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

Date: 2/23/2023

Division: ASLT

Division Dean: **Moe**

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. The Zero Textbook (ZTC) initiative, housed in ASLT, 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 education (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.

    Library: The library has become to 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 not only support the check-out and borrowing of technology belonging to specific programs, but also for the library to be the go-to for tracking employee computing devices to support a sustainable technology cycle. This is in addition to a considerable increase in digital materials and digital engagements, and while in-person supports have dropped somewhat since the pandemic, they have not dropped at the rate that digital engagements have risen.

    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 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 be robust since all operations were moved online in 2020. In-person and online engagement varies each semester, but roughly reflects the percentage of online and in-person course offerings. Student usage of Learning Center services continues to grow. 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 these. 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 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.

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 next 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 spend the next calendar year identifying mechanisms by which to engage with SLO/PSLO, as its function is not to work directly with 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.

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. Return of operations to campus has been steady but the sum of in-person and online interactions is greater than pre-pandemic numbers for both the Library and the Learning Center despite declines in enrollment. CTTL has established itself as a beacon in the campus commons, providing support in college initiatives (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 exacerbated by internal promotions, external hirings and medical leaves. 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. Archaic data systems make sharing resources and information in a usable fashion difficult both intra- and inter-organizationally. Desire to 'return to normal' has led support apparatuses like ASLT to be in a triage mode of assisting in replication of the past rather than revisioning the future. Successful projects without a standard budget line (adjunct symposium, peer mentors, library outreach) depend on finding sustainable funding to continue their important work. The technological capabilities of the Learning Center and Library are well behind the times and put employees and students at a disadvantage, and alongside historical support apparatuses we are now seeing a significant need to support students within and concerning the multiple instructional modalities.

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](#)?**

1.   Defined budget support for longstanding college innovation initiatives in Zero Textbook Cost and Online Education. Both of these ventures are district priorities and align with goals surrounding student success, fiscal responsibility 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 greater online programs and exploring what open education resources can do for our community.

2.   Ubiquitous Student Support. When a student has a concern they may not know exactly what it is, or a general concern around an academic issue can point to other pain points. Further aligning the various work of the division with one another through initiatives such as a 'Genius Bar' open for a variety of questions or support topics will allow B5 to further be a beacon for student engagement while also providing the campus on data of where students are struggling silently. This aligns with every one of the six pillars of the 2023-2028 Educational Master Plan.

3.   Quality of Instruction. CTTL is able to offer professional learning programming to provide exemplar and best practices for teaching & learning, but there is a greater opportunity to align the tenets of instructional design, instructional technology, faculty services and distance education to work alongside faculty in the conceptualization, development, implementation and assessment of courses and program. The curriculum institute is a great area of progress, but there is more that can be done to align faculty with this team at early stages of course creation, recreation, refreshing, etc.

4.   Empowering the campus to operate events. Our campus hosts many events for intra- and inter-community participation. Many of these should not require significant audio/visual needs; however, existing infrastructure constraints and a history of concierge support has resulted in almost all campus spaces requiring media services to participate in these events: bringing equipment, setting up equipment, running equipment, and tearing down equipment to ensure a successful event. There are several spaces on campus that can be utilized to run an event without the need of media services to set up, support or tear down because the infrastructure is in the space and basic training will allow people to support the event themselves. We will need more spaces like this, but in turn can focus our efforts on supporting employee development in learning how to run events.

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 $
1	Additional Instructional Technologist	Classified Professional FTE	CTTL/Media Services	105,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
With an additional instructional technologist, Skyline can support the ever-growing relationship of technology, instruction and student support on campus. CSM has two ITs who can split in-person and online supports, allowing both to be supported while freeing up time to focus on 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 instruction, supporting ownership of events and				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
2	Modernize the Learning Commons's Instructional, Service & Learning Spaces	Rennovation/ 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.				
Learning Commons' goals include the modernization 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 $
3	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. The $127,000 listed here has been provided by the college each year, both through yearly funds as well as the Office of Instruction. Despite the engagement in these three 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 a regular ASLT budget, we can better integrate the work into college M/V/V and further commit to three- and five-year planning.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
4	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.
There is an increased requirement for state reporting for initiatives such as ZTC, as well as continued focus on state reporting for professional development and accreditation reporting for distance education, made more cumbersome by hybrid and HyFlex offerings. Our current solution is to extrapolate data by hand on a regular basis to put into fields for use, which is cumbersome and requires regular full requests. This is exacerbated by different data collection and dissemination platforms and techniques across offices on the campus. 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 continued growth and success of CTTL and Skyline.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
5	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.

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 not only 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; however, the increase in desire has not come with an increase in staffing. We are beyond a sustainable maximum for work on this project, 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.

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 granted President Innovation funds 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	Increase (make permanent) the change from 80% Library Support Specialist to 100%.	Other	Library	20,000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.
Currently, the library has three library support specialists (LSS) and a fourth LSS funded at 80%. These LSS's deal with all required library operations including cataloging of library materials, accounts payable, check out desk services, maintenance of textbooks for circulation, and technology distribution. At the start of the pandemic some of these tasks diminished (i.e. print collection cataloging or service desk). However, at that same time, their work increased exponentially in the areas of technology devices cataloging and maintenance. Course materials such as textbooks, and the

demand to have them accessible via digital form, also became in high demand. When we returned to in-person hours of operation, all the new tasks increased in volume and the more traditional tasks resurfaced. To alleviate these high demands for their work, we have been using HEERF funding to allow our 80% Library Support Specialist to work at 100%. This is a tremendous help for all of us, however, this solution is not permanent. We need a permanent solution that will allow us to support our students as they navigate the new learning modalities. Our resources must be available to all, from anywhere, and at any time. The work of the Library Support Specialists is critical to ensure uninterrupted and consistent levels of service.