



Administrative Leadership Unit Review (ALUR) Template for FY 2023-24

Date: 2/23/2023

Division: ASLT

Division Dean: Dr. Torria Davis

Please respond to the following prompts by clicking on the grey box:

I. List the programs that fall within your Division.

Center for Transformative Teaching & Learning, Learning Center, Library, Media Services

II. Briefly describe any major changes to the Division or Programs' purview and functions during the past year.

CTTL: The desire for more longitudinal and cross-campus professional learning opportunities has expanded the scope of CTTL beyond its original intention of supporting tenure-track faculty professional development. The expectation for the CTTL is to provide regular, ed plan-based programming for faculty (full-time and adjunct), classified professionals and administrators. This makes the need for a full-time professional development coordinator salient. The Zero Textbook (ZTC) initiative, housed in ASLT's CTTL department, has been identified as a district distinctive and with board funding specifically tied to increasing faculty development of materials, there is more expectation for CTTL to support this faculty development. Our commitment to multimodal course delivery formats (HyFlex, hybrid, online, in-person) continues to require training and certification to support faculty in those modalities, including regular three-year refresher professional learning opportunities to remain compliant and instructional technologies the enhance student engagement in each format. The recent acquisition of the Culturally Responsive Pedagogy and Practice grant, also housed within ASLT's CTTL department, makes it essential to hire the accessibility coordinator position that has been vacant for two years, given the grant's focus on equity.

Library: The library has become the campus's de facto technological hub. Not only are student technological devices housed in and checked out from this space, but the campus has made a commitment for the library to support the check-out and borrowing of technology belonging to specific programs and for tracking employee computing devices to support a sustainable technology cycle.

Given Skyline's increase in student enrollment, in part due to free tuition, in-person library traffic and transactions have surpassed pre-pandemic levels. Because of this, there is an immediate need to update technologies loaned to students and faculty - i.e. Chromebooks and laptops. In addition, there is a need to expand access to digital course materials - i.e. print books to eBooks. Currently, the President's Innovation Fund grant supports this expansion. The increase in face-to-face library use makes the need for balancing group collaboration spaces with quiet spaces vitally important. For example, sound proofing collaboration spaces would allow for an increase in both types of spaces.

Learning Center: Previously, the Learning Center employed 10-15 short term temporary tutors to support students in higher level discipline areas as well as those difficult to fill with peer



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leaders. In fall 2022, five dedicated part-time Instructional Aide II's were hired to replace the short-term temporary positions previously employed. Tutoring usage has returned to approximately 100% of pre-COVID usage, adjusting for enrollment changes. Digital engagement continues to reflect the percentage of online and in-person offerings in disciplines/courses where Learning Center traditionally focuses support (English 105, Math 200, Math 251, and ESOL courses). In the 2022-2023 school year the Learning Center is on target to have approximately 8000 student touches (tutoring, peer mentoring, Supplemental Instruction, workshops). This is approximately a 30% increase in usage of Learning Center services from the 2021-2022 school year.

Media Services: Webinars have become a more constant engagement for the campus to utilize as a method to host events and other information sessions, and Media Services is the home of establishing, providing back-end set-up and front-end training for individuals and groups to host virtual events. In-person events have returned and are happening at a greater frequency than they were prior to the pandemic, with the added caveat that many of these events wish to employ the traditional in-person media needs as well as a webinar, livestream or hyflex capacity. The shift to flexible work schedules such as work from home has led to the campus relying almost exclusively on laptops, leading to a need to establish a sustainable refresh cycle so devices do not become obsolete in a manner that would cause workplace or financial hardship on the institution, and media services is the focal space for organizing that plan of action. As a result of the increase in demand for such services, a second Multimedia Services Coordinator is essential to supporting events and classroom technology usage among faculty. Currently, the department has one Multimedia Services Coordinator and one Multimedia Technician.

- III. Review the Improvement Platform's "General Information Summary" dashboard for program review completion and **note which programs within your division are (a) missing a CPR/PRU for their designated year, and are (b) scheduled for a CPR and/or PRU next year.**

The CTTL is scheduled for its first PRU this academic year. Both the Library and the Learning Center submitted their PRU in the Fall of 2022.

- IV. Review the Improvement Platform's "Course SLO/ PSLO Assessment" dashboard for your division and **note progress on course SLO assessment (for instructional/ student service programs with courses) or program SLO assessment (for student services programs) for the current three-year cycle? Which programs may need your support, and how will you support them?**

CTTL has just joined the cycle and will identify SLO/PSLO by March 2024 using faculty as their students.

Both the Learning Center and the Library continue to meet the criteria of their PSLOs. The library could utilize more support in developing measurements and instruments to assess mission-focused topics such as diversity, ethics and identity. The learning center has been remarkably successful in the wake of AB 705, but there is always room for improvement in student success as well as those previously mentioned mission-focused topics.



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V. Briefly describe the major challenges and achievements for your Division over the past year.

Achievements: Continued seamless integration between instruction and student services as facilitated by the partnerships built between ASLT and other divisions, most notably SESP. Library and Learning Center usage parallels campus enrollment recovery for both the Library and the Learning Center. CTTL has established itself as a beacon in the campus commons, providing support in college initiatives (Equity Coaches, online education, HyFlex, Learning Equity & Growth Series, adjunct faculty support) and district priorities (Zero Textbook Cost). Media Services has improved the utility of campus technology and remote technology, while at the same time supporting an ever-increasing array of events and engagements.

Challenges: Significant staffing shortages across the division including vacant positions for Director of Learning Commons, Accessibility Coordinator and a Librarian, which are exacerbated by the need for a full-time professional development coordinator to address professional development needs for classified professionals and administrators along with a second Multimedia Services Coordinator to address the increasing demand for event technology support. Successful projects without a standard budget line (adjunct symposium, peer mentors, library outreach, QOTL2) depend on finding sustainable funding to continue their important work. The technological capabilities of the Learning Center and Library need updated technologies to put employees and students at an advantage given that teaching and learning take place in a variety of modalities and more robust support for students is needed.

If all existing staff were working the amount of service and support requested exceeds the capacity of the division, but every element of the division ran at least 33% below employee capacity during the 2022 calendar year. Current data systems make sharing resources and information in a usable fashion difficult both intra- and inter-organizationally.

VI. List and describe the major goals for your Division – What will the Division focus on achieving over the next 1-3 years? How do your Division goals align with the College’s [M-V-V](#) and [Education Master Plan](#)?

Goal: Division faculty and staff will facilitate equitable learning outcomes among all student groups through faculty and student support services expected to positively impact the “Skyline College Scorecard” data (i.e. retention, transfer course completion, degree completion, and transfer to 4-year college) and department pre and post intervention data given the following strategies:

1. Defined budget support for longstanding college innovation initiatives in Zero Textbook Cost and Equitable Online Education. Both of these ventures are district priorities and align with goals surrounding student success and access, equity, lower educational costs, and pedagogical innovation. By defining these programs as receiving yearly budget support in lieu of one-time special funds, we will be committing our campus to developing more affordable and equitable online programs, while exploring the impact open educational resources will have on facilitating equitable educational outcomes for all students.



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2. Updating and Exploring Technologies for Ubiquitous Student Support. Ensuring the same quality of in-person support is available asynchronously or synchronously online is essential, given that Fall 2023 course offerings reflected 38% of classes were fully online and 15% were hybrid (Accudemia, January 2024). By continuing to expand access to digital course materials, updating technologies on loan to faculty and students, and exploring technologies used to facilitate services, ubiquitous support services will facilitate equitable educational outcomes for all students.
3. Quality of Instruction. CTTL is able to offer pedagogical training and support on best practices for teaching & learning by aligning the tenets of instructional design, instructional technology, professional development, and distance education with equitable course design and assessment. With these resources along with video and audio recording resources, there is more that can be done to connect faculty with this team at the early stages of course creation and at the beginning of their career as new faculty.
4. Empowering the campus to operate events. Our campus hosts many events for intra- and inter-community participation. However, existing infrastructure constraints and a history of concierge support has resulted in almost all campus events requiring media services to participate in transporting equipment to a specific campus location, setting up equipment, managing the equipment during the event, and tearing down equipment to ensure a successful event. As a result, a second Multimedia Services Coordinator is needed to assist with larger events and provide basic training for managing media for smaller events.

The singular goal of facilitating equitable educational outcomes is essential to achieving Skyline’s mission to empower a global a global community of learners while inspiring them to achieve intellectually, culturally, socially, economically, and personally. This goal is directly aligned with the strategic goals of the college for student completion and transformative teaching and learning, along with Skyline’s values for social justice, student success and equity, and academic excellence. Ensuring all students are successful without respect to their multiple intersecting identities is vitally important to achieving the mission and vision of Skyline College, as well as fostering a climate where social justice is realized.

VII. Using the boxes below, list the resource requests that the Division is moving forward for consideration. Please note that the resource requests should be in declining order of priority, as indicated in the upper left corner of each box. For each resource request, describe how it connects with your Division goals, and the potential consequences of not securing the requested resource. In sum, please explain why filling this request should be a priority for the College. (To see a list of requests submitted by your programs, please follow the separate instructions for downloading from the Nuventive Platform.)

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$



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1	Additional Multimedia Services Coordinator	Classified Professional FTE	CTTL/Media Services	\$123,209.40
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Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

Today more than any time in educational history, technology undergirds the teaching, learning, and college operations. With an additional Multimedia Services Coordinator, Skyline can support the increasing demand for technology integration in the classroom and for events. The ever-growing relationship of technology, instruction and student support on campus makes building a team of individuals within the Media Services department salient to handle immediate needs for technology support while addressing long-term campus initiatives like smart classrooms, multimodal instruction and a sustainable technology cycle for all campus computing devices. This position would relate to increasing the quality of equitable instruction by ensuring faculty access, event support, and college operational support.

2	Full-time Professional Development Coordinator	Faculty/ Adjunct FTE	FLEX/CTTL	\$171,024.60
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Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

With the increase in online courses, the number of students taking at least one online course, the gaps in educational outcomes between ethnicities, the faculty union contractual obligation for professional development, and the lack of interest among full-time faculty to assume a .4 release time for coordination, the college is in dire need for a full-time faculty professional development coordinator. Aside from organizing Convocation, FLEX, and Opening Day professional development coordinating, this role will collaborate with Educational Access Center, CTTL faculty, Media Services, the Advisory Committee for Employee Development, and other participatory governance groups to ensure equitable professional development programming for all employees. A fulltime coordinator will be able to align professional development efforts with the colleges strategic goals and values for continuous improvement and innovation.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
3	Modernize the Learning Commons's Instructional, Service & Learning Spaces	Renovation/ Designated Space	Library/Learning Center	136,000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.



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Learning Commons' goals include the technology upgrade and modernization of the Library and Learning Center's instructional, service, and learning spaces so that students enjoy a comfortable and welcoming environment. With the increased online modalities for many of our activities, providing online or hybrid events including instruction or outreach, will ensure that all of our students have access to all Learning Commons' programs and services (lectures, talks, workshops, tutoring sessions, presentations).

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
4	Dedicated Budget for CTTL Standard Initiatives	Other	CTTL	127,000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

Since 2018, Skyline College has invested funds each year to support Zero Textbook Cost (ZTC), Programs for Online Degree Development (PODD) and the Adjunct Symposium. The campus and district advertise each of these as distinctives for our community college, particularly in our free college initiative and our commitment to all employees. With the recent acquisition of the Culturally Responsive Pedagogy and Practice grant, it is important to institutionalize activities and resources to ensure sustainability of the progress gained. The \$127,000 listed here has been provided by the college each year, both through yearly and categorical funds, as well as the Office of Instruction. Despite the engagement in these initiatives every year, each year we must wait for approval from those entities before beginning the process of development. If we can commit these to the regular ASLT budget, we can better integrate the work into the college M/V/V and further commit to three- and five-year planning.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5	CTTL Data Support & Recording/Reporting Strategy	Professional Experts	CTTL	\$40,500

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

Requirements for state reporting for initiatives such as ZTC, distance education, professional development, and accreditation are challenging for training and support units such as ASLT. Our current solution is to extrapolate data by hand on a regular basis to put into fields for use, which is cumbersome and requires a significant amount of manual personnel hours. This is exacerbated by different data collection and dissemination platforms and techniques across offices on the campus.



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Staffing dedicated to providing access to existing platforms (Tableau), updating existing records and providing training on the use and care for such data is integral to the monitoring and success measurements of the all departments within the division.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
6	Dedicated Budget for Library Outreach Programs	Other	Library	15,000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

The Library's programming is intended to complement the curriculum and provide students with holistic perspectives on a variety of social, cultural, political and environmental issues. We have been awarded with the President Innovation Funds grant in the past but the intention is to make these programs permanent as part of our commitment to excellence in education and student success.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
7	Human Library Project	Other	Library	10,000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

The Human Library project was one of the most loved campus events. Through these events, the library provided a platform for Skyline College students, employees, and the larger community to engage in open and courageous conversations, break down prejudices, and build community. The Human Library events addressed many Skyline College institutional student learning outcomes, including critical thinking, effective communication, community engagement, and lifelong wellness. These events were formerly supported by the President's Innovation Funds grant, and our objective is to make this project a permanent component of our programming in line with our commitment to diversity, equity, inclusion, and antiracism.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
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8	ZTC Coordinator	Classified Professional FTE	CTTL	105,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
<p>Both Skyline and SMCCCD have identified Zero Textbook Cost (ZTC) and the greater Open Education Resources (movement) as a distinctive of our operations and an imperative for us to meet as part of our Free College Initiative. Skyline has led across our district in the development, implementation, assessment and iteration of a homegrown, ground-up development of curricular materials and pedagogical opportunities. This has led to a desire across our campus and district for increased creation, utilization, assessment and sustainability of ZTC and OER, which needs to be matched with an increase in staffing. Although a ½ time Professional Services Coordinator has been assigned to support the ZTC initiative, it is not enough to sustain the work of the initiative in an efficient manner. Meaning, in the future we will be unable to keep up with the existing demand for projects and support without a dedicated staff member whose role is to organize, administrate, support and follow through on the many local and statewide requirements as well as opportunities in the world of ZTC.</p>				