

Title III  
Policies and Procedures  
Manual

Ohlone College

Fall 2005 - Spring 2010

**Ohlone College  
Title III Policy and Procedure Manual  
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## **Title III Personnel**

### **Leta Stagnaro**

Title III Director

(510) 659-7358

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Building 27

### **Deb Parziale**

Title III Activity Coordinator

(510) 659-6026

[dparziale@ohlone.edu](mailto:dparziale@ohlone.edu)

Building 2, Room 2314

### **Martha Brown**

Title III Activity Coordinator, Student Services

(510) 659-6266

[mbrown@ohlone.edu](mailto:mbrown@ohlone.edu)

Counseling Center, Building 1, First Floor

### **Dr. Douglas Treadway**

President, Ohlone College

## **Title III Project Staff/District Match**

Coordinator, Innovation Center - Marilena Tamburello (on sabbatical) Lesley Buehler is filling in

Programmer/Analyst - Ellen Lane

ERP Specialist/Analyst - Gillian O'Farrell

Software/Hardware Technician - William Paoli

Director, Technology - Les Hedman

Research - Mike Bowman

Project Secretaries - Sue Steffen and Amanda Wheeler

## Title III Monitoring Team

Leta Stagnaro and Deb Parziale are the Co-Chairs.

Representatives from the following groups:

Strategic Planning - Elizabeth Silva

Technology Committee - Ralph Kindred

Facilities Committee - Manmohan Gill

Innovation & Technology Center Advisory/Web Design - Cheryl Lambert (Learning College Task Force representative)

Jennifer Harper (Student Services representative)

Curriculum Committee - Chris Warden

Counseling Services - Wayne Takakuwa

Datatel/Colleague - Sandi Goudy

Faculty Senate - Susan Myers

United Faculty of Ohlone - Bob Bradshaw

## College Council

(College shared governance groups.)

Associated Students of Ohlone

CSEA / SEIU

Faculty Senate

Vice President, Academic Affairs - Jim Wright

Vice President, Business Services - Deanna Walston

Vice President, Student Development - Ron Travenick

### **PROJECT DIRECTOR 35% role (.35 College paid)**

Ohlone College is committed to developing policies and procedures for effective and efficient project management that adheres to Title III regulations as well as to established institutional policies. Goals of the Project Management component are:

- Successful completion of all grant objectives
- Full integration of Title III activities into institutional operations
- Achievement of greater institutional self-sufficiency by grant's end

### **QUALIFICATIONS OF THE PROJECT DIRECTOR**

Leta Stagnaro will serve as the Title III Project Director on a 35% assignment of duties, will report directly to the College President and will be paid entirely from institutional funds. Leta is Dean of the Newark Campus.

### **PROJECT DIRECTOR POSITION DESCRIPTION**

The Title III Project Director will have 35% assigned time to administer the project.

Qualifications of the Director position include:

- Extensive experience in grants and funds management
- Familiarity with the purposes and programs of USDE Title III
- Holder of an advanced degree
- At minimum of 5 years supervisory experience in higher education
- Excellent written and oral communications skills
- Experience with under-represented and diverse populations (project objective)
- Knowledge of strategies of change in organizational behavior (project objective)
- Knowledge of current trends in teaching and learning for the 21<sup>st</sup> Century community college (project objective)

The major responsibilities of the Project Director include the following:

- Provide overall coordination to and direct all aspects of the Title III Project

- Communicate the progress of the project activities internally to the college community and externally to the Title III program officer
- Provide regular reports to the President and Executive Cabinet concerning project progress and problems
- Establish and maintain effective organizational and administrative structures for management of the project at all levels
- Supervise the collection and analysis of data to evaluate progress on achievement of project goals and objectives
- Meet with the Activity Coordinator weekly and establish a written reporting system for the activity and its three components
- Serve as college liaison to USDE Title III officials on project matters and prepare necessary reports
- Revise project activities if necessary, with approval from appropriate college and USDE Title III officials
- Work with appropriate administrators to ensure institutionalization of Title III activities in the ongoing operations of the college
- Ensure adherence to all applicable college, state and federal assurances and regulations

**Activity Coordinator - 75% role (.45 Title III, .30 College paid)**

Deb Parziale will serve as the Activity Coordinator (75% - 30% college funds and 45% Title III).

Deb will have a full-time assignment in Learning College strategies, curriculum and training with 75% to Title III development and 25% as the Staff Development Coordinator for the college.

The following are primary responsibilities of the Activity Coordinator:

- Provide leadership to the activity and institutionalization of new practices
- Ensure that all strategies and objectives of the activity are achieved on time and within budget
- Ensure that any revisions are approved by the Title III Office
- Ensure that required documentation and evaluation data are gathered
- Ensure that all curriculum developed in the activity undergo proper approval procedures within the college

**Activity Coordinator – Student Services – 15% role (.15 College paid)**

Martha Brown will serve as Activity Coordinator for the Student Services area. Martha is the Dean of Counseling/Matriculation.

The following are primary responsibilities of the Activity Coordinator:

- Provide leadership to the activity and institutionalization of new practices

- Ensure that all strategies and objectives of the activity are achieved on time and within budget
- Ensure that any revisions are approved by the Title III Office
- Ensure that required documentation and evaluation data are gathered
- Ensure that all curriculum developed in the activity undergo proper approval procedures within the college

**Coordinator of the Title III Center for Innovation and Technology 75% role (.75 College paid)**

Marilena Tamburello will serve as Coordinator for the Center for Innovation and Technology (three-fourths time to the Title III project and her salary will be paid by the college). Marilena currently serves as Professor and educational technologist in the learning resources center of Ohlone College and has many years experience with faculty development. Lesley Buehler is assuming this role while Marilena is on sabbatical.

The following are the responsibilities of the CIT Coordinator:

- Provide leadership to the CIT and oversight for staff assigned to the Center
- Assist the Title III Activity Coordinator in scheduling training, training mentors, and facilitating faculty and staff development services for the project
- Develop training modules and resources for both hands-on and e-learning applications
- Maintain currency in research on new methods of learning and teaching and provide resources to faculty and staff who are adopting Learning College strategies
- Research training software and prepare specifications and purchase detail required by Title III management procedures when ordering equipment for the center
- Provide direct assistance to faculty in developing new practices for learning using new active learning methods and educational technologies
- Keep records of time and effort and expenditures for Title III reporting

**Director, Information Technology – 35% role (.35 College paid)**

Les Hedman, Director, Information Technology for Ohlone College, will serve 35% assigned time to the Title III project. Les is well qualified to serve as a key professional in supporting the Activity.

Responsibilities of his position to the Title III Activity are as follows:

- Oversee all acquisitions of equipment and software purchased to support the project
- Oversee design, installation and operation of all information services technologies utilized in the project
- In collaboration with the Coordinator of the Innovation and Technology Center, provide training for all personnel installing and operating new equipment and software in support of Title III developmental activities
- Develop continuous monitoring and improvement strategies for the technology-assisted components of the Activity
- Keep records of time and effort and expenditures for the Title III project

**Computer Hardware/Software Technician—50% role (.50 College paid)**

William Paoli will serve as a half-time technician paid through college funds will provide technical assistance to the Coordinator of the ITC and faculty and staff engaged in the Title III project. Duties of this position will be as follows:

- Administer software for course development, such as WebCT, listservs, video-servers and chat servers
- Maintain the new Title III Innovation and Technology Center equipment and facilities where the faculty and staff development activities for Title III will take place
- Perform Help Desk functions for faculty and students in technology-assisted learning
- Provide technical support for faculty developing new courses
- With direction from the Center Coordinator, instruct faculty in the use of web-based software, technology-assisted courseware, and other technology-based materials
- Perform computer administrative tasks such as backup, restoration, security, performance monitoring and documentation. Perform setup, installation and maintenance of electronic learning devices in the training labs.

**Programmer/Analyst –100% role (100% years 1-3, 75% year 4, 50% year 5 Title III paid; 25% year 4, 50% year 5 College paid)**

Ellen Lane will serve as a full-time programmer/analyst to support the Title III project.

The duties of this position are as follows:

- Develop computer systems from conception and design to pilot testing and implementation including: analyze and design system; develop program specifications; code, compile and test programs; write system documentation; write user guides and documentation; train college staff in the use of the system; write procedures and train computer operations staff
- Maintain, by working with Datatel vendor, all aspects of computer applications for Title III project including: monitor and evaluate operations of the new system in pilot test configuration, confer with users to identify changing needs or problems, analyze system and procedures, develop solutions to problems and modify systems, procedures and documentation accordingly
- Install Datatel Colleague system software upgrades and updates; train users in the use of new system and features
- Attend meetings and conferences as a representative of the IT department and Title III project staff
- Participate in or be responsible for complex design projects; assist other staff in complex programming problems
- Serve as a technical contact person for verification of data sent to USDE and other outside agencies
- Advise and provide Title III ERP/Research Analyst with information of database structure and data files available; create data files to be used by Research Analyst in Title III project implementation, including monitoring of indicators and evaluation processes

**ERP Specialist/Research and Systems Analyst 50% role (.40 Title III paid, .10 College paid)**

Gillian O'Farrell will serve as a ERP Specialist (Research and Systems Analyst) and will support the Associate VP of Technology, Programmer/ Analyst, Dean of Counseling, and Dean of Enrollment Management as well as other staff engaged in the Title III activity.

The duties of this position are as follows:

- Provide support of integrated database (Colleague) and peripheral systems
- Propose information and communication system improvements using current and optimal technologies as detailed in the Title III project
- Help develop plans for upgrading of software application systems and use effective project management tools. Assist Programmer/Analyst in implementation.
- Conduct analysis to improve the database use and reliability for all users
- Design and provide specifications for customizing the integrated ERP system components in the Title III project
- Create and provide documentation, train staff in documentation development and end users in system features and usage
- Manage procedures to maintain and update data, streamline operations and processes



**Administrative Secretary – 50% role (.30 Title III paid, .20 College paid)**

Sue Stefffen will serve as an administrative secretary for the Title III Director. She will serve 50% on a 12-month basis and funds are requested to support this position throughout the project duration. Increases of 5% are budgeted for years 2-5 to cover projected costs of living, salary and benefit increments according to collective bargaining agreements. 30% is Title III funding.

**Project Secretary 50% role (.50 Title III paid)**

Amanda Wheeler will serve as the project secretary. This is a half-time assignment for a classified staff member to assist the Activity Coordinator and other staff and faculty assigned to the Project with the required processing of budget requests, purchase requisitions, equipment inventories, time and effort activity reports, meeting arrangement and minutes, and related clerical support tasks. Amanda will also support Staff Development project, workshops and other activities.

## Guidelines for Writing the Title III Performance Report

The Title III Grant application states the need for "*quarterly reports of progress on implementation strategies and an evaluation of how effectively they are being accomplished. All relevant quantitative and qualitative data in reference to measurable objectives and performance indicators will be included in the report.*" (Title III Grant Application, page 64)

Please report on the following items:

1. Summarize accomplishments made for each Activity (CDP goals and measurable objectives). Include all relevant quantitative and qualitative data.
2. Comment on the *status of targeted timeline*.
3. Indicate any expenditures and their purpose.
4. Describe any activities that went beyond the accomplishments of tasks.
5. Discuss, substantiate, and recommend any needed changes.
6. Address the institutional impact. This section consists of a reflective assessment. Step back from the immediate view of the discrete task to view the overall impact to the institution. Put your grant activities into the larger context of the College as a whole. Consider inclusion of the following ideas:
  - a. Describe the positive impacts; directed as well as indirect, the grant activities have on other areas in the college. The intent is to describe the "ripple effect" of your Activity within the institution.
  - b. Describe any cooperation Activities with other departments/disciplines and staff of the College (non-Title III) and/or with other Title III activities. Indicate their impact on the College; include the expertise of non-grant personnel devoted to the project.

In writing this report, please refer to the Grant Application, revised October, 2006.

- CDP Goals and objectives - pages 16 & 17
- Implementation Strategy and Timetable – pages 32-41
- Data Elements and Base Indicators - pages 66 – 71
- Analysis of Information - pages 66-71

CDP Related Goals	Measurable Objectives	Time Frame for Achieving Objectives				
		Yr.1	Yr.2	Yr.3	Yr.4	Yr5
1. 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 faculty trained in active and collaborative learning methods from 5% to 75% by end of Spring 2010 (Year Five) compared to initial baseline	X	X	X	X	X
	1.2 Increase the number of faculty trained in technology-assisted learning from 35% to 100% by end of Spring 2010 (Year Five) compared to initial baseline	X	X	X	X	X
	1.3 Achieve engagement of 100% of full-time faculty in new learning methods and systems by end of Spring 2010 (Year Five)		X	X	X	X
	1.4 Achieve engagement of 15% of part-time faculty in new learning methods and systems by end of Spring 2010 (Year Five)		X	X	X	X
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-	X	X	X		
	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	X	X	X		
	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		X	X	X	
	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		X	X	X	
	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	X	X	X	X	X
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	X	X	X	X	X
	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)	X	X	X	X	X
	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		X	X		

	3.4 Increase by 25% student satisfaction with availability of courses compared to initial baseline survey by Fall 2009 (Year Five)		X	X	X	X
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 Four)	X	X	X		
	4.2 Increase from 10% to 100% faculty using ERP data for course management and student retention by Fall 2008 (Year Four) compared to initial baseline		X	X	X	
	4.3 Train and follow-up administrator use of ERP data for decision making with minimum 80% satisfactory use by Fall 2009 (Year Five)	X	X	X	X	
	4.4 Increase from 40% to 80% the number of support staff fully trained in use of ERP by Fall 2009 (Year Five) compared to initial baseline	X	X	X	X	
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 Four)	X	X	X		
	5.2 By Fall 2009 (Year Five), results of student satisfaction survey will be fully integrated into the quality improvement education training	X	X	X	X	
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	X	X	X	X	X
	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)	X	X	X	X	X
	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)	X	X	X	X	X
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)	X				
	7.2 Acquire new software and equipment to transition to a user-owned/provided IT model by Fall 2009 (Year Five)		X	X	X	
	7.3 Complete training program of staff and faculty as more self-directed and capable in IT applications/maintenance by Fall 2009 (Year Five)		X	X	X	

## TITLE III GRANT – TIME REPORTING FORM

Name \_\_\_\_\_

Month \_\_\_\_\_

Grant Year \_\_\_\_\_

Title III Work Performed	% of Effort
Other Work Performed	% of Effort

I can confirm that the above distribution of activity represents a reasonable estimate of all work performed by me during the stated period.

I confirm that I have first-hand knowledge of all work performed by this employee and that the distribution of activity represents a reasonable estimate of work performed during the stated period.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Administrator's Signature

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **Title III Time and Effort Report Form**

Time and Effort Reports will be completed monthly by each employee paid by Title III funds as stated and approved in the grant as well as college personnel assigned on a college matching funds basis. These reports will be submitted to and reviewed by the Title III Director.

### **Directions for filling out Time and Effort Reports**

1. Indicate your name, the month, and the grant year.
2. Summarize the work you performed for Title III, and the percentage of effort.
3. Summarize the work you performed for other, and the percentage of effort.
4. Sign, date, and turn into the correct Personnel.

## **Title III Grant, Strengthening Institutions Program Faculty Innovations in Learning Project Proposal**

The Title III Grant provides \$500.00 stipends 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.

Forty stipends will be available during the 2006-07 academic year. To apply, please include the following information in your request for Title III Project Funds:

1. Project Description (include title, purpose, and scope of project; indicate how your project fosters student engagement and success in achieving SLOs)
2. Project Outcomes (Student Centered)
3. Assessment Strategies
4. Project Implementation Timeline
5. Faculty Responsible for Development and Implementation
6. Technology and Software Requirements; Distribution (If needed; additional funds *may* be available for department technology needs)

**Send completed project proposal to Deb Parziale, Activity Coordinator.** The Title III Project Team will review the applications as received and award the stipends as merited. There is no application deadline. This will be an ongoing opportunity as long as funds are available.

### **Stipends will be paid upon completion of the following:**

1. Write a short summary of your completed project. Describe project activities, assessment, outcomes, and recommendations. (Submit within two weeks of project completion)
2. Update Official Course Outline with revisions made as an outcome of your project.
3. Complete time and effort report as specified by the Title III Grant.

## **Title III Grant Operational Definitions**

These definitions were developed from review of the feedback from the faculty survey conducted in February 2006 in collaboration with the Learning College Task Force.

### **\*Active and/or Collaborative Learning**

Active learning engages students in projects and/or activities that involve doing something to construct new meaning. One example is to define a problem/need and then find a solution. These activities involve the instructor working along with the students as a guide, facilitator, and co-contributor. Students are responsible and accountable for their own learning and can work independently or in groups. As student participation in activities and projects increases and dialog increases, faculty time giving lectures greatly decreases. Students are discovering rather than being given the information. The instructor and students become colleagues in learning.

Collaborative learning involves students working with other students and faculty in one course or in more than one course across the disciplines, e.g., learning community. Collaborative learning involves both students and instructors as co-creators of new meanings or new knowledge. The success of these collaborations is dependent upon the contributions of every participant. Collaborative learning is often a key component of active learning, yet can also be used in quick short-term activities to review concepts or teach new ones. Faculty and staff also participate in collaborative learning through their participation in learning communities. Collaborative learning promotes interaction, interdependence and teamwork.

### **\*Technology-Assisted Learning**

Technology-assisted learning incorporates appropriate technology (hardware and/or software) into a course for the primary purposes of facilitating learning and engaging students. The intent here is not just the act of using technology, but how and why it is used.

A goal is for faculty to use technology-assisted learning in a way that is "new" for them. For some this may mean using technology for the first time or creating a hybrid or online course. For others who use technology regularly, this may mean using a different creative approach. It is expected that, if technology is a subject of study within a course, then "technology-assisted learning" would incorporate additional technologies or would approach the technology in a different way than would be automatically expected as part of the course material.