



2016-17 ALUR Divisions (Planning Units)

ASLT Academic Support and Learning Technologies

I.A. What is the purpose of the unit and how does it contribute to the mission of Skyline College? (**Profile: Unit Purpose**)

Completed

Not Applicable

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. Which programs or functions are contained within the unit? (**Profile: Programs**)

___ Completed

___ Not Applicable

Narrative

There are four units withing 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 extended study hours. The Library supports faculty and student scholarship and information literacy

The third unit is the Center for Transformative Teaching and Learning (CTTL), which offers a wide-range of professional development programs, including transformative pedegogy 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, and general campus-wide media services.

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

Beginning FY2017-18, ASLT will start 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 in collaboration with Student Services (pending)

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

___ Completed

___ Not Applicable

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)
- 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.

II.A. 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. (**Analysis: Unit Effectiveness**)

___ Completed

___ Not Applicable

Narrative

ASLT

None of the units in ASLT have had a strategic plan. In FY2016-17, strategic planning began in the CTTL and the other units will begin their planning in FY2017-18. 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 2017-18. Unfortunately, data from the various units is sporadic.

CTTL

Canvas:

As of June 6, the 18 month migration from Webaccess/Moodle to Canvas LMS will be complete. The move to Canvas has been much smoother than earlier migrations due to extensive planning and programming. The staff of the CTTL has worked diligently to provide training for faculty, staff and administrators. Training for students were developed by library staff and occur at the library.

Nearly 99 percent of Adjunct and Full-time instructors who teach online/hybrid have completed the 21-24 hours of training. The training covers: Technology, Pedagogy and Regulations for Online Teaching and Learning. The quality of the training for faculty and for students is an unprecedented effort for Skyline and surpasses any other program in the district.

In tandem with the exceptional training program, a new course standard was adopted and applied to all newly developed Online/hybrid courses in Canvas. The standard being used is OEI Course Design Rubric which is used to provide feedback to faculty on their courses and thereby ensure the quality of the online/hybrid experience for our students. For those faculty using Canvas in the face to face format the CTTL additionally provided numerous training opportunities on various dates and times to accommodate as many as possible.

In FY 2017-18, CTTL will need to begin Canvas training for intermediate and advanced user. Canvas migration has almost exclusively concentrated on understanding basic skills of



Canvas. Studies have shown that a vast majority of faculty do not progress much beyond the basic understanding of a LMS, and it is used as a simple administrative tool (e.g. distributing and collecting assignments, quizzes, tests, and grades). As a results, the more advanced uses of a LMS that are pedagogically transformative and can enhance learning go untapped. CTTL needs to develop intensive intermediate and advanced workshops (one-week in length) which are typically offered in the summer or winter break.

Professional Development:

Results gathered from the Spring 2017 CTTL Professional Development Needs Assessment Survey administered to faculty, staff, and administrators revealed the following:

- 1) the current CTTL offerings are aligned with the times and topics suggested by the campus community; however, there is a need to increase the variety and modality of workshop offerings and provide more scheduling options.
- 2) the majority of survey respondents are interested in a variety of professional development activities/workshops, including but not limited to teaching & learning, health & wellness, technology & software, and administrative/procedural topics;
- 3) the need to address PD needs unique to departments, programs, and individuals, as well as college-wide initiatives and goals, including but not limited to Distance Education, SSSP (Student Success and Support Program), and the Student Equity Plan;
- 4) the need for continued Canvas-related trainings in support of quality instruction.

Results gathered from 2016-2017 Flex Day and Adjunct Faculty Teaching & Learning Symposium workshop/activity evaluations revealed the following:

- 1) the majority of participants engaged in meaningful conversations about teaching & learning;
- 2) the majority of participants planned to implement ideas & strategies from the sessions;
- 3) the majority of participants found the activities to help them in their positions;
- 4) the need for additional teaching/learning and skills workshops offered specifically during Flex Days and non-teaching days.

While the survey results are promising, the faculty develop workshops represent a collection of interests, rather than designed to encourage the faculty to consider and implement transformative practices. In the coming year, we will plan on identifying and developing tracks of professional development in areas that will serve our students and meet Skyline College's vision. We will be using the new Communities of Practices to focus our efforts in professional development.

The CTTL will also need a robust data dashboard to demonstrate the impact of professional development programs on the common student success measures (where applicable) and a way to measure qualitative effect upon employees at the College. Though Skyline College has acquired Frontline Professional Development to help manage and track faculty/staff professional development activities, the assistance of PRIE will be needed for data gathering and interpretation. This information will allow CTTL/Professional Development/DE to gauge the



efficacy of its offerings and to adjust, plan, and deliver its offerings to effectively support the needs of the College.

Library

Skyline College Promise Lending Library:

The library supported the start of the lending library to an additional number of students. To increase the number of students that are supported, additional book processing and other supplies are needed for the Lending Library (i.e. book tape, barcodes, labels, stamps, ink, paper, folders, security targets, sticker remover, etc.) (\$5,000 annually).

Textbook Reserve:

Textbook Reserve: The Library expanded textbook reserve collection through partnership with Associated Students of Skyline College (ASSC) temporary funding. Funding was not awarded by ASSC for AY17-18. Access to learning materials ensures equity, improves student success, and contributes to the Skyline College Promise “Get Through” goal (\$10,000 annually).

Scalable Textbook Affordability - OER:

The lending library and textbook reserve are both parts of an overall solution toward textbook affordability, they are not scalable. The campus needs to develop a significant OER program that not only encourages faculty to use OER, but assists them in reviewing and determining OER textbooks, and incentive programs for curriculum development using OER. The College should strongly consider funding an online OER degree program and an online OER GE program. Having a degree or certificate that is completely online and supported entirely from OER would have a significant impact on access to higher education.

The Learning Center

The use of the various student services offered by the Learning Center continue to grow. These services include tutoring, SI mentors, ESOL, extended hours, and piloting peer mentoring (in collaboration with Student Services). Increased support will be needed to support ongoing and planned increases in program delivery:

- Provide instructional support for directed learning activities which are now a required component of LSKL 800
- Support for standing embedded tutoring requests: ESOL, Math and English are currently supported through the Supplemental Learning Assistance program (SLA) however staffing has not been adequate to support needs for the past year and requested support from English, Math and ESOL departments will require additional experienced tutors
- Increased student demand for academic support workshops and inadequate availability of faculty and other staff requires additional support to provide this resource



Data:

Supplemental Instruction Program growth:

Year	Total Unique Visitors	Total Unique Visits
2015 - 2016	828	6207
2016 - 2017	1090	7462

Tutoring Summary

Writing & Reading Lab Usage Numbers:

2015-2016 Academic Year

- Total Unique Visitors: 521
- Total Unique Visits: 2153

2016- 2017 Academic Year

- Total Unique Visitors: 786
- Total Unique Visits: 2570

This is a 19.3% increase in total Unique Visits from 2015-2016 to 2016-2017

ESOL Lab Usage Numbers:

2015-2016 Academic Year

- Total Unique Visitors: 185

2016- 2017 Academic Year

- Total Unique Visitors: 195

This is a 5.4% increase in total Unique Visitors from 2015-2016 to 2016-2017

MATH Lab Usage Numbers:

2015-2016 Academic Year

- Total Unique Visitors: 608



2016- 2017 Academic Year

- Total Unique Visitors: 681

This is a 12 % increase in total Unique visits from 2015-2016 to 2016-2017

SCI Lab Usage Numbers:

2015-2016 Academic Year

- Total Unique Visitors: 209

2016- 2017 Academic Year

- Total Unique Visitors: 209

Usage of this lab remained steady

Overall increase of the four tutoring labs:

2013-2015 Total Visits: 20854

2015-2017 Total Visits: 23335

This is a 12 % increase in total unique visits from 2013 to 2017

Academic Success Workshop Usage Numbers:

2015-2016 Academic Year

- Total Workshops: 158
- Total Attendance: 797

2016-2017 Academic Year

- Total Workshops: 247
- Total Attendance: 1626

This is a 104% increase in total Unique visits from 2015-2016 to 2016-2017

Academic Technology (formerly Academic Technology):



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.

II.B. Describe the progress on service area outcomes, conclusions drawn, and expected use of results. (**Analysis: Progress on Outcomes**)

___ Completed

___ Not Applicable

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 has begun.
2. Purchased Frontline Professional Development Management System.
3. Completed Canvas training and fully prepared for transition to new LMS.
4. Piloting new anti-plagiarism software tool and training for faculty.
5. Purchased Bluepulse, a live formative feedback system. Piloting begins FY 2017-18.
6. Initiated Communities of Practice.
7. Service learning program and professional development to begin FY 2017-18.
8. Faculty Diversity Internship Program to begin FY 2017-18.
9. Continue online education accessibility tools.
10. Complete team building workshop.

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 implemented at the Learning Center.
2. SI expanded.
3. Retention Specialist hired.
4. Peer mentoring program in the planning stages. Pilot is scheduled for FY 2017-18.
5. 24/7 Online tutoring piloted FY 2016-17, and will be available continually through FY 2017-18.
6. Begin strategic planning.
7. Conduct team building workshop.



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.
3. Begin piloting OER efforts through a grant funded by PIF.
4. Continue and expand library outreach efforts, for example the Human Library and the Service Dog event.
5. Continue and expand efforts to support the BS in respiratory care.
6. Conduct team building workshop.
7. Begin strategic planning.

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. Completed 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. Piloting begins FY 2017-18.

II.C. 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. (**Analysis: Unit Environment**)

___ Completed

___ Not Applicable

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.

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 staffing (a 0.48 SA and a 1.0 PSC).

II.D. 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. (**Analysis: Unit Personnel**)

___ Completed

___ Not Applicable

Narrative

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



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



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



Al Sawalha, Ghadeer	Instructional STD Asst/Peer Tutors	0.000	Student		Temporary
Baker, Justine	Instructional STD Asst/Peer Tutors	0.000	Student		Temporary
Poythress, Adrian	Instructional STD Asst/Peer Tutors	0.000	Student		Temporary
Raja Dolah, Aimi Liyana	Instructional STD Asst/Peer Tutors	0.000	Student		Temporary
Lopez Thibodeaux, Mayra	Aide/Short Term	0.000	Student		Temporary
Tun, Swe	Aide/Short Term	0.000	Student		Temporary
Walters, Joshua	Aide/Short Term	0.000	Student		Temporary
Wisnia, Kristy	Aide/Short Term	0.000	Student		Temporary
Grande Santillana, Miriam	Aide/Short Term	0.000	Student		Temporary
Cooper, Shanna	Aide/Short Term	0.000	Student		Temporary
May, Nina	Aide/Short Term	0.000	Student		Temporary
Donahue, Trillion	Aide/Short Term	0.000	Student		Temporary

LIBRARY

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



Dacuma, Rachel Ann	Student Assistant	0.000	Student		Temporary
Macz, Cristina	Student Assistant	0.000	Student		Temporary
Her, Kaonhou	Student Assistant	0.000	Student		Temporary
Serrano, Hadasa	Student Assistant	0.000	Student		Temporary
Chen, Yongru	Student Assistant	0.000	Student		Temporary
Khant, Zaw Min	Student Assistant	0.000	Student		Temporary
Abi Khalil, Michel	Student Assistant	0.000	Student		Temporary
Vieira Mendes, Adenice	Student Assistant	0.000	Student		Temporary

MEDIA SERVICES

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

ASLT

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

III.A. Considering 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. (**Reflection: Considering Key Findings**)

___ Completed

___ Not Applicable

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
 - o Lecture capture
 - o Live formative assessment
 - o Communities of practice
 - o Service Learning
 - o Expanding OER
 - o Peer mentoring (Pending)
5. Successful launch of Canvas training and planning for ongoing beginning, 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.

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 and equity.



Concerns:

1. 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.

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.

III.B. 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. (**Reflection: Synergy**)

___ Completed

___ Not Applicable

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 and CTTL.
- 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. 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? (**Reflection: Aspirations**)

___ Completed

___ Not Applicable

Narrative

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.

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




















___ Completed

___ Not Applicable

Narrative

Please refer to planning modules.

Associated Objectives

-  [85-1\) Expand existing Math Assistance Lab to include defined areas for Basic Skills, transfer-level, and statistics.](#)
-  [99-Add modular furniture with built in power to tutoring labs](#)
-  [154-BSRC program library support and collection](#)
-  [94-Continue to expand the scope and size of the Supplemental Instruction Program](#)
-  [125-Create 5-Year Strategic Plan](#)
-  [150-Enhance and Improve Online \(Distance\) Education](#)
-  [143-Expand and Improve Professional Development](#)
-  [124-Increase budget allocation for short term temp instructional aides](#)
-  [122-Increase Student Assistant Budget Allocation](#)
-  [160-Library Furniture, Fixtures, and Equipment requests](#)
-  [14-Library staffing](#)
-  [162-Long Term Facilities and Technology Plans](#)
-  [123-Purchase online tutoring hours](#)
-  [167-Staffing](#)
-  [158-Technology needs](#)
-  [156-Textbook affordability and Open Educational Resources](#)
-  [170-Transformative and Innovative Initiatives](#)
-  [139-Transition from Multimedia Services to Academic Technology](#)
-  [100-Two additional .48 fte Instructional Aide positions](#)

Enhanced Budget with Objective and Task Detail

Budget Account #: 2419ASLT00--

Planning Unit Code: 2419ASLT00

Unit Manager: Houpis, James

Budget Account: Academic Support and Learning Technologies

Planning Unit: Academic Support and Learning Technologies

Planning Year:2017-2018

GL Code	Description	Requested			Objective Title	Task Description
		Qty	Cost	Amount		
5650 - REPAIR BLDGS	ITS Staff hours/cost not determined - Removal of 35 computers and associated wiring: \$25,000 - Installation of floor to ceiling room dividers \$5,000 - Installation of new data, phone and electrical wiring \$25,00 - new Furniture and fixtures \$20,000 replace carpet, paint and electrical connections			\$75,000	1) Expand existing Math Assistance Lab to include defined areas for Basic Skills, transfer-level, and statistics.	The Language Lab located inside TLC has been identified as the ideal location for expanded mathematics tutoring. This area is currently under the purview of the Language Arts division. Objectives: 1. Relocate current Language Arts Lab to allow for TLC to move some tutoring and Supplemental Instruction to this location 2. Secure funding to renovate this space to allow for multi-use operation; specifically removable room dividers, removal of current computer lab, and reconfiguration of space to include two small study rooms and one larger tutoring area.
7677 - TRANSPORT	Estimated cost of travel and registration for a team of 10 at \$2,000 each.			\$20,000	Expand and Improve Professional Development	- Continue Skyline College NCORE Delegation.
Total for 2419ASLT00-- Academic Support and Learning Technologies:				\$95,000		