



Date: 4/26/2026

Division: ASLT

Division Dean: Dr. Torri Davis

Please respond to the following prompts about AY2025-26 by clicking on the grey box:

I. List the programs that fall within your Division.

CTTL

Media

Learning Commons:

- **Library**
- **Learning Center**

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

Major changes to the ASLT Division's purview and functions during the past year have largely been related to staffing shifts and expanding service demands across multiple areas. In the Library, the previously hired fourth full-time librarian position was not renewed, and approval to hire a replacement through FTEFAC was not granted, resulting in reduced capacity to support instruction, outreach, and new initiatives. At the same time, the Library is preparing to launch credit courses beginning next year, representing an expansion of instructional responsibilities. The Library also temporarily lost a Library Support Specialist to a detail assignment, though that position has since been filled with a substitute.

In the Center for Transformative Teaching and Learning (CTTL), significant staffing shortages impacted the scope of services and support available to faculty. Additionally, the Professional Development Coordinator position shifted reporting lines to the Vice President of Instruction rather than CTTL, representing a structural change. Demand for support related to artificial intelligence tools and new instructional technologies also increased substantially.

Media Services experienced a notable expansion in workload due to a substantial increase in hybrid teaching, hybrid campus events, and lecture capture requests, requiring greater technical support across classrooms and events.

In the Learning Center, staffing vacancies significantly affected daily operations and service capacity. Multiple Instructional Aide (IA2) vacancies in math, writing, and reading support, both full-time and part-time, along with staff on leave, reduced the Center's ability to sustain projects, initiatives, and consistent tutoring availability.

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. (CPRs are due on a 7-year cycle, 2 PRU's are **required** between each CPR.)

N/A

- 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:

CTTL assessed PSLOs in 25-26 and met our technological tools for equity (98%) and quality online course design (95%). Faculty assessment practices were not assessed since 2023-24 but will be assessed or revised this year.

Media Services: N/A

Learning Center:

PSLOs

The Learning Center's PSLOs are assessed annually in June.

As of last year, PSLOs continue to be met, with 96% of student users agreeing our center helped:

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

SLOs

- LSKL 800 and 803 are assessed annually in June. These courses are directly connected to use of services and assessed using the same survey used for PSLO.
- LSKL 110 enrollment is typically done in summer due to higher enrollments. Assessment is planned for Summer 2026 at this time.

Library:

Skyline College Library has completed assessment of all Program Student Learning Outcomes (PSLOs) over the past several years, with all outcomes meeting criterion. During last year's Comprehensive Program Review (CPR) process, the library revised its PSLOs to better reflect current programming and services. The library is currently on track to assess the PSLO focused on Information Literacy and Critical Thinking, which emphasizes students' ability to effectively locate, evaluate, and ethically use diverse information sources while developing critical thinking skills for scholarly growth. With the launch of library courses beginning in Fall 2026 and Spring 2027, these courses will be added to the assessment schedule to ensure ongoing evaluation of student learning outcomes tied to instruction.

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

CTTL Highlights

During the 2025–2026 academic year, the Center for Transformative Teaching and Learning (CTTL) strengthened instructional quality, faculty support, compliance, and innovation across the college. Distance Education efforts advanced institutional readiness through the launch of the year-long Regular Substantive Interaction (RSI) Mentorship Program, development of the RSI in Action microcourse, and implementation of structured RSI and Canvas challenges to support faculty in meeting Title V requirements. The creation of the Distance Education Advisory Committee (DEAC) strengthened shared governance and strategic direction, while Academic Senate approval of the Distance Education Handbook formalized institutional standards. These efforts supported institutional readiness and were validated through ACCJC accreditation review of 15 online courses, which identified no compliance issues.

CTTL expanded professional development and faculty support through Fall 2025 and Spring 2026 Flex Day programming and ongoing training opportunities, including sessions on accessibility, RSI implementation, learning assessment in the age of AI, and improving the online student experience. Faculty development included multiple cohorts of Quality Online Teaching and Learning (QOTL) Levels One and Two, which support initial certification and ongoing recertification for online instruction. Additional initiatives, such as weekly RSI Spotlight communications, Canvas Plus challenges, and districtwide instructor feedback microcourses, provided sustained engagement and continuous improvement opportunities for faculty across modalities.

CTTL also expanded equity-focused teaching initiatives through the continued growth of the Equity Scholars program, supported by the Culturally Responsive Pedagogy and Practices grant. Professional development opportunities included Online Learning Consortium workshops on equitable teaching, a 25-hour self-paced culturally responsive teaching course, Equity Coach–Mentee partnerships, and Community of Practice training sessions grounded in National Equity Project coaching strategies. CTTL will also host a Coaching for Equity Institute and a Developing Learning Partnerships Symposium, further strengthening institutional capacity for culturally responsive and equitable teaching practices.

Despite staffing shortfalls, CTTL provided extensive individualized support, conducting 362 faculty consultations in Fall 2025, primarily focused on Canvas, course design, accessibility, and emerging AI tools. The team supported the development of 12 Zero Textbook Cost (ZTC) courses and expanded instructional technology adoption, including the rollout of Padlet and WeVideo to support active learning and multimedia engagement. Accessibility Master Classes and structured accessibility challenges supported ongoing ADA Title II compliance and improved digital course accessibility. CTTL also continued to serve as a central hub for instructional innovation, helping faculty integrate new technologies and teaching practices that support student success across modalities.

CTTL Challenges

CTTL continues to face significant challenges related to staffing shortages and administrative turnover over the past two years, which have affected operational stability and long-term planning. The ASLT dean was unavailable for several months during the drafting of this report,

and CTTL operated without an instructional technologist for nearly a year. The department was also unable to fully replace the instructional designer position following a key departure, and the unexpected loss of a part-time instructional designer in January further reduced staffing. As a result, CTTL has operated at approximately 50–60% of required staffing capacity during the past biennium.

In addition to staffing constraints, the rapid evolution of generative AI has significantly increased demand for faculty training, instructional design support, and policy guidance. Ongoing compliance requirements for accessibility, RSI, and online course quality combined with the vacant accessibility specialist position since 2023 continue to place additional strain on existing staff. Sustained staffing capacity will be necessary to maintain compliance, support faculty innovation, expand equitable teaching initiatives, and meet the growing instructional technology and accessibility needs of the college.

Media Services Highlights

During the 2025–2026 academic year, Media Services strengthened operational efficiency and classroom technology reliability through a data-driven approach to service delivery. By analyzing service call patterns and event data, the department shifted from reactive troubleshooting to proactive system optimization, resulting in measurable time savings for faculty and support staff.

Media Services implemented targeted process improvements to reduce recurring service requests. Analysis of service call data identified a high volume of requests related to HDMI cables and USB adapters. In response, secure cable hooks and tether ties were installed in five pilot spaces to ensure essential accessories remained available on-site. This change reduced related service calls by approximately 50 per semester, or an average of three calls per week.

The department also implemented proactive system maintenance protocols to improve reliability during peak-demand periods. Service data showed that request volume increases significantly during the first weeks of each semester, often due to equipment sitting idle during breaks, system updates, and network changes. In response, Media Services introduced comprehensive pre-semester audiovisual (AV) system testing across classrooms and meeting spaces, allowing staff to identify and resolve potential issues before the start of term and support a smoother operational launch each semester.

Media Services Challenges

Media Services continues to face increasing demand related to the growth of hybrid classrooms and hybrid events which have a substantial increase in demand for technology support. While the department added an additional coordinator to support faculty events and classroom technology, staffing levels remain strained due to the number of events occurring simultaneously across campus.

The department also faces ongoing challenges supporting the expanding inventory of classroom technology, including new monitors, AV equipment, and Neat Boards installed across campus without corresponding increases in staffing. In addition, Media Services remains highly visible and accessible to campus users, with the department phone number posted in every classroom and displayed on campus TVs, resulting in a consistently high volume of service requests.

Learning Center Highlights

During the 2025–2026 academic year, the Learning Center continued to expand student support services through strategic collaborations, embedded academic support, and targeted student success initiatives. The Center partnered in campus-wide efforts such as Stress Less Week and developed an Early Tech Skills workshop specifically for ECAP cohorts, strengthening early student engagement with academic tools and resources.

Embedded support remained a central component of Learning Center services, with support provided in 92 individual courses. This included embedded support in all ENGL C1000E sections and most STATS C1000 courses. Supplemental Instruction (SI) continued to demonstrate strong outcomes, with higher average GPAs and success rates reported in nearly all supported courses. Students who utilized embedded services achieved completion rates exceeding 90 percent, reinforcing the value of integrated academic support. Tutoring services also contributed to improved GPAs and success rates in key gateway courses such as transfer-level ENGL C1000E (ENGL 105) and ESOL 400.

The Learning Center also maintained a significant role in student employment, employing nearly 50 students, representing one of the largest student employment groups on campus. Workshop offerings continued to grow through the Workshop by Request model, which now accounts for approximately two-thirds of all workshops delivered based on usage trends. Additional equity-focused initiatives included participation in Facilitating Equitable Education Outcomes (FEEO) projects, expanded tutoring availability in the UCC, the creation of bilingual tutor hiring flyers, and outreach efforts such as the TLC Roadshow to strengthen recruitment reach and improve hiring diversity.

Peer Mentoring services were strengthened through the implementation of a new early alert process designed to improve retention among male students. As a result, mentee engagement improved, with 61 percent of male students who signed up actively participating in services. The Center also enhanced its Academic Notice student tracking process, improving referral systems and implementing intentional outreach to connect students with appropriate support services. In addition, Learning Center staff provided district-level guidance to support students pursuing Gilman Scholarships.

As of March 2026, the Learning Center served approximately 1,500 unique students and delivered 5,778 hours of student support, reflecting continued strong demand for academic support services across the college.

Learning Center Challenges

Staffing shortages and ongoing rolling vacancies continue to represent the most significant challenge for the Learning Center. Reduced staffing capacity has required the Center to prioritize maintaining the quality and consistency of core operations and essential services. As a result, the ability to expand programs, pursue new collaborations, and support additional growth initiatives remains limited. Continued staffing instability affects both day-to-day operations and long-term planning, making it more difficult to sustain momentum on new projects and respond to increasing student demand for services.

Library Highlights:

The Library expanded its impact on student success through growth in Zero Textbook Cost (ZTC) initiatives, increased programming, expanded instructional offerings, and improved access to technology. ZTC pathway development continues across multiple disciplines,

including English, Art History, Communications, History, and Spanish, with new and revised courses supporting student access and affordability. The number of ZTC and Low Textbook Cost (LTC) course sections increased from 471 in Fall 2024 to 773 in Spring 2026, reflecting strong adoption across the college. A student survey indicates strong support for ZTC courses, and a new district ZTC website and dashboard are currently in beta testing.

The Library expanded its instructional curriculum with the approval of four courses: LIBR 890 Essentials of Information Literacy, LIBR 100 Foundations of Information Literacy, LIBR 102 Advanced Information Literacy, and LIBR 103 AI Literacy and Information Practices. LIBR 890 will debut in Fall 2026, replacing the current information literacy tutorial tied to graduation requirements, with LIBR 100 launching in Spring 2027.

To support equitable access to technology, the Library expanded its technology lending program by adding laptops, Chromebooks, calculators, and hotspots and established a budget to support a sustainable replacement cycle for student technology. This work aligns with Free College initiatives, ZTC goals, and the California Community Colleges Chancellor's Office Vision 2030 Burden-Free Education initiative.

Student engagement remained strong through programming and instruction. The Library secured institutionalized funding to support ongoing events and hosted a range of high-impact activities, including the State of Water exhibit and interdisciplinary events funded through the Critical Global Citizenship PIF grant, Banned Books Week, misinformation awareness displays, cultural exhibits, Stress Less Week activities, and collaborative faculty-led events. The Library also provided 1,220 in-person research consultations and taught 62 information literacy sessions, supporting student learning, wellness, and critical thinking across disciplines.

Through PIF grant funding, the Library launched an AR/VR pilot program in partnership with Biology courses, allowing students to practice lab procedures in an immersive learning environment. Early feedback shows strong student interest, with 87% of surveyed students reporting interest in AR/VR learning opportunities. The Library also supported faculty development related to emerging technologies and AI-supported learning.

Library Challenges:

As misinformation and disinformation increase and artificial intelligence and other emerging technologies become more prevalent, demand for instruction in information literacy, media literacy, and ethical AI use continues to grow. With the approval of new library courses and increasing expectations for student learning in these areas, the need for access to instruction is expanding. Students require more opportunities for guided learning, research support, and instruction in evaluating information and using emerging technologies responsibly.

The Library did not receive the requested Student Experience Librarian position, and the continued absence of a fourth full-time librarian makes it difficult to meet these expanding instructional needs. At a time when students need more access to information literacy and media literacy instruction, limited staffing restricts the Library's ability to scale instruction, outreach, and student engagement. This shortage also places the college out of compliance with Title 5 librarian to student ratios and stretches existing staff across instruction, programming, consultations, and technology support.

Libraries have historically served as leaders in guiding the adoption and responsible use of emerging technologies, including tools such as AR/VR. While the Library has begun moving in



this direction and supporting innovative learning opportunities, continuing to evolve alongside emerging technologies requires sufficient staffing. Without adequate staffing, it becomes increasingly difficult to sustain innovation, provide guided support, and ensure equitable student access to new technologies.

Additional challenges related to ZTC and LTC initiatives include the lack of degree mapping tools to efficiently track pathway progress, reliance on time-consuming manual data collection and course tagging processes across departments has been a challenge. These barriers make it difficult to scale affordable learning initiatives and ensure students can easily identify and benefit from low-cost course options.

Collectively, these factors make it difficult to sustain growth in instruction, student engagement, technology innovation, and affordable learning initiatives while maintaining reliable core library services.

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

Goal 1: Strengthen instructional quality and faculty support through coordinated professional learning, instructional design, and sustainable staffing

Increase faculty engagement with instructional design services, Canvas and instructional technology support, professional development programming, distance education guidance, and Regular and Substantive Interaction (RSI) training by 3% annually. Efforts will emphasize early-stage course design collaboration, equitable instructional practices, and integration of instructional technologies and media resources that enhance student learning.

This work includes continued support for established initiatives such as Zero Textbook Cost (ZTC) and equitable online education, along with expanded use of video, audio, and instructional technologies that support accessible and innovative teaching practices. Achieving this goal will require maintaining sustainable staffing levels within the Center for Transformative Teaching and Learning (CTTL), including filling existing staffing gaps in instructional design and accessibility support to ensure faculty receive timely and effective guidance in course development and compliance with accessibility standards.

EMP Goal 1: Advance equitable teaching and learning practices

EMP Goal 5: Foster a thriving learning and work environment

MVV: Supports academic excellence and innovation in teaching and learning through professional development, instructional design, and faculty collaboration.

ISLO’s

Effective Communication: Faculty development supports clear communication of instructional content and expectations.

Critical and Creative Thinking: Instructional design and faculty support promote learning environments that foster higher-order thinking.

Information Literacy: Faculty collaboration supports integration of research and digital literacy skills into coursework.

Goal 2: Enhance technology infrastructure, classroom support, and campus event capacity through sustainable staffing and resource planning

Improve the reliability and accessibility of classroom, instructional, and event technology by continuing to upgrade and maintain classroom equipment, refining classroom technology instructions, and implementing standardized scheduling and training processes that improve efficiency and reduce last-minute support needs. These improvements will support faculty in delivering effective instruction and ensure students have consistent access to functional and reliable learning environments.

This work includes securing ongoing budget support to upgrade and replace aging classroom and event technology on a predictable cycle, strengthening Media Services support for classroom instruction and campus-wide events, and creating a sustainable service model that balances proactive maintenance, training, and event support. As part of this effort, Media Services will create classroom troubleshooting guides to support new technology installations in Building 2 and on the first floor of Building 7, empowering faculty and staff to independently address common technology issues. The overarching goal of these efforts is to remove barriers to teaching and learning across campus, particularly in newly updated instructional spaces.

Continued improvement of classroom technology and service reliability will require filling the previously budgeted Multimedia Specialist position to ensure adequate staffing capacity to support faculty, students, and the increasing number of campus events.

EMP Goal 3: Ensure students have access to the resources needed for success

EMP Goal 5: Foster a thriving learning and work environment

Mission–Vision–Values:

Supports open access, institutional effectiveness, and community engagement by maintaining reliable classroom environments and ensuring that faculty and students have access to the technology needed for teaching and learning.

ISLO's

Effective Communication: Reliable classroom and presentation technologies support clear communication of instructional content.

Information Literacy: Access to consistent technology supports student engagement with digital learning tools.

Community Engagement: Well-supported campus events foster participation across the college community.

Goal 3: Expand integrated academic, research, and student learning support through sustainable staffing and equitable service delivery

Increase student engagement in the Learning Commons (Learning Center and Library) services by 3% annually across in-person and online modalities, including tutoring, mentoring, supplemental instruction, embedded tutoring, academic success workshops, embedded librarianship, library research support, information literacy instruction, and library credit courses. Outreach will prioritize gateway courses and disproportionately impacted student populations to improve equitable access to academic and research support services.



This work includes strengthening Learning Center academic support services that promote student persistence and success, expanding access to tutoring and research services, and continuing to increase student access to technology resources that support learning across modalities. As part of this scale-up, the Library will expand instructional offerings through library credit courses and embedded librarianship models that integrate research and information literacy support directly into coursework. The division will also continue to support burden-free education through ongoing Zero Textbook Cost (ZTC) initiatives and maintain cultural, artistic, and civic engagement programming in the library that provides students with opportunities to connect with diverse ideas, cultures, and perspectives.

Achieving this goal requires maintaining sustainable staffing across student support areas. In order to meet increasing instructional, research, and student engagement demands, the Library must be fully staffed with a fourth full-time librarian. The addition of a fourth librarian is necessary to support expanded information literacy instruction, embedded librarianship, library credit courses, research services, and student engagement programming, while ensuring continued support for Learning Center services and sustained delivery of high-quality academic support.

EMP Goal 1: Be an antiracist and equitable institution

EMP Goal 3: Ensure students have the support and resources needed to achieve their educational goals

EMP Goal 4: Cultivate civic-mindedness and strengthen community engagement

Mission–Vision–Values

Supports student success, equity, open access, and community engagement by providing comprehensive academic support, research instruction, technology access, and meaningful learning opportunities beyond the classroom.

ISLO's

Information Literacy: Students develop the ability to locate, evaluate, and use information effectively through research instruction, embedded librarianship, library courses, and academic support services.

Critical and Creative Thinking: Students strengthen reasoning and problem-solving skills through tutoring, mentoring, supplemental instruction, and academic learning experiences.

Community Engagement: Cultural, artistic, and civic programming fosters dialogue, participation, and connection to the broader campus and community.

Effective Communication: Research support, coursework, and collaborative learning environments support the development of academic communication skills.

- VII. Using the boxes below, list the resource requests for FY26-27 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	Multimedia Services Coordinator	Classified Professional FTE	Media Services/Campus-wide	\$138,826.84

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

The request for an additional Multimedia Services Coordinator is intended to address the growing demand for campus wide technology support that directly supports teaching and learning. Since the pandemic, the use of hybrid and technology enhanced instruction has increased significantly, creating ongoing needs for classroom technology training, real time troubleshooting, lecture capture, and hybrid event support. Faculty rely on timely technology support to deliver instruction effectively, minimize disruptions to class time, and ensure students have consistent access to course content.

This position would have a high impact across campus divisions by supporting faculty in hybrid and technology rich learning environments and helping ensure that instructional time is focused on teaching rather than technical challenges. Reliable multimedia support also expands student access to recorded lectures, hybrid learning opportunities, and campus events that contribute to student engagement and success.

It is also important to note that this request reflects a previously established staffing level. Prior to December 2024, Media Services was staffed with three personnel, even before the significant growth in hybrid instruction and classroom technology use. Restoring this position would return the department to that level while addressing the increased instructional and technology demands that continue to shape post pandemic teaching and learning.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
2	Dedicated Budget for CTTL Standard Initiatives	Faculty Timesheet Compensation	CTTL/Campus-wide	\$108,000

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

The \$108,000 listed here has been provided by the college each year through a combination of yearly funds, categorical funds, and support from the Office of Instruction. These funds have consistently supported core professional learning initiatives, including QOTL 1, QOTL 2, RSI, Equity Scholars, participation in the Online Learning Consortium, and the Summer Curriculum Institute. Some of these initiatives have been supported through the CRPP grant and other categorical funds. As the CRPP grant is ending, a continued commitment from the



college to sustain these initiatives is critical to ensure that this work can continue without interruption.

Because these initiatives occur annually and are central to advancing teaching and learning, we request that this funding be established as a regular line item in the ASLT budget. Establishing ongoing funding will eliminate the need to secure funds each year and will allow for more intentional three and five year planning aligned with the college mission, vision, and values.

- QOTL 1 - \$10,000 (10 faculty @ \$1,000 each)
- QOTL 2 - \$45,000 (30 faculty @ \$1,500 each)
- RSI - \$15,000 (20 faculty @ 60 hours)
- Equity Scholars - \$20,000 (10 Mentors/Mentees @ \$2,000 each)
- Online Learning Consortium (OLC) - \$8000 (OLC membership @ \$1500 & 20 faculty @ 3 hours)
- Summer Curriculum Institute- \$10,000

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
3	Student Experience Librarian	Faculty/ Adjunct FTE	Library/Campus-wide	\$150,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above. Demand for library services continues to grow. Over the past three years, the library recorded 5,750 research interactions, with 74% directly supporting students. The library also maintains 393 active LibGuides with 594,020 views, extending instruction into courses across Canvas, and has delivered more than 40 information literacy sessions since Fall 2025, demonstrating increasing faculty and student demand. Current staffing levels fall below Title 5 Faculty Librarian Standards. Based on Skyline College's FTES of 6,310, the college should have five full-time librarians, yet currently operates with only three full-time librarians and limited student-serving capacity. This gap restricts the library's ability to expand embedded librarianship, outreach, and instruction needed to support student success and close equity gaps. Adding a Student Experience Librarian will increase capacity to provide high-impact student support, expand outreach to underserved populations, and strengthen instructional partnerships across disciplines. This position is essential to sustaining current services while meeting growing demand for instruction, engagement, and student-centered library programming.				



Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
4	Increased budget for student assistants	Student Assistants/Workers	CTTL/Library/Media Services	\$88,500
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
In the Library, student assistants staff the circulation desk and provide direct support to students with Canvas, student email, and WebSMART, as well as assisting with library programs, events, marketing, and day to day operations. Four additional student assistants are needed to ensure consistent coverage and maintain responsive service to students. Media Services requires additional student assistants to support the growing number of campus events and classroom technology needs. Many events require three or more staff members for setup and troubleshooting, and three additional student assistants would provide the hands needed to support these activities effectively. CTTL projects also continue to expand, requiring logistical and project support. One additional student assistant would help coordinate materials and support ongoing faculty training and instructional initiatives. Currently, \$47,400 is budgeted across the three areas for student assistants. At approximately \$17,000 per student assistant for two semesters, this level of funding is not sufficient to meet operational needs. In total, eight additional student assistants (four in the Library, three in Media Services, and one in CTTL) are needed to sustain current services and support growing demand.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5	Accessibility Specialist/Program Service Coordinator	Classified Professional FTE	CTTL/Campus-wide	\$138,826.84
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
In addition to staffing limitations, CTTL is responding to the rapid evolution of generative AI, which requires ongoing support for new pedagogical approaches and training on emerging digital tools. At the same time, expanding compliance requirements related to accessibility and Regular Substantive Interaction (RSI) continue to place significant strain on existing resources. Ensuring that instructional materials, professional development resources, and distance education courses meet accessibility standards under the Americans with Disabilities Act (ADA) Title II presents an ongoing challenge,				

particularly without a dedicated accessibility specialist to support instructors with accessibility reviews and content remediation. The Instructional Assistant who previously served as the accessibility specialist left Skyline in 2023, and that position has remained vacant. To fully support instructors and ensure that all instructional materials, professional development offerings, and CTTL communications meet ADA Title II requirements, the addition of a classified Accessibility Specialist is essential.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
6	ZTC and CTTL Data Infrastructure and Reporting Support	Independent Contractors	CTTL & Library-ZTC	\$35,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
Zero Textbook Cost (ZTC), Low Textbook Cost (LTC), and CTTL supported initiatives continue to grow, but the data systems supporting these efforts remain largely manual and distributed across multiple departments and platforms. Currently, tracking course designations, faculty participation, grant deliverables, and reporting requirements requires repeated manual data collection, reconciliation, and entry across different systems. The manual nature of these processes, combined with the number of individuals and offices involved, creates significant inefficiencies and leaves considerable room for human error, increasing the risk of inconsistent reporting and delayed submissions. For ZTC and LTC initiatives, the absence of integrated pathway and degree mapping tools makes it difficult to efficiently track affordable course pathways and communicate clear information to students about low-cost options. Manual course tagging and verification processes limit the college's ability to scale affordable learning initiatives and maintain accurate course information across programs. Similarly, CTTL supported work, including professional development tracking, distance education reporting, accessibility initiatives, and grant compliance, requires staff to manually extract and format data from multiple sources to meet state, accreditation, and grant reporting requirements. To address these challenges, the division is requesting support to engage a consultant or professional expert to evaluate current workflows and recommend solutions to streamline data collection and dissemination processes. This work may include identifying opportunities to integrate with existing college systems, potentially through tools such as Learning Tools Interoperability (LTI), to reduce duplication of effort and improve data reliability across platforms. Investment in centralized data tools and streamlined reporting processes is necessary to improve data accuracy, reduce duplication of effort, minimize risk of human error, and support the continued growth of ZTC and CTTL initiatives. By standardizing data collection and reporting processes through centralized tools, the college will reduce the time required for manual data reconciliation and improve reporting accuracy for ZTC and CTTL initiatives,				



allowing staff to shift time from data compilation to direct support of faculty and students. In the long term, these improvements will reduce personnel time devoted to manual processes while increasing the overall accuracy and reliability of institutional data.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
7	Modernize Learning Commons spaces with comfortable furniture, tech collaboration spaces/furniture, a new circulation desk, and a mobile reference desk	Other	Learning Center/Library	150,000

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 upgrade and modernization of the Library and Learning Center's instructional, service, and learning spaces so that students experience a comfortable, welcoming, and functional environment that supports teaching and learning. Funding for updated and comfortable furniture is essential to creating spaces where students can study, collaborate, attend workshops, and engage in academic support services for extended periods of time. This includes the replacement of the Library's circulation desk and the addition of a mobile reference desk for librarians, both of which will improve service delivery, visibility, and accessibility for students seeking assistance.

Additional funding will also support the creation of collaborative technology spaces and private areas, such as study pods, where students can participate in hybrid classes, tutoring, and other academic support sessions without disruption. These spaces are increasingly important as students balance in-person and online learning needs while remaining on campus.

If you have additional resource requests, please copy and paste new boxes below, and be sure to update the priority ranking.