



Administrative Leadership Unit Review (ALUR) Template for FY 2025-25

Date: 4/1/2025

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, previously 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 still an increased expectation for CTTL to support this work. 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 that 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. In addition, Professional Development Coordinators are being supervised by the Interim VPI and the ACED Committee has been reassigned to non-CTTL and ASLT members at the discretion of the Interim VPI.

Library: In alignment with Skyline College's mission, values, and Goals 1, 3, and 4 of the Educational Master Plan, the Library continues to foster a more inclusive and globally aware student community through dynamic programming. By creating spaces that celebrate cultural diversity, social interconnectivity, and global citizenship, we empower students to engage meaningfully with the world around them.

Recognizing the urgent challenges of misinformation, disinformation, and fake news, the Library is also prioritizing information literacy. Efforts are underway to develop non-credit and one-unit courses that help students critically evaluate information and navigate today's complex media landscape.

The Library has become the campus's de facto technological hub. In addition to housing and circulating student technology devices, it now supports the borrowing and tracking of program-specific technology and employee computing devices—strengthening the sustainability of the college's technology lifecycle.



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As enrollment at Skyline has grown—due in part to the Free College initiative—Library traffic and transactions have increased proportionally. In response, the Library has enhanced its technology lending program for students and faculty, expanding access to Chromebooks, laptops, Wi-Fi hotspots, and scientific calculators to meet rising demand and support academic success.

To support students' evolving academic needs, the Library is also expanding access to digital course materials through both eBooks and the digitization of print resources. This work is currently supported by a President's Innovation Fund grant.

The Library now oversees the campus's Zero Textbook Cost (ZTC) and Open Educational Resources (OER) initiatives. These efforts are being developed collaboratively by a dedicated team and align with the Library's broader mission to improve equitable access to academic resources.

Learning Center: The Learning Center continues collaborating with the STEM Center to support students affected by AB-1705, hiring more Calculus tutors, and embedding part-time Instructional Aide IIs (IA2s) to supplement staffing gaps in STEM Center support. A new mentorship model, implemented in Spring 2025, enhances professional development for peer tutors and IA2s, strengthening leadership, tutoring skills, and connections with students. This model has increased tutor engagement, improved team dynamics, and expanded tutor availability for tutees. The center has been conducting a Comprehensive Program Review and is currently working on new ways to enhance tutoring, Supplemental Instruction, and Peer Mentoring services for LatinX/Hispanic students using the center. This is the first leg of a long-term project focused on improving services for all students using the Learning Center. Despite reduced staffing due to leaves and temporary roles, core services remain unaffected, though capacity for larger projects and changes has been limited.

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. As a result of the increase in demand for such services, a second Multimedia Services Coordinator is essential to supporting multimodal events, meetings, trainings, and classroom technology usage among faculty. Currently, the hiring process for a second Multimedia Services Coordinator is under way this Spring 2025 semester.

- 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 second PRU next academic year, 2025-26. Both the Library and the Learning Center submitted their CPR this Spring 25.

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- 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?**

Last academic year, the CTTL joined the CPR/PRU cycle and identified three SLO/PSLO in Spring 2024 using faculty as their students.

- Offer professional development programming that updates, retrains, and extends the expertise of faculty to meet the needs of diverse learners.
- Develop the quality and success metrics for CTTL programming (i.e. survey tracking, qualitative and quantitative data).
- Engage/Participate in professional learning that updates, retrains, and extends the expertise of CTTL faculty and classified professionals to meet the needs of diverse learners.

This year, CTTL has been having conversations regarding ways to effectively evaluate services offered and the impact of those services on the college. Specifically, we are piloting the adoption of the state's professional development criteria:

- Reaction
- Achievement
- Behavior
- Impact

In addition, we are having discussions on acquisition of software that will reduce the manual burden collecting and analyzing data for this purpose.

Finally, we expect to have conversations with PRIE regarding the application of institutional ISLOs as it relates to focusing on faculty as our students for the purpose of PRU and CPR. Given some of the ISLOs are assessed through the tenure process and other faculty evaluation methods, using the ISLOs may not be appropriate for the CTTL. Further discussion will occur through the upcoming year.

The Library offers a wide range of programs and services that align with four of the five Institutional Student Learning Outcomes (ISLOs): Information Literacy, Community Engagement, Critical and Creative Thinking, and Lifelong Wellness. While the Information Literacy ISLO has traditionally been used to assess the Library's Program Student Learning Outcome (PSLO), this approach does not fully capture the breadth and depth of the Library's impact across these diverse areas.

To address this, we propose the development of a new set of PSLOs that better reflect the Library's contributions beyond information literacy. These additional PSLOs would complement the existing assessment of the Information Literacy ISLO, which will continue to be conducted according to the established assessment cycle. This expanded approach ensures a more

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comprehensive evaluation of how the Library supports student engagement, critical thinking, lifelong learning, and overall wellness, while maintaining alignment with the College's broader educational goals.

Suggested PSLOs:

- Information Literacy and Critical Thinking
 - Students will effectively locate, evaluate, and ethically use diverse information sources, developing critical thinking and skills for scholarly growth.
- Equity and Access
 - Students will have equitable access to OER, ZTC materials, and technology, reducing barriers and fostering academic success.
- Community, Connection, and Global Citizenship
 - Students will engage in library programming that promotes cultural awareness, civic-mindedness, interdisciplinary dialogue, and a sense of belonging.
- Wellness, Resilience, and Scholar Identity
 - Students will utilize library resources to support their mental health, emotional well-being, resilience, and development of a strong scholar identity.

We will measure the PSLOs collectively through data already collected, including resource checkouts, participant attendance, and information literacy outcomes. Additionally, we will utilize student and faculty surveys to gather feedback on access, engagement, and support provided by the library.

The Learning Center continues to be successful at meeting its PSLOs each semester.

- Increase awareness of strengths and challenges in academic work
- Increase personal development in areas such as self-monitoring, time management, persistence, and academic proficiency

While both PSLOs focus on students' skills and abilities to address academic challenges, the services provided in the center to meet those PSLOs directly contribute to all five of the ISLOs.

Examples include:

- Community Engagement
 - Students using Learning Center services are taught skills in collegiate group environments that emphasize collaborative skills and skill-building while modeling strong leadership qualities.
- Critical and Creative Thinking
 - Students seeking support are mentored and tutored in ways to explore contexts, develop approaches to studying and course challenges, and use both intellect and creativity in meeting those challenges.
- Effective Communication
 - Students in our SI study sessions and workshops are taught meaningful ways to acquire comprehension and start analyzing multiple forms of media.

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- Information Literacy
 - All our services seek to increase a student's ability to develop a stronger understanding of themselves and their academic identities through building their capability and methods for addressing academic challenges and gaining understanding.
- Lifelong Wellness
 - Students attending any service in the center are immersed in a process built on employing growth mindsets and the skills of flexibility, curiosity, and initiative key to practicing intellectual habits of the mind.

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

Achievements: Division departments have had several notable achievements this academic year in line with our vision to facilitate equitable educational outcomes, achieved through the variety of services offered. CTTL has provided support in areas of distance education, with an emphasis in RSI, course design with a series of workshops, trainings, and 1:1 consultation, along with the following initiatives:

- Third year of the CRPP grant has seen an additional [number] of mentors and [number] of mentees completing the program and the support of QOTL 2 for faculty recertification.
- New Faculty Academy continues to successfully onboard first year tenure track full-time faculty with outcomes such as ...
- The integration of CidiLabs Plus with [number] of courses designed with it ...
- Collaboration with the Library in support of ZTC/OER with the English department ...
- Collaboration with Student Services' SESP division to support LEGS
- Several

The Library hosts a variety of events and activities throughout the year. Events such as uSOAR, a collaboration with several instructional divisions, de-stress and wellness events, Global Stories and Local Voices, International Poetry Reading, and several President Innovation Fund grants for the Human Library, Outreach Programs, Critical Global Citizenship, and Digital Textbook initiatives, just to name a few. The library has seen a 37.1% increase in technology loans between Spring 2024 and Fall 2024 and has tracked the technology loans to monitor students from all ethnic and racial backgrounds ability to access technology resources in proportion to their presence on campus. In addition:

- Library homepage views totaled 47,209 views and online database searches totaled 4,200,000, both exceeding pre-pandemic levels.
- Course embedded information literacy workshops in collaboration with instructors averaged approximately 70 sessions this academic year, reaching 1750 students.
- An average of 125 students completed the one-hour standalone Skyline College Information literacy tutorial.
- There has been a 14.16% increase in in-person consultations/inquiries from last year to this year and a 20.49% increase in online chat inquiries during the same time period.

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The Learning Center has continued to provide a thriving atmosphere for academic support. They launched a new tutor mentorship framework, hired a new permanent, part-time Instructional Aide II, launched a new Open House week, started a new project focused on improving service for LatinX/Hispanic students, and restarted collaborations with SPARKPoint to bring snacks into the center for students with food insecurity using the space. They have continued collaborations with key partners across campus, including the STEM Center in response to AB-1705 and Early Childhood Education, Respiratory Care, and Transfer Center to provide meaningful workshops to their student cohorts.

Media Services: In support of classroom technologies and both internal and external community events on campus, the Media Services department continues to provide outstanding services. Notably, our annual Graduation Ceremony, specifically live streaming the event and managing the audio. In addition, the department is tracking all classroom technology following up with new instructors to ensure they are able to use the technologies for instructional purposes.

Challenges: The division has endured many challenges this academic year, most related to staffing due to retirements and promotions. Those positions include an instructional technologist, 1.2 FTE of instructional design, .8 FTE of distance education coordination, and a multimedia services technician. Although the Library and Learning Center are filled with interim and acting managers, the CTTL has been disproportionately impacted by staffing issues and the inability to spend instructional equipment funds allocated to the department to further goals stated in their PRU and aligned with the division goal and the educational master plan goals.

While the media services department has been able to add another coordinator to support faculty events and classroom technology use, the department is still challenged by the number of events occurring simultaneously on campus and those that have not be scheduled in advance for support but request it the within a day or two or morning of an event.

The Learning Center has had several leaves and professionals in temporary roles, resulting in additional training needs and reduced capacity for overall projects. External challenges include the implementation preparation for state laws such as AB-1705 which removes remediation from Calculus courses, and a fluctuating capacity for student support in the STEM Center due to the lapse of grant-funding. This academic year, CTTL was allocated \$40K in instructional equipment funds for which we were denied the ability to spend in support of educational technology for teaching and learning due to additional requirements introduced after the funds were awarded and five weeks prior to the May 1, 2025 spending deadline for software requests. The IA2 position in support of accessibility has not been filled leaving the team unable to provide support to faculty in making their courses accessible to students beyond training modules and workshops.

Although, the Professional Development Coordinator positions was allocated .8 release time, a full-time position is still needed as it is not known at this time whether or not the Professional Development Coordinator role will be funded at .8 release time in future years.

- VI. The newly hired librarian for learning communities was on leave for most of her first year resulting in the non-renewal of her contract. This resulted in no librarian support for learning

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communities and leaves a vacant librarian position. **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.
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 last academic year course offerings reflected 50% of classes were fully online and hybrid (Modality Outcomes by Division, March 25, 2025). By continuing to expand access to digital course materials, updating technologies on loan to faculty and students, and exploring emerging educational technologies used to facilitate ubiquitous support services, we expect to facilitate equitable educational outcomes throughout campus.
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 on-demand support (without prior scheduling) 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. The team support equitable educational outcomes by ensuring new faculty, faculty teaching in new classrooms, and adjunct faculty are able to use the classroom technology available to them to teach their courses.

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

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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 \$ |
|---|---|----------------------------------|-------------------------|--------------|
| 1 | Full-time Professional Development Coordinator | Faculty/ Adjunct FTE | FLEX/CTTL | \$191,564.23 |
| Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above. | | | | |
| <p>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.</p> | | | | |
| 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. | | | | |
| <p>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).</p> | | | | |

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| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount \$ |
|--|--|-----------------------------|---------------------|--------------|
| 3 | Accessibility Program Services Coordinator | Classified Professional FTE | CTTL | \$138,826.84 |
| Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above. | | | | |
| <p>Chris Wiedman was a member of CTTL as an Instructional Aide II in the area of accessibility. Chris resigned the position in December 2021. The position has not been filled since that time and there has been no specialist on the team to support accessibility in online courses beyond the annual accessibility challenge and individual consultations.</p> <p>The position focused on supporting faculty in making their online courses accessible based on Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. On November 4, 2022, Title 5, Division 6, Chapter 6, Subchapter 3, Article 1 on Distance Education Section 55200 states, "“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability." Ensuring online courses are accessible addresses goal one of the educational master plan, becoming an anti-racist institution, and supports the colleges value for social justice and principles of equity associated with that value.</p> <p>If the position is posted as a generic IA2 position, it would not be aligned with the skills and abilities needed to support the online course accessibility needs of faculty. For this reason, we are requesting that the position be upgraded to a Project Services Coordinator with preferred accessibility skills listed.</p> | | | | |

| Order of Priority | Resource Request Title | Type | Program(s) Impacted | Amount \$ |
|--|--|-------|---------------------|-----------|
| 3 | Dedicated Budget for Library Outreach and Human Library Programs | Other | Library | 25,000 |
| Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above. | | | | |
| <p>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.</p> | | | | |

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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 \$ |
|-------------------|--|-------|---------------------|-----------|
| 4 | Dedicated Budget for CTTL Standard Initiatives and Data Support & Recording/Reporting Strategy | Other | CTTL | \$213,000 |

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

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. They have been used to support New Faculty Academy, Adjunct Symposium, QOTL 2. Because we engage in these initiatives every year, we would like to see this funding as a regular line item in the ASLT budget to avoid searching for funding each year prior to beginning these activities. 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 in the following ways:

- Online Teaching Recertification - \$45,000 (30 faculty @ \$1,500 each)
- Institutionalizing Culturally Relevant Pedagogy and Practice Grant activities - \$50,000 (25 Mentors/Mentees @ \$2,000 each)
- New Faculty Academy - \$30,000 (30 faculty @ \$1,500 each)
- Adjunct Online Orientation Activities - \$5,000 (Facilitators \$2,500 each semester paid at Special Lab Rate)
- Student Assistant for Evaluation Data Support - \$13,000
- Purchase Software to Support Evaluation – Data Collection and Analysis if existing options available with the college or district do not suffice - \$75,000 (estimate)

Requirements for state reporting for initiatives such as 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 time consuming 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. Staffing dedicated to providing access to existing platforms (Tableau), updating existing records and providing



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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 \$ |
|--|---------------------------------|-----------------------------|---------------------|--------------|
| 4 | ZTC Program Support Coordinator | Classified Professional FTE | Library | \$138,826.84 |
| <p>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</p> <p>There is a need for a ZTC Program Coordinator/Director. The ZTC Coordinator/Director position will augment the single dedicated, permanent ZTC position at Skyline College, a 1.0 FTE Faculty Services Librarian (FSL) (currently vacant), who is responsible for developing, supporting, and engaging ALL local and CCCC directed ZTC and OER efforts at Skyline and on behalf of Skyline with the District: from designing, implementing, and facilitating ZTC programming to providing consultative services for over 300 faculty colleagues across all disciplines.</p> <p>The ZTC Program Director/Coordinator will manage ZTC Budget oversight & management; Provides direct oversight and leads direction of all aspects of academic and instructional ZTC/OER program workflows, strategic planning, as well as integration into Ed Master plan @ Skyline; oversees student impact data collection, analysis, & reporting as required by law; Recommend and participate in the implementation of staff development programs for ZTC/OER faculty and staff; Coordinate the preparation of catalog and brochure materials for Z-degree and certificate programs; Provide articulation/liaison with other college divisions, services, student groups and off-campus institutions and groups; Lead the ZTC Operational Work Group. This position will ensure ongoing alignment with the textbook adoption cycle; support tracking course schedule ZTC adoption & designation, student success metrics, and other relevant data as required locally (EMP) as well as for state SB1359, XB12 MIS & CCCC grant reporting data. This administrative role is necessary to conduct critical ZTC programming support throughout a 12-month cycle.</p> | | | | |