

**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**

**Report - Year 3: 2007-08
June 30, 2008, Compiled by Deb Parziale**

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

CDP Goal 1

CDP Related Goals	Measurable Objectives	Yr.3 07-08
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% Year 3 – 40% to 55%	 A A A
	1.2 Increase the number of faculty trained in technology-assisted learning methodologies from 20% in 2005 to 40% by 9/07 Year 1 – 20% to 40% Year 2 – 40% to 60% Year 3 – 60% to 85%	 A 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	A
	Year 2 – Faculty mentors 8 to 16 12 Improvement projects implemented 16 Improvement projects approved & scheduled	A A A
	Year 3 – Pilot test 16 Learning Communities Select projects for Fall 08: 8 Learning Communities; 4 cohorts; 8 Learning Technology	A IP IP
	1.4 Achieve engagement of 15% of part-time faculty in new learning methods and systems by end of Spring 2010 (Year Five)	IP

A-Achieved; IP-In Progress

CDP Goal 1 – Accomplishments

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

- a. **New Newark Campus opened January 2008**
- b. Title III funds contributed to the development of two prototype classrooms and the Innovation and Technology Center on the Fremont Campus. From there, faculty and student feedback shaped the plans for the tech mediated classrooms and the LRC at the new Newark Campus.

2. Staff Development – Now Called Professional Development (<http://www.ohlone.edu/org/profdev/>)

- a. 141 Full-time Faculty attended workshops on active and collaborative learning. (100% total over last two years)
- b. 94 Full time Faculty attended workshops on technology-assisted learning. (100% total over last two years)

- c. 52 Adjunct Faculty attended workshops on active and collaborative learning.
- d. 40 Adjunct Faculty attended workshops on technology-assisted learning.
- e. Funded 92 people to attend workshops, conferences or courses.
- f. Learning College Week offered in August 2007 and January 2008. Approximately 50 workshops offered each week. January 2008 offered in workshop format with concurrent sessions. Breakfasts and lunches served. New brochure developed by Deb Parziale and Bob Bradshaw to advertise offerings online and in paper version.
- g. New RSVP system implemented for Fall 2007 Learning College week – RSVP directly to each presenter. RSVP system revised again for January 2008 Learning College week – RSVP via Gorilla survey developed by Deb Parziale. The survey method for RSVP was well received and will be continued.
- h. Plans have been made for Fall 2008 Learning College week, including brochure and RSVP via survey.
- i. Developed and implemented a new method to assess attendance for fixed flex workshops. January 2008 recording of attendance during the Learning College week improved requiring less input time by student assistant. Professional Development Committee reviewed procedure and suggested we try out another method Fall 2008.
- j. Learning College Seminars - new program on Fremont Campus by Deb Parziale began Fall 2007. Schedule was available online.
- k. Newark College Hour Seminars - new program on Newark Campus developed by Lesley Buehler and Gale Cali — began January 2008. Schedule was available online.
- l. Annual Staff Development needs assessment revised based on the current comprehensive college-wide professional development plan (<http://www.ohlone.edu/org/profdev/committee/docs/20072008profdevplan.pdf>) and conducted via an online Gorilla survey (developed by Deb Parziale with feedback from Professional Development Committee).
- m. Learning College Week workshops and Learning College seminars based on needs assessment results.
- n. New evaluation form for flex and other workshops developed and implemented by Deb Parziale. Staff Development Committee reviewed the first implementation and suggested one additional change to pilot Spring 2008.
- o. New online evaluation conducted using Survey Gorilla for the August 2007 Learning College Week. Revised online evaluation conducted using Survey Monkey for the January 2008 Learning College Week (by Deb Parziale).
- p. Staff Development web site revised – now called Professional Development – The Learning College Hub. Site has a new look and new resources have been added. Deb Parziale worked with two students in Pilar Lewis’s Web Design course to create a new design. Ohlone College web designer Cheryl Lambert took these prototypes and made further creative revisions and revisions that would fit with the Ohlone web guidelines.
- q. Title III web site revised and updated with the current activities. (<http://www.ohlone.edu/org/titleiii/>) Professional Development and Title III web sites are linked in relation to “Learning Coaches” and “Faculty Innovative Projects”.
- r. Title III Gazette developed and published by Deb Parziale working with a Student Editor on the Ohlone College student newspaper team. This newsletter was distributed during the Fixed Flex gathering, January 25, 2008 to all

college employees. The College President, Dr Treadway, gave his President's address that morning and recognized the key Title III Activities and folks conducting some of those activities in his speech.

- s. Staff Development Data Base updates:
 - i. Lesley Beuhler and Nathan Brown continued 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 how to use and apply new innovative tools. Database accomplishes two things, Staff Development get their much needed Chancellor Office reports and TITLE III can pull a report showing who had learned new technologies.
 - ii. Deb Parziale assessed current staff Development Data base after 2 years of operation and noted revisions needed. Met with Lesley Buehler, Nathan Brown and Tina Miller to review issues and plan solutions. Staff Development Data Base revised by Lesley Buehler and Nathan Brown to include calculation of hours for new Classified Staff program implemented this year (completed January 2008). Additionally, a new format to have an automatic feed directly from Datatel to update personnel lists at the beginning of each semester. (completed May 2008) The revised Data Base will be implemented at the beginning of the academic staff development year, July 1' 2008 and reassessed during the next academic year.
 - iii. Additionally, at end of Spring semester 2008, Lesley and Nathan spent time redoing the database as original design had become corrupted. They spent quite some time recreating the access database. The Database will now allow for direct synchronization to Datatel for employee (update) information. (Go Lesley go Nathan!)
 - iv. Although there has been some concern expressed, student assistants will continue to update data base throughout the year as there is not a permanent employee available to complete this task.

- t. *Accomplishment beyond Title III Scope:*
 - i. Completed accreditation report (WASC Narrative) related to Professional Development (Deb Parziale). This was reviewed by the Professional Development Committee and the Standard III Accreditation Team.
 - ii. All professional development forms updated to include new name and new policies created by Committee, i.e., must submit requests for payment within 60 days of conference/course completion.
 - iii. Nathan Brown placed all professional development forms into a format which can be completed online. The Committee will accept digital signatures. The plan is to continue moving to a paperless method of operation.
 - iv. Professional Development Committee (Chaired by Deb Parziale) was quite productive – see Professional Development Committee Goal accomplishments for 2007-08

- u. *Concerns:* Faculty Professional Development activities have increased substantially; however the Classified Staff Professional development needs more planning and implementation. Deb Parziale will have a revision in assignment for the 2008-09 academic year to work with the Dean and Manager of Human Resources to continue to centralize the

Professional Development Program at Ohlone College and to assist in the implementation of Classified Staff professional activities.

v. *Institutional Impact:*

- i. There has been a definite increase in participation on Professional Development activities. See Data Base stats and reports included on Professional Development web site, including Professional Development – The Learning College Hub End of Year Report 2007-08; Full-time Faculty Total Flex Report; and Full-time Faculty Individual Flex Report. Title III Data Base reports are also available for review.
- ii. A definite “Learning College” atmosphere is apparent!

w. *Cooperative activities with other departments/disciplines and staff on the College:*

- i. Worked collaboratively with the Curriculum Committee, SLOAC, Faculty Senate and the GE Committee to discuss how to best assess “student success”
 1. SLOAC Committee developed committee goals.
 2. Program Review guidelines were revised by Chris Warden, Curriculum Chair and Deb Parziale, former Curriculum Chair, and approved by Faculty Senate.
 3. A new CurricUNET module on Program Review was assessed by Dr Wright, VP Academic Affairs; Chris Warden; Deb Parziale; and Mike Bowman, Dean of Research and Curriculum Management This group believes the new program and services review module as great potential for streamlining Ohlone’s current process and assisting to meet the accreditation recommendation. Deb Parziale will be given reassigned time during 2008-09 to coordinate the implementation of this module. The implementation will include a pilot testing of the module by several programs and services engaged in review during the coming year.
 - a. Additionally this module relates to Title III goals:
 - i. Assists faculty to assess student success and to evaluate innovation teaching methodologies in a more structured manner that also allows flexibility to meet a variety of department needs.
 - ii. Provides statistical data from Datatel in graphic format for faculty use in their assessment and decision making processes.
 - b. Dr Wright wrote a proposal describing the CurricUNET Program Review module and requesting funding from the College Council.

3. Distance Education

October 2007 – January 2008

- a. Two Learning Coaches, David Topham & Rick Arellano, were available to assist faculty with the transition to CE 6 on an individual basis.
- b. Moved about 30 faculty from WEBCT 4.0 to WEBCT CE 6.1 shells for Fall 07 pilot.
- c. Offered several successful workshops for training faculty /staff to WEB CT CE 6.1
- d. Created online training manual with help of graduate student, Dang Luong. Please go to:
<http://www2.ohlone.edu/instr/onlineeducation/about/manual.html>
to view details and other NEW! faculty resources.
- e. Completed WASC Narrative for Distance Learning 9/24/07 (Lesley Buehler).
- f. Updated Online Website (Lesley Buehler).
- g. Input/Coordinated DL committee meetings etc. (Lesley Buehler) first one resumed 9/5, with Perri Gallagher taking over as a co-chair.
- h. CISCO in Ethiopia-- Innovation for CNET- Richard Grotegut
- i. On site tech center coverage (Lesley/Quan/Jipsee)
- j. Trained and established 3 faculty instructors in using the TABLET PC's as presentation tool for in class lectures. Segraves/Fronko/Cheiko.
- k. On going Faculty Training; countless WALK-In's (Lesley/Quan /Jipsee) Check with Access Database system in 1407A/Ohlone_1. Faculty one on ones include: Nadia Daggar, Eduardo Torres, Russell Schnurr, just to name a few.
- l. 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.
- m. *Accomplishment beyond the Title III scope:*
 - i. 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.
 - ii. Jipsee Sayalit has begun 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 P at this time to see if can help him not have to redo each video from scratch.....eek...

- iii. 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.
- n. *Concerns – Fall 2007:* Security for the new equipment—seriously its only a matter of time before someone gets wind that the carts, the laptops and the mics and scanner are not secured down!!!
 - iv. Resolution: THE MAC CART, now has a lock on it, but the IMAC’s and other equipment is still not secure. (9/24/07)
- o. *Institutional Impact – Fall 2007t:*
 - v. A definite increase in interest in the ITC center, Distance Learning and using WEBCT CE 6 to enhance specific courses.
 - vi. Definite increase as to the use of the ITC room....bookings online for it have gone up about 50%
- 2. *Concern- Spring 2008:*
 - i. In January, due to budget constraints a decision was made to not a hire a new Educational Technologist. Two key staff members of the ITC moved to the Newark Campus and another moved down to Hyman Hall related to health concerns (construction of new Student Services building nearby). That left one half time student assistant available in the ITC during the Spring semester 2008. There is a concern that we have made significant upgrades to this center and now do not have staff. As a result, Dean Buehler is in process of hiring adjunct staff for the summer 2008 and fall 2008 semesters with stipend money from the Title III Grant to staff the ITC.

Distance Education - Spring semester 2008 Accomplishments

- p. Review of e-folios (e-Portfolios) made by L Buehler and selected faculty piloting Blackboard.com, (webct version of e-Folio software). Faculty included Rick Arellano, Elisa Webb, Perri Gallagher and an independent review by Adam Peck. (Covers Goals for Innovation # 3 and 7. Goal 3 is included b/c it’s a new way of tying in what students have already done and keeping a log/folder or electronic way of their course work history.)
- q. Offered successful one on one workshops for training faculty & staff to the new CMS tool, WEBCT CE 6.2. and other innovative technologies such as SKYPE, WEBCAM Logistics, pdf conversion, Captioning using Camtasia 5 and Lec share pro. (Covers Goals for Innovation #5 & 7)
- r. On site tech center coverage (Lesley/Quan/Jipsee). (Covers Goals for Innovation #5 & 7)
- s. Ongoing Faculty Course Content Training; Walk-in’s/other (Lesley/Quan /Jipsee)
 - a. Started LRCE-help@ohlone.edu email address to ensure even more faculty/tech and even student support for educational online learning resources. This email is forwarded to a group of adjunct faculty and student helpers who can assist others. (Covers Goals for Innovation # 5 & 7 (and goal #1)

- t. Two Learning Coaches, Rick Arellano & Elisa Webb, available to assist faculty with the transition to CE 6 on an individual basis and other tech issues.
- u. E-campus Dean attended end of year Distance Ed OTC 2008 conference held at Mira Costa College, Oceanside (San Diego County) June 5-6. See attached snippets doc. (Covers Goals for Innovation # 5 & 7)
- v. E-campus team joined new Online (OTC) group partnering with Evergreen College (chair) and 4 other colleges in the hopes to become the Online Insight leaders to whom the Chancellor's Office will look for guidance for the future of online learning. ☺ (Covers Goals for Innovation #5 & 7)
- w. Requested purchase of software for faculty and staff to enhance innovative teaching and learning:
 - a. 5 x Camtasia Licenses
 - b. 1 x Dragon Naturally speaking
 - c. 5 x hand held video cameras (not received yet-ordered in April)(?)
- x. *Accomplishment beyond Title III Scope:*
 - a. Jipsee Sayalit, the resident /current e-Campus student WebCT CE 6.2 tech has spent time working with captioning and video editing in order to ensure faculty and staff are aware we are working with ADA compliance... Faculty should not stop what they are doing by trying new things in their classrooms. Our ADA effort is to ensure we are trying to do all we can to accommodate everyone. Unfortunately this is just not feasible or possible at this time due to personnel, \$\$\$ and technological constraints.
- y. *Concerns:*
 - a. Security for the new equipment
 - b. More training for use of new equipment- workshops developed for this spring is to enhance more media training.
- z. *Institutional Impact:* Having shown faculty how to use the innovative ways (software and/or hardware) in their classrooms, the effect is that more of them are using use new technologies and equipment in their teaching, Innovative new ways of teaching has appeared to really help retention. For example, at the NEWARK Center, one GEO class professor stated that he started his Spring Session with 26 new students and unlike any time before ended the session with 26...this never happened before for him...He said.... the new building and the technology helped. (See actual research statistics on the Ohlone research web site)
- aa. *Cooperative activities with other departments/disciplines and staff on the College:*
 - a. The e-campus team has been working diligently with LRC students who are very tech savvy in having created a live IM set for the Newark LRC. Go here to see it in action: <http://www2.ohlone.edu/org/library/ask.html>
 - b. Between the hours of 9-6 students can IM the library....NEW and wonderful ☺.
 - c. The LRC students and Dean created the LRCe-help email as mentioned earlier in this report.

please note: e-campus is the Distance Education team at Ohlone)

4. **iTunes University**

- a. Kevin Chen (from IT)/Quan Nguyen updated iTunes web interface for the Fall semester 2007. For data see viewable iTunes interface: <http://itunes.ohlone.edu/>
- b. Spring 2008: Kevin Chan & Quan Nguyen, updated the current iTunes *Ohlone* folders and created new folders for new departments. <http://itunes.ohlone.edu/> Library Science Dept (LS) and Computer Studies.
Covers Goals for Innovation #1 and 7 (1 b/c *iTunes* is an easy place for the students to find course content if they are not used to searching for it)
- c. A Podcasting workshop was offered during the January 2008 Learning College Week.
- d. Podcasting workshop planned for August 2008 Learning College Week.

5. **New Faculty Orientation Program**

- a. Facilitated by Marge Segraves with 12 new faculty members 2007-08
- b. Workshops held during Learning College Week, August 2007 and January 2008 and through out the semester.

6. **Title III Mentors – Program Revised – Now called Faculty Learning Coaches**

- a. Learning Coach Program revised and coordinated by Deb Parziale.
- b. The Learning Coach program (formerly called EMT Mentors) was developed at Ohlone College in the summer of 2006 to support *individualized* faculty development with the primary focus on active, collaborative and technology based learning methodologies. Learning Coaches engage in a personalized interaction with the learner, use effective communication and feedback tools, work to create a sense of community, and provide support and encouragement. For more information and ideas, please review the website: <http://www.ohlone.edu/org/learningcoaches/>
- c. Revised email address – learningcoaches@ohlone.edu
- d. Learning Coach application and information sheet developed and placed on Title III web site. Workshop provided during Learning College Activity week by Deb Parziale.
- e. Many Learning Coaches conducted their own professional development activities to prepare for coaching.
- f. Have 12 Learning Coaches actively involved in peer mentoring. Activities include conducting workshops, one-on-one coaching, discussion groups, and a one unit course.
- g. Learning Coaches receive a \$500 stipend at the end of each semester after submission of an assessment of their outcomes.

Learning Coaches 2007-08

Coach	Activity
Darren Bardell	Designing Web CE shells using CE 6; Spring semester will assist faculty 1402 & 1406 as well
Bob Bradshaw	Fall 2007: Excel, Web Page development Spring 2008: Teach Course <i>Mathematica</i> , one hour each week
Alison Kuehner	Fall 2007: 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 Spring 2008: Form an English Faculty discussion group focusing on class-room based research
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 Arellano	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
Bob Mitchell Nancy Pauliukonis	Spring 2008: ISW
Bob Mitchell	Fall 2007 & Spring 2008: Faculty Sharing Group r/t book <i>Courage to Teach</i> and active collaborative teaching strategies
Nancy Pauliukonis	Fall 2007: Creating an Innovative Power Point Presentation
Elisa Webb	Coach faculty on how to set up an online curriculum; convert files to PDF, set up links; answer or research other questions that colleagues might want to know about the online class and use Web CT 6.

7. Learning Communities and Cohorts

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

a. Eleven Learning Communities/Cohorts **Fall 2007**

(Three of these groups were cancelled due to low enrollment.)

i. Five UNIVERSITY EXPRESS

1. Three devoted to developmental English students
2. ENGL-151B, ENGL-163, SPCH-101, PD-113
3. ENGL-151A, ENGL-162, HIST-117B, PD-113
4. ENGL-151B, ENGL-163, CNET-101 (Cancelled due to low enrollment)
5. Two devoted to college level English students
6. ENGL-101A and PSY-101
7. ENGL-101A, ART-101, ART-101L (Cancelled due to low enrollment)

ii. PUENTE

1. Devoted developmental English students with Hispanic heritage
2. ENGL-151B, PD-113

iii. Debate Today's Issues with Tomorrow's Leaders

1. SPCH-106, PS-102

iv. Online Learning Community

1. ENGL-101A, LS-101, PD-113

v. Two Athletic Cohorts

1. Cohort 1 (Cancelled due to low enrollment)
 - a. ENGL-151B, ENGL-167, HIST-114
 - b. MATH-151A (optional), MATH-151B (optional), MATH-152A (optional), MATH-152B (optional), MATH-153 (optional), PD
2. Cohort 2 (Divided this cohort into 2 English 151Bs and added a Special Project 203)
 - a. ENGL-151B, ENGL-167, PSY-139, PD

b. Six Learning Communities/Cohorts **Spring 2008**

i. One UNIVERSITY EXPRESS

1. One devoted to developmental English students
2. ENGL-151B, ENGL-162, HIST-117A

- ii. Learning Community – Debate Today’s Issues with Tomorrow’s Leaders
 - 1. SPCH-106, Psy 102
- iii. Learning Community – On With the Show in English
 - 1. ESL 151, TD 118
- iv. Learning Community – Overcoming Algebra
 - 1. Math 151A, Math 199, PD 111
- v. NEW - Learning Community – Native American Cultures and Literature
 - 1. ANTH 104, ENG 101B
- vi. Online Learning Community
 - 1. ENGL-101A, LS-101, PD-113
- vii. Athletic Cohort(s)
- viii. NEW – Clusters available at New Newark Campus
 - 1. Eleven clusters suggested in Class Schedule Spring 2008 with the following themes:
 - a. Transfer Pathways
 - b. Career Pathways
 - c. Environmental Science
 - d. College Exploration
 - e. English Exposure
 - f. Friday Learning Clubs
 - g. Students allowed to create their own cluster
- c. Six Learning Communities/Cohorts planned for Fall 2008
 - i. One University Express (linked)
 - 1. One devoted to developmental English students
 - 2. ENGL-151B, ENGL-162, HIST-117A, PD 113
 - ii. One Athletic Cohort(s) (not linked)
 - 1. ENGL-151B, ENGL 101C, ENGL 167, PSY 139
 - iii. PUENTE
 - 1. ENGL 151B, PD 113
 - iv. Learning Community – Debate Today’s Issues with Tomorrow’s Leaders (linked)
 - 1. SPCH-106, Psy 102
 - v. California History and California Geography (not linked)
 - 1. HIST 106, GEOG 105
 - vi. Environmental Focus – Learning Community (not linked)

1. ENGL 101A, ENVS 108, BIO 108

c. *Concerns:*

- a. Learning Community Coordinator Position not filled: Administration offered 40% reassigned time for a Learning Community Coordinator. There were not any faculty interested in assuming this position.
- b. Less Learning Communities/Cohorts offered Spring 2008 and planned for Fall 2009.
- c. Counselors and faculty expressed concerns about the Learning Community registration process. Mikelyn and Deb discussed the issues and decided to conduct two Learning Community Debriefing Sessions on March 12 and 12, 2008. Deb led the sessions using the following questions:
 - i. What's working well? Share a peak experience. What were the students doing? How were you interacting with them?
 - ii. What are the challenges?
 - iii. What suggestions do you have for dealing with the challenges?
 - iv. What 3 changes would you like to see? Please give your rationale.
- d. A full report is available. Wayne Takakuwa surveyed the Counselors and summarized the responses in a document called "Suggestions for How to Improve Registration in Learning Communities". Report is available.
- e. *Results - Accomplishment beyond Title III Scope - Cooperative activities with other departments/disciplines and staff on the College – Institutional Impact:*
 - i. Learning Community Registration Process: Deb worked with Mikelyn Stacey, Kimberly Robbie and Mike Bowman to clarify the current status. Great strides have been made in the registration process however this information needed to be more clearly disseminated. Deb developed an Information Sheet on the Registration Process for Learning Communities based on input from Mikelyn, Kimberly and Mike. The Counseling group discussed the process at a staff meeting.
 - ii. Learning Community Advertising: In consultation with Mikelyn Stacey and Martha Brown, Allison Bly and Deb Parziale worked with a student editor from the Monitor to develop a Learning Community brochure. The initial version was brought to the Office of Public Relations. Patrice Birkedahl invited Steve Allen, Graphic Designer, to work with the group.
 1. Learning Community Graphic Element developed and approved. This will be incorporated into the Brochure and as well as the Catalog and Class Schedule, if it meets the approval of that graphic designer.
 2. Steve Allen and the Public Information Staff are coaching the student to develop a professional brochure.
 3. Brochure will be printed and available to Counselors summer 2008.
 - iii. Suggestions for improvement of Learning Community scheduling were given to the Deans.

- iv. Faculty teaching in Learning Communities find an initial increase in work load as faculty load is different. They appreciated the Innovation Project stipends for teaching in a Learning Community for the first time. Faculty feel that Learning Community scheduling could help facilitate their ability to meet and work with each other.
- v. Students form their own support and study groups; they learn to assist and tutor each other; they share their strengths and support each other.

d. Faculty Innovation in Learning Projects

- a. The Title III Grant provides \$500.00 stipends for **faculty groups** who work together to **redesign or develop a new learning community or cohort which integrates active, collaborative and/or technology assisted learning methodologies* and assessments**. Each faculty member working on a project is eligible to receive a \$500.00 stipend.
- b. **Individual faculty** Innovation Project stipends are also available. Faculty are encouraged to **develop a learning module demonstrating an active, collaborative or technology assisted learning methodology**, e.g., how to create a podcast, videostreaming or other. This module will be placed in Web CT 6 or on the Staff Development web site for other faculty to use as a reference tool on learning/teaching strategies.
- c. 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.
- d. Summary of Title III Faculty Innovations in Learning Projects: 2007-08
 Note: Project Applications and summaries available at: <http://www.ohlone.edu/org/titleiii/facultyinnovations.html>
 Faculty receive a \$500 stipend upon project completion and following submission of an assessment of their outcomes

Name(s)	Project
Jennifer Harper	Online Orientation – PD 101
Jennifer Harper	On-line Student Success Workshops
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.
Darren Bardell Susan Cunningham Cecile Davila	Learning Community incorporating English 151A, History 117B, and English 162 and promoting Critical Thinking
Weihsun Mao	A Module for Computer-Aided Interactive

Pei-min Lin	Chinese Diacritics in Learning
David Topham	Capstone CS project: student team would have the outcome of producing a website to support data sent back from the satellite and provide a way for the general public to access that data to use for educational purposes. The group would assist the Robotics Systems Lab at Santa Clara University with a grant from NASA/AMES to carry out an automated biology experiment aboard a small satellite.
Jennifer Hurley	Creating a (Mostly) Paperless Classroom for English 101C

8. Tutoring and Supplemental Instruction (LAPSI) Program (<http://www.ohlone.edu/instr/lapsi/>) 2007-2008

Learning Assistant Program/Supplemental Instruction (LAPSI) is an academic support program that utilizes peer assisted study sessions. LAPSI sessions are free, voluntary, and open to the entire student population of a specific course. LAPSI sessions are regularly scheduled, out of class study sessions in which students compare notes, discuss readings and concepts, work on handouts, review lecture materials, develop learning and study skills and predict test items. LAPSI helps “A” students keep their “A” and helps struggling students pull up their grades.

LAPSI follows SI model. Supplemental Instruction (SI) was first developed by Dr. Deanna Martin at the [University of Missouri - Kansas City](#) in 1973 to address rising dropout rates. By 1981, the SI model was acclaimed as an exemplary program by the US Department of Education. Currently, more and more institutions of higher education, both national and international, offer SI to their students. View an [article about SI \(PDF\)](#) (view with the free [Adobe Reader](#) software) .

The Ohlone LAPSI Program has been developed and implemented under the leadership of Ilene (Sam) Katz, Professor Math (with very limited reassigned time). It is a powerful model and Ilene has research available demonstrating its success at Ohlone College. Additionally Ilene conducts LAPSI Training sessions each semester.

- a. Fall 2007 : 10 Basic Skills Groups; 5 Non-Basics Groups
- b. Spring 2008: 11 Basic Skills Groups; 6 Non-Basic Skills Groups

Fall 2007

Spring 2008

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	Maskitia Eng
Bardell Hist 117B-w/Eng. in LC	Olsen ESL
	O'Connell MA 190

Non Basic Skills

Harrison Speech	Segraves BA 123
Grant Chem 101A	Harrison Speech
Lemon Spanish	McCarthy History
Wolpe French	Pelimiano MA152
Mccarthy History	Grant Chem
	Nguyen MA101A

CDP Goal 2

CDP Related Goals	Measurable Objectives	Yr.3 07-08
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
	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
	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
	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
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
Year 3 - objectives	*Pilot testing of technology-assisted/active learning in ESL and basic skills courses 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. * Increase the number of ESL and basic skills students	IP

	<p>attaining college level computer skills from 25% to 75% by 9/09 compared to 2004</p> <p>* Increase the percentage of ESL and basic skills students persisting to college level studies from 40% - 60% by 9/09 compared to 2004.</p> <p>* Increase percentage of ESL and basic skills students successful after attaining prerequisites in passing college level math and English courses from 45% to 60% by 9/09 compared to 2004</p> <p>*Activities</p> <p>*Develop new Learning Communities/Cohorts each year</p> <p>*Improvement of student completion rate</p> <p>*Improvement of completers continuing to college level courses.</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

A-Achieved; IP-In Progress

CDP Goal 2 - Accomplishments

1. Professional Development – See Goal 1
2. Research – see <http://ohloneresearch.pbwiki.com/Title%20III>
3. *Accomplishments beyond Title III scope:*
 - a. Assessment and development of plans for improving the Ohlone College Basic Skills Program
 - b. Basic Skills Coordination Team consisting of English, Math, ESL, and DSPS faculty and counselors
 - i. Members 2007-08:
 - Zahra Alavi, ESL Faculty
 - Susan Cunningham, English, Faculty
 - Vicki Curtis, ESL Faculty
 - Cecile Davila, English Faculty
 - Jesse MacEwan, Counselor
 - Shirin Maskatia, English Faculty
 - Suba Marti, Coordinator Math Lab
 - Anh Nguyen, Math Faculty

Nancy Pauliukonis, Deaf Studies Faculty

Mylene Pelimiano, Math Faculty

Stephanie Ramos, Counselor

Kelly O'Connell, Math Faculty

Paula Schoenecker, Learning Disabilities Specialist, Faculty (Fall 2007)

Rakesh Swamy, English Faculty and Faculty Coordinator for LASS; *Coordinator Basic Skills Spring 2008*

Wayne Takakuwa, Counseling Faculty and Faculty Coordinator for Assessment

Martha Brown, Dean, Counseling and Matriculation

Mikelyn Stacey, Dean, Language Arts, Library and Social Sciences

Deb Parziale, Professional Development Coordinator

- a. Basic Skills Coordination Team members attended the Student Success Conference in San Jose, CA. and other related professional development activities.
- b. Completed assessment of the Ohlone College Basic Skills Program in relation to Statewide Basic Skills criteria to develop a highly coordinated Basic Skills Program.
- c. Developed Program Philosophy, Mission, SLOs
 - i. See: <http://basicskillstaskforce.pbwiki.com/>
- d. Renamed Program: Yunahi Success Program
 - i. "Yunahi" means "village" in the original dialect of the Ohlone Indians of this area (Courtesy of Andy Galvan)
- e. Program Motto: "It takes a Yunahi to raise successful students."
- f. Facilitated a workshop in January 2008 for the total Ohlone Faculty on the assessment, reorganization and sought feedback on plans for improvement of the "Yunahi Success Program".
- g. Will facilitate another workshop in August 2008 on updates made and how faculty feedback was incorporated into the Action Plan.
- h. Completed Action Plan to facilitate a highly coordinated Basic Skills Program
 - i. Organizational and Administrative Practices
 - ii. Program Components
 - iii. Staff Development
 - iv. Instructional Practices
- i. New Program Coordinator named: Rakesh Swamy , Assistant Professor, English

CDP Goal 3

CDP Related Goals	Measurable Objectives	Yr.3 05-06
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
	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
	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
	3.4 Increase by 25% student satisfaction with availability of courses compared to initial baseline survey by Fall 2009 (Year Five)	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
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

	Activities: *Pilot test optical scanning system for student assessment & educational plans *Service 2 student cohorts with pilot test of electronic assessment and Ed Plans	
Year 3 objectives	*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 25% over the 2004 baseline. * Decrease the number of students enrolled with an Ed Plan who have class scheduling conflicts from 20% in 2007 to 10% by 9/08.	IP

CDP Goal 3 - Accomplishments

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.

1. Optical Scanning Project Report by Gillian O’Farrell and Ellen Lane
 - a. Fall 2007
 - i. Installation of software/hardware by vendor, The on-base software is produced by Hyland Company.Ini
 - ii. Vendor completed “Train the Trainer” Program for Ohlone personnel
 - iii. Gillian O’Farrell trained the users at Ohlone.
 - iv. End-user training for Scan/indexing and retrieval is complete.
 - b. January 2008 - Initiated pilot implementation
 - i. Historical Documents sent to vendor in January to be scanned, loaded into Onbase and indexed – Completed
 - ii. Scanner Stations are located in Fremont Campus Counseling and A&R areas
 - iii. Scanner Station set up in Newark Campus Student Services area.

- c. Documents to be scanned for the Scanning pilot:
 - i. Transcripts College - This is the focus at this time.
 - ii. Transcripts High School
 - iii. Student Communications
 - iv. Pre-Req Petitions
 - v. Multiple Repeat Petitions
 - vi. Acad Stand Reinstate Petitions
 - vii. Overlapping Classes Petitions
 - viii. CCC Assessments
 - ix. AP Scores
 - x. External Course Descriptions
- d. Impact/Analysis
 - i. This project is 90% complete. There are issues with some of the components relating to Colleague R18 and we are working with the vendor.
- 2. eSARS Project
 - a. This project is complete. This is LIVE for Counseling, Transfer Center, ESL Placement, and Orientation.
- 3. SARSCall Project
 - a. Email reminder going out to students for counseling appointments. This will help decrease the no-show appointments.
 - b. It is LIVE for Counseling, Transfer Center, and ESL Placement.
- 4. SARSGrid Project
- 5. MIS Data capturing with SARSGrid
 - a. FinAid, Placement, Orientation and DSPTS coming on-line with SARS calendaring system
 - b. This is complete with the exception of DSPTS, which has chosen not to use SARS at this time.
- 6. *Impact/Analysis*
 - a. Project Coordinator for all above projects has left Ohlone College; working on finding a replacement person
 - b. Have new IT management and many new IT personnel
 - i. February 2008 - Meeting between Title III Grant Director & Project Coordinators and new IT Personnel to discuss all Title III Activities that need IT support, with a special emphasis on the above named projects. Plan is to name one IT person who will be responsible for the grant roles: ERS Specialist/Research and Systems Analyst 50% and It Director 35%. Bruce Griffin will follow through on determining person and get back to Leta. Andrew Griffin will contact the vendor to be sure coding in completed for software to be used with new R18 system.
 - c. Discussed need to include VPs in these planning issues.

7. Spring 2008 Report from Ellen Lane

- a. Query Builder training for key users so they could get the data out of the ERP for Management decision making.
- b. Learn procedures specific to Datatel R18 for loading software fixes and enhancements.
- c. Create and manage the test environment for keeping the college’s ERP at the current patch levels.
- d. Support of calendar year end processing to ensure W2’s, 1098T’s, and 1099’s were delivered.
- e. On going support for security requests of our ERP system.
- f. Support for the fiscal year end close on the ERP.
- g. Developed the component which integrated the OnBase document scanning system with the College’s ERP system.
Developed the installation guide used by Desktop Support enabling them to deliver this component to members of the Pilot group.
- h. Worked with the Pilot group to help develop and adopt processes and procedures that utilized features of the OnBase document scanning system.
- i. Acceptance testing of the Workflow component for the OnBase document scanning system. Documented issues and worked with the vendor to provide solutions.
- j. WebAdvisor upgrade from 3.04 to 3.1.1 included: creating a test environment; initial installation of upgrade; reapplication of Ohlone customizations; test; communicate status to management and users on the progress of the upgrade. Work with users to test upgrade.

CDP Goal 4

CDP Related Goals	Measurable Objectives	Yr.3 07-08
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
	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	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
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
Year 3 Objectives/activities	*Increase from 10% to 100% faculty using ERP data for course management and student retention by Fall 2008(Year Three) compared to initial baseline *Activities * Train faculty mentors in Release 18 Datatel to assist faculty ERP use	A

CDP Goal 4 - 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

1. Institutional Research and Assessment Team (IRAT) continues to meet on a regular basis
2. Colleague/Datatel
 - a. Fall 2007 - Release 18 went live; included a transition to a new user interface (UI);
 - b. Train the Trainer Program implemented.
2. Web Advisor
 - a. As of Spring 2007, 100% of faculty use Web Advisor for class rosters, grading and wait list functions.
 - b. Fall, 2007, Jon Degallier worked with IT staff and successfully implemented an easy method to export student data into an excel spreadsheet for grading purposes.
 - c. Note: WebAdvisor 3 - LIVE Spring 2006
 - d. *Impact/Analysis*
 - i. Faculty ask if it is possible to have a one-roster system for multiple classes within a learning community. This would assist faculty who have the exact same students in each individual class.
 - ii. Counselor Request “Would also like to see counselors get access to webadvisor. There is a "counselor" area & I'm not sure what it does or why it hasn't been turned on.... I have a note to bring this up with Martha as well.”
3. Administrator and Faculty use of ERP data for decision making.
 - a. Ellen Lane researched and shared methodologies for Administrator use of ERP data for decision making (Data Warehousing). Requirements assessment needs to take place
 - b. *Impact/Analysis*
 - i. Discussion occurring during Project and Monitoring team meetings to determine what does Goal 4 want to achieve, that is what do faculty and administrators want to know from Datatel? Now that R18 is in place we can really look at this goal. Is it addressing business needs or academic needs or other? We need to clarify our direction.
 - ii. How can Datatel assist us in implementing a student driven schedule (Goal 6)? What can Datatel do for course planning, e.g., how many sections are needed?
 - iii. Newark scheduling is student driven; Fremont scheduling is more faculty driven.
 - iv. What are we doing with required Basic Skills sections based Placement Test results e.g., if we require students to take a basic skills class (reading), but do not offer that class due to cutbacks, then what service are we offering out students?
 - v. How can we get a list from faculty on their Datatel needs. Susan Myers suggested that Mike include that question on the Faculty Survey.
 - vi. Mike Bowman said he would be willing to create additional reports for faculty to use in Program Review, once additional information needed is identified.

- vii. Will refer some of these issues to IRAT team.
 - viii. Need to establish a consistent process for faculty to give and seek feedback on issues related to Datatel and WebAdvisor; perhaps through the TechComm Committee.
4. 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. Investigation continues to find 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.
 - iii. Counselors have developed a “Requirements Document” for the SEP Projects.
 - iv. Note: 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.

CDP Goal 5

CDP Related Goals	Measurable Objectives	Yr.3 07-08
5. Provide training programs for continuous improvement in all	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	IP

college programs and services	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%	IP
	Activities: hire consultant to train mangers & staff in CQI, Conduct training	IP
Year 2 Objective/Activities	*Increase the number of support staff and managers completing continuous quality improvement training from 0% to 33% over 2004 baseline. Activites: * Contract for consultant to train managers and staff in continuous quality improvement methods * At least 50% of managers and 20% of staff trained in CQI	IP
Year 3 Objective/Activities	Increase the number of staff completing continuous quality improvement training from 33% in Fall of Year Three (2007-08) to 65% in Fall of Year Three (2009). Activities: *65% of full-time staff will have working knowledge of methods and processes for continuous quality improvement by beginning of fall semester, 2008. *100% of managers and 65% staff trained in CQI	IP

CDP Goal 5 - Accomplishments

1. New Ways to Work program – facilitated by Lyle Engeldinger, Dean, Human,
 - a. Continued discussion and negotiation with CSEA
2. Classified Staff flex days, topical seminars, and recognition programs – implementation planned for Spring or Summer 2008
3. Learning College Seminars implemented 2007-08; open to all college employees
4. Recent education opportunities for Ohlone classified staff which support the Title III mission:
 1. Service Improvement - Human Resources and Training Department staff on February 25, 2008 held a half day communication workshop. (This was cancelled and will be rescheduled.)The workshop focused on improving communication between human resources staff and division executive assistants. Workshop topics included ways to streamline inter

department processing, reducing data entry errors, meeting payroll processing deadlines, and barriers to effective communication. The workshop will be repeated quarterly.

2. HR is developing a new employee orientation program. The plan includes mentoring new hires through the first 100 days of employment, creating early job related education opportunities, and introducing new employees to the Ohlone community.

3. HR and Health Sciences Division are joining to develop a new employee assistance program. The program will include health screening, support for life style changes, and access to life event counseling.

5. *Impact/Analysis* – Need to continue to work on clarifying direction for this goal.

a. What areas do we want to focus on for providing “quality improvement”/

i. IT Desk Top Service – This was discussed with the Project Team and IT management as a priority need.

b. Deb Parziale will expand her role as Professional Development Coordinator and work with Human Resources to support to provide professional development activities for Classified Staff.

CDP Goal 6

CDP Related Goals	Measurable Objectives	Yr.3 07-08
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	IP
	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
Year 5 Objectives	<p>* Increase the number of students enrolled for 12 credits or more from 25% in 2004 baseline to 40% by end of Year Five (9/10).</p> <p>* Increase by 15% over initial baseline semester to semester persistence rates of ESL and basic skills students by end of Spring 2010 (Year Five)</p> <p>* Increase the number of students enrolled for 12 credits or more in block course and/or cohort group classes from</p>	IP

	0% in 2004 baseline to 40% by end of Year Five (9/10). * Increase by 7% over Fall 2004 baseline semester to semester persistence rates of students taking 6.5 or more credits by end of Year Five 9/10.	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

PROGRESS CODES

A – Achieved

IP – In Progress

NS – Not on Schedule - Warning

ND – Need Data

CDP Goal 6 – Accomplishments

1. See Research Wikki and Strategic Plan Assessment Report: <http://ohloneresearch.pbwiki.com/Title%20III>
2. See related comments in previous sections.

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	

Year 2 Activities	*Purchase equipment for ITC – Equipment in us	A	
Year 3 Objective and Activites	* Purchase equipment for ITC and classrooms – Equipment in use for Title III projects *Purchase and install equipment and software for wireless/SMART classrooms - 5 SMART wireless classrooms prepared for pilot test * Increase the number of course sections from 0% to 20% wherein students bring/are provided their own learning technology devices * Students have full IS access without college providing PCs; Students have own IS device which improves learning * Title III Activity reports for 2007-08 include verification data. IT Office records of classroom wireless technology installation and utilization.	A/IP	

CDP Goal 7 - Accomplishments

1. TechComm Committee formed and implemented (includes faculty and management members)
 - a. Technology Master Plan completed (Initial version written by Task Force during Spring 2007)
 - i. Incorporates Title III goals and objectives
 - ii. Sent to Faculty Senate for review and approval
 - iii. Discussed with new IT Management Group
 - b. Revised and completed Accreditation Report
2. Newark Campus opened January 2008
 - a. All Classrooms are “SMART”
 - b. Wireless environment
 - c. Laptop computers available in carts for student use.
 - d. Computers available in Newark LRC for student use.
3. New IT Management Team and Project Team met February 2008
 - a. Reviewed Grant priorities

- b. Will look to find personnel who will be responsible for the grant roles
4. *Impact/Analysis*
- a. Need to clarify further directions on:
 - ii. Plans to make faculty and staff more self directed and capable in IT related issue.
 - iii. Encouragement of students to bring their own technology devices and plans for the college to supply students who can not supply their own devices.

Other:

1. Leta Stagnaro, Grant Director, promotes the institutionalization of grant goals and objectives. Thus a reorganization of personnel will begin Summer 2008 - the Dean of Counseling, Dean of Humanities, Social Sciences and Math and the Dean of Technological Resources be the Activities Coordinators. The Professional Development Coordinator's role will expand to work with Human Resources to develop a centralized Professional Development Program for all employees. Grant goals and objectives will continue to a key focus of professional development activities.
2. The job description for the Title III Grant Project Assistant position to assist the Activity Coordinator (as described in the Grant) was written summer 2007 and approved by the College President. The job description and position request was sent to the CSEA which approved the request in February 2008. The position was offered to a current employee who had just accepted another full-time position so refused this position. The position was not advertised further.
3. Mike Bowman, researcher, maintains up-to-date research data related to all grant activities on the College research web site.