



**Submitted: June 4, 2015**

**Division Program Review: Academic Support and Learning Technologies**

**Year: 2015**

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**ASLT Vision Statement:**

*A college is, above all things, a community of learners. To create success inside the classroom, both faculty and students must be part of a thriving academic culture outside the classroom. The Academic Support and Learning Technologies (ASLT) division seeks to nurture and develop this culture by supporting those programs, services and initiatives that work outside the classroom to contribute to student success and that give faculty and students opportunities to work together as a community.*

*As part of its commitment to promoting faculty collegiality, the ASLT supports the Professional Development, Center for Academic Excellence and Student Learning Outcomes (assessment) programs.*

*As part of its commitment to promoting student community, the ASLT supports the Honors Project, Project Change, the Basic Skills Initiative, Learning Communities, Middle College, and Distance Education, as well as the Learning Support Centers and the Learning Center.*

*All of these are inter-disciplinary, extracurricular programs and initiatives that create the college beyond the classroom walls.*

The Academic Support and Learning Technologies division was established February 03, 2014. The ASLT division supports the **College's diversity statement** by fostering an academic learning environment, which values the experiences and perspectives of others. In this environment, diversity matters and is manifested through the division's planning processes, service/programs, and staff development. The division dean is committed to hiring and retaining team members who represent a wide range of cultural diversity and who are dedicated to the deliberate inclusion of multicultural competence in all areas of their work.

Please find below projects/initiatives in 2014-2015 that were accomplished and see attached ASLT Community Highlights.

CSM Institutional Priorities 2008-2013: Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services; Priority 4: Professional Development; Priority 5: Integrated Planning Cycle, Fiscal Stability, and the Efficient Use of Resources; Priority 6: Institutional Dialog (*CSM Institutional Priorities draft updated on 12-11-13*)

<b>PROGRAM/PROJECT/INITIATIVE 2014-2015</b>	<b>ACCOMPLISHED (Y/N)</b>	<b>COMPLETED GOALS (Y/N)</b>	<b>NOTES/INST PRIORITIES</b>
Basic Skills Initiatives	Approval of institutional committee status <b>Y</b>	Develop priorities and institutional action plan <b>Y</b>	1.1, 2.1, 4, 6.1, 6.2
College Initiative: ACCEL (AB 86)	Identified and coordinated team members for Adult-Education College and Career Educational Leadership (ACCEL) <b>Y</b>	Continue to plan and participate through 2015 <b>Y</b>	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3, 4, 6.1, 6.2
College Initiative: Reading Apprenticeship	Institutionalized program 2014 <b>Y</b>	Develop budget and action plan <b>Y</b>	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.3, 4
College Initiative: Supplemental Instruction	Institutionalized program 2014 <b>Y</b>	Develop budget and action plan <b>Y</b>	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.3, 4
Distance Education and Technology	Development of Student Orientation for WebAccess and development of training modules for use in new faculty institute <b>Y</b>	Implement Summer 2014 and Fall 2014 <b>Y</b>	1.1, 2.4, 3.1, 3.3, 4
Honors Project	COI approval of IDST courses <b>Y</b>	Institute new Honors seminar courses for Fall 2014 <b>Y</b>	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 4
Learning Community Programs	Umoja institutionalized 2014 <b>Y</b>	Begin program Fall 2014 <b>Y</b>	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.3, 4, 6.1, 6.2, 6.3
Professional Development: Center for Academic Excellence	In consultation with Academic Senate leadership, redesigned SoTL and renamed it Center for Academic Excellence <b>Y</b>	Identify location of center and develop action and staffing plan <b>Y</b>	1.1, 1.2, 1.3, 1.4, 1.5, 4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3
Professional Development: Habits of Mind (HOM)	Promoted a new campus wide initiative in support of student success <b>Y</b>	Implement HOM in AY 2014-2015 <b>Y</b>	1.1, 1.2, 1.3, 1.4, 1.5, 4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3
Professional Development: New Faculty Institute	In consultation with Academic Senate leadership and professional development coordinators, developed a program to support new FT faculty, the New Faculty Institute will incorporate CCTLP <b>Y</b>	Launch program Fall 2014 in support of new FT faculty cohort <b>Y</b>	1.1, 1.2, 1.3, 1.4, 1.5, 4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

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<b>PROGRAM/PROJECT/INITIATIVE 2015-2016</b>	<b>GOALS</b>	<b>TIMELINE</b>	<b>NOTES/INST PRIORITIES</b>
Basic Skills Initiatives	In partnership with CAE and DIAG, develop comprehensive plan for <i>Good Teaching</i> initiative	Develop Summer 2015 and Fall 2015	1.1, 2.1, 4, 6.1, 6.2
College Initiative: ACCEL (AB 86)	Continue to identify CTE programs to build career pathways from the Adult School to CSM	Continue to plan and participate through 2016	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3, 4, 6.1, 6.2
Distance Education and Professional Development	Development of a DE and PD district-wide program that results in improved student success and retention that is heavily influenced by the needs within distance education and ACCJC standards around distance education.	Dialogue and develop Fall 2015	1.1, 2.4, 3.1, 3.3, 4
Learning Community Programs	Establish a Learning Communities Coordination Council	Begin dialogue with ASGC Fall 2015	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.3, 4, 6.1, 6.2, 6.3
Professional Development: Mindset 4.0	Continue to promote and establish Mindset 4.0	Embed Mindset 4.0 practices in AY 2015-2016	1.1, 1.2, 1.3, 1.4, 1.5, 4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3
Professional Development: CAE Institutional Plan	In consultation with ASGC, CAE, and Dean of ASLT develop a comprehensive PD plan	Dialogue and draft plan in Fall 2015	1.1, 1.2, 1.3, 1.4, 1.5, 4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3
Student Learning Outcomes	In partnership with College Assessment Committee and SLO Coordinator revamp SLO Website	Dialogue and develop Fall 2015	1.1, 2.4, 3.1, 3.3, 4
Student Learning Outcomes GE Assessment Pilot	Create forms / guidelines for faculty for GE-SLO assessment and recruit 15-20 faculty across disciplines for participation	Fall 2015	1.1, 2.4, 3.1, 3.3, 4

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Resources Requested (Non-Duplicates with Individual Program Reviews)

**Classified Staff:**

- .48 part-time Program Services Coordinator for **MANA Learning Community** – **Estimated cost = \$30,000**
- 1.0 full-time Program Services Coordinator for **Project Change Learning Community** – **Estimated cost w/o benefits = \$65,000**
- 1.0 full-time **DE Coordinator/Instructional Designer** (Replacement of faculty position from 10 mo to 12 mo) increase from .50 to 1.0 (**We currently have \$55,000 budgeted for this position so increase by 30,000 plus benefits**) – **Total estimated cost w/o benefits = \$84,000** (Rate is based on Instructional Technologist salary schedule)
- .48 part-time Office Assistant II for Puente/Umoja Village – **Estimated cost = \$21,000**
- .48 part-time Program Services Coordinator for Professional Development – **Estimated cost = \$30,000**

**Equipment and Technology:**

- The **Professional Development** (PD) program, in conjunction with the **Distance Education** (DE) program provides distance education training and tech training for faculty and staff. DE and PD are requesting 10 Mac laptops for Mac users to effectively receive training. **Estimated cost = \$17,000 Mac laptops**
- **PD** is requesting a college-wide license for Lynda.com, an online learning company that provides online classes on a wide variety of topics relevant to CSM faculty and staff. For example, effective use of technology, software training, course design, and classroom management. **Estimated cost = \$12,000 Lynda.com license**

**Facilities:**

- **Middle College** requires an additional classroom for program expansion in the new Building 19.
- The **Professional Development** program requires a dedicated space for PD activities, workshops, inquiry groups, presentations, and meetings. Currently, the Center for Academic Excellence, Rooms 18-206 and 18-207 are also used for instruction, and do not adjoin. The program needs two adjoining rooms with a wet bar or kitchen, office space for two staff, and storage for workshop and promotional materials. One room would be used as a computer-assisted classroom, a “tech training room”, and contain rolling tables, a presenter station, and be equipped with Mac and PC computers. The other room would be a meeting and seminar space that would have flexible layout with rolling circular tables and chairs. Both would be “smart” classrooms with digital projectors and sound system. The offices would house the Distance Education Instructional Designer/Coordinator and PD Program Services Coordinator. **Cost TBD**

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- New **Honors Project** coordinator office and student community space/lounge, as part of the renovation plans for B17 (new learning community area), including (ideally) computer station workspace for student research projects and Labyrinth production.

#### **Faculty Coordinator:**

- 1.0 full-time Faculty Coordinator for **Professional Development** – The cost to replace one instructor is approximately \$65,500. **Estimated cost w/o benefits = \$65,500 (See attached for description of duties)**
- 6 units of reassigned time for **Student Learning Outcomes Coordinator; increase from 3 units to 6 units – Estimated cost for replacement = \$5,000**

#### **Instructional Materials:**

- Teacher training texts/journals and staff development resources related to work with underprepared students and students in Basic Skills/ESL courses. Build a library of professional development resources in the Center for Academic Excellence for faculty and staff. **Basic Skills Initiative and Professional Development – Estimated cost = \$700.00**
- Resource Materials (books) for **Writing in the End Zone Lending Library – Estimated cost = \$300.00**

#### **Student Assistant (SA):**

- 1 part-time SA, 5 hours per week for 32 weeks to support **Basic Skills Initiative** projects – **Estimated cost = \$1,500**
- 1 part-time SA, 5 hours per week for 32 weeks to support **Professional Development** projects – **Estimated cost = \$1,500**

#### **Other Expenses:**

- 5 sets of graduation caps and gowns to be loaned out to **Writing in the End Zone** students participating in graduation ceremonies – **Estimated cost = \$400.00**
- 30 parking passes per semester for **Writing in the End Zone** students – **Cost TBD**
- **Writing in the End Zone** Food Pantry – **Cost TBD**
- Gift Cards for faculty participating in **Student Learning Outcomes** GE-SLO assessment pilot (10-15 faculty at \$250.00 each) – **Estimated cost = \$2,500-\$3,750**

**Additional Information:**

- **What happens if the SLOAC remains a three-unit position?** Three units gets you relatively little of a faculty member's attention. At the current rate of three units, over the next two to three years, we will most likely proceed at a glacial pace, dispensing with some of the more substantial goals to focus on those that ensure compliance.
- The Professional Development Coordinator will submit a three-year plan to IPC in Fall 2015. The program mission is to provide a robust professional development program for faculty, staff, and administrators that meets the needs of the institution and addresses the institutional mission and priorities. This plan will include requests for staffing, facilities, instructional materials, and equipment.
- Many of the programs under the ASLT division should submit an annual program review. The ASLT Dean will consult with the Vice President of Instruction on this matter.
- The state-wide Online Education Initiative will have a positive impact if we have the sufficient staffing to address recommendations.