

## 2017-18 Administrative Leadership Unit Review of Office of Instruction

### 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 Instruction Office is responsible for the administration of transfer, career technical, and basic skills instructional programs. In addition, the instruction office guides the curriculum approval processes, online education, professional development, equity and engagement, faculty and classified professional staff negotiations, and tenure review. Serving approximately 9,000 students, Skyline has seven instructional divisions that support departments and offer degrees and certificates in more than 100 areas of study and one Bachelor of Science degree in Respiratory Care.

**I.B. Profile: Programs**

Which programs or functions are contained within the unit?

**Narrative**

The Instruction Office supports a culture of evidence where we can engage in innovation supporting our college Mission-Vision-Values. We actively support a culture that encourages innovation and scholarship in teaching and programming and we are committed to making data-informed decisions that enrich our program development, pedagogy, and services supporting student success. The seven instructional divisions are Academic Support and Learning Technologies; Business, Education and Professional Programs; Global Learning Programs and Services, Kinesiology, Athletics and Dance; Language Arts; Science, Math and Technology; and Social Science and Creative Arts.

**I.C. Profile: Service Area Outcomes**

List the current service area outcomes for the unit.

**Narrative**

N/A

## II.A. Analysis: Unit Effectiveness

Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives.

### Narrative

The Instruction Office goals for AY 17-18 were the following:

1. Oversee the implementation of curriculum redesign to create guided/structured pathways and meta-majors by fall 2018. Completed
2. Collaborate with the Vice President of Student Services to implement multiple measures for placement into courses by Spring 2017. Completed
3. Collaborate with Vice President of Student Services to implement the full replication of the Accelerated Study in Associate Programs (ASAP) model by Fall 2018. Completed
4. In collaboration with the Dean of Science, Math and Technology, launch STEM program/Fab Lab/ Base 11 partnership - including degrees in Engineering and Computer Science, revision of telecommunications to include Cybersecurity and Apple SWIFT curriculum. In Progress

### Fab Lab

The Fab Lab is open Monday through Friday for instruction, open lab hours for students, and the community. The facility is directly used for instruction with the various engineering classes and some physics classes where projects are done utilizing fab lab equipment. The Dean of Science, Math and Technology is working with the District to finalize the virtual store. This store will be opened to the community in this academic year.

### Base 11 Partnership

The Base Lab partnership integrated Engineering Summer Camp to support high school to college connections. In addition, curriculum was developed and offered in Autonomous Systems Engineering (ENGR 680SA) which incorporates Dassault software. The course articulates to University of California Irvine and meets first level major requirements. Internships are also available for Skyline students.

### Revision of Networking Engineering to include Cybersecurity and Apple SWIFT curriculum

Networking Engineering has network security course integrated as part of the Network Engineering degree. The program coordinator plans to submit a cybersecurity certificate to curriculum committee in Fall 2018. Last year the program revised its certificates and degree to align with the laddering state model: Entry Level Computer Support Specialist, Advance Computer Support Specialist, Network Engineering. The Apple SWIFT curriculum is part of the computer science department and no longer networking engineering. An experimental course COMP 680SA was offered in Spring 2018. This course will be offered with in our dual enrollment program to high school partners in Fall 2018.

1. In collaboration with the Dean Academic Support and Learning Technologies, launch an Open Educational Resources initiative by Fall 2017. In Progress

The purpose of Textbook Affordability Solutions, specifically ZTC and OER efforts, is to eliminate access barriers for college students such as high textbook costs; to create sustainable degree and certificate pathways that will result in a continuous stream of course conversion from high-cost traditional textbooks to ZTC and OER materials; and to provide ongoing faculty support for individual course conversion. The ZTC team has developed a comprehensive five-year plan for implementing Textbook Affordability Solutions at Skyline.

To date, Skyline College faculty have self-identified their courses as either ZTC or OER. While this has led to inconsistency in the application of ZTC and OER labels, course conversion has nonetheless provided ample student savings in the realm of textbook costs.

- Skyline College received close to \$150,000 from the Zero Textbook Cost Degree – Implementation Phase II 2017/18 program awarded by the California Community Colleges Chancellor's Office. The implementation grant received was to support transitioning the Associate of Science in Respiratory Care to Zero Textbook Cost (ZTC) for all seventeen of their major courses in the pathway as well as seven required prerequisite courses.
- In the Spring 2018 semester, 34 unique faculty members offered 55 ZTC or OER course sections that impacted 1543 students, realizing total textbook cost savings of \$202,701.63.
- Over the six-week Summer 2018 semester, 18 unique faculty are offering 30 ZTC or OER course sections that will impact 846 students, saving them total textbook costs of \$107,875.79.
- Preliminary data indicate that enrollment in ZTC courses would save each student approximately \$130.00 per course. A full-time student enrolled for

12 units per semester would realize a savings of \$1,040.00 over spring and fall, an amount equal to 94% of tuition fees for the same 24 units.

Next Steps for this academic year are as follows.

- Develop, expand, and embed local OER expertise and support for college-wide ZTC and OER implementation
- Formalize and streamline processes for designating ZTC courses in course schedules;
- Plan for and track 10% annual increase of ZTC and OER course offerings per year;
- Establish Skyline College as a state leader and host of annual Textbook Affordability Solutions Symposium; and

Meet or surpass 50% of course offerings designated as ZTC or OER within four years with accelerating increase in campus-wide adoption.

**II.B. Analysis: Progress on Outcomes**

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

**Narrative**

N/A

**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**

Two major changes that will impact the Instruction Office are new construction projects required to support the current and future instructional needs of Skyline College (shortage of classroom space) and the Skyline College Comprehensive Redesign.



#### **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**

The Instruction Office staff includes a Curriculum and Instructional Systems Specialist, Executive Assistant, and Administrative Assistant.

New and expanded responsibilities linked to increasing State regulations have translated over time into more numerous and more complex job responsibilities and functions for the Instruction Office. The Vice President of Instruction has requested to eliminate the Administrative Assistant position and hire an Administrative Analyst to support the numerous and varied projects in instruction.

**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**

None

### **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**

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Areas of synergy are dual enrollment course offerings, redefining transformative teaching and learning, and general education redesign.

### **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**

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?

The aspiration of the Instruction Office is to continue to offer outstanding educational programs and transformative learning experiences for Skyline students through the college redesign.

#### **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**

##### **Associated Objectives**

[665-Student Success in Distance Learning](#)

[669-To develop, implement, and assess a comprehensive dual enrollment program](#)

[673-To ensure all courses adopting textbook affordability solutions](#)

[670-To ensure the success of the transformative teaching and learning](#)

[671-To launch the general education redesign to support guided pathways](#)

[663-To promote equitable outcomes](#)

[672-To promote STEM and CTE Innovation](#)