

**Ohlone College
Title III Grant Review
Comprehensive Report
May, 2007**

**“Strengthening Institutions Program” by
Assisting Ohlone College to Accomplish its Strategic Plan
Learning College Model
Promoting Student Success**

**Activity: Improved Student Success Rates through New Learning Methods and
Technology**

CDP Goal 1

CDP Related Goals	Measurable Objectives	Yr.1 05-06	Yr.2 06-07
Develop across the curriculum teaching methods and technologies that hold the most promise to improve success of under prepared students	1.1 Increase the number of full-time faculty trained in active and collaborative learning methods from 5% to 75% by end of Spring 2010 (Year Five) compared to initial baseline Year 1 – 5% to 20% Year 2 – 20% to 40%	A	A
	1.2 Increase the number of faculty trained in active/collaborative learning methodologies from 20% in 2005 to 40% by 9/07 Year 1 – 20% to 40% Year 2 – 40% to 60%	A	A
	1.3 Achieve engagement of 100% of full-time faculty in new learning methods and systems by end of Spring 2010 (Year Five) Year 1 - Faculty mentors 0 to 8 12 Improvement Projects approved & scheduled Year 2 – Faculty mentors 8 to 16 12 Improvement projects implemented 16 Improvement projects approved & scheduled	A A	IP A A
	1.4 Achieve engagement of 15% of part-time faculty in new learning methods and systems by end of Spring 2010 (Year Five)		

CDP Goal 1 - Accomplishments

1. Learning Space Design

- a. Learning College Task Force (LCTF) facilitated Learning Space Design education and initial implementation.(2005-06) This work specifically related to developing the Experimental Classrooms – 1402 and 1406 and the Innovation and Technology Center (ITC) – 1407A & B, 1408, and 1409
- b. Dr. Susan Fry, Specialist in the Creation of Enriched Educational Environments, provided discussion workshop at LCTF Meeting, January 19, 2006 and gave a luncheon speech, January 20, 2006
- c. Partnership with Stanford on Learning Space Design
 - i. Visit to Wallenberg Hall, February 24, 2006
 - ii. Wallenberg Hall Staff visit Ohlone College, May 4, 2006 for consultation and facilitated a workshop on our campus
 1. Stig Hagstrom, Director, Stanford Center for Innovations in Learning
 2. Dan Gilbert, Academic Technology Specialist
 3. Bob Smith, Director of Academic Technologies
 4. Adelaide Dawes, Wallenberg Hall Facility Manager
 - iii. Second workshop on Learning Space Design and Creative Teaching Methodologies by Stanford folks - August 8, 2006
- d. Workshop at OneWork Place on possible furniture and technology to promote flexibility and engagement in learning environments - April 28. 2006
 - i. Follow through visits from OneWork Place staff to Ohlone College
 1. Viewed classrooms, made measurements and created design options.
 2. Met with faculty, management and staff to discuss furniture and technology options.
 3. Provided 3 tables and 3 chairs for all to view and experiment with.
- e. LCTF members and other interested faculty, management and staff visited Teaching Learning Centers
 - i. Evergreen and San Jose City College, February 10, 2006
 - ii. Stanford, February 24, 2006
- f. Developed partnership with Steelcase for furniture and technology purchase. Many meetings conducted and one trip to Steelcase Head Quarters in Michigan.(December 2006)

2. Experimental Classrooms (1402 and 1406) opened Fall 2006

- a. Faculty training on the new equipment and innovative use of classroom learning space is ongoing. Online wikki developed for feedback. DVD created on use of this space. Implementation and evaluation of these classrooms is the dissertation project of one of our Deans. Faculty and students find this new learning space to be futuristic, allowing increased active, collaborative and technology based learning methodologies.
- b. Courses offered Fall 2006 and Spring 2007

3. Center for Innovation & Technology

a. 2005-06

- i. LCTF discussed philosophy, goals, and ongoing management; plans submitted to College Council for further discussion. Plans also discussed at Faculty Senate and Curriculum Committee meetings
- ii. Web Site and Logo developed
- iii. Developed goal and design themes along with plans for structure, lighting, furniture, environment, and technology upgrades.
- iv. One Work Place developed some potential designs for consideration.
- v. Discussed formation of a community based “Friends of the Teaching and Learning Institute” – concept approved by Faculty Senate and the LCTF

b. 2006-07

- i. The Innovation and Technology Center for faculty and staff professional development was completely renovated. The College paid for paint, new carpeting, new window coverings, full spectrum lighting, upgrading the infrastructure and furniture. The Title III grant paid for new hardware and software. For more information, go to the ITC website - <http://www.ohlone.edu/org/itc/>
- ii. ITC room scheduling - <http://www.cheryllambert.com/ohlone/calendar/main.php?calendar=itc&view=week>
- iii. The Innovation and Technology Center (ITC) offered 17 workshops and conducted 26 one-on-one mentoring sessions related to using technology in courses, Fall 2006. The ITC offered the same workshops and conducted numerous mentoring sessions during spring 2007. (Detailed report is available for review) Additionally on-going training available on walk-in basis.
- iv. Resources (Books) purchased, cataloged and available in the ITC (list available for review)

4. Staff Development 2005-07

- a. Focus is on a holistic approach to design and support professional development activities for faculty, staff and management
- b. During the 2006-07 academic year
 - i. 146 full-time faculty took workshops in active, collaborative learning
 - ii. 136 full-time faculty took workshops in technology assisted learning
 - iii. 104 part-time faculty took workshops in active, collaborative learning
 - iv. 31 part-time faculty took workshops in technology assisted learning
- c. Development of online staff development calendar <http://www.cheryllambert.com/ohlone/calendar/main.php?calendar=staffdev&view=week>
- d. First Learning College Activity week conducted the week prior to the semester’s start, August 21 – August 25, 2006. Fifty-four workshops were conducted with a major focus on active, collaborative and technology based learning methods. (Schedule is available for review).

- e. Second Learning College Activity week conducted January 22 – January 26, 2007. Fifty-six were conducted. (For more information, go to the Staff Development web site - <http://www.ohlone.edu/org/staffdev/lcactivitiesweek.html>)
- f. Staff Development Needs Assessment Survey developed and sent out to all campus employees Fall 2006. Responses were received from 57 full-time faculty, 34 part-time faculty, 31 staff, 4 confidential employees, 5 managers/supervisors, and 1 Dean/VP. Survey results used to develop additional workshops. (Responses available for review)
- g. Evaluation survey developed and sent out for second Learning College Activity Week. Survey responses used for future planning. (Responses available for review)
- h. Microsoft IT Academy offered free to all faculty and staff 2006-07 - 18 employees participated. For data about the Microsoft Academy interface - <http://www.ohlone.edu/org/staffdev/docs/stafflearningflyer.pdf>
- i. Ongoing CurricUNET workshops and one-on-one training offered. For more information, see CurricUNET website - <http://www.curricunet.com/ohlone/>
- j. Ongoing Science Brown Bag seminars offered http://www.ohlone.edu/instr/div_math_science/brownbagseminars.html
- k. Faculty Peer Support sessions offered for faculty to share teaching strategies
- l. Active Collaborative Teaching Strategies Discussion Group formed
- m. Online Teaching Strategies group formed discussion successes and woes
- n. English Literature discussion group formed
- o. Guest Speakers at Ohlone (Fall 2005-Spring 2007):
 - i. From Compliance to Improvement: A Student Learning Outcomes Assessment Cycle facilitated by Dr. Norton Grubb, August 11, 2005
 - ii. Learning Community Symposium facilitated by Dr. Norena Badway with a keynote luncheon speaker, Dr. Susan Frey, on “The Effect of the Environment on Learning” – January 20, 2006 -Enthusiastic participation by 65 people
 - iii. Stanford group on Learning Space Design – Spring 2006
 - iv. Learning Community Curriculum Retreat” facilitated by Gillies Malnarich, the Co-Director of the Washington Center for the Improving the Quality of Undergraduate Education, May 18, 2006 - Enthusiastic participation by 35 people
 - v. Vicki Warner and Juan Cruz from the state office in Sacramento facilitated a workshop at a Curriculum Committee meeting, Monday October 2, 2006 on Noncredit education
 - vi. Representative from State Chancellor’s Office re: Distance Education Regulations, March 2007 Video of this talk was created by the ITC staff
- p. Sampling of Webinars offered: Digital Resume Portfolio; Online Advising, Career Services, Tutoring, and Counseling Services; Creating a Sense of Community: Online Student Unions, Chats, Discussion Boards; Creating a Successful online Orientation; Encouraging Faculty to Collaborate Across the Disciplines and others
- q. College-wide retreat for Ohlone Faculty on SLO and Assessment – March 4, 2005

- i. Conducted by the Ohlone Team that attended the WASC workshop (Martha Brown, Jon Degallier, Deb Parziale, Ron Travenick, Barbara Tull)
 - ii. Agenda included: student centered curriculum; overview of SLO and assessment; activities related to assessment of SLO (rubrics, alignment matrix, embedded assessments); resources
- r. Instruction Skills Workshop facilitated by Susan Cunningham, Kerrie Kawasaki-Hull, Robert Mitchell, Nancy Pauliukonis, September 16, 23, 30, 2005; planned to offer again Fall 2007
- s. Collaborative Learning Workshop facilitated by Vicki Curtis and Marilena Tamburello – 2005-06
- t. Self-paced Online Technology Tutorials facilitated by William Paoli
- u. iTunes University implemented in Fall 2006 with initial pilot including 10 faculty. During Spring 2007 the iTunes web interface was updated and a second pilot group was organized. For more information see - <http://itunes.ohlone.edu/>
- v. Wide spread use by faculty of blogs and web-based tools
- w. In 2005-06, Staff Development funded 275 people to attend conferences/workshops (includes workshops offered at Ohlone College with multiple participants); in 2009-07, approximately 100 people were funded
- x. New Faculty Orientation Program
 - i. New Faculty Mentor program was revised and approved. This new plan supports the College mission of a “Learning College Model.” This plan facilitates the development of a “First Year Faculty Professional Development Plan” to provide structure *and* flexibility in meeting new faculty needs and incorporates support for implementing teaching methodologies and developing curriculum to engage learners.
 - ii. Created a new position “Lead Mentor” for the new faculty mentors. This person will organize the mentor process, provide an orientation for the mentors, and act as a consultant.
 - iii. Facilitated by Lesley Buehler with 10 new faculty members 2005-06
 - iv. Facilitated by Marge Segraves with 7 new faculty members 2006-07
- y. Memberships
 - i. <http://www.4faculty.org/> - web site which contains an array of information on teaching and learning
 - ii. The Professional and Organizational Development Network (POD) – National organization that has information of faculty and staff development. See <http://podnetwork.org/>
- z. Revision of Staff Development web site and all staff development forms to integrate College values, goals, student learning outcomes, and assessment. <http://www.ohlone.edu/org/staffdev/>
- aa. Successful implementation of Staff Development/Title III Access Database to monitor attendance and workshops offered, Developed with facilitated by Nathan Brown, Lesley Buehler, Deb Parziale, and Rob Smedfjeld. Reports on Staff Development website. (demonstration is available on request)
- bb. ITC Coordinator coordinated with @ONE from Evergreen College to host new innovative sessions at Ohlone June 2007 <http://www.ccone.org>

5. Distance Education - Spring 2007
 - a. 31 Hybrid Courses
 - b. 115 Web Enhanced
 - c. 145 completely online
 - d. Total: 291 courses
6. Developed comprehensive Staff Development Plan for 2007-08
- 7. Title III Mentors**
 - a. In Spring 2006, the Learning College Task Force (LCTF) developed criteria for faculty who would serve as technology and active/collaborative learning methodology mentors
 - b. LCTF members *suggest* the following mentor criteria:
 - i. Desire to be a faculty mentor
 - ii. Be creative and innovative in developing and implementing mentor techniques
 - iii. Employed as a full time faculty member at Ohlone College for one or more academic years
 - iv. Willing to spend one paid week in the summer learning and planning with other faculty mentors
 - c. Mentors will be needed in the following areas:
 - i. Active/collaborative learning methodologies
 - ii. Technology-assisted learning methodologies
 - iii. Developing and implementing learning communities/cohorts
 - d. Preferable to have mentors come from a variety of departments
 - e. The Learning Communities Coordinator will be the Lead Mentor
 - f. Need continued discussion on how to incorporate Classified Staff into this process. Staff want to be involved in mentoring, learning communities, and flex programs
 - g. Six day training of 8 mentors for both technology and active/collaborative learning methodologies took place summer of 2006 (Detailed report available)
 - h. Ideas were shared among mentors who brought a variety of skills covering both technology and active/collaborative learning
 - i. Each mentor identified a particular area they would be comfortable mentoring others in
 - j. Development of Title III Mentor email address - mentors@ohlone.edu - and web site - <http://www2.ohlone.edu/people2/bbradshaw/mentor>
 - k. Mentor Activities 2006-07
 - i. Workshops and one-on-one mentoring for Distance Education
 - ii. Workshops and one-on-one mentoring for Technology assisted learning and classroom management methodologies including camtasia, web page development, use of Web Advisor 3, use of excel for grading, use of MAC Computers, use of Tablet PCs
 - iii. Assisted ESL/Basic Skills faculty to develop a data base to capture student data
 - iv. Workshops and one-on-one mentoring for faculty developing and teaching in Learning Communities. Faculty working together in the learning

communities have reported an increase in the use of collaborative learning due in part to the collaborative nature of some of their integrative assignments and the opportunity to learn from each other as a result of working so closely together.

- v. Active and Collaborative Teaching/Learning Group formed Spring 2007. A group of about 6-8 faculty, including several part-time faculty, met to discuss and share collaborative techniques, select one to implement in their classes, and evaluate the results of that implementation in the next coaching session. The group has been very successful and has expressed a desire to continue into the next school year

8. Learning Communities and Cohorts

- a. As Learning Community Coordinator, Vicki Curtis
 - i. Held Learning Communities Fair on May 1, 2006 in Ohlone College Quad. Faculty from the fall learning communities shared information about their learning communities and provided information on learning communities in general
 - ii. Facilitated two workshops in August 2006 for faculty just beginning in learning communities
 - iii. Held regular in-person or virtual meetings with the fall semester learning community faculty teams to assist with planning, assessment, and troubleshooting of challenges in the LC's
 - iv. Led two learning community brown bags where LC ideas and successes were shared
 - v. Established a learning communities advisory group composed of representatives from all campus services and programs to establish and define learning community procedures for learning community advertisement, recruitment, enrollment, tracking and design
 - vi. Designed and distributed informal LC student surveys to collect feedback from the students in the fall 2006 learning communities
 - vii. Arranged for a group of faculty to attend the Regional Learning Communities Consortium's annual Fall Fandango conference
 - viii. Learning communities have been very positive for the students involved. A survey given to learning community students in December of 2006 indicated that the majority of students were very pleased with their learning community experience. (see attached student comments taken from the survey) Many of them stated that they would recommend taking a learning community to other students. The only downfall mentioned was the time commitment due to the large number of classes included in the learning communities. They preferred to have only 2-3 linked classes. (Student comments available)
 - ix. Development of Learning Community web site
<http://www.ohlone.edu/org/itc/learningcomms/>
 - x. Development of University Express web site
<http://www.ohlone.edu/org/univexpress/>

- xi. Description and advertisement of Learning Communities in College Catalog and Class Schedules
 - xii. Learning Communities banners made
 - xiii. Joined the Regional Learning Communities Consortium and will be sending a team to their Fall Fandango Workshops to support learning Communities on October 20, 2006 at Mission College. This consortium includes Skyline, San Mateo, Canada, Cabrillo, Hartnell, Foothill, De Anza, West Valley, San Jose City, Mission, Evergreen and Gavilan.
- b. Twelve new Learning Communities were developed and successfully run from Fall 2005 through Spring 2007. Four additional Learning Communities were developed however were cancelled due to low enrollment. Subsequently, marketing of Learning Communities has improved through written information in the College catalog and Class Schedules. Faculty and Counselors promote enrollment. Banners have been created.
- c. Six Learning Communities for Fall 2005
- i. University Express (Group 1)
 - 1. ENGL-101A, PSY-101, HIST-117A, PD-113
 - 2. 30 common students, plus 1 that enrolled in a different ENGL-101A
 - ii. University Express (Group 2)
 - 1. ENGL-101A, PSY-101, HIST-117A, PD-113
 - 2. 17 common students, although 3 of these were not in PD-113
 - iii. University Express
 - 1. For developmental students
 - 2. ENGL-151B, ENGL-163, SOC-101, PD-113
 - 3. 29 common students
 - iv. University Express
 - 1. For developmental students
 - 2. ENGL-151A, ENGL-162, PD-212C
 - 3. 23 common students; Note: This cohort originally included the cross-listed class ART/IS/MUS/TD-100, but only 10 of the cohort's students were enrolled in this course at census
 - v. "On with the Show in English"
 - 1. For ESL Students
 - 2. ESL-151/SPCH-151, TD-118
 - 3. 25 common students
 - vi. Puente (NEW)
 - 1. Devoted developmental English students with Hispanic heritage
 - 2. ENGL 151B, PD 113, ENGL 163
 - vii. Note: Two other Learning Communities were listed in the class schedule, but enrollments did not demonstrate a common cohort of students.
 - 1. "Looking Out/Looking In": ENGL-127& SPCH-103 (the ENGL class was cancelled, and the SPCH students did not share a common ENGL).

2. "Looking in the Mirror": ENGL-101A & HIST-117A (only 6 students in common, out of around 30 in each class)
- d. Two Learning Communities for Spring 2006
- i. "On the Road to Research & College Success" (NEW)
 1. Online Learning Community
 2. ENGL-101A, PD-113, LS-101 X
 3. 15 students in common, out of 16, 19, & 20, respectively
 - ii. "On with the Show in English"
 1. For ESL Students
 2. ESL-151/SPCH-151, TD-118
 3. 23 students in common, out of 23 & 24 respectively)
 - iii. Note: Other Learning Communities were listed in the class schedule, but enrollments did not demonstrate a common cohort of students.
 1. "English in Psychology": PSY-101 & ENGL-101A (the ENGL class was cancelled, and the PSY students do not share a common ENGL class at all).
 2. "Golden Four": MATH-156, ENGL-101A, & SPCH-101 (the MATH class was cancelled, and there were very few students common to the other two classes).
 3. "Business of Biotechnology": BIOT-100, BA-123, & BA-125 (none of the BIOT students were in either of the other classes, and the two BA classes had a very small number of common students).
 4. There were three University Express cohorts planned for Spring 2006, but the common number of students did not seem to demonstrate a true cohort:
 - a. ENGL-151B, ENGL-163, PD-113, and SOC-101 or PSY-101
 - b. ENGL-101A and HIST-117A
 - c. HIST-117B and ENGL-101B or ENGL-101C
- e. Seven Learning Communities Fall 2006
- i. Ohlone College Investigative Analyst (NEW)
 1. ENGL 101A, HIST 117B, PHIL 106
 - ii. Who Am I in America? (NEW)
 1. Devoted to ESL students
 2. ESL 184R, ESL 184W, PSY 101, CAOT 120, PD 150
 - iii. On the Road to Research & College Success
 1. Online Learning Community
 2. ENGL 101A, LS 101, PD 113
 - iv. Puente
 1. Devoted developmental English students with Hispanic heritage
 2. ENGL 151B, PD 113, ENGL 163
 - v. Three University Express

1. Two for developmental English students
 - a. ENGL-151A, ENGL-162, HIST-117B, PD-113
 - b. ENGL-151B, ENGL-163, SOC-101, PD-113
 2. One with all college level courses
 - a. ENGL-101A, BIOL-105, HIST-117A, PD-111
- f. Six Learning Communities Spring 2007
- i. High Tech Hijinks: Reading and Writing in a High Tech World (New)
 1. Devoted to developmental English students
 2. ENGL-151B, ENGL-163, CNET-101
 - ii. Overcoming Algebra (New)
 1. Devoted to developmental Math students
 2. MATH-199, MATH-151A, PD-111
 - iii. Debate Today's Issues with Tomorrow's Leaders (New)
 1. SPCH-106, PS-102
 - iv. On With the Show: In English?
 1. Devoted to ESL students
 2. ESL-151, TD-118
 - v. Two University Express
 1. One for developmental English students
 2. One with all college level courses
 - vi. Athletic Cohorts
- g. Needs:
- While learning communities are flourishing on campus, there is a need for providing more planning time for the LC faculty to better integrate their courses and design more project-based learning. Faculty have expressed a desire for a reduction in workload particularly for work in a new learning community, or a college day/afternoon/hour when no classes are held to allow for planning/assessment meetings.
- h. Analysis
- i. Projects completed
 1. ESL students created their own study guide/vocabulary podcasts
 2. ESL learning community students designed and developed a website for their ESL learning community which showcased their work in the learning community through a "homegrown" type of e-portfolio.
 - ii. Understanding of and implementation of learning communities on campus is rapidly expanding. Faculty are designing more and more integrated assignments across disciplines within their LC's. More and more faculty are exploring possibly disciplinary intersections as a basis for creating new learning communities, and the University Express program continues to grow and flourish. Much of this comes as a result of LC brown bags, on and off campus retreats and workshops, LC team meetings, and better advertising of the LC program in the class schedule and on the Ohlone website

9. Faculty Innovation in Learning Projects

a. 2005-06

- i. LCTF surveyed faculty to determine perceptions of the terms “active and collaborative learning methodologies” and “technology-assisted learning” as identified in the grant. Responses were tallied. Definitions written and approved by Faculty Senate, Curriculum Committee and Deans.
- ii. Faculty innovation projects completed this academic year: \$500.00 stipends paid on completion of the project, funded by the college. This was a successful pilot project.
 1. Gorilla survey developed by Jon Degallier is being used through out the campus for data collection; has ability to integrate data with Colleague/Datatel.
 2. K.G. Greenstein, Perri Gallagher, & Jennifer Harper, Developed on-line Learning Community for ENGL 101A, LS 101, PD, On the Road to Research and College Success.
 3. Tom Holcomb, A Sign of Respect - Helping students acquire strategies for effective Deaf/Hearing interactions.
 4. Bunny Klopping, Using an ASL variety show as a strategy for facilitating and assessing important student learning outcomes and having fun at the same time.
 5. Paula Shoenecker and Terry Taskey, Using universal curriculum design strategies for increase writing proficiency and course completion rates for LD students.
 6. Tom Blank & Vicki Curtis, Develop and publish a scene/language exercises workbook to further develop the ESL/Acting Learning Community; develop and produce a model DVD in support of the ESL/Acting Learning Community scene work.
 7. Jim McManus, Integration of cutting edge music technology software and tools into the music program.
 8. Sam Katz, Revitalization of CRLA training for student tutors.

b. 2006-0

- i. Title III Faculty Innovations in Learning Projects
 1. Proposal developed based on assessment from the previous pilot project described above. \$500.00 stipends provided from Title III funds for faculty to redesign or develop a new course which integrates innovative, active, collaborative and/or technology assisted learning methodologies. Projects may be submitted by an individual faculty member or by a group of faculty who plan to work together to develop collaborative assignments and assessments. This includes the development of a new learning community. Each faculty member working on a project is eligible to receive a \$500.00 stipend. The ultimate goal is to foster *student engagement and success* in achieving student learning outcomes

- (SLOs) through the development and implementation of expertise in new learning practices and improvements. Creativity and innovation as well as collaboration among faculty are encouraged to meet students' unique needs.
2. Thirteen projects including 22 faculty were approved. Details can be found on the Title III web site.
 - ii. Inspiration Software project proposal submitted and approved.
 1. Inspiration Software workshop – March 3, 2006 inspired application
 2. Software purchased and installed as per proposal guidelines summer 2006
 3. Reports demonstrate effective implementation
 - iii. Virtual rehearsal studio was created near Speech lab in Hyman Hall.
 - iv. Nursing faculty training in simulation usage (3 courses use simulation)

10. Tutoring and Supplemental Instruction (LAPSI) Program

- a. Developed of two tutoring courses (0.5 units each) which meet requirements of the College Reading and Learning Association (CRLA). Upon success course completion, students become CRLA certified and can use this certification in institutions in USA and Canada; approved Fall 2005; taught Spring, 2006 by Sam Katz.
- b. Student tutors' pay scale revised Fall 2005. Steps now based on education and experience
- c. Surveys used for assessment of tutor courses and student performance are being placed within the Gorilla Survey tool – January & February, 2006
- d. Development of a new Supplemental Instruction Program (LAPSI) began Fall 2006 (Sam Katz, Sharin Maskatia, Wendi Lin, Mikelyn Stacey)
 - i. Three workshops to train faculty, staff and students have been conducted; one faculty attended a National LAPSI workshop.
 - ii. Successful pilot program with 10 courses conducted during Fall, 2006 and Spring 2007
 - iii. For more information, see LAPSI web site
<http://www.ohlone.edu/instr/studenttechcenter/lapsi.html>

11. E-portfolio Learning Community focus group established; facilitated by Marilena Tamburello

- a. Interdisciplinary membership, included faculty, staff, and management with representation from Distance Learning Committee, Information Service staff, Faculty Senate, LCTF and others
- b. Goal: to analyze and evaluate potential E-Portfolio Software systems.
- c. E-Portfolio Workshops
 - i. Task Stream
 - ii. iWebfolio (Nuventive)

- iii. WebCT 6/Blackboard
- d. Presentations/Discussions conducted at Curriculum Committee and Faculty Senate
- e. Decision to use WebCE6/Blackboard – May 2006

CDP Goal 2

CDP Related Goals	Measurable Objectives	Yr.1 05-06	Yr.2 06-07
2. Improve curriculum and methodology for ESL and basic skills learning including integration with college-level courses	2.1 Increase the number of ESL and basic skills faculty with technology assisted curriculum skills from 50% to 100% by Fall 2008(Year Four) compared to initial baseline		
	2.2 Increase the number of ESL and basic skills faculty with active and collaborative learning methods knowledge from 20% to 100% by Fall 2008(Year Four) compared to initial baseline		
	2.3 Increase the number of ESL and basic skills students attaining college level computer skills from 25% to 75% by Fall 2009 (Year Five) compared to initial baseline		
	2.4 Increase the number of ESL and basic skills students persisting to college-level studies from 40% to 60% by Fall 2009 (Year Five) compared to initial baseline		
	2.5 Increase the number of ESL and basic skills students successful after attaining prerequisites, in passing college level math and English courses from 45% to 60% by end of Spring 2010 (Year Five)compared to initial baseline		
Year 2 - objective	*Pilot testing of technology-assisted/active learning in ESL and basic skills programs will result in a 10% increase in the number of students successfully completing the courses and moving on to the next level of instruction as compared to 2004 baseline data for like courses		

- 1. Staff Development – See Goal 1
- 2. Basic Skills
 - a. Basic Skills faculty conducted an active online dialog focused on the development of a Basic Skills Program, facilitated by Dr. Wright. Results of this activity were summarized and serve as the beginnings of a Basic Skills Program
 - b. "Basic Skills" definition (Title V) clarified; respective departments are clarifying basic skills courses offered
 - c. Vicki Curtis and Sam Katz co-chair the Basic Skills Faculty Learning Community, Spring 2006.
 - d. Basic Skills Coordination Team consisting of English, Math, ESL, and DSPS faculty and counselors was formed in Fall 2006. This group is actively involved

in professional development activities. Additionally they are assessing the Ohlone College Basic Skills Program in relation to State criteria.

CDP Goal 3

CDP Related Goals	Measurable Objectives	Yr.1 05-06	Yr.2 06-07
3. Improve educational planning, procedures and class scheduling to better support students' goals	3.1 Decrease the number of students with an Ed Plan who have class scheduling conflicts from 30% to 10% or less by end of Spring 2010 (Year Five) compared to initial baseline		
	3.2 Increase the number of students enrolled by 12 credits or more in block course and/or cohort group classes from 0% to 40% by end of Spring 2010 (Year Five)		
	3.3 Increase the accuracy of student course placements in basic skills and college-level classes from 65% to 90% by Fall 2008(Year Four) compared to initial baseline		
	3.4 Increase by 25% student satisfaction with availability of courses compared to initial baseline survey by Fall 2009 (Year Five)		
Year 1 objectives:	<ul style="list-style-type: none"> *Eliminate manual entering, retrieving and distributing student records of assessment, counseling, transcripts and work experience. *Increase ready access by counselors to student educational planning records by 50% *Increase student Satisfaction with availability & timeliness of matriculation services by 30% *Activities: Purchase optical scanning equipment & software Design & test computerized skills assessments (English & Math) 		
Year 2 objectives	<ul style="list-style-type: none"> * Increase the number of students indicating on the student survey they are able to register for the classes they need when they need them by 20% * Decrease the number of students enrolled with an Ed Plan who have class scheduling conflicts from 30% to 15% Activities: *Pilot test optical scanning system for student assessment & educational plans *Service 2 student cohorts with pilot test of electronic assessment and Ed Plans 		

CDP Goal 3

Accomplishments

1. Implemented and now assessing new computerized placement exams for ESL, English, and Math, facilitated by Wayne Takakuwa
2. Implementation of computerized wait listing facilitated by Ron Travenick.
3. Student Services Task Force
 - a. Discussed time table for the implementation of the Colleague module for student education plans
 - b. Assessing matriculation issues, including student orientation program and their relationship to student retention and the goal of recruiting more full-time student
 - c. Research – see <http://ohloneresearch.pbwiki.com/Title%20III>

CDP Goal 4

CDP Related Goals	Measurable Objectives	Yr.1 05-06	Yr.2 06-07
4. Improve student, faculty and administrator use of ERP data for decision making	4.1 Increase the number of students enrolled for 6.5 credits or more who have Web-based portfolios and education plans from 0% to 100% by Fall 2008(Year Three)		
	4.2 Increase from 10% to 100% faculty using ERP data for course management and student retention by Fall 2008(Year Three) compared to initial baseline		
	4.3 Train and follow-up administrator use of ERP data for decision making with minimum 80% satisfactory use by Fall 2009 (Year Four)		
	4.4 Increase from 40% to 80% the number of support staff fully trained in use of ERP by Fall 2009 (Year Four) compared to initial baseline		
Year 1 activities	*Consultants to train programmer/analyst, ERP special and staff *Review and revise policy to acquire full benefits of new ERP capabilities		
Year 2 objective/activities	*Increase the number of managers using ERP data for decision making according to standardized criteria from 15% to 50%. Activities: *Develop training program for faculty and managers in use of ERP for decision-making *Purchase and install new equipment and software for ERP student services demand schedule system		

Accomplishments

1. Institutional Research and Assessment Team (IRAT) formed
 - a. Initial Membership: Dr. Treadway, Mike Bowman, Rob Smedfjeld, Jim Wright, Deanna Walston, Ron Travenick, Ralph Kindred, Martha Brown, Barbara Tull, Deb Parziale
 - b. Dialog about need to research compelling and necessary information – Purposeful, intentional, useable, and with the practicality of being able to make changes based on research findings.
 - c. Plan to develop Research/Datatel Mentors
 - i. Promote the idea of research so research will become habitual
 - ii. Include use of “Query Builder” to democratize access to research data
 - d. Assist faculty to think about asking research questions and assist them to use the results for course and program improvement. Encourage “experimental approaches” in implementing change

2. **Web Site and Wikki with Information on Title III Research:**
<http://ohloneresearch.pbwiki.com/Title%20III>
3. Colleague/Datatel
 - a. Datatel Audit
 - i. Surveys related to Colleague assessment sent to the campus community, January 2006
 - ii. Looking over the list compiled in Jan 2006 to determine which items can be resolved with R18, and W.A. 3.0 or which needs to have outside resources. This falls under the ERP part of the grant.
 - b. Colleague workshop, February 2 & 3, 2006
 - c. Datatel User Group (DUG) conference was held from March 10 – March 14, 2007. This is a very important conference. It is a chance to network with other colleges with regards to challenges and solutions associated with Colleague software. There were colleges that gave presentations on their migration to Release 18, sharing helpful discoveries. Datatel Technicians were also present to provide specific technical details on the new Release 18 architecture
 - d. Install Datatel Colleague system software upgrades and updates.
 - i. Ohlone attempts to test and load system software upgrades on a monthly schedule. This task is an on-going and sustaining effort that does happen monthly.
 - e. Migration Planning for Colleague application move to Service Based Computing model and Release 18. Information Systems programming group, Systems Administrators, and Consultants met to strategize the infrastructure necessary to move our current ERP system (Colleague) to new hardware which will be hosted by the States' DTS Center. The new hardware is a requirement for the Release 18 upgrade.
4. Administrator use of ERP data for decision making.
 - a. Research of Data Warehousing concepts, architecture, and strategies was begun resulting in the beginning of some informational documentation. This effort will require further research in order to develop more detailed functional requirements and technical specifications.
5. Optical Scanning Project
 - a. Identified Vendor
 - b. Currently waiting for us to review GSA contract
6. eSARS Project
 - a. Servers were switched to maximize efficiency
 - b. Software loaded and configured
 - c. Web pages developed
 - d. System tested and bugs found

CDP Goal 5

CDP Related Goals	Measurable Objectives	Yr.1 05-06	Yr.2 06-07
5. Provide training programs for continuous improvement in all college programs and services	5.1 Increase from 0% to 100% the number of staff satisfactorily completing quality improvement training by Fall 2008(Year Three)		
	5.2 By Fall 2009 (Year Four), results of student satisfaction survey will be fully integrated into the quality improvement training		
	Year 2: Increase the number of support staff and managers completing continuous quality improvement training from 0% to 33%	A	
	Activities: hire consultant to train mangers & staff in CQI, Conduct training	IP	

Accomplishments:

1. New Ways to Work program – facilitated by Lyle Engeldinger, Dean, Human Resources/Payroll – has begun in Student Services
2. Classified Staff flex days, topical seminars, and recognition programs were approved by the Staff Development, the District and CSEA.
3. Consultant hired to train managers and staff in continuous quality improvement methods.
4. Data is being collected on current training activities completed by staff and managers.

CDP Goal 6

CDP Related Goals	Measurable Objectives	Yr.1 05-06	Yr.2 06-07
6. Improve student success and college fiscal stability through increasing proportion of full-time students and semester to semester student persistence	6.1 Increase from 25% to 40% students enrolled full-time by end of Spring 2010 (Year Five) compared to initial baseline		
	6.2 Increase by 15% over initial baseline semester to semester persistence rates of ESL and basic skills students by end of Spring 2010 (Year Five)		
	6.3 Increase by 7% over initial semester to semester persistence rates of students taking more than 6.5 credits by end of Spring 2010 (Year Five)		

Accomplishments

See Research Wikki and Strategic Plan Assessment Report

<http://ohloneresearch.pbwiki.com/Title%20III>

CDP Goal 7

CDP Related Goals	Measurable Objectives	Yr.1 05-06	Yr.2 06-07
7. Strengthen capacity to acquire and support new technologies for the new Learning College model	7.1 Upgrade college technology plan for ubiquitous strategy and universal access improvements by Fall 2006 (Year Two)		
	7.2 Acquire new software and equipment to transition to a user-owned/provided IT model by Fall 2009 (Year Five)		
	7.3 Complete training program of staff and faculty as more self-directed and capable in IT applications/maintenance by Fall 2009 (Year Five)		
	Year 1 Activities: *Hire Programmer/analyst – increased capability to convert current manual procedures to automated, integrated systems		

Accomplishments

2005-06

1. Assessment of all the technology needs at Ohlone College is underway, facilitated by Dr. Ralph Kindred, Associate VP Technology. . Assessment used to develop a five year Technology Strategic Plan related to the Learning College.

2006-07

1. Technology Committees formed and began conducting business Fall 2006
 - a. Technology Master Plan Task Force
 - b. Instructional Computing Technology Advisory
 - c. Administrative Computing Technology Advisory Committee
2. First draft of Technology Master Plan completed May 2007