

Title III talking points

How does Title III affect me?

Title III provides staff and monetary resources to help us meet the college goals. The current focus is:

- Adopting active and collaborative learning methodologies.
- Embedding and distributing technology throughout the curriculum and work environment.
- Fostering a culture of continuous improvement.
- Providing multiple scheduling and delivery systems for student access to learning opportunities responsive to diverse backgrounds and learning styles.
- Computerizing student services to promote a smooth and efficient matriculation process.
- Creating professional development opportunities for all.
- Creating a learning college atmosphere.

How Can I Get Involved?

The Title III Grant provides many opportunities for all:

- Be a Faculty Coach. Work with a Faculty Coach.
- Be a faculty innovator and complete an Innovation in Learning Project.
- Develop a new Learning Community or Cluster.

- Develop a Learning Module on a teaching strategy you believe in which will be added to the Staff Development website for others to learn from.
- Implement student centered portfolios within your courses.
- Participate in planning and taking workshops within the newly developed Classified Staff Flex Program.
- Join a work group to determine and help implement ways to better use information available through Web Advisor 3 and Datatel Release 18.
- Participate in the Student Service initiatives to computerize all key student services.
- Participate in Learning College Week.
- Participate in the Learning College atmosphere.
- Try out at least one new learning methodology in your classroom this semester. Assess what went well. What would you want to do differently? What was the student's response?
- Share ideas on fostering student success.

Come up with your own creative and innovative ideas and share them!

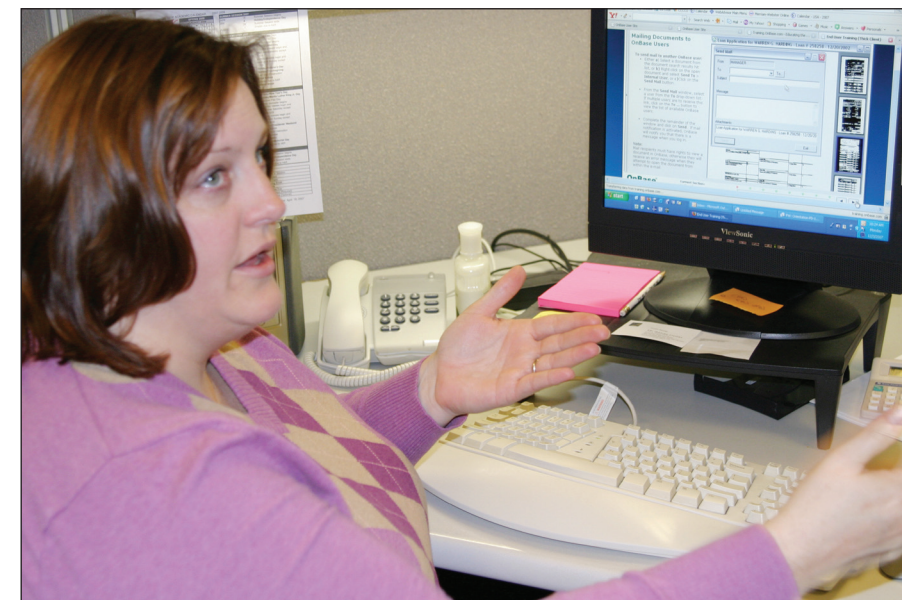
Title III Gazette

Vol. I No. I

The newsletter of the Title III Grant

January 25, 2008

What is the Title III Grant? The Title III Grant is a Federal Grant providing \$1,750,000 over five years to “improve success rates for under-prepared students through new learning methods and technologies.” This is accomplished through adopting a “Learning College” model to meet the Ohlone College vision, values and goals.



Systems analyst Gillian O'Farrell explains the details of the Title III-funded Optical Scanning Project.

Project to digitize records

Student records are on their way to being fully digitized, thanks to the Title III-funded Optical Scanning Project. Once implemented, the project could mean greater efficiencies in the way counselors handle student information, how students are counted and an ultimate increase in full-time students.

Systems Analyst Gillian O'Farrell said the project was started because of disconnects in the way students' information was being shared. One of the reasons for this, she said, was that there was not a depository for that information.

“We looked at a couple ways to [fix] that, and one way was to make the paper electronic,” said O'Farrell.

O'Farrell noted that currently, if a student makes an appointment with a counselor, sometimes the necessary documents are available and sometimes not. Once the optical scanning project is implemented, the student's responsibility to keep track of their supplemental documents will be minimized: the counselor

would simply pull the digitized versions of the documents off a central database, eliminating the need for students to handle their own data.

The muscle behind the system is a software package called OnBase. So far, the college has purchased two scanners (for a total of \$5,800) and has plans to purchase a third for the Newark campus.

The process of document digitization is made up of several steps. First, the necessary document is scanned, then saved as an image. This is then sent to a central database, where it can be reached by counselors or other faculty or staff who have need of the information. Both staff from the Fremont and Newark campuses will be able to access the database.

Starting this year, faculty and staff are being trained on how to take advantage of the new project. O'Farrell said that currently, the plan is for the college to keep the paper records for one year. No plans have been made as to when the college will go paperless.

Innovations in Learning Space

Title III funds contributed to the development of early learning space prototypes on the Fremont campus. From there, faculty and student feedback shaped the plans for the innovative classrooms at the Newark Campus.

During 2005-'06, the Innovation and Technology Center (1407) was remodeled and two prototype classrooms (1402 and 1406) on the Fremont campus were developed to support innovative learning strategies and technologies. These Learning Spaces provided a venue for faculty and students to experiment with innovative teaching and learning strategies, explore technology-enhanced curriculums, and gain a better understanding of how design elements such as color, lighting, air quality, space flexibility and other learning ecosystem elements influence learning experiences.

The “Learning College” concept facilitated development of these rooms. Ohlone faculty and managers provided input on design and technology to the Learning College Task Force. Research on learning space design was conducted through an extensive literature review and visits to local Teaching and Learning Centers. Through a partnership with Wallenberg Hall staff, Ohlone personnel incorporated findings from the Stanford Center for Innovations in Learning. Learning Space Design Consultant Dr. Susan Fry assessed the initial classroom environment and presented new ideas in a subsequent workshop. President Doug Treadway conducted a series of “Classroom Walks” to obtain faculty feedback on what was needed to promote student engagement and success. Interior Design Instructor Denise Owen and her students participated in the selection of colors for paint and carpeting in the prototype classrooms.

The design themes implemented included promoting the “Learning College” model in a collaborative work environment, developing a flexible learning atmosphere, providing “capture ability” to save work/ideas generated and celebrating “risk” and “experimentation” in new learning methodologies.

Who's involved in Title III

Title III Personnel

Leta Stagnaro

Title III Director

Associate Vice President, Newark Center for Health Science and Technology

Deb Parziale

Title III Activity Coordinator

Coordinator, Staff Development

Martha Brown

Title III Activity Coordinator, Student Services

Dean, Counseling

Dr. Douglas Treadway

President, Ohlone College

Title III Project Staff

Ellen Lane

Programmer/Analyst

Gillian O'Farrell

ERP Specialist/Analyst

Quan Nguyen

Software/Hardware Technician

Mike Bowman

Research

Lesley Buehler

Dean, Learning Resources

Sue Steffen

Project Secretary

Title III Monitoring Team

Dennis Keller

Strategic Planning

Jeff O'Connell

Technology Committee

Manmohan Gill

Facilities Committee

Cheryl Lambert

Innovation & Technology Center

Advisory/Web Design

Jennifer Harper

Student Services Representative

Chris Warden

Curriculum Committee

Wayne Takakuwa

Counseling Services

Sandi Goudy

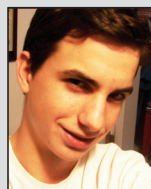
Datatel/Colleague

Susan Myers

Faculty Senate

Bob Bradshaw

United Faculty of Ohlone



Behind the Title III Gazette

Eric Dorman worked with Deb Parziale to create the *Title III Gazette*. An Ohlone student, he is also an editor on the *Monitor*.

In appreciation of the environment, we are printing on recycled paper and limiting the number of Title III Gazettes available. Please recycle!

Faculty take part in Title III, from becoming Learning Coaches to leading Innovation Projects

Focus on SNAPSHOT Learning Coaches

Heather McCarty | History

Project: Teaching faculty how to better use classroom technology



“The idea is that pretty much everyone can use [the technology]... It crosses all sorts of disciplines. The technology is really pretty neat.”

Robert Mitchell | English

Project: Starting a book group with other English instructors



“I wanted to have a place where I could meet and talk to other people about the inner life of a teacher.”

Bob Bradshaw | Math

Project: Teaching other faculty how to use the program ‘Mathematica’



“Many other faculty members don’t know how to use [Mathematica]... one assignment for my course will be for each faculty member to come up with three ways to use it classes.”

Nancy Pauliukonis | Deaf Studies-English

Project: Teaching other instructors how to use Powerpoint more creatively



“It gives me a connection with other faculty. I don’t always have a chance to connect with faculty of other disciplines... I do enjoy that.”

Faculty Learning Coaching

At first the concept seems a little strange—teachers teaching other teachers how to teach better. But for those faculty members who want to learn how to use new tools to improve the quality and efficiency of their work or teach those skills to others, Faculty Learning Coaching is an ideal way to convey knowledge from one instructor to others.

The Learning Coach program, funded by the Title III Grant and 18 faculty members strong, was developed at Ohlone in the summer of 2006 to support individualized faculty development with the primary focus on active, collaborative and technology-based learning methodologies. Learning Coaches work with two or more faculty members during the course of a semester to provide support in their development of new teaching strategies and learning tools.

History Assistant Professor Heather McCarty used her time as a Faculty Learning Coach last fall to teach other instructors how to use the college’s two “prototype classrooms,” Rooms 1402 and 1406. Many of the tools in the two high-tech classrooms, such as a camera that takes pictures of the room’s whiteboard and posts them online and movable furniture, can be a challenge to incorporate into teaching at first, a difficulty McCarty hopes to alleviate with her coaching.

For Deaf Studies-English Professor Nancy Pauliukonis, being a faculty learning coach last fall was as simple as teaching other faculty members to use Powerpoint

to teach in new and creative ways. The popularity of the subject matter became apparent when Pauliukonis sent out an e-mail announcing the program and received about 20 faculty responses expressing interest almost immediately.

It wasn’t just the faculty she taught that benefitted from the program, said Pauliukonis. “[My coaching] gives me a connection with other faculty. I don’t always have a chance to connect with faculty of other disciplines.”

‘Good teaching comes from the integrity of the instructor.’

—Bob Mitchell

English Associate Professor Bob Mitchell is a different kind of Learning Coach: this semester, he formed a book discussion group. The group was centered around the book “The Courage To Teach” by Parker Palmer, which covered many issues that teachers deal with on a personal level.

“It’s not teaching techniques that really matter...good teaching comes from the integrity of the instructor,” said Mitchell.

Not only did Mitchell believe the discussion was beneficial to the teachers who participated, he wants to continue the discussion next semester with a new book, and hopes that other faculty members could start discussion groups of their own.

Both full and part-time instructors can sign up to be Faculty Learning Coaches and receive a \$500 stipend each semester. Coaches can be faculty within your department or a self-selected group on a topic of interest. For more information, go www.ohlone.edu/people/bbradshaw/coach/ or contact Staff Development and Title III Activity Coordinator Deb Parziale at dparziale@ohlone.edu.

Classified Staff Initiatives

The Classified Flex Program promotes the “Learning College” model by encouraging continuous learning by classified staff employees to ensure they are equipped to meet the needs of students and the College now and in the future.

Through continuous learning, employees increase their skill set, are engaged and informed, experience less stress, are happier, and enjoy an increased sense of community among co-workers and students. To support continuous learning by classified staff employees, representatives from Human Resources worked closely with classified staff representatives to prepare the proposal for the Classified Flex Program at Ohlone College. This program will begin Spring 2008.

In an example of the projects classified staff in IT are doing, Ellen Lane completed research on data warehousing—storing and retrieving data in an efficient manner for faculty and management to use in their decision-making process. She was also a key figure on the Web Advisor 3 and Datatel Release 18 upgrade project team. Title III funded Ellen’s position.

Faculty Innovation Projects

Few things are more stressful than attempting to save a life for the first time after only having heard lectures on the topic. Now, some of that stress will be taken off the shoulders of Ohlone’s nursing students, thanks to the Title III-funded Student Performance of Cardiac Resuscitation in a Reality Based Simulation project.

As part of the project, explained Nursing Assistant Professor Carrie Dameron, nursing students become prepared for unexpected real-life scenarios while they’re still in the classroom. Not only can they practice on mannequins that breathe, have beating hearts and an IV, but they can also be programmed to become ill in different ways to help nursing students practice their skills and learn from their mistakes.

Dameron’s project is part of a Title III Grant Faculty Innovations in Learning Projects, which aims to foster student engagement and success in achieving student learning outcomes 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. Ohlone currently has 19 projects, with 35 people engaged.

Dameron said that the driving force behind the project—two human simulations, state-of-the-art \$75,000 mannequins that the college has owned for about a year and a half—have revolutionized the way she teaches nursing. The classes she teaches that use the simulations have two parts. In the first half, the “patient” fails somehow, losing breathing and/or heartbeat, requiring the students to work together to bring the patient back to health. The second part consists group discussion, in which the students critique their own performances, and go over what they did right and wrong.

Chemistry Professors Maru Grant and Anu Ganguli, Biology Professor Jim Baxter and Math Science and Technology Coordinator Yvette Niccols created a unique project last spring called the Biology/Chemistry Learning Community (BCLC).

The goal for the BCLC, a faculty learning community, is to promote communication between faculty from three

disciplines, General Chemistry, Organic Chemistry and Biology. Students will benefit by realizing there is a close relationship between these areas of study and by being able to transfer learning across disciplines.

“We make a point to talk to each other,” said Grant. She believes students are showing improvements already.

Deaf Studies-ESL Professor Tom Holcomb used his Faculty Innovation Project funding to foster a different kind of communication: a way for hearing people to learn how to better interact with the deaf. To accomplish this, Holcomb produced a DVD, called “A Sign of Respect: Strategies for Effective Deaf/Hearing Interactions” and a workbook, both designed to increase the comfort level of a hearing person preparing to enter deaf society.

Holcomb noted that his project was bigger than just Title III; “A Sign of Respect” is actually the second DVD he has produced. He said that the first, a 2001 production called “See What I Mean,” got such a positive reaction from colleagues around the country that he decided to make another. While the funding to create the DVD was provided by another company, Holcomb was able to produce the workbook largely because of Title III.

Learning communities aren’t just restricted to faculty. English Professor Shirin Maskatia and History Assistant Professor Darren Bardell joined their classes into a student learning community to connect English writing requirements with the content of History.

Maskatia said that the learning community definitely helped the motivated students in her class get more out of English and history than they ordinarily would. She thought that having core content from a class like history or psychology (which she will pair with next semester) really makes the essays in English more interesting and relevant.

Faculty Innovation projects can be either individual or group efforts. The Title III Grant offers \$500 stipends for those working on faculty innovation projects. Projects range from active learning (with the instructor working along with the students as a guide and co-contributor) to technology-assisted learning. Anyone interested in learning more should contact Deb Parziale at dparziale@ohlone.edu.

Focus on SNAPSHOT Innovation Projects

Maru Grant | Chemistry

Project: Working with other faculty to synchronize class content



“[The other instructors and I] don’t repeat the same experiments; we integrate... We make a point to talk to each other.”

Tom Holcomb | Deaf Studies-ESL

Project: Development of ‘A Sign of Respect’ workbook and DVD



“The DVD is a hands-on interactive experience where [those with hearing] can practice appropriate behavior [in deaf society].”

Shirin Maskatia | English

Project: Development of English/History learning community



“I like the idea of the writing in an English class to be based on a content class.”

Carrie Dameron | Nursing

Project: Using humans simulations to teach nursing students in a more hands-on way



“The goal was to take this lecture topic and make it more hands-on...It changes the whole dynamic of the teaching-learning process.”