of Practice) that will require additional resources and staffing (a 0.48 SA and a 1.0 PSC).

6. CTTL needs to move out of Building 1by the end of Fall 2018. Plans are to relocate CTTL Office to the space currently occupied by Shipping and Mailing Services, and Graphic Arts and Production. See current and future floor plans for CTTL in Bldg 5.

7. The Art Gallery will be closed while the replacement of Building 1 is built. The Library is planning to move art displays to the library. Additionally, Art purchased through the Humanity through Student Art program.

Evidentiary Documents

- Community of Practice Design Guide_Edutcause.pdf
- CoP Flyer.pdf
- Current 2017-18 Bldg 5 Layout.pdf
- Future CTTL Bldg 5 Floorplan.pdf
- Lang Lab Floor Plan Proposal_6.14.17 Final.xlsx

Note: Please see the Attachments tab within this document for the Excel document listed above.

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	Title	FTE	Classification	FT/PT
CTTL				
Collins, Christopher	Adj. Professor/Coordinator	0.600	Faculty	PT
Floro, Nina	Professor/Coordinator	1.000	Faculty	FT
Rowden-Quince, Bianca	Instructional Designer	1.000	Faculty	FT
Flores, Ricardo	Instructional Technologist	1.000	Staff	FT
Smith, Michael	Student Assistant	0.000	Student	
Gibney, Patrick	Student Assistant	0.000	Student	
Llamas, Isabella	Student Assistant	0.000	Student	
Dufresne, Mary Anne	Student Assistant	0.000	Student	
Kurlykova, Mariia	Student Assistant	0.000	Student	
THE LEARNING CENTER				
Belluomini, Jessica	Instructional Aide II	0.400	Staff	FT
Daniels, Chanel	Instructional Aide II	1.000	Staff	FT
Espino, Jacqueline	Staff Assistant	1.000	Staff	FT
Guo, Hong	Instructional Aide II	1.000	Staff	FT
Gutierrez, Raymon	Retention Specialist	1.000	Staff	FT
Mcmullin, Scott	Instructional Aide II	0.400	Staff	FT
Reed, David	Manager	1.000	Staff	FT
Trujillo, Christina	Instructional Aide II	1.000	Staff	FT
Vengco, Timurhan	Program Services Coordinator	1.000	Staff	FT
Rivas, Victor	Student Assistant	0.000	Student	
Zuniga, Nicholas	Student Assistant	0.000	Student	
Cartagena, Jose	Student Assistant	0.000	Student	
Lorenzo, Marinelle	Student Assistant	0.000	Student	
Bueso, Erica	Student Assistant	0.000	Student	
Maccay, Pauline	Student Assistant	0.000	Student	
Grelli, Gianni	Student Assistant	0.000	Student	

Morrison, Justine	Student Assistant	0.000	Student
Lim, Bryan	Student Assistant	0.000	Student
Somarriba Jarquin, Maria	Student Assistant	0.000	Student
Ubungen, Monina	Student Assistant	0.000	Student
Buendia, Ariel Jaynus	Student Assistant	0.000	Student
Ubungen, Monique Therese	Student Assistant	0.000	Student
Barrera Lopez, Nery	Student Assistant	0.000	Student
Brown, Robert	Student Assistant	0.000	Student
Buzo Marin, Ricardo	Student Assistant	0.000	Student
Paras, Joshua	Student Assistant	0.000	Student
Nunez-Rosario, Emily	Student Assistant	0.000	Student
Amaro, Christopher	Student Assistant	0.000	Student
Campos Trujillo, Alexander	Student Assistant	0.000	Student
Tashi, Daniela	Student Assistant	0.000	Student
Lozada, Nichole	Student Assistant	0.000	Student
Cortes, Andres	Student Assistant	0.000	Student
Moreno, Joren	Student Assistant	0.000	Student
Baba, Christian	Student Assistant	0.000	Student
Carsano, Ma Kristle	Student Assistant	0.000	Student
Eaidra, Moe	Student Assistant	0.000	Student
Oclaman, Janah May	Student Assistant	0.000	Student
Thein, Akayi	Student Assistant	0.000	Student
Gutierrez, Nataly	Student Assistant	0.000	Student
Chew, John	Student Assistant	0.000	Student
Huang, Shiyi	Student Assistant	0.000	Student
Nguyen, Thanh	Student Assistant	0.000	Student
Jones, Amante	Student Assistant	0.000	Student
Malool, Orionne	Student Assistant	0.000	Student
McLaughlin, Nikki	SI Leaders	0.000	Student
Marszalec, Samuel	SI Leaders	0.000	Student
Carbajal, Daniel	SI Leaders	0.000	Student
Segura, Roberto	SI Leaders	0.000	Student
Rigling, Dylan	SI Leaders	0.000	Student
Ramos, Albert	SI Leaders	0.000	Student
Gonzalez, Andrea	SI Leaders	0.000	Student
Carbajal, Alejandro	SI Leaders	0.000	Student
Htut, Phyo	SI Leaders	0.000	Student
Lobue, Nicholas	SI Leaders	0.000	Student
Chan, Kayiu	SI Leaders	0.000	Student

Geronimo, Samantha	SI Leaders	0.000	Student
Lacap, Raycel	SI Leaders	0.000	Student
Coreas Ayala, Arcadia	SI Leaders	0.000	Student
Valle - Umagat, Nathaniel	SI Leaders	0.000	Student
Dos Reis, Ryan	SI Leaders	0.000	Student
Zhou, Yuan	SI Leaders	0.000	Student
Guerrero, Katrina	SI Leaders	0.000	Student
Hobbs, Gail	SI Leaders	0.000	Student
Pabalan, Christabelle	SI Leaders	0.000	Student
Phamhi, Elizabeth Minh-Hoa	SI Leaders	0.000	Student
Gannon, Michael	SI Leaders	0.000	Student
Drosky, Rebecca	SI Leaders	0.000	Student
Jibaja Prado, Luis	SI Leaders	0.000	Student
Morris, Devyn	SI Leaders	0.000	Student
Bituin, Adrian	SI Leaders	0.000	Student
Xiang, Youce	SI Leaders	0.000	Student
Tran, An	SI Leaders	0.000	Student
Szeto, Kristine	SI Leaders	0.000	Student
Flink, Laura	SI Leaders	0.000	Student
Marquez Ramirez, Martha	SI Leaders	0.000	Student
Oo, Wai Hnin	SI Leaders	0.000	Student
Nazlukhanyan, Victor	SI Leaders	0.000	Student
Chaaban, Sarah	SI Leaders	0.000	Student
Borissoff, Tsubasa	SI Leaders	0.000	Student
Yuan, Ariel	SI Leaders	0.000	Student
Hernandez, Luis	SI Leaders	0.000	Student
Coral-Herrera, Roque	SI Leaders	0.000	Student
Yeung, Rachel	SI Leaders	0.000	Student
Kamarulzaman, Nur Syahrain	SI Leaders	0.000	Student
Zainol Bahar, Mohammad Izwan	SI Leaders	0.000	Student
Tan, Sufang	SI Leaders	0.000	Student
Babaev, Leon	SI Leaders	0.000	Student
Swartout, Bryan	Short Term/Hourly	0.000	Student
Coston, Hannah	Instructional STD Asst/Peer Tutors	0.000	Student
Benedicto, Katrina	Instructional STD Asst/Peer Tutors	0.000	Student
Al Sawalha, Ghadeer	Instructional STD Asst/Peer Tutors	0.000	Student
Baker, Justine	Instructional STD Asst/Peer Tutors	0.000	Student
Poythress, Adrian	Instructional STD Asst/Peer Tutors	0.000	Student
Raja Dolah, Aimi Liyana	Instructional STD Asst/Peer Tutors	0.000	Student

Lopez Thibodeaux, Mayra	Aide/Short Term	0.000 Student	
Tun, Swe	Aide/Short Term	0.000 Student	
Walters, Joshua	Aide/Short Term	0.000 Student	
Wisnia, Kristy	Aide/Short Term	0.000 Student	
Grande Santillana, Miriam	Aide/Short Term	0.000 Student	
Cooper, Shanna	Aide/Short Term	0.000 Student	
May, Nina	Aide/Short Term	0.000 Student	
Donahue, Trillion	Aide/Short Term	0.000 Student	

LIBRARY

Ly, Pearl	Director, Learning Commons	1.000 Administrator	FT
Brenner, Eric	Librarian	1.000 Faculty	FT
Lim, Poh Kim	Librarian	1.000 Faculty	FT
Wolbers, Dennis	Librarian	1.000 Faculty	FT
Baker, Cody	Library Support Specialist	1.000 Staff	FT
Driscoll, Carol	Library Support Specialist	1.000 Staff	FT
Ferreira, Sergio	Library Support Specialist	0.800 Staff	FT
Lee, Kristen	Library Support Specialist	1.000 Staff	FT
Samn, Ryan	Instructional Aide II	1.000 Staff	FT
Xiong, Mitchell	Staff Assistant	1.000 Staff	FT
Costa, Annie	Adjunct Librarian	0.270 Faculty	PT
Klinke, Kelly	Adjunct Librarian	0.240 Faculty	PT
Rahn, Katrina	Adjunct Librarian	0.160 Faculty	PT
Silver-Sharp, Jessica	Adjunct Librarian	0.180 Faculty	PT
Torres Volken, Mary	Adjunct Librarian	0.580 Faculty	PT
Wardell, Liza	Adjunct Librarian	0.210 Faculty	PT
Upchurch, Kirsten	Student Assistant	0.000 Student	
Quintanilla, Marjourie	Student Assistant	0.000 Student	
Armstrong, Melita	Student Assistant	0.000 Student	
Lwin, Htet	Student Assistant	0.000 Student	
Togonon, Friane Jade	Student Assistant	0.000 Student	
Jibaja Prado, Amada	Student Assistant	0.000 Student	
Dacuma, Rachel Ann	Student Assistant	0.000 Student	
Macz, Cristina	Student Assistant	0.000 Student	
Her, Kaonhou	Student Assistant	0.000 Student	
Serrano, Hadasa	Student Assistant	0.000 Student	
Chen, Yongru	Student Assistant	0.000 Student	
Khant, Zaw Min	Student Assistant	0.000 Student	
Abi Khalil, Michel	Student Assistant	0.000 Student	

Vieira Mendes, Adenice   Student Assistant   0.000 Student

MEDIA SERVICES

Marcelo, Roger	Multimedia Services Coordinator	1.000	Staff	FT
Bucceri, Kamla	Multimedia Technician	1.000	Staff	FT
King, William	Student Assistant	0.000	Student	
Barrera Velasquez, Adrian	Student Assistant	0.000	Student	
Lafond, Jeremy	Student Assistant	0.000	Student	

ASLT

Houpis, James	Dean	1.000	Administrator	FT
Dimalanta, Karen	Division Assistant	1.000	Staff	FT
Thigpen, Marisa	Program Services Coordinator	1.000	Staff	FT

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. A core of staff and faculty that are committed to student success.
2. New hires are providing exceptional energy and innovative ideas.
3. Ability and desire to work across silos.
4. Implementing several new innovative programs
   - Lecture capture
   - Live formative assessment
   - Communities of practice
   - Service Learning
   - Expanding OER
   - Peer mentoring
5. Successful launch of Canvas training has been followed up by developing and implementing ongoing beginning (including an online course), innovative, and advanced training.
6. A well-established professional development program that can evolve into a directed transformative effort.
7. The Learning Commons becoming the "center of the College".
8. A Learning Center with multiple programs that are in high demand by our students.
9. A Library that is in transformation - more outreach.

Challenges:
1. Fear of change.
2. Campus-wide silos.
3. Resources needed to fund expanding efforts.
4. Lack of long-term strategic planning for TLC and LIbrary. (Strategic Plan for CTTL is now complete).

Opportunities:
1. The lack of innovative learning and teaching programs means that expansion of our new innovative efforts can be quick and effective.
2. Cross-campus collaborations exist or easily cultivated, especially in OER, peer mentoring, equity, and service learning.

Concerns:

1. All Units across the division need to develop strategic plans that demonstrate connections across the division, and road map to College and District Goals.
2. ASLT does not have the resources to adequately support all of the new innovative efforts. Without adequate support, the efforts will stall or fail.

Need for Data:

1. Data collection is mostly in the beginning stages. Units need to work with PRIE to develop robust data collection techniques and effective experimental design that can demonstrate effectiveness in student learning and achievement. This needs to begin as soon as the AY 2017-18 begins.

Evidentiary Documents
CTTL Strategic Plan 1718-2122-1.xlsx Day of Action ASSC presentation.pdf

Note: Please see the Attachments tab within this document for the Excel document listed above.

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

Presently, there is good communication across the unit and synergies are well defined. The following are examples;

1) OER efforts - collaboration between the library, CTTL, BookStore, and ZTC grant participants.

2) Lecture capture - collaboration between Academic Technologies and CTTL.

3) Faculty and Staff Technology Help Desk - collaboration between the library and CTTL.

4) Technology in the Learning Center - collaboration between Academic Technology and the Learning Center.

5) Communities of Practice - Collaboration between all ASLT units.

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
Academic Support and Learning Technologies Division

ASLT's Vision is Skyline College will be recognized as the most innovative college in the district, region and the nation. We will work tirelessly to achieve the goal of eliminating the equity gaps in student success through program and services that we offer our students and through innovative and transformative best practices in learning that will serve our diverse students and their future.

As part of this vision, we will be know for uplifting our surrounding communities through service learning and institutionalizing communities of practice. And our campus will become known for providing significant affordable learning solutions through innovative OER incentive programs, both for individual courses and fully online degree and certificate programs.

In the next two to five years, with support from the College to expand our efforts in transformative learning initiatives, OER and affordable learning solutions, and online programs, we will be able to demonstrate the effectiveness of our initial (pilot) efforts. We can use promising data from our effort to leverage additional support from the district, state, federal and other private and public entities to fund an expansion of our innovative efforts. This in turn with support the Skyline Promise as well as scalable efforts across the campus.

Center for Transformative Teaching and Learning (CTTL)

Vision: The vision of the CTTL is to be the core of professional learning and development for all Skyline College employees. The CTTL will be known across the region as a community to share ideas and inspire innovation to meet the challenges of equitable teaching, learning, and support to improve student success.

Mission: The CTTL ¬provides professional learning through activities promoting innovation, reflection, and collaboration for all employees in support of Skyline College's mission to empower and transform a global community of learners. CTTL Goals:

1. Develop the scope, quality, accessibility, and accountability of CTTL programming that prepares Skyline College employees to meet their

professional development goals as well as the needs of our students. (SCG 1)

2. Take a leadership role in promoting professional learning and development among community colleges in our region. (SCG 3, 6)
3. Provide human, technological, and pedagogical resources to support employees with delivering instruction and services that meet the needs of our students. (SCG 4)
4. Foster the commitment of faculty, staff, and administration to ongoing improvement through access to opportunities for professional growth. (SCG 5)
5. Establish and maintain fiscal responsibility and alignment of CTTL programs and services to Skyline College's Mission, Vision, and Values. (SCG 7)
6. Ensure professional learning and development support campus efforts that value diverse communities of learners at Skyline College. (SCG 8)

Learning Commons

A. Library

B. Learning Commons

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
Please refer to planning modules.

Associated Objectives
332-Add modular furniture with built in power to tutoring labs
571-BSRC program library support and collection
331-Identify additional space to accommodate projected increase and expansion of services
614-Increase budget allocation for short term temp instructional aides
615-Increase Student Assistant Budget Allocation
572-Library Furniture, Fixtures, and Equipment requests
573-Library staffing
574-Long Term Facilities and Technology Plans
336-One FTE Instructional Aide II position
335-Purchase online tutoring hours
338-Staffing
337-Technology needs
575-Textbook affordability, ZTC, and Open Educational Resources
339-Transition from Multimedia Services to Academic Technology