

TechEDge

California Community Colleges
 Leading Technology in Education for California's Future
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Tech II Feels Budget Pinch, Defends Resources

by Catherine McKenzie

It's no secret that the California Community Colleges are facing a serious financial crisis these days. The Davis Administration implemented a mid-year budget cut of \$161 million at the 108 community colleges, as well as a \$530 million (10.5 percent) cut to community college programs for 2003-04. As these cuts are enacted, we will see significantly reduced funding for almost every aspect of day-to-day college operations, including monies needed to hold classes, maintain equipment, provide student services, and compensate faculty and staff. The Telecommunications and Technology Infrastructure Program (TTIP) is but one of the many programs in the state of California that will likely end up as a casualty.

TTIP was first funded by the State in the 1996-1997 Budget Act. This funding provided the California Community Colleges with the behind-the-scenes equipment and technology and resources that form the foundation of communication between the colleges.

In September 2000, the Board of Governors of the California Community Colleges acknowledged the value of TTIP



and took it one step further, approving the second long-range technology plan for the system. The Technology II Strategic Plan 2000-2005, or Tech II, provided money to the colleges to write individual tech plans that would be aligned with the goals and objectives of the systemwide plan. The TTIP Program flourished - it grew from what had been a \$9 million program at its inception to a \$44.3 million program in 2001-02.

But in 2002-03, the TTIP program began to feel the pinch of the budget crisis. At the beginning of the year, the program was reduced by \$19.8 million, down to a total of \$24.5 million. The "Total Cost of Ownership" category (funds that allowed the colleges to

>> see **Budget**, page 6

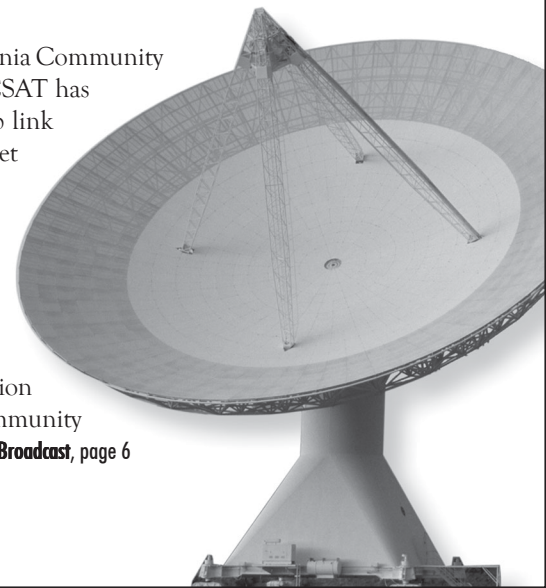
CCCSAT Brings Board of Governors' Meetings to the Field

by Stephanie Gonzales

Since summer 2002, the Board of Governors' meetings have been telecast live through the California Community Colleges Satellite Network (CCCSAT), available at all 108 community college campuses. CCCSAT has also worked in conjunction with the San Diego County Office of Education to provide a Web link (<http://www.cccsat.org/>) to view live broadcasts of the meetings, from any computer with Internet access, anywhere. This broadcast has aided the California Community Colleges Chancellor's Office in distributing the Board of Governors' meeting information to the entire CCC system, the media, and to other interested parties.

And we know viewers are tuning in—although there's no way to track how many people are watching the satellite broadcasts, we logged more than 200 Web hits around the state on the first day of the March Board meeting. The Chancellor's Office also received several phone calls from reporters who were watching live and wanted to get more information on topics under discussion - proof positive that the broadcasts are going a long way towards getting information about the community colleges out to the public in a timely manner.

>> see **Broadcast**, page 6



TechEDge is published quarterly in January, April, August, and November, with at least two additional special issues per year. It is distributed to distance educators, information systems officers, business leaders, the California legislature, and other interested parties.

Funded by a grant from the California Community Colleges Chancellor's Office and published by the California Community Colleges Technology Center, its purpose is to provide timely and relevant news about telecommunications and technology in California's 108 community colleges.

TechEDge welcomes relevant submissions and feedback, and we will gladly add you to our mailing list by request. Direct all correspondence to the TechEDge editor, Sandoval Chagoya at:

editor@ccctechedge.com.

Contributors:

Jon Cornelison
Linda Gibson
Stephanie Gonzales
Laura Gropen
Sherilyn Hargraves
Alan Holbert
Trinda Hoxie
Phil Jones
Allan MacDougall
Kirsten Macintyre
Catherine McKenzie
Bryan Miller
Chris Palmirini
Patrick Perry
Kevin Russell

Tracking Technology

We've all watched in amazement as the series of economic events of the last two years unfolded into what is today's budgetary shortfall. At the heart of this turn of events is the technology sector, whose accomplishments soared beyond investors' wildest expectations and whose stock-option millionaires' taxes first fueled the growth, then affected the decline, of State coffers.

What is forgotten is that California's tech boom of the '90s was made possible by the presence of a highly educated and risk-seeking workforce. In order to fuel the new economy, it was necessary to have a labor supply that was technically competent and trained in the latest technologies. Technology training in the California community colleges consisted of courses and programs that could land you instant placement into a \$50,000 a year job.

Out of this environment grew the Tech I and II planning documents that identify the levels of technology and support necessary to keep the workforce current and the students connected. The concept of "Total Cost of Ownership" (TCO) — the total costs of operating the entire technology operation, from the hardware and software running in the student labs to the staffing and support that keeps them open — was introduced into the educational environment. This model, while not new to private industry, brought to the table a concept radically different than the categorical methods of funding government uses today.

It was lauded. It was funded. Real progress was made.

But when the boom eroded, so did the Tech funding. The TCO was first to go, taking with it the ability to lower student-to-computer ratios (even K-12's ratios are better), keep computer labs open, and support the infrastructure. Now it is too late to affect the additional \$6 million midyear 2002-03 budget cuts, Technology and Telecommunications in the community college system has taken another hit, while the majority of other categorical allocations have found their way off the chopping block. And the FY 2003-04 budget is still very much on the table for discussion; at stake now are the basic services of electronic libraries and Internet connectivity to all the colleges.

It begs the question: what good will it do if EOPS, DSPS, or CalWorks students have access to the institution, but have no access to their program of choice, or to the adaptive technology that enables them to learn?

The Tech funds may seem like a trifle when held up against other priorities, and the losses appear subtle at first — replacing computers on a four-year cycle instead of three; using software one or two levels below the most current version; cutting a few student lab hours per week. But good technology educators know that falling behind the tech curve is the equivalent of having 80-year-old buildings you've elected not to maintain; the remodeling costs are atrocious bringing them back up to code. And, the students are missing out on the cutting-edge training that makes them so desirable to employers.



The market demand for these skills has risen steadily, and remains high in spite of the economic downturn. In 1993, 1,115 students earned awards in computer and information science (CIS); by 2002, this number had risen to 4,602 (+ 313%). CIS courses showed the largest gain in full-time equivalent students, or FTES (+ 125%) and the second largest real gain in FTES (almost 21,000 statewide) of any course subject over the last six years. CIS is now the fifth largest discipline in the California Community Colleges.

But advocacy has been spotty, and the traditional forums (the Board of Governors, Consultation Council, Legislature) have heard little about the TTIP losses. I strongly urge Tech supporters in all areas of college administration, faculty, library, IT officers, and especially students to begin lobbying decision makers as has been done with the other no-less-important categoricals. While it may be too late in the game to affect the additional \$6 million mid-year 2002-03 budget hit, it is imperative that a line be drawn in the sand for Tech funding in the California Community College system at no less than original 2002-03 funding levels. This will keep the lab doors open, and the computers connected. As far as categorical funds go, TTIP is facing one of the deepest cuts; as we near the end of 2002-03, only \$18.5 million remains from the 2001-02 funding of \$44.3 million — a loss of 58%.

At this rate, it won't be long before our students are learning on antiques.

Sincerely,

Patrick Perry

Patrick Perry
Vice Chancellor

Technology, Research, and Information Services
California Community Colleges Chancellor's Office



Conference Calendar

32nd Annual ACUTA Conference & Exhibition: Riding the Wave of Change Hollywood, Florida July 27-31, 2003

The Association for Communications Technology Professionals in Higher Education
<http://www.acuta.org/>

MERLOT 2003 International Conference: Meeting Today's Challenges through Collaboration, Community and Concrete Approaches to Academic Technology

Vancouver, British Columbia August 5-8, 2003
Multimedia Education Resource for Learning and Online Teaching <http://www.merlot.org>

16th Annual CISOA Conference - The Growing Strategic Importance of IT: Security and Accountability

San Diego, California September 21-24, 2003
California Community Colleges Information Systems Officers Association <http://www.cisoa.org>

2003 League for Innovation Conference on Information Technology

Milwaukee, Wisconsin October 19-22, 2003
League for Innovation in the Community Colleges <http://www.league.org>

WCET's 15th Annual Conference - Tides, Shoals, and Harbors: Charting the Voyage for E-Learning in Higher Education

San Diego, California November 2-5, 2003
The Western Cooperative for Educational Telecommunications <http://conference.wcet.info/>

CISOA postpones annual conference

by Sandoval Chagoya

California Community Colleges Information Systems Officers Association (CISOA) has been forced to postpone its annual conference this year, in light of California's state budget shortfall and the reduced travel capabilities of many attendees. Originally slated for late February, the conference has been rescheduled for September.

"The minute we heard there would be substantial cuts this year, we had to begin taking action," said Alan Holbert, president of CISOA. "We entered a time when people had to resign and travel budgets were frozen."

Because CISOA is a systemwide association, its annual conference is an important event that serves as a venue for communication between California's community college staff and the Chancellor's Office. Postponing the conference allows CISOA time to evaluate its priorities and consider its actions in light of a worst-case scenario.

"We are dealing with a new reality," Holbert said. "We have to think about every penny at this point."

The new reality requires new strategies for survival in times of reduced staff and increased expectations.

"Pulling together as a system is important," Holbert said. "We need to increase communication and cooperation, not eat each other alive. It's time to work as a system, not just as individual colleges."

Initially, the theme of this year's conference focused on two areas: security issues and the growing importance of information technology within institutions. Holbert speculated that some of the original theme will be retained, but he expects that the rescheduled conference will be more focused on budget issues.

He sees the conference as a time to re-evaluate CISOA's role and to develop new ideas about how to support and coordinate the efforts of the colleges and the Chancellor's Office. It will also provide opportunities to work toward implementation of a Total Cost of

Ownership model - a model that is not based on market fluctuations - funded at the state level.

With 36 years of experience in education, Holbert has seen budget slumps like this one before. He said that times are tough but people are strong, and that he has faith that CISOA and the rest of the system will endure.

Holbert's faith is echoed by Allan MacDougall, the director of information technology for the South Orange Community College District and president of

CISOA for 2000-2002.

"This, too, will pass," he said.

In fact, MacDougall said, the present crisis also provides its share of opportunities.

"The budget problems create new discontinuities that provide some new service opportunities for a nimble technology organization," he said. "At our institution we are looking for and finding areas - particularly in student services - where we can sustain, and, in some cases, enhance Web-based direct service to students."

The conference is crucial to CISOA's budget, as CISOA is self-funded solely through conference returns. MacDougall expects the rescheduled conference may suffer a loss in attendance and a potential loss in vendor participation, which is the primary source of the association's revenue.

In the meantime, other steps are being taken to reduce costs and increase attendance at the annual conference. The next CISOA board meeting will be conducted by video teleconference in order to reduce travel and hotel expenses for participants. CISOA is also looking to partner with other organizations such as vendor user groups and other professional organizations to heighten interest and promote attendance.

Individuals and groups with special interests or topics for presentation are encouraged to communicate with the CISOA board at cisoa-board@cabrillo.edu. Messages sent to this address will go to all of the current board members.

Learn more about California Community Colleges Information Systems Officers Association by visiting the Web site:

www.cisoa.org



CALIFORNIA COMMUNITY COLLEGES CHIEF INFORMATION SYSTEMS OFFICERS ASSOCIATION

CCC Mini-Grants Support CCCApply Participants

In order to make CCCApply available to more colleges, the Chancellor's Office has developed the CCCApply Mini-Grant Program. Funds will be distributed to interested colleges and districts to cover the CCCApply set-up fee and maintenance for the first year (12 months). Colleges that have already paid into the program will be reimbursed or funded for the second year.

In October 2001, Chancellor Tom Nussbaum wrote to the CEOs: "The CCCApply project was designed to provide a service to both colleges and students while helping to foster a common identity for the system. If you are not already familiar with what this project has to offer, I encourage you to visit the www.CCCApply.org Web site at your earliest convenience."

The application is one component of the www.CCCApply.org Web site, which also includes information for prospective students, provides links to all of the college Web sites, and integrates with the www.CaliforniaColleges.edu site, where students can obtain information about the programs and services provided by all of California's higher education institutions. The Chancellor's Office Web site underwent a complete redesign in 2002, and now links to the CCCApply site as the primary portal to the California Community Colleges for prospective students.

CCCApply Fees

Set-Up — There is a one-time set-up fee for CCCApply.

July 2002 through June 2003 — \$4,240
 July 2003 through June 2004 — \$4,500

Annual Cost — There is a yearly operation and maintenance fee for CCCApply.

July 2002 through June 2003 — \$9,158
 July 2003 through June 2004 — \$9,707

Discounts — There is a 35% discount on operation and maintenance fees for colleges with less than 5000 FTEs. There is also a 15% discount when a district signs up three or more colleges at the same time.

Appreciation of yearly operation cost is reduced to 2% after two years.

If you have any questions about the Mini-Grant Program, please contact the Chancellor's Office:

Catherine McKenzie
cmckenzi@cccoco.edu
 916.322.0833

CALIFORNIA COMMUNITY COLLEGES
 ONLINE APPLICATION CENTER

www.CCCApply.org

Faces of Technology Catherine McKenzie Managing Technology at

As an Information Systems and Analysis Specialist for the California Community Colleges Chancellor's Office, Catherine McKenzie, manages technology at the highest level. Her savvy and vision are instrumental in keeping the California Community Colleges system—a system that includes 108 colleges and serves more than 2.9 million students—technologically competitive.

Catherine covers the telecommunication infrastructure for the California Community Colleges through the Telecommunications and Technology Infrastructure Program (TTIP). She says her job has two primary parts:

1. Systemwide allocation of funds for technology and telecommunication.
2. Oversight of allocated funds.

"In part one, I work with colleges to lead them to available funding," Catherine said. She helped to shape the Technology II Strategic Plan, a plan that provides money for community colleges in order to bring them up to a competitive level of technology. "Essentially, I work with colleges to encourage them to take advantage of the system, providing advocacy for those in a position to benefit from available funds."

For part two, Catherine is responsible for overseeing the projects started by Technology II Strategic Plan funding. "I start with the pilot project and follow it through production, gauge its potential for success, and look for ways that the program might be applied systemwide," she said.

Catherine has overseen an impressive array of projects, including: The California Community Colleges Satellite Network (CCCSAT), CCC Confer, @ONE, and now the CCC Technology Center, which in turn oversees several projects including CCCApply, Electronic Transcript, CalPass/data sharing projects, and the system data warehouse.

Catherine is also involved with the Telecommunications Technical Advisory Committee (TTAC), which focuses on communications and technology production mode through the System Wide Architecture Committee (SAC) and evaluates the performance of California Community College technology projects.

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Catherine: Specialist at the Highest Level

She has also worked on several other network initiatives, including 4CNet, K-12 Digital Schools, and The Corporation for Education Initiatives in California (CENIC).

"I'm like a juggler, keeping the balls moving through the air at the same time. The biggest challenge in my job is to keep all parts of all projects moving concurrently."

Managing the complexities of the many technology projects Catherine monitors around the state, this is no small feat. How does she do it?

"I'm able to multi-task exceptionally well," she said. "It's good at seeing the big picture."

She has honed her management skills over a thirty-year career, with the first ten in education and the last twenty in technology.

Teaching second grade for ten years was a great segue into project and project oversight," she said. "When I was teaching, I learned how to handle a multiplicity of plans. I had to have a yearly plan, a monthly plan, a plan for the week and for each day and even individual hours. This helped me learn to do many different things and to guide a classroom of students to complete projects and lessons on time."

This skill helped Catherine make an easy transition to her first state job. Once she moved to the California Department of Insurance, where she was charged with developing a 5-year strategic plan, she found that her experience writing classroom-related plans proved valuable in her new position.

That project established the first Telecommunications Unit and Program for the Department of Insurance, which implemented the expansion and installation of telecommunications systems, including one of the first State of California videoconferencing systems.

Prior to the Department of Insurance, Catherine was employed by TelWatch, Inc., where she worked with a team of system engineers to manage a 14-state territory for 50 Fortune 500 accounts. Her work at TelWatch was recognized by the company's president, who awarded Catherine with an "I Make a Difference" award for developing a new customer service program that successfully changed and improved the region that had held the worst customer service record. The program was implemented in just 90 days, and it was adopted companywide.

Catherine was also named "Technical Consultant of the Year" for her work with AT&T Information Systems, where she designed and implemented voice and data communications systems, conducted site reviews and developed training programs. And more recently, Catherine worked as a senior analyst for the University of California, Davis, where she recast the university network recharge methodology and started several pilot programs that focused on remote access and wireless communication.

"After years of writing and enacting projects, I now oversee other people as they write and enact projects. The people who handle the nuts and bolts have a lot to do and they need support from time to time. That's where I come in."

At the California Community Colleges Chancellor's Office, Catherine said that the approval by the Board of Governors of the Technology II Strategic Plan has been a big accomplishment, and she has also found ways to improve communication between the Chancellor's Office, CISOA, TTAC, SAC, and the other education systems statewide.

Having spent 10 years in education and 20 years in technology, Catherine has worked in both technology and education since 1996, joining the Chancellor's Office in 1998. She made the switch from the university to the state agency because she wanted to work on projects that would have a greater, systemwide effect, rather than only affecting a single campus.

"I believe that education leads to a better life. So my inspiration has always been rooted in education, and on the importance of reaching students. That has always been important to my career.

"It boils down to wanting to help people. Earlier in my career, I helped directly by teaching. Now I help by finding ways to benefit colleges in order to benefit students. It's the perfect way for me to combine my passion for technology with my passion for education."

Catherine's family has been a great inspiration to her, as well. A fourth-generation Californian, her father's family settled around North San Juan to work the gold mines and small cattle ranches, while her mother's family settled in the Sacramento Delta region to farm after initially working on railroad construction near Colfax, California.

She said that her grandfather was always an inspiration to her. "What impressed me about him the most was that he was a man of his word. He had integrity, and his handshake was as good as a promise."

By extension, Catherine values her own integrity, saying, "If I give my word about something, you can trust me to live up to it."

Catherine is the oldest of seven siblings, and she has seven nieces and nephews. She enjoys spending time with her family and she enjoys Sacramento, where she has lived in the same home for 18 years.



"Faces of Technology" is a regular feature of TechEDge newsletter. Each issue, it will highlight an individual making contributions to technology in the California Community Colleges.

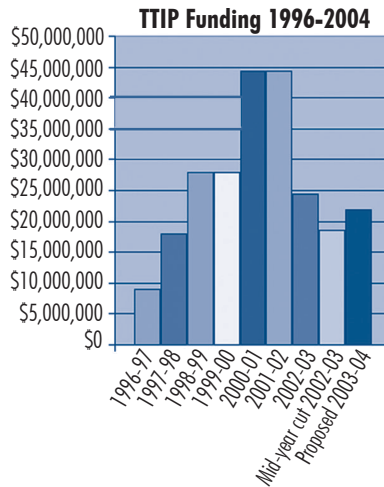
Budget Continued from page 1 >>

implement their plans), technology training for faculty and staff, and the Telecommunications Model Application Project Program (funding for new and innovative technology projects) were eliminated altogether.

The CCC Consultation Council recommended and the Board of Governors approved an additional \$6 million mid-year cut to the TTIP program, bringing program costs down to \$18.5 million. After much analysis and many calculations, and with the goal of keeping the projects and program still moving forward but at a slower pace, cuts were made from the two TTIP categories: district allocations (reduced by \$3.1 million) and systemwide projects, including CCCSAT, CCC Confer and the CCC Technology Center (reduced by \$2.9 million). This balanced approach allows the program to weather the storm for 2002-03.

The Department of Finance and the Governor have recommended a \$2.6 million reduction for the 2003-04 Budget Year, reducing the 2002-03 original total of \$24.5 million down to \$21,847,000 for the next budget year.

But what do these cuts really mean for the colleges? Sixty-two percent of the TTIP funds are used to pay the college/districts' Internet access through 4CNet for site and infrastructure fees, circuit



charges, Internet access and usage. For most colleges, *this is the only source of Internet access for students, faculty and staff.*

This level of funding proposed by the Department of Finance and the administration forces the Chancellor's Office to limit the data/Internet access for the colleges and districts to 10 megabits of the 45 megabits available, or 20 megabits for a multi-campus hubbed site. If the colleges need additional bandwidth they will have to find another funding source. The other segments – K-12, CSU and UC – do not have this limitation, but have access to the full bandwidth available on their circuits. All segments have historically seen a steady growth of Internet usage by faculty, staff and especially students. Yet these proposed cuts will do just the opposite – cuts will mean reduced bandwidth and more frustration on the parts of those who need it most.

This chain of events will undoubtedly limit and undermine both student access and success – both of which are key elements of Tech II. Technology is a critical part of everyday life for all students, including those with disabilities – they utilize technology for online access to college admissions, support services, faculty, classes, and libraries. Students, faculty, staff and administration are able to utilize state-of-the-art technology to facilitate their communication in class-rooms, labs, libraries, learning resource centers, offices, and the workplace and/or the home. Faculty uses technology creatively to improve the quality of instruction. All of these state-of-the-art options empower students by permitting greater access to information, thereby increasing the variety of learning options. Knowledge of and proficiency with the most current technology prepares students for future careers, gives workers the ability to advance in existing careers, and gives California's economy a very bright future.

So for continued student access and success, the TTIP program is hopeful that the cut for 2003-04 rises no higher than the proposed \$2.6 million. For 2004-05, the CCC Chancellor's Office and TTIP will be carrying the message of protecting student access, expanding bandwidth, and the restoration of TTIP funds so that the Tech II goals can be met as envisioned by the Board of Governors and the California Community Colleges. <>

Broadcast Continued from page 1 >>

Live coverage of the meetings was originally provided at the request of Chancellor Thomas Nussbaum; the Board of Governors agreed to the broadcasts in an effort to support shared governance and extend access to the process throughout the system. CCCSAT, a statewide initiative established and funded by the California Community Colleges Chancellor's Office, was a natural choice to facilitate the experiment. Based at Palomar College in San Marcos and funded by a Chancellor's Office grant, CCCSAT provides state-of-the-art digital-direct broadcasting to all 108 California community colleges.

In order to support live coverage, CCCSAT has sent a broadcast team armed with camera and audio equipment to each meeting. The team then sends the live feed to CCCSAT at Palomar College. CCCSAT engineers send the feed to all CCCSAT affiliates via the Affiliates Contribution Network (ACN) and the 4CNet, which electronically connects all California public universities and colleges. The final product—both the satellite broadcast and the webcast—includes closed-captioning.

"CCCSAT allows interested people all over California and the community colleges to see not only the BOG, but also members of the constituent groups dealing with issues.

I think that's excellent, so I would fully support it."

**-Brian Conley,
Member of the Board
of Governors**

Despite some initial glitches – including the matter of providing enough dedicated bandwidth between Sacramento and San Marcos, working out the appropriate number of cameras and camera angles, and working out the webcast arrangement with the San Diego County Office of Education – the project quickly grew in popularity. After a six month "trial run," the Board voted to continue coverage of the meetings through the end of the year.

CCC Confer: A New Technology Tool that Really Works

Guest Opinion by Trinda Hoxie, Director of Human Resources, Mt. San Antonio College

Sometimes when you are given tools at the workplace, you try them and wonder, "What were they thinking?" Other times, you are lucky enough to be given a tool that actually helps you in your job. Technology tools can be the trickiest of all because often there is a lot of training involved before you can take full advantage of the technology. Sometimes, technology tools can make life more difficult before they make life easier.

Recently I was introduced to a new meeting technology tool that falls in the 'being lucky to receive' category: CCC Confer.

It's one of those rare technology tools that is easy to learn and can be used right away. (By the way, did I mention that this meeting technology is free?)

As a Director of Human Resources, I attend a lot of meetings, both on my campus and at other colleges. It was at a systemwide meeting of the Association of Chief Human Resource

Officers (ACHRO) Training Committee in late January that I was first introduced to CCC Confer. A week later I was trained as a "participant" and later as a "presenter" through live on-line training. I found that the training made it very easy to learn how to use the system in a limited amount of time. Though there is a lot more to learn as a presenter, even that training is easy.

Since then I have used CCC Confer for two system-wide committee meetings; in one, I was a participant, in the other, I was a presenter. These meetings, using CCC Confer, were more focused and shorter than those conducted in the traditional manner. There were fewer distractions and interruptions. I was very

pleased with the results; in fact, I plan to use CCC Confer in April for a staff meeting. ACHRO is researching using both CCC Confer and CCCSAT for our future training institutes, and another group of which I am a member, the Executive Board of the Equal Employment Diversity in Equity Consortium (EEDec), is exploring using CCC Confer and CCCSAT to bring joint training to our membership in the north and south consortium.

The wonderful thing about CCC Confer is that everyone can participate in meetings now. You don't need any special equipment: just a computer with an Internet connection and a phone. Folks receive an invitation to the meeting through an e-mail that provides a phone number and Web link for the meeting day. On the day of the meeting, participants dial in, log on and view meeting information on the screen, create documents and share information. You can archive the meeting and those who can't attend will be able to review it later. I find it all to be a very wonderful experience. The more you use CCC Confer, the easier it is to use.



CCC Confer is an e-conferencing project funded through grants from the CCC Chancellor's Office. CCC Confer provides Web-based conferencing to the California Community Colleges through a five-year, \$11.5 million grant, housed at Palomar College. All CCC administrators, staff and faculty are invited to train on CCC Confer during a series of live broadcasts "On Your Campus" or through live online training.

Learn more about CCC Confer by visiting the Web site:

www.cccconfer.org

Each meeting broadcast (they are spaced two months apart) is an improvement over the last in terms of quality. But the biggest improvements still lie ahead: Beginning with the next Board meeting in May, CCCSAT will retrieve the live feed via two remotely operated cameras using Tandberg videoconferencing units from the CCCSAT headquarters at Palomar College. The live feed will still be sent out via CCCSAT and the 4CNet but will be enhanced with the added

capabilities provided by the videoconferencing technology.

According to Digital Satellite Network Manager Lisa Faas, there are two advantages to the transition to the new equipment:

CCCSAT will no longer incur the costs of sending a crew to Sacramento, and the new technology permits the broadcasts to include PowerPoint presentations, VHS playback and other elements of the meetings that viewers were previously unable to see.

"I'm hearing positive things from the field. They can tune in, hear the discussions and the quality of the discussions."

We want to use this to show people how consultation works, (as well as) other aspects of our governance."

-Thomas J. Nussbaum,
Chancellor, California
Community Colleges

"This has been an exciting process to be able to merge technologies in support of this particular project," said Sherilyn Hargraves, CCCSAT project director. "By utilizing CCCSAT technology, the Chancellor's office has essentially collapsed the distance between Sacramento and the near and distant campuses throughout the system. By successfully providing the technology support, we hope that in the future CCCSAT will be able to cover other systemwide shared governance meetings."

Future broadcasts will include the following dates: May 5-6; July 14-15; September 8-9; and November 3-4.

>> Welcome to CCC TechEDge

TechEDge – formerly the TIPS (Telecommunication Infrastructure Project Statewide) newsletter – is a source of news and information about the use of technology in California's community colleges. Published by the California Community Colleges Chancellor's Office, it also serves as a chronicle of the evolution of computer access and training provided to community college students, faculty and administration statewide.

Internet technologies and powerful software programs are changing the way California learns and teaches. At a time when computer skills are essential in nearly all areas of the job market, the Chancellor's Office has implemented a strategic plan to keep the infrastructure, hardware and software current throughout the community college system. The goal is to give a competitive edge to its more than 2.9 million students on all 108 campuses.

As you will see from the articles in this issue, the budgetary crunch has become an unfortunate obstacle to this goal.

You receive this newsletter because you are a leader, an educator, a technician, or in a similar position with an interest in the role of technology in education. We hope that you enjoy TechEDge, and we welcome your feedback and ideas.

Enjoy,



Sandoval Chagoya
Editor, CCC TechEDge