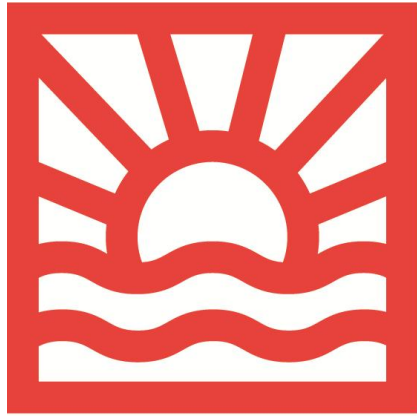




Skyline College

Program Review Update Report 2025 - 2026

SKY SS - Center for Transformative Teaching and
Learning

Bianca Rowden-Quince

A handwritten signature in black ink, appearing to read 'Bianca Rowden-Quince'.

09/08/2026

SKY Student and Learning Support Services Program Review Update

Submitter Name:

Andrea Fuentes

Submission Date:

12/15/2025

DIVISION:

Academic Support and Learning Technologies (ASLT)

PROGRAM NAME:

CTTL

YEAR OF REVIEW

2025 - 2026

1. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs) RESULTS

i. How frequently were PSLOs assessed for the last three years?

We just established the 3 PSLOs in 2024. They have been assessed once (in the past two years).

ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

We are learning where to focus our efforts on data collection; we have improved tracking metrics for faculty consultations, use of different technological tools, and professional development participation. In some cases that data has been surprising that so many faculty are utilizing the services of CTTL. We can identify gaps as we drill down into some of the data and identify areas for outreach and improvement.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

Yes, as they were just established in 2024 and are less than 2 years old. However, we could add different metrics to measure as we are just developing some of the data; for example, in 24-25 we started AirTable to collect PD data; the instructional technologist has begun tracking utilization data for different technological tools (she started in Summer 2025); and this Fall 2025 instructional designers, DE coordinators, and instructional technologist have started tracking faculty consultations. We are working with PRIE to develop a year end review data for PD impact and considering developing a overall CTTL survey to be given every 2 years.

Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

No

Updated the Improvement Platform with new and/or changed PSLOs after approval by the appropriate person(s)

Not Applicable

Updated the program website with new and/or changed PSLOs after approval by the appropriate person(s)

Yes

2. ADDITIONAL INFORMATION

Please note anything else that has not been captured above that is relevant to program accomplishments, challenges, and resource needs. Explain and document your response as needed.

The professional development function was temporarily relocated to the office of instruction, at least partially for 2025-2026. It is returning to CTTL for 2026-27. In 2024-25 the CTTL was running at less than half staff, without an instructional technologist, PD coordinator, and with the DE coordinator on .8 release time. This impacted our ability to track data and have planning sessions. However, we now have a more robust team and our Dean has been able to add adjuncts to backfill some functions.

Goals & Resource Requests

GOAL 1: Offer professional development programming that updates, retrain, and extends the expertise of faculty to meet the needs of diverse learners.

Increase faculty expertise and strategies for working with diverse learners across multiple modalities while centering equitable learning outcomes.

Year Initiated

2023 - 2024

Goal Status

Active

Implementation Step(s) and Timelines

Goals & Resource Requests

Implementation plan

Distance Education

QOTL 1 - offer 25-hr SMCCD Cohorts once per semester

QOTL 2 - offer 25-hr SMCCD Cohorts twice per semester to support DE recertification of online teaching skills and strategies.

Flex Day - offer a minimum of one workshop per college Flex Day (4x) that focuses on DE practices, trends, and regulations, i.e. Regular and Substantive Interactions.

Division/Program Outreach to inform DE curriculum recommendations and policies

Instructional Design

Flex Day - offer a minimum of one workshop per college Flex Day (4x) that focuses on integrating culturally relevant pedagogy, and applying research-based course design strategies and implementation that support equitable learning environments.

Offer self-directed and facilitated learning opportunities on course design principles and strategies, assessment & feedback, and optimizing student learning and engagement (i.e., microcourses, Lunch and Learns).

Division/Program Outreach to inform curriculum and student/program learning outcomes recommendations

Instructional Technology

Flex Day - offer a minimum of one workshop per college Flex Day (4x) that focuses on learning technologies, multimedia support, and technology innovations to support student learning.

Offer self-directed and facilitated learning opportunities on learning technologies, trends, policies, & etc. (i.e., microcourses).

Zero Textbook Cost

Flex Day - offer a minimum of one workshop per college Flex Day (4x) that focuses on OER (adopt/adapt/author), Open Pedagogical Practices, Creative Commons Licensing.

Division/Program/Individual faculty Outreach: Offer tailored workshops, consultations, and updates to inform campus constituents regarding best practices, trends, and policies.

Offer self-directed and facilitated learning opportunities on OER Basics; Finding OER; Copyright, Fair Use, and Creative Commons Licensing; adapting and authoring OER; Open Pedagogical Practices; partnering with college departments (Bookstore, Library, IDs); & etc. (i.e., microcourses, Lunch and Learns).

Measures of Success

Expertise & Strategies in the 4 areas identified above (DE, ID, IT, ZTC):

Track PD offerings in database to document programming cycle

Develop Academic Year program planning cycle

Track faculty participation and event attendance

Successful measure of faculty evaluation outcomes

Survey students about course experience

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution**: Be an antiracist and equitable institution (X)

Goals & Resource Requests

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

UPDATE

Goal Update Date

12/09/2025

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

This is an ongoing goal. We want to continue offering QOTL 1 and QOTL 2, New Faculty Academy, and Flex Day programming with the associated costs and staffing.

UPDATE

Goal Update Date

03/14/2024

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

New Goal

Resource Request

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2025 - 2026

Resource Type

Other

Resource Name

Quality Online Teaching and Learning 1 & 2, Certification and Recertification

Resource Description

Goals & Resource Requests

Learning Management System Basics: To ensure faculty who want to get a head start in understanding the current Learning Management System (LMS) Canvas, a districtwide self-paced pedagogical resource course offering a comprehensive tour of the Canvas Learning Management System must be sustained with both human, pedagogical, and technological resources year round. Specifically designed to acquaint educators with the platform's essential features and tools, Canvas Basics covers a range of topics, from structuring course shells to creating assignments, quizzes, and utilizing grading and communication tools effectively. By completing this self-paced course, faculty members ensure they are well-prepared to engage with Skyline College students in the LMS.

Online Certification: Embarking on a mission to enhance the quality of online education, our institution is dedicated to ensuring that every faculty member is equipped with the essential pedagogical resources and certifications for effective teaching in the digital realm. With a focus on excellence, Quality Online Teaching and Learning (QOTL 1) is a 25-hour LMS and Online Pedagogy training with a submission of an 80% completed course for a consultative review following the OEI Rubric. The funding for QOTL 1 is contractually obligated by the faculty contract, however the human resources necessary to have the training during the summer semester is critical to ensure faculty hired in the summer, but teach in the fall semester will have the ability to certify for teaching in the online modality.

Online Recertification: Moreover, we're committed to continuously monitoring and facilitating recertification through programs like QOTL 2. To support these endeavors, securing funding for both QOTL 2 is imperative, enabling us to sustain and expand our certification as recertification is required every 3 years.

QOTL 1 will serve 30 faculty per academic year. \$1,500 per person @ 30 faculty per Academic Year = \$45,000;
QOTL 2 will serve 60 faculty per academic year. \$1,500 per person @ 60 faculty per Academic Year = \$90,000;

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

[add narrative]

Cost

135,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2025 - 2026

Resource Type

Supplies

Resource Name

Flex Days Programming - Supplies and materials

Resource Description

Marketing, supplies, and other items required for successful hosting of Flex Day events (6-days per academic year)

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Ensures ongoing, campus-wide professional learning opportunities over six (6) Flex Day programming events each year; which meet the faculty contractual PD hours requirement and support Skyline College Goals 1, 2, 3, & 4.

Goals & Resource Requests

Cost

6,000

FOR ADMINISTRATIVE USE ONLY**Resource Request**

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2025 - 2026

Resource Type

Supplies

Resource Name

New Faculty Academy – Supplies and materials

Resource Description

A year long faculty cohort developed to support new full-time faculty at Skyline College, foster the highest standards of teaching and learning scholarship, and to encourage the development of institutional cultures and environments that are learning-centered and technologically advanced in support of the Skyline College Promise.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

To prepare new full-time faculty for a successful and meaningful career at Skyline College through:

Supportive cohort based community building.

Iterative and ongoing professional development centered on the needs of the participants within the context of student success & completion. For example: contextualizing the tenure process around student success

Connection to faculty support from Center for Transformative Teaching & Learning (CTTL), Academic Senate, and AFT 1493 (Faculty Union) as well as colleagues

Supporting first-time full-time faculty with getting involved on campus and sharing gifts without getting burned out and inviting them to join existing college initiatives.

Supplies, materials, lunch (equivalent to per diem) \$5,000

Cost

9,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY**Resource Request**

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2025 - 2026

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

New Faculty Academy - Faculty Hourly Timesheet

Resource Description

A year long faculty cohort developed to support new full-time faculty at Skyline College, foster the highest standards of teaching and learning scholarship, and to encourage the development of institutional cultures and environments that are learning-centered and technologically advanced in support of the Skyline College Promise.

Funds Type – Mark all that apply.

Recurring Cost

Goals & Resource Requests

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

To prepare new full-time faculty for a successful and meaningful career at Skyline College through:
Supportive cohort based community building.

Iterative and ongoing professional development centered on the needs of the participants within the context of student success & completion. For example: contextualizing the tenure process around student success

Connection to faculty support from Center for Transformative Teaching & Learning (CTTL), Academic Senate, and AFT 1493 (Faculty Union) as well as colleagues

Supporting first-time full-time faculty with getting involved on campus and sharing gifts without getting burned out and inviting them to join existing college initiatives.

\$1,500 per faculty participant, up to 15 participants, varies based on hiring activities of the college.

Cost

30,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2025 - 2026

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Accessibility Specialist

Resource Description

Replace Chris Weidman's position that we lost in 2023.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Accessibility for students to effectively use course materials, web pages, and college resources and for faculty to create accessible materials

Cost

138,826

Level of need, with 1 being the most pressing

1

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GOAL 2: Develop the quality and success metrics for CTTL programming. (i.e., survey tracking, qualitative and quantitative data)

Acquisition, collection, and analysis of accurate data to evaluate and improve CTTL program offerings.

Year Initiated

2023 - 2024

Goal Status

Active

Implementation Step(s) and Timelines

Goals & Resource Requests

Implementation Plan:

Distance Education

Retention Rates: Monitor the percentage of students who continue and successfully complete their online courses compared to the total number of enrolled students.

Course Completion Rates: Evaluate the percentage of students who finish the entire online course or program, providing insights into the effectiveness of the curriculum and instructional design.

Consultative reviews: Online courses receive a review utilizing the OEI Rubric to ensure Course Design, Communication, Assessment, Accessibility.

Training/Workshop Survey: Use survey response to measure overall areas Ask participants to evaluate various aspects of the workshop, including the content, delivery, relevance, and usefulness. Evaluate the extent to which participants have achieved the intended learning outcomes or objectives of the workshop. (this can be used in all areas)

Instructional Design

Faculty Consultation Survey: Use survey responses to measure overall areas of support, satisfaction levels, and among faculty members.

Training/Workshop Survey: Use survey response to measure overall areas Ask participants to evaluate various aspects of the workshop, including the content, delivery, relevance, and usefulness. Evaluate the extent to which participants have achieved the intended learning outcomes or objectives of the workshop. (this can be used in all areas).

Instructional Technology

Technology Utilization Metrics: Assess the usage of technology tools and platforms, such as learning management systems, virtual classrooms, and collaborative software, to ensure effective integration and adoption.

Training/Workshop Survey: Use survey response to measure overall areas Ask participants to evaluate various aspects of the workshop, including the content, delivery, relevance, and usefulness. Evaluate the extent to which participants have achieved the intended learning outcomes or objectives of the workshop. (this can be used in all areas)

Zero Textbook Cost

Training/Workshop Survey: Use survey response to measure overall areas Ask participants to evaluate various aspects of the workshop, including the content, delivery, relevance, and usefulness. Evaluate the extent to which participants have achieved the intended learning outcomes or objectives of the workshop. (this can be used in all areas)

Desired Impact on Students

Distance Education

Increased retention rates indicate that students are finding value in the online learning experience, motivating them to stay committed and achieve their educational goals. Students feel supported and engaged throughout their online courses, leading to a higher likelihood of continuing and successfully completing their studies.

Instructional Design

The Faculty Consultation Survey aims to enhance students' educational experience by ensuring that faculty members have the necessary support and resources. By measuring satisfaction levels and areas of support among

Goals & Resource Requests

faculty, the survey helps identify opportunities for improvement in teaching quality and student engagement. Ultimately, this leads to a more enriching and effective learning environment for students, as faculty are better equipped to meet their needs and facilitate their academic success.

Instructional Technology

Effective utilization of technology tools and platforms aims to enhance students' digital literacy, fostering proficiency in navigating online learning environments. By promoting engagement, participation, and collaboration, integrated technology enhances the overall learning experience, making course materials more accessible and interactive. This not only improves academic performance but also equips students with valuable skills for future academic and professional endeavors, preparing them for success in an increasingly digital world.

Implementation Steps(s) and Timelines

Implementation step(s) may include intended changes, professional development, and/or further inquiry.

Distance Education

Define Metrics: Clearly define what constitutes retention and successful completion. Determine the specific criteria for measuring these rates, such as the duration of enrollment or completion of key milestones.

Data Collection: Establish a system for tracking student enrollment, progress, and completion. Utilize learning management system (LMS) analytics in Canvas or dedicated tracking software to gather relevant data from the PRIE office.

Regular Monitoring: Set up a schedule for regularly monitoring retention rates throughout the duration of each course or program. Ideally this would involve semesterly reviews.

Identify Factors: Analyze retention rates to identify any patterns or factors influencing student persistence. Factors to consider: course difficulty, instructor effectiveness, student support services, and technical issues.

Interventions: Implement targeted interventions to support students at risk of dropping out. This could include personalized outreach, additional tutoring or mentoring, or adjustments to course structure or content.

Continuous Improvement: Use insights from retention rate data to make ongoing improvements to course design, delivery, and support services. Continuously iterate and refine strategies to optimize student retention and success.

Instructional Design

Define Metrics: Clearly define survey objectives, encompassing satisfaction measurement, identification of support areas, and gathering feedback on faculty experience.

Data Collection: Gather survey responses after faculty consultations systematically. Clearly communicate the purpose and importance of the survey to faculty members, emphasizing the value of their feedback in improving support services and satisfaction levels.

Analyze Data: Analyze survey responses to identify trends, patterns, and areas requiring attention. Compare responses across different demographic groups to identify disparities or specific areas of concern.

Continuous Improvement: Develop Action Plans: Based on survey findings, develop actionable strategies and initiatives to address identified areas of support and satisfaction among faculty members.

Instructional Technology

Define Metrics: Determine which aspects of technology utilization are essential to measure, such as frequency of usage, features accessed, and user engagement.

Data Collection: (1) Set up automated tracking systems within technology platforms to collect usage data in real-

Goals & Resource Requests

time, capturing metrics such as login frequency, duration of use, and feature utilization. (2) Administer surveys to users to gather qualitative feedback on their experiences with technology tools, including usability, effectiveness, and areas for improvement.

Analyze Data: Analyze the data to identify patterns, trends, and correlations in technology usage, highlighting areas of effective integration and opportunities for improvement.

Monitor and Evaluate: Continuously monitor technology utilization metrics over time to track progress and assess the impact of implemented strategies.

Zero Textbook Cost

Define Metrics: Clearly define what constitutes ZTC and LTC. Determine the specific criteria for measuring these rates, such as the duration of enrollment or completion of key milestones.

Data Collection: Establish a system for tracking student enrollment, progress, and completion. Utilize Banner analytics or dedicated tracking software to gather relevant data from the PRIE office.

Regular Monitoring: Set up a schedule for regularly monitoring ZTC course implementation, student enrollment count, success metrics, & etc.

Identify Factors: Analyze data to identify any patterns, trends, or factors influencing student persistence.

Interventions: Implement targeted interventions to support students. This could include personalized outreach, technology loans through the Skyline Library, assistive technology, or making course material available in alternative formats in partnership with EAC, Bookstore.

Continuous Improvement: Use insights from enrollment, retention rate data to make ongoing improvements to ZTC course design, delivery, and support services. Continuously iterate and refine strategies to optimize student retention and success.

Measures of success

Expertise & Strategies in the 4 areas identified above (DE, ID, IT, ZTC):

Tracking retention/success rates for online, ZTC, and CidiLabs (...) classes as compared to college-wide data (DE)

Measuring satisfaction levels via faculty consultation surveys

Conducting training & workshop surveys to evaluate content and facilitation

Tracking frequency and topic(s) of individual consultative meetings

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (X)

UPDATE

Goal Update Date

12/15/2025

Academic Year Updated

2025 - 2026

Goals & Resource Requests

Goal Update

On Schedule

Goal Update Narrative

Ongoing - we have started metrics to track PD participation, use of instructional technology tools, course design consultations, and effectiveness of professional development. We initiated data driven decision making to impact equitable student outcomes for the CTTL.

UPDATE

Goal Update Date

03/14/2024

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

New Goal

Resource Request

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2025 - 2026

Resource Type

Technology

Resource Name

AirTable, Canva, Formstack

Resource Description

We use AirTable a relational database to track metrics for CTTL programming, as well as Canva to design materials for Flex

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Tracking and analyzing data for CTTL programming

Cost

10,000

Level of need, with 1 being the most pressing

1

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GOAL 3: Engage/Participate in professional learning that updates, retrain, and extends the expertise of CTTL faculty and staff to meet the needs of diverse learners.

See below as Student Impact varies by CTTL sub-program

Year Initiated

2023 - 2024

Goal Status

Active

Implementation Step(s) and Timelines

Goals & Resource Requests

Student Impact

Distance Education

Attending the Drivers of Educational Technology in California Higher Education (DET/CHE) conference would impact students by exposing educators to advancements in instructional technology, multimedia, and open learning. This could lead to the adoption of innovative teaching methods and tools that enhance the online learning experience, ultimately benefiting students through improved engagement and academic outcomes.

Participating in the Online Learning Consortium (OLC) conference would benefit students as educators collaborate to advance quality digital teaching and learning experiences. By sharing best practices and innovative strategies, educators can refine their online teaching methods, leading to more effective and engaging learning experiences for students, better meeting the needs of the modern learner.

Attending the Online Teaching Conference (OTC) would directly impact students by providing educators with opportunities to network, share knowledge, and develop professionally in online instruction, pedagogy, and technology. Through these interactions, educators can gain insights into effective online teaching practices, ultimately leading to improved online instruction, learning outcomes, and student success.

Instructional Design

Participating in the Online Learning Consortium (OLC) conference would benefit students as educators collaborate to advance quality digital teaching and learning experiences. By sharing best practices and innovative strategies, educators can refine their online teaching methods, leading to more effective and engaging learning experiences for students, better meeting the needs of the modern learner. Attending digital futures summit will improve knowledge and effectiveness of rolling out AI tools.

Attending the Online Teaching Conference (OTC) would directly impact students by providing educators with opportunities to network, share knowledge, and develop professionally in online instruction, pedagogy, and technology. Through these interactions, educators can gain insights into effective online teaching practices, ultimately leading to improved online instruction, learning outcomes, and student success.

Instructional Technology

Attending the Online Teaching Conference (OTC) would directly impact students by providing educators with opportunities to network, share knowledge, and develop professionally in online instruction, pedagogy, and technology. Through these interactions, educators can gain insights into effective online teaching practices, ultimately leading to improved online instruction, learning outcomes, and student success.

Implementation Steps

Distance Education

Attend a range of professional learning opportunities, including but not confined to those listed below:
Drivers of Educational Technology in California Higher Education (DET/CHE): provides professional growth and shares ideas to advance the fields of instructional technology, multimedia, and open learning.

Online Learning Consortium (OLC): collaborative community of higher education leaders and innovators, dedicated to advancing quality digital teaching and learning experiences to reach and engage the modern learner.

Online Teaching Conference (OTC): premier gathering of educators who are leading the way in developing innovative and effective online education. As an inter-segmental conference focused on curriculum, pedagogy and technology to improve online instruction, learning, and student success, the Online Teaching Conference is an opportunity for educators to network with colleagues, connect, share knowledge, impart and receive best practices, and develop professionally.

Goals & Resource Requests

Instructional Design

Attend a range of professional learning opportunities, including but not confined to those listed below:

Online Teaching Conference

Online Learning Consortium

Digital Futures Summit

ZTC Conference

Instructional Technology

Attend a range of professional learning opportunities, including but not confined to those listed below:

Online Teaching Conference

Digital Futures Summit

TBA

Zero Textbook Cost

Attend a range of professional learning opportunities, including but not confined to those listed below:

Open Education Conference: annual convening for sharing and learning about open educational resources, open pedagogy, and open education initiatives in order to uplift education ecosystems that are accessible, affordable, equitable and inclusive to everyone, regardless of background.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (X)

UPDATE

Goal Update Date

12/15/2025

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

Continuing process. Team has attended Online Teaching Conference, ZTC Summit, Digital Futures Summit, and DHETC. New instructional technologist has completed Canvas admin training series.

Goals & Resource Requests

UPDATE

Goal Update Date

03/14/2024

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

New Goal

Resource Request

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2025 - 2026

Resource Type

Other

Resource Name

Conference Attendance Fund

Resource Description

The CTTL team is tasked with transforming teaching and learning; it is essential that our team to remain up to date on the latest developments in open educational resources, ZTC, Distance Education, use of AGI in education, culturally responsive pedagogy, and instructional design, as well as other emerging trends, technologies, and legislative measure as they pertain to CA community college higher education teaching and learning.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

By ensuring CTTL Team Members are up-to-date, informed, and engaging in professional development and up to date with state and national legislation prior to facilitating campus professional learning opportunities such as Flex Day, Adjunct Symposium, New Faculty Academy, Open Educational Resources, this request directly supports Strategic Goal 3: Ensure that all students have the support and resources needed to achieve their educational goals and Strategic Goal 5: Foster a thriving learning and work environment and ensures the college meets Professional Development Flex requirements for the State of California.

6 team members @ 2 conferences per year ~ \$30000

Cost

30,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY**GOAL 4: Provide human, technological, and pedagogical resources to support employees with delivering instruction and services that meet the needs of our students.**

Ensure that students have robust learning experiences regardless of modality.

Support growing number of students choosing online, blended, and/or ZTC learning modalities.

Increase student access and eliminate equity gaps in post-secondary education

Year Initiated

2023 - 2024

Goal Status

2/17/2026

Generated by Nuventive Improvement Platform

Page 15

Goals & Resource Requests

Active

Implementation Step(s) and Timelines

Goals & Resource Requests

Distance Education

Learning Management System Basics: To ensure faculty who want to get a head start in understanding the current Learning Management System (LMS) Canvas, a districtwide self-paced pedagogical resource course offering a comprehensive tour of the Canvas Learning Management System must be sustained with both human, pedagogical, and technological resources year round. Specifically designed to acquaint educators with the platform's essential features and tools, Canvas Basics covers a range of topics, from structuring course shells to creating assignments, quizzes, and utilizing grading and communication tools effectively. By completing this self-paced course, faculty members ensure they are well-prepared to engage with Skyline College students in the LMS.

Online Certification: Embarking on a mission to enhance the quality of online education, our institution is dedicated to ensuring that every faculty member is equipped with the essential pedagogical resources and certifications for effective teaching in the digital realm. With a focus on excellence, Quality Online Teaching and Learning (QOTL 1) is a 25-hour LMS and Online Pedagogy training with a submission of an 80% completed course for a consultative review following the OEI Rubric. The funding for QOTL 1 is contractually obligated by the faculty contract, however the human resources necessary to have the training during the summer semester is critical to ensure faculty hired in the summer, but teach in the fall semester will have the ability to certify for teaching in the online modality.

Online Recertification: Moreover, we're committed to continuously monitoring and facilitating recertification through programs like QOTL 2. To support these endeavors, securing funding for both QOTL 2 is imperative, enabling us to sustain and expand our certification as recertification is required every 3 years.

Instructional Design

Technological Resources: Roll out the Cldi Design Labs product with training and pilot participants, with the goal of at least 1 course per department using the program in next year.

Pedagogical Resources: Train 16 equity coaches and attain 10% of tenured or tenure track faculty participating in Equity Scholars program by 2025.

Instructional Technology

Technological Resources: Increase utilization of video production services.

Human Resources: Offer monthly trainings on new/underutilized technologies such as PlayPosit, Canvas, and Panopto.

Zero Textbook Cost

Increase the number of courses/instructors using ZTC/OER by 6% over 5 years from 2022-2023 baseline.

Measurable Long-term Program Goals per EMP, pg. 36

https://skylinecollege.edu/prie/assets/documents/emp/new_logo_emp/2023_EducationMasterPlan_booklet-FINAL_newlogo-pages.pdf

Implementation Steps/Timeline

Distance Education

Instructional Design

Hold Cidi Design Labs workshops on Flex Day and elsewhere

Host 1st online equity mentee course beginning March 2024

Follow cohort through Summer 2024

Rinse and Repeat for Fall 2024

Instructional Technology

Schedule and promote monthly workshops.

Goals & Resource Requests

Attend Flex Day, Faculty Mixer, to promote video/audio studio
Finalize Technology Plan

Zero Textbook Cost

Reduce or eliminate educational costs for students by providing no-cost textbooks and course materials, available day-one of class through professional learning opportunities, library support, and outreach

Facilitate/Promote faculty use of Open Educational Resources (OER) and implementation of Open Pedagogical Practices and DEI in Curriculum: Model Principles and Practices in ZTC course development.

Collaborate with program faculty and administrators to develop and offer to students Zero Textbook Cost Pathways to degree and certificate completion.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (X)

UPDATE

Goal Update Date

12/15/2025

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

We have successfully implemented. new technologies such as PlayPosit, Padlet, DesignPLUS, Parchment and filled the open instructional technologist position. We have also. hired adjuncts to cover for the open DE and ID positions, though not 100% backfilled we have made significant progress. We need to focus on the new AI tools and supporting our faculty in both using tools and redesigning assessment.

UPDATE

Goal Update Date

03/14/2024

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

New Goal

Resource Request

Division Name

Goals & Resource Requests

Academic Support and Learning Technologies (ASLT)

Year of Request

2025 - 2026

Resource Type

Other

Resource Name

Quality Online Teaching and Learning 1 & 2

Resource Description

Learning Management System Basics: To ensure faculty who want to get a head start in understanding the current Learning Management System (LMS) Canvas, a districtwide self-paced pedagogical resource course offering a comprehensive tour of the Canvas Learning Management System must be sustained with both human, pedagogical, and technological resources year round. Specifically designed to acquaint educators with the platform's essential features and tools, Canvas Basics covers a range of topics, from structuring course shells to creating assignments, quizzes, and utilizing grading and communication tools effectively. By completing this self-paced course, faculty members ensure they are well-prepared to engage with Skyline College students in the LMS.

Online Certification: Embarking on a mission to enhance the quality of online education, our institution is dedicated to ensuring that every faculty member is equipped with the essential pedagogical resources and certifications for effective teaching in the digital realm. With a focus on excellence, Quality Online Teaching and Learning (QOTL 1) is a 25-hour LMS and Online Pedagogy training with a submission of an 80% completed course for a consultative review following the OEI Rubric. The funding for QOTL 1 is contractually obligated by the faculty contract, however the human resources necessary to have the training during the summer semester is critical to ensure faculty hired in the summer, but teach in the fall semester will have the ability to certify for teaching in the online modality.

Online Recertification: Moreover, we're committed to continuously monitoring and facilitating recertification through programs like QOTL 2. To support these endeavors, securing funding for both QOTL 2 is imperative, enabling us to sustain and expand our certification as recertification is required every 3 years.

Summer facilitators hourly (1) * Step 10 at lecture rate \$128.08 * 50= \$6,404

Summer facilitators hourly (2) * Step 10 at lecture rate \$128.08 * 50= \$12,808

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

[Add narrative]

Cost

19,212

Level of need, with 1 being the most pressing

1

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Goals & Resource Requests

GOAL 5: Develop CTTL PSLOs

Develop a PSLO for each major component of the CTTL, such as ZTC/OER, Instructional Design, Professional Development, and Distance Education.

Assessments might draw from information we already collect and monitor, and perhaps complement them with surveys.

For example, CTTL already tracks how many courses are using ZTC practices.

Chris collects information on how many faculty have participated in QOTL I and II.

Regarding PD, surveys could be more broad than Flex Day.

In collaboration with PRIE, perhaps a more comprehensive survey could focus on the extent faculty are employing the practices, the degree of impact on students, confidence in employing these strategies, needed professional development (e.g, online instruction, equitable grading strategies, culturally relevant instruction, assignment design, etc.).

This serves to establish as a CTTL goal, the need to establish PSLOs and measures within a reasonable timeframe. Ex., for instance, CTTL can begin to assess as early as next fall.

The intent is to evaluate the efficacy of the CTTL supporting professional development and indirectly, impact on student learning.

CTTL's PSLOs and assessments can be established by the end of this semester or early Fall 2024.

Year Initiated

2023 - 2024

Goal Status

Active

Implementation Step(s) and Timelines

In collaboration with PRIE, develop a more comprehensive survey could focus on the extent faculty are employing the practices, the degree of impact on students, confidence in employing these strategies, needed professional development (e.g, online instruction, equitable grading strategies, culturally relevant instruction, assignment design, etc.).

Establish CTTL's PSLOs and assessments by the end of Spring 2024 semester or early Fall 2024.

UPDATE

Goal Update Date

12/15/2025

Academic Year Updated

2025 - 2026

Goal Update

Completed

Goal Update Narrative

We created 3 PSLOs for instructional technology, course design, and faculty assessment practices which have been reported on this cycle. We did not do a PSLO for ZTC due to ZTC functions moving to the library, with continued support from CTTL. The PSLO for course design addressed instructional design and distance education functions. The faculty assessment practices PSLO includes flex and professional development. As far as faculty assessment practices, CTTL hosted a series of workshops, book circles, Flex Day activities, and consultations on equitable grading and assessment strategies.

Goals & Resource Requests

DISCONTINUED Goal 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.

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*).

Year Initiated

2018 - 2019

Goal Status

Inactive

Mapping

- SKY College Values: (X - Selected)

- **Social Justice**: undefined (X)
- **Campus Climate**: undefined (X)
- **Open Access**: undefined (X)
- **Student Success and Equity**: undefined (X)
- **Academic Excellence**: undefined (X)

UPDATE

Goal Update Date

03/20/2023

Academic Year Updated

2023 - 2024

Goal Update

Discontinued

Goal Update Narrative

Change in administrative leadership; goals and priorities have been revised 2023-2024.

DISCONTINUED Goal 2: Take a leadership role in promoting professional learning and development among community colleges in our region.

Take a leadership role in promoting professional learning and development among community colleges in our region. (SCG 3, 6*).

Year Initiated

2018 - 2019

Goal Status

Inactive

Mapping

- SKY College Values: (X - Selected)

- **Social Justice**: undefined (X)
- **Campus Climate**: undefined (X)
- **Open Access**: undefined (X)
- **Student Success and Equity**: undefined (X)
- **Academic Excellence**: undefined (X)
- **Participatory Governance**: undefined (X)

Goals & Resource Requests

UPDATE

Goal Update Date

03/20/2023

Academic Year Updated

2023 - 2024

Goal Update

Discontinued

Goal Update Narrative

Change in administrative leadership; goals and priorities have been revised 2023-2024.

DISCONTINUED Goal 3: Provide human, technological, and pedagogical resources to support employees with delivering instruction and services that meet the needs of our students.

Provide human, technological, and pedagogical resources to support employees with delivering instruction and services that meet the needs of our students. (SCG 4*). CTTL Instructional Design has three objectives and three actions steps to meet th

Year Initiated

2018 - 2019

Goal Status

Inactive

Mapping

- SKY College Values: (X - Selected)

- **Social Justice**: undefined (X)
- **Open Access**: undefined (X)
- **Student Success and Equity**: undefined (X)
- **Academic Excellence**: undefined (X)

UPDATE

Goal Update Date

03/20/2023

Academic Year Updated

2023 - 2024

Goal Update

Discontinued

Goal Update Narrative

Change in administrative leadership; goals and priorities have been revised 2023-2024.

DISCONTINUED Goal 4: Foster the commitment of faculty, staff, and administration to ongoing improvement through access to opportunities for professional growth.

Foster the commitment of faculty, staff, and administration to ongoing improvement through access to opportunities for professional growth. (SCG 5*) .

Year Initiated

2018 - 2019

Goal Status

2/17/2026

Goals & Resource Requests

Inactive

Mapping

- SKY College Values: (X - Selected)

- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Student Success and Equity:** undefined (X)
- **Academic Excellence:** undefined (X)

UPDATE

Goal Update Date

03/20/2023

Academic Year Updated

2023 - 2024

Goal Update

Discontinued

Goal Update Narrative

Change in administrative leadership; goals and priorities have been revised 2023-2024.

DISCONTINUED Goal 5: Establish and maintain fiscal responsibility and alignment of CTTL programs and services to Skyline College's Mission, Vision, and Values.

Establish and maintain fiscal responsibility and alignment of CTTL programs and services to Skyline College's Mission, Vision, and Values. (SCG 7*). CTTL Professional Development has one

Year Initiated

2018 - 2019

Goal Status

Inactive

Mapping

- SKY College Values: (X - Selected)

- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Student Success and Equity:** undefined (X)
- **Participatory Governance:** undefined (X)
- **Sustainability:** undefined (X)

UPDATE

Goal Update Date

03/20/2023

Academic Year Updated

2023 - 2024

Goal Update

Discontinued

Goal Update Narrative

Change in administrative leadership; goals and priorities have been revised 2023-2024.

Goals & Resource Requests

DISCONTINUED Goal 6: Ensure professional learning and development support campus efforts that value diverse communities of learners at Skyline College.

Ensure professional learning and development support campus efforts that value diverse communities of learners at Skyline College. (SCG 8*). CCTL Online Education has two objectives and two actions

Year Initiated

2018 - 2019

Goal Status

Inactive

Mapping

- SKY College Values: (X - Selected)

- **Social Justice:** undefined (X)
- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Student Success and Equity:** undefined (X)

UPDATE

Goal Update Date

03/20/2023

Academic Year Updated

2023 - 2024

Goal Update

Discontinued

Goal Update Narrative

Change in administrative leadership; goals and priorities have been revised 2023-2024.