

**Ohlone College
Title III Grant**

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

Comprehensive Report

Year 1: 2005-06

Year 2: 2006-07

With some initial plans and activities for Year 3: 2007-08

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)		

A-Achieved; IP-In Progress

CDP Goal 1 - Accomplishments

During the 2006-07 academic year

- 146 full-time faculty took workshops on active, collaborative learning
- 136 full-time faculty took workshops on technology assisted learning
- 104 part-time faculty took workshops on active, collaborative learning
- 31 part-time faculty took workshops on technology assisted learning

Eight mentors/learning coaches were available to assist faculty with one on one mentoring upon request.
Two experimental classrooms and an Innovation and Technology Professional Development Center were implemented.

Email list for adjunct faculty created - adjunct@ohlone.edu
Learning College dialogs and workshops open to full-time and adjunct faculty
Adjunct faculty are paid for three hours of flex workshops each semester.

Incentives in place for faculty to pursue professional development activities

- Movement on salary schedule for formal course work
- Movement on salary schedule for professional development activities that meet individual faculty development plan which has been approved by the Vice President of Academic Affairs.
- Reimbursement for workshops meeting college goals (up to \$500.00 each year)
- Stipends (\$500) for Faculty Innovations in Learning Projects which meet Title III criteria (Title III Funds)
- Stipends (\$500/semester) for Faculty Learning Coaches (Title III Funds)
- Release time for faculty participating in the Basic Skills Learning Initiative

*Results of 2007 student survey show

- 83% agree that instructors encourage active involvement and participation in classes.
- 73.5% of students say their instructors engage them by using technology in the classroom.
- 92% of students found the Ohlone campus to be a positive and supportive environment to pursue an education.
- 91.5% of students rated instructors as highly skilled and well prepared for their classes
- 90% agreed their instructors were available to talk outside of class
- 85.6% agreed that the quality of instruction at Ohlone was excellent

Details:

1. Learning Space Design to Promote Active, Collaborative and Technology-Assisted Learning

2005-06

- a. Learning College Task Force (LCTF) facilitated workshops on Learning Space Design and developed an initial framework for implementation of new strategies. 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 a workshop at LCTF Meeting, January 19, 2006 and gave a luncheon speech, January 20, 2006 at a college-wide workshop.
- 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)
- g. Planning for the ITC and Experimental Classrooms:
 - 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

2006-07

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
- c. Learning Coaches available for individual faculty mentoring in use of these rooms Fall 2007.

3. Innovation & Technology Center (ITC)

- a. 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/>
- b. ITC room scheduling - <http://www.cheryllambert.com/ohlone/calendar/main.php?calendar=itc&view=week>
- c. 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.
- d. Resources (Books) purchased, cataloged and available in the ITC (list available for review)

Fall 2007---ITC

- a. With retirement of current Coordinator, revisions to coordinator job description were completed and position is being advertised; New name – Instructional Designer/Academic Technologist.
- b. Working on developing a better process for maintaining security of hardware and software.
- c. On site coverage being maintained
- d. Professional Development

- i. Numerous workshops on new online course management system with assist to faculty migrating from old to new system.
- ii. Bimonthly Learning College Seminars focusing on Active and Collaborative Learning Methodologies initiated.
- iii. Trained and established 3 faculty instructors in using the TABLET PC's as presentation tool for in class lectures.
- iv. Countless Walk-In's with on-going faculty training

2. Plans for Newark Campus, opening January 2008

- a. Due to the fact the Ohlone Fremont campus has had the opportunity to create experimental classrooms and the ITC, the plans for tech mediated classrooms for the new NEWARK campus are being created based on the information learned from the implementation and assessment of the Fremont campus rooms. The TITLE III funds for those earlier prototypes have been worth it!

3. Staff Development 2005-07

- a. Focus is on a holistic approach to design and support professional development activities for faculty, staff and management with development of a comprehensive staff development plan that meets college goals. (See Staff Development Web Site, revised again Summer 2007)
- 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. 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/>
- e. 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)
 - i. Continuing Modification of Staff Development Database to produce much needed flex reports demonstrating the fact that Ohlone College is offering training workshops and conference funding for faculty to learn/use the new innovative Title III tools.

- f. First Learning College Activity week conducted the week prior to the semester's start, August 21 – August 25, 2006 with fifty-four workshops that had a major focus on active, collaborative and technology based learning methods. (Schedule is available for review).
- g. Second Learning College Activity week conducted January 22 – January 26, 2007. Fifty-six were conducted
- h. Third Learning College Activity week conducted August 20 – August 24, 2007 with fifty workshops. . (For more information, go to the Staff Development web site - <http://www.ohlone.edu/org/staffdev/lcactivitiesweek.html>)
- i. 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)
- j. Evaluation survey developed and sent out for second and third Learning College Activity Week. Survey responses used for future planning. (Responses available for review)
- k. 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>
- l. Ongoing CurricUNET workshops and one-on-one training offered. For more information, see CurricUNET website - <http://www.curricunet.com/ohlone/>
- m. Ongoing Science Brown Bag seminars offered http://www.ohlone.edu/instr/div_math_science/brownbagseminars.html
- n. Faculty Peer Support sessions offered for faculty to share teaching strategies
- o. Active Collaborative Teaching Strategies Discussion Group formed
- p. Online Teaching Strategies group formed discussion successes and woes
- q. English Literature discussion group formed
- r. 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
- s. 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
- t. 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
- u. Instruction Skills Workshop facilitated by Susan Cunningham, Kerrie Kawasaki-Hull, Robert Mitchell, Nancy Pauliukonis, September 16, 23, 30, 2005; planned to offer again Spring 2008.
- v. Collaborative Learning Workshop facilitated by Vicki Curtis and Marilena Tamburello – 2005-06
- w. Self-paced Online Technology Tutorials facilitated by William Paoli
- x. Wide spread use by faculty of blogs and web-based tools
- y. In 2005-06, Staff Development funded 275 people to attend conferences/workshops (includes workshops offered at Ohlone College with multiple participants); in 2006-07, approximately 100 people were funded.
- z. 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
 - v. Facilitated by Marge Segraves with 12 new faculty members 2007-08
- aa. ITC Coordinator coordinated with @ONE from Evergreen College hosted new technology innovative sessions at Ohlone June 2007 <http://www.ccone.org>

4. Distance Education

a. Spring 2007

- i. 31 Hybrid Courses

- ii. 115 Web Enhanced
 - iii. 145 completely online
 - iv. Total: 291 courses
- b. Decision made to use new Course Management System – CE6/Black board
- c. **Summer 2007**
- i. Moved about 30 faculty from WEBCT 4.0 to WEBCT CE 6.1 shells for Fall 07 pilot.
 - ii. Offered several successful workshops for training faculty /staff to WEB CT CE 6.1
 - iii. Created online training manual with help of graduate student, Dang Luong. Please go to <http://www2.ohlone.edu/instr/onlineeducation/about/manual.html> view details and other NEW! faculty resources.
 - iv. Implementation of WEBCT CE 6 is going as planned. Several patches have had to be applied to the program due to unknown (prior to purchase) bugs that have surfaced since its inception to Blackboard hosting services.
 - v. Quan Nguyen and David Lo, designed/finalized compilation of a mini programming script that allows for uploading of students into the WEBCT CE Global database, hosted by Blackboard....to be faster. Students only have to wait up to two hours to enter the system rather than prior to the software, where they had (could) wait up to 48 hours.
 - vi. Jipsee Sayalit has began converting Camtasia videos over to run on WEBCT CE 6 Several faculty, one in particular, Vern Piumarta, created many mini-lecture Camtasia videos that show students how to do accounting techniques/functions. The movies did not export successfully into the new WebCT version (as promised by WEBCT CE 6). For this adaptation to occur, Jipsee has to manually redo each video. This is most time consuming and challenging but he is working with Vern at this time to see if can help him not have to redo each video from scratch.
 - vii. Lesley Buehler, Jipsee Sayalit and Quan Nguyen have both worked successfully with the Security Officer Ben Peralta in order to put the State mandated Safety Course, “EMERGENCY PREPAREDNESS” for all employees to take on line. Several employees came to in class traditional settings, others have chosen to complete their hours using the WEBCT CE 6 version of the course.,
 - viii. Completed WASC Narrative for Distance Learning 9/24/07
 - ix. Updated Online Website
- d. **Fall 2007**
1. Learning Coaches available to assist faculty with the transition to CE 6 on an individual basis.

5. iTunes University

- a. 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.
- b. Updated iTunes web interface for the Fall semester 2007. For data see viewable iTunes interface:
<http://itunes.ohlone.edu/>

**6. Title III Mentors
2005-06**

- 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 *suggested* 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

2006-07

- a. Six day training of 8 mentors for both technology and active/collaborative learning methodologies took place summer of 2006 (Detailed report available)
- b. Ideas were shared among mentors who brought a variety of skills covering both technology and active/collaborative learning
- c. Each mentor identified a particular area they would be comfortable mentoring others in
- d. Development of Title III Mentor email address - mentors@ohlone.edu - and web site - <http://www2.ohlone.edu/people2/bbradshaw/mentor>
- e. Mentor Activities
 - 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

2007-08

- a. New name: Learning Coaches
- b. Revised email address – learningcoaches@ohlone.edu
- c. Learning Coach Program coordinated by Title III Activity Coordinator
- d. Learning Coach Application and Information sheet developed and placed on Title III web site. Workshop provided during Learning College Activity week.
- e. Many Learning Coaches conducted their own professional development activities during Summer 2007.
- f. Have 15 Learning Coaches actively involved in peer mentoring.

Learning Coaches 2007-08

Coach	Activity
Darren Bardell	Designing Web CE shells using CE 6; next semester will assist faculty 1402 & 1406 as well
Bob Bradshaw	Excel, Web Page development Spring 2008 - Teach Course <i>Mathematica</i> One hour each week
Alison Kuehner	Form a group of new and “old” reading teachers to discuss how we can integrate more teaching of strategies, as opposed to skills, in English classes, particularly in developmental reading classes

Heather McCarty	Assist faculty teaching in the new prototype classrooms: 1402 and 1406 to design and implement active, collaborative, and technology based teaching strategies
Jeff O'Connell	Assist faculty with technology in general, with a special emphasis on Excel, and Web Page development
David Topham	Assist other faculty on an individual basis by coaching them in using the new version of Blackboard (webCT CE 6) and/or converting classes from webCT version 4.1
Rick Arellno	Assist other faculty on an individual basis by coaching them in using the new version of Blackboard (webCT CE 6) and/or converting classes from webCT version 4.1
Tom McMahon	I would like to be a faculty mentor for someone who is interested in "learning the ropes" for the college, support, teaching tips, discipline issues, classroom issues, faculty benefits, policies, procedures, new learning methods, classroom technology, etc. When I started I was assigned to two faculty members for the first year. They were extremely helpful to me whenever I had an issue or question. I hope to be that person for someone this academic year.(is working with two faculty)
Vern Piumarta	Faculty Sharing Group r/t teaching strategies that promote student engagement and success
Susan Cunningham Kerrie Kawasaki-Hull Bob Mitchell Nancy Pauliukonis	ISW Spring 2008
Bob Mitchell	Faculty Sharing Group r/t book Courage to Teach and active collaborative teaching strategies
Nancy Pauliukonis	Creating an Innovative Power Point Presentation
Elisa Webb	I would like to coach faculty on how to set up an online curriculum; convert files to PDF, set up links; and answer or research other questions that colleagues might want to know about the online class.

7. Learning Communities and Cohorts

Accomplishments Research – see <http://ohloneresearch.pbwiki.com/Title%20III>

a. Retention and Success Rates for Learning Community Cohorts and Non-Cohorts

2006FA Learning Communities

Cohort	Term	Enrollments	Retained	Succeeded	% Retained	% Succeeded
LC1	2006FA	60	53	40	88.3%	66.7%
LC2	2006FA	120	115	104	95.8%	86.7%
LC3	2006FA	120	84	70	70.0%	58.3%
LC4	2006FA	54	49	37	90.7%	68.5%
LC5	2006FA	40	35	35	87.5%	87.5%
LC6	2006FA	81	52	29	64.2%	35.8%
LC7	2006FA	72	61	50	84.7%	69.4%
Total all 2006FA LC's		547	449	365	82.1%	66.7%
All non-cohorts collegewide	2006FA	25961	21142	17772	81.4%	68.5%
Non-cohorts, but same courses as cohorts	2006FA	3855	3000	2256	77.8%	58.5%

LC1: University Express: ENGL-101A, BIOL-105, HIST-117A, PD-111

LC2: University Express: ENGL-151B, ENGL-163, SOC-101, PD-113

LC3: University Express: ENGL-151A, ENGL-162, HIST-117B, PD-113

LC4: Ohlone College Investigative Analyst: ENGL-101A, HIST-117B, PHIL-106

LC5: Who Am I in America?: ESL-184R, ESL-184W, PSY-101, CAOT-120, PD-150

LC6: On the Road to Research and College Success: ENGL-101A, LS-101, PD-113 (all online)

LC7: Puente: ENGL-151B ENGL-163, PD-113

2006SP Learning Communities

Cohort	Term	Enrollments	Retained	Succeeded	% Retained	% Succeeded
LC1	2006SP	57	32	25	56.1%	43.9%
LC2	2006SP	46	46	46	100.0%	100.0%
Total all 2006SP LC's		103	78	71	75.7%	68.9%
All non-cohorts collegewide	2006SP	24193	20143	17298	83.3%	71.5%
Non-cohorts, but same courses as cohorts	2006SP	790	575	458	72.8%	58.0%

LC1: On the Road to Research and College Success: ENGL-101A, LS-101, PD-113 (all online)

LC2: On with the Show in English: ESL-151/SPCH-151, TD-118

2005FA Learning Communities

Cohort	Term	Enrollments	Retained	Succeeded	% Retained	% Succeeded
LC1	2005FA	120	103	91	85.8%	75.8%
LC2	2005FA	56	52	50	92.9%	89.3%
LC3	2005FA	116	99	98	85.3%	84.5%
LC4	2005FA	69	57	47	82.6%	68.1%
LC5	2005FA	50	40	39	80.0%	78.0%
Total all 2005FA LC's		411	351	325	85.4%	79.1%
All non-cohorts collegewide	2005FA	24652	20483	17261	83.1%	70.0%
Non-cohorts, but same courses as cohorts	2005FA	3283	2570	1927	78.3%	58.7%

LC1: University Express (Group 1): ENGL-101A, PSY-101, HIST-117A, PD-113

LC2: University Express (Group 2): ENGL-101A, PSY-101, HIST-117A, PD-113

LC3: University Express: ENGL-151B, ENGL-163, SOC-101, PD-113

LC4: University Express: ENGL-151A, ENGL-162, PD-212C

LC5: On with the Show in English: ESL-151/SPCH-151, TD-118

b. Learning Community Unit Load Comparisons

Analysis of Learning Community Students and Unit Load at Census

	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Number of students enrolled in cohorts	121	42	152	
Number of students enrolled collegewide, but not in cohorts	11366	9970	12058	
Total number of students enrolled	11487	10012	12210	
Number of cohort students with at least 12 units	106	30	132	
Number of non-cohort students collegewide with at least 12 units	2580	2473	2800	
Total number of fulltime students (≥ 12 units)	2686	2503	2932	
Percentage of fulltime students in cohorts	3.9%	1.2%	5.2%	
Percentage of all students that are fulltime	23.4%	25.0%	24.0%	

The following data was calculated just as a comparison (brought about because of original inconsistencies within the grant document)

Number of cohort students with at least 6.5 units	114	38	152	
Number of non-cohort students collegewide with at least 6.5 units	4477	4243	4830	
Total number of students with at least 6.5 units	4591	4281	4982	
Percentage of at least 6.5 unitload students in cohorts	2.5%	0.9%	3.1%	
Percentage of all students that are enrolled in at least 6.5 units	40.0%	42.8%	40.8%	

- b. **January 2006 – May 2007**, 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.
- c. 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.

- d. 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)

- e. 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
- f. 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
- g. 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
- h. 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.

- i. 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

2007-08

1. Eight Learning Communities/Cohorts **Fall 2007**

- a. Five UNIVERSITY EXPRESS
 - i. Three devoted to developmental English students
 - 1. ENGL-151B, ENGL-163, SPCH-101, PD-113
 - 2. ENGL-151A, ENGL-162, HIST-117B, PD-113
 - 3. ENGL-151B, ENGL-163, CNET-101
 - ii. Two devoted to college level English students
 - 1. ENGL-101A and PSY-101
 - 2. ENGL-101A, ART-101, ART-101L
- b. PUENTE
 - i. Devoted developmental English students with Hispanic heritage
 - ii. ENGL-151B, PD-113
- c. Debate Today's Issues with Tomorrow's Leaders
 - i. SPCH-106, PS-102
- d. Online Learning Community
 - i. ENGL-101A, LS-101, PD-113
- e. Two Athletic Cohorts
 - i. Cohort I
 - 1. ENGL-151B, ENGL-167, HIST-114

2. MATH-151A (optional), MATH-151B (optional), MATH-152A (optional), MATH-152B (optional), MATH-153 (optional), PD
- ii. Cohort 2
 1. ENGL-151B, ENGL-167, PSY-139, PD
 2. Divided this cohort into 2 English 151Bs and added a Special Project 203.
- f. Additionally, two Learning Communities and One Athletic Cohort CANCELLED—due to low enrollments

8. 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. 2006-07

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. Inspiration Software project proposal submitted and approved.
 - a. Inspiration Software workshop – March 3, 2006 inspired application
 - b. Software purchased and installed as per proposal guidelines summer 2006
 - c. Reports demonstrate effective implementation
3. Virtual rehearsal studio was created near Speech lab in Hyman Hall.
4. Nursing faculty training in simulation usage (3 courses use simulation)
5. Fifteen projects including 26 faculty were approved in 2006-07. Three projects including 8 faculty have been approved for 2007-08.

**Title III Faculty Innovations in Learning Projects
2006-07**

AP-Approved; AS-Assessment Received; ST-Stipend Awarded

Name(s)	Project	AP	AS	ST
Kathy Dewan Sally Scofield	Development of new hybrid course: N210, Clinical Skills Review; incorporates critical thinking skills with skill acquisition to supplement and enhance clinical skills obtained in other nursing courses.	X	X	X

Linda Messia Lesley Buehler	Redesign of Engi-101 Introduction to Engineering	X	X	X
Sandra Park Rakesh Swamy Richard Grotegut	Development of new Learning Community: High Tech HiJinks: Reading and Writing in a High Tech World	X	X	X
Alison Kuehner	Integrating Audio and Visual Materials into an Online Course – English 115 – Women in Literature	X	X	X
Darren Bardell	Hybrid Teaching: Or, How I Learned to Stop Worrying and Love U.S. History	X	X	X
Tom Holcomb	Development of Workbook to accompany the DVD “A Sign of Respect: Strategies for Effective Deaf/Hearing Interactions”	X	X	X
Maragaret S. Lee	Calibrated Peer Review in Basic Human Anatomy and Physiology	X	X	X
Ilene Katz Wayne Takakuwa	Overcoming Algebra: Algebra 1 Learning Community	X	X	X
Jennifer Hurley	Fostering Collaborative Learning in ENGL-108, an Online Creative Writing Course	X	Ongoing	
Jim Baxter Anu Ganguly Maru Grant Yvette Niccolls	The Biology/Chemistry Learning Community “BCLC”	X	X	X
Shirin Masktia Darren Bardell	Development of new Learning Community incorporating English 101A and History 117A	X	X	X
Rick Flynn	Development of an appealing, amusing and visually captivating PowerPoint presentation that will reinforce the critical reading and critical thinking that precede writing an essay	X	Ongoing	
Carrie Dameron	Student Performance of Cardiac Resuscitation in	X	X	X

	a Reality Based Simulation			
Kerrie Kawasaki-Hull, Nancy Pauliukonis, and Susan Cunningham	ISW Media Proposal ISW Revision Proposal	X X	Ongoing	
Jeff O'Connell	Stuff I Want to Buy to Promote Active, Collaborative and Technology Assisted Learning	X	X	X

**Title III Faculty Innovations in Learning Projects
2007-08**

AP-Approved; AS-Assessment Received; ST-Stipend Awarded

Name(s)	Project	AP	AS	ST
Jennifer Harper	Online Orientation – PD 101	X		
Mike DeUnamuno, Alison Kuehner, Carmen Madden Teresa Massimo	University Express Learning Community for Fall 2007: Mike DeUnamuno, PD 113; Alison Kuehner, English 163; Carmen Madden, English 151B; and Teresa Massimo, Speech 101.	X		
Darren Bardell Susan Cunningham Cecile Davila	Learning Community incorporating English 151A, History 117B, and English 162 and promoting Critical Thinking	X		

9. Tutoring and Supplemental Instruction (LAPSI) Program

- a. Ilene Katz 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 Ilene 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>
- e. College provided budget of \$32,000 to LAPSI for 2007-08
 - i. \$20,000 for Basic Skills
 - ii. \$12,000 for College Level Courses

LAPSI 2007-2008

Fall

Spring

Basic skills

Munding	Ma 152	Katz	Ma 151A
Hurley	Eng 151A	Munding	Ma 151
Olsen	ESL	Pelimiano	Ma 152
Nguyen	MA 151-152	Katz	Ma 151B
Katz	MA 151A	Bardell	Hist 117B-w/Eng. in LC
Maskatia	Eng	Nguyen	Ma 151-152
Bardell	Hist 117A- w/Eng. in LC	Bardell	Hist 117A-w/Eng. in LC
Madden	Eng	Curtis	ESL
Katz	MA 151B	Honma?	
Bardell	Hist 117B-w/Eng. in LC		

Non Basic Skills

Harrison	Speech	Segraves	subject?
Grant	Chem 101A	Harrison	Speech
Lemon	Spanish	Wolpe	French
Wolpe	French	McCarthy	History
Mccarthy	History		

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	A	A
	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	A	A
	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		IP
	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	IP	IP
	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	IP	IP
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	IP	IP

A-Achieved; IP-In Progress

1. Staff Development – See Goal 1

2. **Increase by 15% over initial baseline semester to semester persistence rates of ESL and basic skills students by end of spring 2010.**

In progress with some improvement noted in 2006 compared to 2003 baseline.

Faculty and staff created a Basic Skills Learning Community for practitioners supported by the Title III grant.

A new basic skills Learning Community was developed and offered

3. Persistence and Pass Rates for Basic Skills Students Continuing to College Level Studies

English	2004SU	100	63	43	63.0%	68.3%	55.5%
	2004FA	381	272	171	71.4%	62.9%	57.9%
	2005SP	300	203	130	67.7%	64.0%	62.9%
Math	2004SU	77	24	16	31.2%	66.7%	61.5%
	2004FA	263	152	76	57.8%	50.0%	47.4%
	2005SP	244	132	77	54.1%	58.3%	58.7%
Total 04-05		1365	846	513	62.0%	60.6%	

English	2005SU	91	47	24	51.6%	51.1%	56.5%
	2005FA	340	267	185	78.5%	69.3%	55.7%
	2006SP	242	183	133	75.6%	72.7%	60.2%
Math	2005SU	78	32	16	41.0%	50.0%	52.5%
	2005FA	255	161	84	63.1%	52.2%	52.8%
	2006SP	196	99	49	50.5%	49.5%	57.5%
Total 05-06		1202	786	491	65.4%	62.5%	

English	2006SU	119	75	45	63.0%	60.0%	56.3%
	2006FA	379	292		77.0%		
	2007SP						
Math	2006SU	70	22	13	31.4%	59.1%	51.7%
	2006FA	201	118		58.7%		
	2007SP						
Total 06-07							

- Notes:
- For SP, "the following semester" combines the data from both the following SU and FA
 - For English, the highest level basic skills course is ENGL-151B and the college-level course is ENGL-101A
 - For Math, the highest level basic skills course is either MATH-151 or MATH-151B and the college-level course is some form of MATH-152 or 153

4. Persistence and Pass Rates for ESL-149 Students Continuing to English 151A

Persistence and Pass Rates for ESL-149/184W Students Continuing to ENGL-151A

		Number passing ESL-149/184R,W in the given semester	Number persisting to ENGL-151A in the following semester	Number passing ENGL-151A in that semester	Percent persisting to ENGL-151A in one semester	Percent passing ENGL-151A (out of the students who persisted)	General pass rate for all ENGL-151A students in that semester
ESL	2004SU	NA					
	2004FA	57	28	16	49.1%	57.1%	45.9%
	2005SP	27	7	7	25.9%	100.0%	51.4%
Total 04-05		84	35	23	41.7%	65.7%	
ESL	2005SU	NA					
	2005FA	24	14	10	58.3%	71.4%	44.9%
	2006SP	27	9	6	33.3%	66.7%	42.0%
Total 05-06		51	23	16	45.1%	69.6%	
ESL	2006SU	19	16	12	84.2%	75.0%	48.9%
	2006FA	12	3		25.0%		
	2007SP						
Total 06-07							

For SP, "the following semester" combines the data from both the following SU and

Note: FA

5. Persistence with ENGL/MATH Basic Skills Sequence

Persistence from ENGL-151A to ENGL-151B

	Enrolled in ENGL-151A in the given semester	Passed ENGL-151A in the given semester	Persisted to ENGL-151B in the following semester	Passed ENGL-151B in that semester
2004SU	86	54 62.8%	27 50.0%	15 55.6%
2004FA	362	183 50.6%	137 74.9%	97 70.8%
2005SP	370	170 45.9%	81 47.6%	61 75.3%
Total	818	407 49.8%	245 60.2%	173 70.6%

2005SU	105	77 73.3%	40 51.9%	31 77.5%
2005FA	350	157 44.9%	119 75.8%	76 63.9%
2006SP	347	146 42.1%	83 56.8%	63 75.9%
Total	802	380 47.4%	242 63.7%	170 70.2%

2006SU	87	60 69.0%	33 55.0%	25 75.8%
2006FA	474	232 48.9%	175 75.4%	
2007SP				
Total				

For SP, "the following semester" combines the data from both the following SU and FA

6. Fall to Spring Semester-to-Semester Persistence

Fall to Spring Semester-to-Semester Persistence

(For all calculations, "enrolled" means that the student was enrolled at census.)

ESL & Basic Skills Students

	Enrolled in ESL or basic skills in 2004FA	Enrolled in any course in 2005SP	Semester to semester persistence
ENGL	1227	966	78.7%
ESL	295	181	61.4%
MATH	1030	812	78.8%
DEAF	88	74	84.1%
LSP	61	33	54.1%
Combined	2096	1569	74.9%

	Enrolled in ESL or basic skills in 2005FA	Enrolled in any course in 2006SP	Semester to semester persistence
ENGL	1137	861	75.7%
ESL	253	162	64.0%
MATH	973	713	73.3%
DEAF	89	67	75.3%
LSP	36	26	72.2%
Combined	1957	1419	72.5%

	Enrolled in ESL or basic skills in 2006FA	Enrolled in any course in 2007SP	Semester to semester persistence
ENGL	1250	974	77.9%
ESL	276	191	69.2%
MATH	931	712	76.5%
DEAF	65	53	81.5%
LSP	45	31	68.9%
Combined	2065	1565	75.8%

Courses included as "basic skills":

ENGL is ENGL 151A, 151B, 162, 163, and all 170's

ESL is all ESL classes

MATH is all forms of MATH 190 and 151

DEAF includes all 100-level and 200-level DEAF classes

LSP is all LSP classes

If we look at those numbers that best align with the intent of Title III—that is, to move students from basic skills and into college level courses—then we have measurable objectives for a reasonable goal.

Persistence rates of ESL are below 2004-05 baseline for fall but 3% higher combining summer/fall numbers (this being the first year the highest level ESL courses have been offered in summer, and those who normally would have waited to fall were able to take the course in the summer).

Persistence rates of basic skills math and English have both declined from last year's high but are both above the 2004-05 baseline.

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

7. Ohlone College Basic Skills Program Assessment and Improvement 2005-06

- a. Basic Skills faculty conducted an active online dialog focused on the development of a Basic Skills Program, facilitated by Dr. Wright , VP Instructional and Student Services. Results of this activity were summarized and served as the beginning of a Basic Skills Program
- b. "Basic Skills" definition (Title V) was clarified; respective departments clarified basic skills courses offered
- c. Vicki Curtis and Sam Katz co-chaired the Basic Skills Faculty Learning Community, Spring 2006.

2006-07

- a. Basic Skills Coordination Team consisting of English, Math, ESL, and DSPS faculty and counselors formed in Fall 2006.
 - a. Members:
 - Martha Brown, Dean, Counseling and Matriculation
 - Mikelyn Stacey, Dean, Language Arts, Library and Social Sciences
 - Rakesh Swamy, English Faculty and Faculty Coordinator for LASS
 - Susan Cunningham, English, Faculty
 - Cecile Davila, English Faculty
 - Shirin Maskatia, English Faculty
 - Mylene Pelimiano, Math Faculty
 - Anh Nguyen, Math Faculty
 - Paula Schoenecker, Learning Disabilities Specialist, Faculty
 - Wayne Takakuwa, Counseling Faculty and Faculty Coordinator for Assessment
 - Vicki Curtis, ESL Faculty, Learning Communities Coordinator
 - Yvette Niccols, Chemistry Faculty and Faculty Coordinator for MST
 - Deb Parziale, Title III Grant Coordinator
 - b. Actively involved in professional development activities.
 - c. Completed first draft of an assessment of the Ohlone College Basic Skills Program in relation to Statewide Basic Skills criteria.

2007-08

- a. Basic Skills Coordination Team attended the Student Success Conference in San Jose, CA.
- b. Plan to complete assessment, develop planning agenda and begin implementation of improvements

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	IP	IP
	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)	IP	IP
	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	IP	IP
	3.4 Increase by 25% student satisfaction with availability of courses compared to initial baseline survey by Fall 2009 (Year Five)	IP	IP
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) 	IP	IP
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% 	IP	IP

	Activities: *Pilot test optical scanning system for student assessment & educational plans *Service 2 student cohorts with pilot test of electronic assessment and Ed Plans		
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CDP Goal 3

Increase the accuracy of student course placements in basic skills and college-level classes.

New systems and procedures have been installed in the new assessment center and staff report accuracy exceeds the 90% objective.

Increase by 25% student satisfaction with availability of courses compared to initial baseline survey by fall 2009.

* Data from the spring 2007 student survey shows 59% student satisfaction with courses offered at times convenient to their personal schedule needs. This data forms the baseline.

Compressed Calendar—IT Department supported faculty and staff work on new 16 week calendar (on-time) for fall registration 2006, Academic calendar and curriculum converted into compressed calendar and modular calendars 2006-07.

2006-07

1. Implemented new computerized placement exams for ESL, English, and Math; facilitated by Wayne Takakuwa
2. Implemented compressed calendar system, facilitated by Ron Travenick.
3. Implemented computerized wait listing; facilitated by Ron Travenick.
4. Optical Scanning Project
 - a. Projects and Tasks Completed
 - i. Identified Vendor and reviewed GSA contract
 - ii. P.O. Approved by Ohlone BOT
 - iii. Preparing for project to start
 - b. Analysis of Information
 - i. The Vendor P.O. was approved by the Ohlone BOT in June and we have been working to prepare for the project to start. The hardware has been identified and set-up and purchased. Weekly end-user meetings are to begin September 4th. Weekly management meetings started August 16. This project should be completed by the end of February, 2008.

5. eSARS Project
 - a. Projects and Tasks Completed
 - i. Servers were switched to maximize efficiency
 - ii. Software loaded and configured
 - iii. Web pages developed
 - iv. System tested and bugs found
 - v. Counseling Department LIVE
 - vi. TC Department in Progress
 - vii. Placement and Orientation to go LIVE by October
 - b. Analysis of Information
 - i. The initial implementation with Counseling has been successful. There were a few issues early on, but they were resolved quickly. Other departments are so excited by the success that they would like to implement. This should be complete by the end of Fall term.
6. SARSCall Project
 - a. Projects and Tasks Completed
 - i. Email reminder going out to students for counseling appointments.
 - b. Analysis of Information
 - i. This will help decrease the no-show appointments. It went LIVE in August 2007 for Counseling.
7. SARSGrid Project
 - a. Projects and Tasks Completed
 - i. FinAid, Placement, Orientation and DSPTS coming on-line with SARS calendaring system
 - b. Analysis of Information
 - i. Additional offices are trying to go on-line with the electronic calendaring system. This should be completed by the end Spring.
8. MIS Data capturing with SARSGrid
 - a. Projects and Tasks Completed
 - i. SARS upload into Datatel revamped to ensure accurate data reporting for MIS.
 - b. Analysis of Information
 - i. One item that was noticed during the analysis of MIS data for Ohlone College was the misrepresentation of Student Education Plans (SEPs) being reported to the State. According to the State MIS numbers Ohlone College has fewer than 500 SEPs reported over the last seven years. What was actually happening was that the data was being collected in the Ohlone SARSGrid program under contacts but was being put into the incorrect field in Datatel. This caused no SEPs to get reported when the MIS reports were run in Datatel. After analysis

of the problem a solution was identified. The solution involved evaluating and coordinating reason codes for the three offices currently using SARS, Counseling, EOPS, and the Transfer Center. Then we had to cull out unnecessary and duplicative reason codes. Once that was complete we had to identify how they would be loaded into the correct Datatel field. This involved Gillian O'Farrell, Bill Duke and Sandi Goudy. Gillian O'Farrell worked with the end-users to make the necessary changes to the reason codes and to identify the translation of reason codes to MIS codes. Bill Duke assisted with the translation piece as well as doing the testing for MIS reporting. Sandi Goudy was responsible for the technical piece of this and did a lot of work to make sure that the data ended up in the correct fields. We have been successful in completing this project and should see a drastic increase in SEPs reported for the State MIS beginning with Fall 2007 data.

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)	IP	IP
	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	IP	A
	4.3 Train and follow-up administrator use of ERP data for decision making with minimum 80% satisfactory use by Fall 2009 (Year Four)		IP
	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		IP
Year 1 activities	*Consultants to train programmer/analyst, ERP special and staff *Review and revise policy to acquire full benefits of new ERP capabilities	IP	IP
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		IP

Accomplishments

Web Site and Wikki with Information on Title III Research:

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

Increase the number of students enrolled for 6.5 credits or more who have Web-based portfolios and education plans to 100% by fall 2008. *In progress. Revise to 2008 for pilot group, 2009 for general population.*

Due to T-Reg majority of Ohlone students now registering and checking grades via Web Advisor on Internet.

Staff received Webinar training on digital Resume portfolios and online advising.

Staff attended demo-training session on Web-based student portfolios

2. As of Spring 2007, 100% of faculty use Web Advisor for class rosters, grading and wait list functions.

2005-06

1. 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

2006-07

1. Institutional Research and Assessment Team (IRAT) formed
 - c. Initial Membership: Dr. Treadway, Mike Bowman, Rob Smedfjeld, Jim Wright, Deanna Walston, Ron Travenick, Ralph Kindred, Martha Brown, Barbara Tull, Deb Parziale
 - d. 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.
 - e. 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
 - f. 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. Colleague/Datatel

- a. Datatel User Group (DUG) conference was held from March 10 – March 14 2007. Networked with other colleges with regards to challenges and solutions associated with Colleague software. Some 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
- b. 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.
- c. 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.
- d. WebAdvisor 3 LIVE Spring 2006
- e. Several workshops were conducted for faculty use of Web Advisor 3. Faculty and IT Staff worked together to improve the system to allow an easy method to export student data into an excel spreadsheet for grading purposes.
- f. Faculty Learning Coaches are available to assist individual faculty in using Excel spreadsheets for grading.

3. 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.

2007-08

1. Colleague/Datatel

- a. Fall 2007: Priority for IT is to get the Datatel release 18 up and running

2. Clarification of Objective “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)”

a. SEPs

- i. Spring 2008: Investigation of software, compatible with Datatel 18 and Web Advisor 3, for counselors' use to develop electronic SEPs. The goal is to work toward all students taking 6.5 units or more to have an electronic

ed plan. Once a decision is made and electronic ed plans are implemented, the SEPs will be used to pilot a student demand based scheduling module.

- ii. The technology needing to be assessed is software that will create electronic ed plans and it *does* need to correlate with datatel and WebAdvisor. Dr Treadway will work with IT management and counseling to begin collaboration on determining the appropriate software.
- iii. Working toward 100% compliance is *only* for electronic SEPs and NOT for ePortfolios. By law, all matriculated students are required to have a SEP. The key to the Title III objective is to change the SEPs from a paper format to an electronic format. That is why the "100%" criteria is included.

b. e-Portfolios

- i. The main purpose of the ePortfolios is for students to collect and reflect on assignments and projects that correlate to their course and program outcomes. Portfolios will be one method to assess student success - learning and development over their time at Ohlone. Students can use their portfolios for career advancement or when transferring to a 4-year institution. Faculty will be the key persons responsible for implementing portfolios. *ePortfolios will be an optional tool faculty can choose to use as one means of assessment.*
- ii. ePortfolios will not be required to correlate with the eSEPS or WebAdvisor.
- iii. Ohlone will not provide server space for the ePortfolios so we will assessing some of the free options.
- iv. An e-Portfolio Task Force has been developed to further to continue work on this project.

3. **E-portfolio** Learning Community focus group established

- 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
 - iv. Freeware
- d. Presentations/Discussions conducted at Curriculum Committee and Faculty Senate

4. Ellen Lane researched and shared methodologies for Administrator use of ERP data for decision making, Requirements assessment needs to take place

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)		IP
	5.2 By Fall 2009 (Year Four), results of student satisfaction survey will be fully integrated into the quality improvement training	IP	IP
	Year 2: Increase the number of support staff and managers completing continuous quality improvement training from 0% to 33%		IP
	Activities: hire consultant to train mangers & staff in CQI, Conduct training		

Accomplishments:

2005-06

1. New Ways to Work program – facilitated by Lyle Engeldinger, Dean, Human, discussed and negotiated with CSEA
2. Classified Staff flex days, topical seminars, and recognition programs discussed with the Staff Development, the District and CSEA.

2006-07

1. New Ways to Work program – facilitated by Lyle Engeldinger, Dean, Human, continued discussed and negotiated with CSEA & SEIU
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 to assess New Ways to Work program.
4. Data collected on current training activities completed by staff and managers.
5. Surveys prepared and administered spring 2007. Results to be integrated into fall planning retreats and ongoing staff development.

2007-08

1. Half day (afternoon) Classified Forum, is scheduled for Monday, November 26, 2007 at the Sobrato Conference Center.

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		NS
	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)		IP
	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)		IP

PROGRESS CODES

- A – Achieved
- IP – In Progress
- NS – Not on Schedule - Warning
- ND – Need Data

Accomplishments

See Research Wikki and Strategic Plan Assessment Report

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

Ratio of Full Time Students Semester-to-Semester

	Total number of students enrolled	Total "FT-possible" students (less HS and consortium)	FTES	Total number of students with at least 12 units	Percent of FT students to total number of students enrolled	Percent of FTES to total number of students enrolled	Percent of FT students to FT-possible students	Percent of FT students to FTES
2004FA	11227	9672	3493	2724	24.3%	31.1%	28.2%	78.0%
2005SP	13041	9821	3300	2706	20.7%	25.3%	27.6%	82.0%
2005FA	11487	9726	3545	2686	23.4%	30.9%	27.6%	75.8%
2006SP	10012	9443	3146	2503	25.0%	31.4%	26.5%	79.6%
2006FA	11271	8574	3952	2659	23.6%	35.1%	31.0%	67.3%
2007SP	10794	9751	3416	2685	24.9%	31.6%	27.5%	78.6%

There has been discussion, which needs to continue, that we could compare students with 12 or more units to the total number of students less high school and Public Safety Consortium students. The contention is that high school students are prohibited by law from taking more than 6 units while consortium students are law enforcement and public safety professionals enrolled only for professional development, never intending to be “college students.” If we factor these two populations out of the total number of students to create a “full time-possible” cohort, the percentages of FT students is closer to 30%.

Comparison of Fall 2004 and Fall 2006 data shows that:

Number of students enrolled for less than 3 credits (taking one class) increased 64%

Number of students taking more than 3 but less than 6 credits (two classes?) increased 25%

Number of students enrolled full-time (12 or more credits) increased 4%

Number of students taking from 6 to 11.9 credits showed no change

Number of students enrolled increased 19.0%

Number of full time equivalent students increased 12.1%

The final column in the chart showing what percent of FTES is made up by full time students shows us that, at minimum—because not every full time student enrolls for just 12 units—close to 80% of our FTES and its attendant apportionment is generated by about 25% of our students. This makes concentration on recruiting and retaining more full-time students a continuing worthwhile goal financially as well as the opportunity it represents for students. However, the **data analysis does not appear to support the 40% target as a measure of success** given the patterns of enrollment and thereby expressed needs of students in the community.

Students with more than 6.5 units

	Enrolled in more than 6.5 units in fall	Enrolled in any number of units in spring	Semester to semester persistence
2004FA	4653	3718	79.9%
2005FA	4524	3505	77.5%
2006FA	4880	3781	77.5%

	Enrolled in more than 6.5 units in fall	Enrolled in more than 6.5 units in spring	Semester to semester persistence
2004FA	4653	3153	67.8%
2005FA	4524	2924	64.6%
2006FA	4880	3178	65.1%

Persistence rates for fall 2006 are 3% higher than baseline 2003.

New course N119 developed for nursing students to improve success

Weekly support group for nursing students with faculty and college mental health counselor

Persistence rates for students taking more than 6.5 credits were 1% over 2004-05 baseline.

What this might indicate is that the gains in full time enrollments have not come from those students who were already half time or more, but from new students.

Increase the percentage of students enrolled by 6.5 credits or more in block course and/or cohort group classes to 40% by end of spring 2010. *In progress. Note goal of 40% will apply to Newark campus, not Fremont campus.*

Ten new learning communities were developed to be offered fall 2006

1st On-line learning community offered Spring 2006.

Ohlone TV produced a promotion video for new Biotechnology program

(Persistence rates of students in block or cohort courses will have baseline in 2006-07 since this was not a wide-spread practice previously.)

Increase the accuracy of student course placements in basic skills and college-level classes to 90% by fall 2008. *Completed.*

Puente Project initiated to support Latino student success. 21 students passed Eng 151B and 101A as well as personal development courses.

Increase to 40% students enrolled full-time by end of spring 2010 compared to initial baseline. *Small increase noted in 2006-07 compared to baseline. Goal is likely to high given college demographics and mix of programs and courses offered.*

Hosted high school counselors conference with 31 in attendance

Selected 10 pilot projects (learning communities, cohorts, learning technology) to be field tested through Title III grant

Implementing High School College Connection program for seniors to attend Ohlone College full-time. Newark and New Haven schools districts participating.

Expanded University Express cohort groups

Implemented partnership with Alliant International University to bring full-time freshmen and sophomores to Ohlone College and to increase transfer rates to university

ASOC project to install seats, tables and umbrellas on Quad (Main Street concept) that are conducive to full-time student attendance and enhanced social/learning environment

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)	IP	IP
	7.2 Acquire new software and equipment to transition to a user-owned/provided IT model by Fall 2009 (Year Five)	IP	IP
	7.3 Complete training program of staff and faculty as more self-directed and capable in IT applications/maintenance by Fall 2009 (Year Five)	IP	IP
	Year 1 Activities: *Hire Programmer/analyst – increased capability to convert current manual procedures to automated, integrated systems	A	

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.
2. Gillian O'Farrell hired as Analyst (50% workload)
3. Ellen Lane hired as ERP Specialist/Analyst (100% workload)

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

3. Distance Learning Committee and others completed accreditation Standard III.C narrative and planning agendas related to technology.

2007-08

1. Technology Plan and accreditation Standard III C narrative and planning agendas are being reviewed by Faculty Driven Technology Committee.