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Senate Bill Restricts Use of Social Security Numbers

by Sandoval Chagoya,
Editor, CCC TechEDge

Senate Bill 25, signed into law in October, introduces new requirements for the way that colleges collect, use and distribute Social Security Numbers (SSNs). Chief Business Officers and Chief Information Systems Officers throughout the California Community College system will need to be aware of these new requirements in order to ensure compliance during computer system upgrades and vendor contract renewals.

Senate Bill 25 was spearheaded by Senator Debra Bowen (D-Redondo Beach). Bowen authored California's landmark identity theft prevention law, Senate Bill 168 in 2001, which allows consumers to freeze access to their credit reports and restricts how private businesses can use their SSNs.

Senate Bill 25, designed to prevent identity theft and other abuses related to consumer personal information, contains numerous provisions regarding consumer security alerts in credit reports. These provisions will not affect the California Community Colleges.

However, the bill extends to state and local agencies—including community colleges—



restrictions on the use of SSNs that previously applied only to private institutions.

"A Social Security number is the key criminals need to unlock a person's entire financial history," Bowen said. "Taking Social Security numbers and other sensitive personal information out of circulation will reduce the odds that people will have their lives turned upside down by an identity theft."

Presently, those odds are increasing. According to a recent survey by the Federal Trade Commission, nearly 10 million Americans were victims of identity theft in the past year at a cost of \$50 billion to businesses and individuals.

>> see **SB25**, page 6

CCC Confer: New Features Allow Enhanced Interaction and Collaboration

by Stephanie Gonzales,
CCC Confer-Palomar College,
Marketing Services

If you haven't seen CCC Confer lately, it's time to take another look. This November, CCC

Confer introduced an upgraded version of Meet & Confer that incorporates

exciting new features into its powerful e-conferencing service.

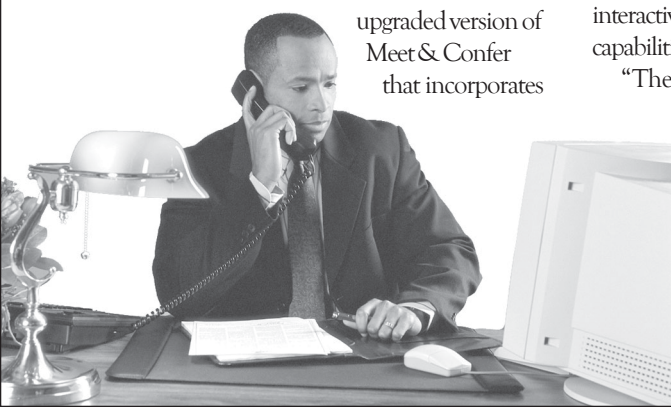
The newest version of Meet & Confer offers the following added features: advanced polling, eBoard enabling and more. Meet & Confer's new features also improve ease of use and interactivity by integrating survey and polling capabilities with desktop enabling.

"These added features create more interactivity between colleagues," said Michelle Taramasco, CCC Confer Client Services Manager. "A lot of people have been asking for this added opportunity to collaborate and interact while meeting at a distance."

Meet & Confer's powerful new tools give the presenter the ability to seamlessly create and integrate multiple-choice polls, open-ended questions and questionnaires. With the new polling and questionnaire features, presenters can immediately preview and select summary graphs to publish and share with meeting participants.

These tools will help create a more interactive meeting or presentation, and interactivity increases the likelihood that a meeting participant will remember the information presented in the meeting. Studies indicate that participants in interactive meetings retain up to 50 percent more

>> see **CCC Confer**, page 7



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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:

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Happy Holidays!

Tracking Technology

The term "digital divide" refers to differences in Internet use and access among populations. Past digital divides have been measured and monitored amongst racial and ethnic groups, persons with disabilities, and populations with different income levels. A recent Academic Senate paper adopted in Spring 2003 addressed these and other issues as they relate to the community college system. But in Spring 2003, another study done by Bradford Mills and Brian Whitacre of Virginia Polytechnic University identified another discreet digital divide: urban versus rural.

Mills and Whitacre first reiterate known digital divide statistics: Internet connectivity in American households is now over 50%; whites and non-Hispanics show greater use than Hispanics and blacks; and more educated and higher income individuals have greater access and use.

The authors then outline a usage gap of about 12% between metropolitan area and non-metropolitan area homes. They point out that digital divide gaps tend to spiral up or down amongst users and non-users as those with access take advantage of the economic and educational opportunities afforded by connectivity, eventually leading to higher income and more access. Additionally, Internet content is typically geared for the "served" populations; information on entry-level jobs, low-rent housing, and neighborhood assistance programs, for example, are less likely to be Internet-available.

The study calculates that while some of the difference in urban-rural digital divide can be explained by rural household deficiencies in income and education level, a significant portion is directly attributable to differences in geography. Not surprisingly, the West had the highest rates of use, but the difference between the metropolitan West and the non-metropolitan West was right at the national average: 12% (58% to 46%).

Strikingly, though, the West had the highest disparity of all regions in the percentage of homes with high-speed/broadband access; 23% of urbanites had such connections, while only 8% of the rural population had high-speed access. It is likely that the culprit here is the reduced level of infrastructure available in rural areas and the higher costs of providing them. Simple market forces and current methods of delivery dictate the exploitation of denser market areas first.

Government and educational entities, however, are not constrained nearly as much, and that is why the CENIC (Corporation for Educational Network Initiatives in California) model is an ideal solution for providing uniform levels of connectivity to both urban and rural populations.



While in a purely economic sense a case can be made for rural college and high school access being subsidized by CENIC, an argument can also be made that the economies of scale on existing infrastructure in urban areas is being properly allocated to rural locations to ameliorate the digital divide in a way that only a pseudo-governmental non-profit entity can do. While it might be possible for Pasadena City College to negotiate a cheaper rate for Internet access than Palo Verde College in Blythe, the beauty of the Technology and Telecommunications Infrastructure Program (TTIP) allocation for provision of Internet services is that all colleges' Internet needs are pooled into one master purchase encompassing all locations. And in the end, all students, both urban and rural, benefit by the same access and educational opportunity.

The fact that our system's Internet purchasing model is helping to close this urban-rural digital divide is significant. Providing high-speed access at rural schools and institutions is identified in the report as being critical to helping reduce the divide, as these students come to expect a high quality of service and eventually demand it in the marketplace.

Rural college students also can benefit from the afforded opportunities of distance education and increased access to the marketplace of goods and services. While extending our college networks to individual homes is not feasible and infringes on local Internet providers businesses, we as an educational system can be proud that we have managed to leverage ourselves to the last rural miles and that we continue to do our part in bridging this latest digital divide.

Sincerely,

Patrick Perry

Patrick Perry
Vice Chancellor

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



Conference Calendar

2004 CISOA Conference

San Diego, California February 22-25, 2004

Chief Information Systems Officers Association
<http://www.cisoa.org>

7th Annual Innovations Conference - A Conference Dedicated to Improving Student and Organizational Learning Through Innovation, Experimentation, and Institutional Transformation

San Francisco, California February 29 - March 3, 2004

League for Innovation in the Community
College <http://www.league.org>

2004 CENIC Conference: Lighting a Path for Your Imagination

Marina Del Rey, California March 15-17, 2004

Corporation for Network Initiatives in
California <http://www.cenic.org>

9th Annual TechEd Ontario 2004 Interna- tional Conference & Exposition: Leading & Learning in the Digital Age

Ontario, California March 22-24, 2004

The Community College Foundation Events &
Programs <http://www.techedevents.org/>

ADEC Summit XV: Connecting Leaders to Solutions

Pasadena, California March 24-27, 2004

Alliance for Distance Education in California
<http://www.adec-cal.org/>

AIR 2004 Forum - The Informa- tion Revolution: Bridging the Past to The Future

Boston, Massachusetts May 30-June 2, 2004

Association for Institutional Research
<http://airweb.org>

@ONE: Instructional Technology Training

By John Whitmer, @ONE Project Director

The @ONE Project (<http://one.evc.edu>) is a technology systemwide project sponsored by the California Community College Chancellor's Office. The @ONE Project provides instructional technology training and support to faculty and staff. Our mission is to empower faculty and staff to enhance their work through technology.

The project site is at Evergreen Valley College (<http://www.evc.edu>) in San Jose. @ONE delivers training both face-to-face and via distance learning technologies. The project uses a variety of these technologies in order to allow easy participation from anywhere in the state, according to the participant's schedule.

@ONE has just released its spring 2004 schedule for workshops delivered via distance learning technologies. Workshops are free to faculty and staff of the California Community Colleges. Training Formats and Topics for spring 2004 include:

Online Workshops

Instructor-led courses that use graphics, email, discussion boards, and chat rooms to create a virtual classroom.

Do It Yourself Video I & II demonstrates how to incorporate video into an online class or presentation utilizing the software tool Camtasia.

Developing Instructional Websites examines the use of online communication tools to enhance teaching and learning.

Internet Research Strategies. In this workshop, participants will experiment with a variety of search techniques and use them to enhance effective teaching and learning in the classroom.

Introduction to Online Learning is an introduction to the learning technologies, strategies and tools needed to be a successful learner in an online class.

Designing Technology Enhanced Instruction is designed to help faculty successfully integrate technology into their teaching through the use of instructional design principles.

Designing Interactive Activities for the Web will explore Internet tools for use in community college classes. Many of the tools can enhance traditional face-to-face or online classes.

Using the Internet to Enhance your ESL class. This workshop will show how to integrate the internet into ESL instruction.

Desktop Seminars

Fully online seminars delivered using CCC Confer software. They are delivered in "real time" using chat, graphical presentations, and a phone bridge. With an Internet connection and a telephone, participants can attend the seminar without leaving your office!

E-mail Communication examines best practices for managing and organizing email using MS Outlook.

Just in Time Resources for Accessibility Training will examine new resources available for self-study on accessibility.

Video Broadcasts

These CCSAT video broadcasts present a variety of contemporary topics on planning, implementing, and using technology on college campuses.

Budgeting for Technology In Challenging Times Part I & II. During this session, we will discuss the systems approach to technology funding innovative ideas for stretching your technology budget.

Migrating Traditional Audio/ Visual to the Digital "Next Generation" Part 1 & II. Learn how one college has integrated their traditional audiovisual technology into a robust distributive education model.

Windows XP Digital Media, Parts I-IV. This broadcast teaches how to use Windows XP to acquire, save and organize digital media and also distribute digital class materials including pictures, voice, music and videos.

Conversation on Classroom Action Research. This conversation between scholars will define this research model and examine how it differs from traditional research.

Conversation on Information Competency. This conversation between faculty and administrators will explore the characteristics of an information competent student and discuss how to promote information competency throughout the California Community College System.

>> see @ONE, page 6

Faces of Technology

Martha Kanter: Chancellor/TTAC Chair

Championing Universal Access



The course of Dr. Martha J. Kanter's career became clear to her at a young age. In a phone interview from her office at the De-Anza Foothill Community College District, Martha traced the beginnings of her career path to work she did while a teenager in Boston.

"We rode buses from our school into Boston's poorest neighborhoods to tutor students burdened with social and economic barriers," Martha said. "I gained firsthand experience of the power of education to improve people's lives, and the importance of access to teachers, books, and other educational resources."

That experience led her to a powerful conclusion: In order for our society to advance, the tools used for education must be available to all students. That conclusion became the lodestar of a career in education spanning more than 30 years, including 25 years of dedicated service to the California Community Colleges.

Martha's quest for equal access for all has placed her on the front lines of technology advocacy, where she has fought tirelessly to increase access for all community college students.

Presently, Martha is chancellor of the Foothill-De Anza Community College District, one of the largest community college districts in the country, serving more than 44,000 students. Prior to becoming chancellor, she served as president of De Anza College for 10 years.

Martha is also in her second year as chair of the Technology and Telecommunications Advisory Committee (TTAC). She was one of the founding members in 2000 when the committee became a formal organization. Please see the adjoining page for more information about TTAC.

Martha's personal vision as TTAC chair is simple: "Universal access to technology for every student, faculty and staff member of the CCC." This vision is underscored by the understanding that technology is essential for teaching and learning, and it must be available to all regardless of physical disability or social and economic barriers.

Martha earned a bachelor's degree in sociology from Brandeis University and a master's in education with a concentration in clinical psychology from Harvard. At the beginning of her career she taught English, social studies and special education in several high schools on the East Coast.

In 1977, her career brought her to San Jose City College where she implemented the college's learning disabilities program. For the next decade and in a variety of roles, including dean and director, her work focused on helping those with disabilities to complete their education.

While working at Monterey Peninsula College in the 1980s, computer labs were used for teaching and Martha witnessed firsthand the barriers that students with disabilities often experience when trying to use technology for learning. Aware that access to technology was just as important as access to books and classrooms, Martha began working to ensure that legislation and policy related to technology within the CCC reflected this understanding.

She began to develop programs that increased student and faculty access to technology, and she worked, first, as a specialist, then as Vice Chancellor of Policy Analysis and Research at the CCC Chancellor's Office.

She also focused her doctoral work at the University of San Francisco on access to higher education, culminating in a dissertation that studied demographic, institutional, and assessment factors affecting access for underrepresented students in the CCC.

The digital divide is real, Martha contends, and the divide needs to be closed so that all students have access, so that all students can be competitive.

"Don't get me wrong," Martha said. "Technology is not a panacea; it won't solve all of our problems. But it provides critical tools for learning, and those tools should be available to all students." These are the ideas around which TTAC was formed in 2000, and it is a primary objective of the Technology II Strategic Plan, Martha said.

The Digital Divide

The term 'digital divide' describes the gap between those who have access to modern information technology, such as the telephone, television, or the Internet, and those who do not.

The digital divide has developed between the educated and the uneducated, between economic classes, and, globally, between highly industrialized and less-developed nations. The Digital Age is having a disproportionate effect within minority and economically disadvantaged populations, where lack of access to technology and technology training are endemic.

Closing the divide is addressed in the California Community Colleges Technology II Strategic Plan. The plan calls upon the colleges to provide all students with access to technology and training, and to create an environment that enables them to adapt to the rapid pace of technological advances.

The digital divide also exists between those in cities and those in rural areas. See Vice Chancellor Patrick Perry's column, Tracking Technology, on page two for more insight into the rural versus urban divide and the CCC's important role in closing this divide. <>

"And then the floor fell out of the dot-com economy, and we found ourselves mired in the fiscal challenges we see today." One result of the fiscal challenges is poor student-computer ratios.

"Some of our districts have very few computers to the hundreds of students who need to use them," Martha said. "Do the math and you can imagine the kind of waiting a student might have to endure just to get to a computer."

"In today's world, providing technology as a tool for learning is fundamental. These are core services in the same way that light bulbs, desks, and buildings are essential for student learning."

"Providing technology as a core service will become increasingly important as technology advances," Martha said. She sees great potential for teaching and learning in the next wave of multimedia, as audio and video streaming over the Internet continues to improve. "The CCC should be ready and able to utilize these new and powerful tools," she said.

"The fiscal challenge is complicated by a lack of understanding within the legislature," Martha said. "Some of the funding decisions that have been made are killing technology. No sustainable funding stream for technology is the number one obstacle to providing our students access to technology."

"Our state has experienced so much volatility lately that the promise of the Master Plan for Community Colleges has been broken," Martha said. "We need to repair that promise. We need to repair it or we're not going to have the society we hope and dream of."

Martha said that she has seen some positive changes lately in the reorganization at the Chancellor's Office. She lauds Vice Chancellor Patrick Perry's strong leadership in the technology arena, and she believes that the legislature is beginning to realize the importance of technology to postsecondary education.

"I love the community colleges. I feel that what we do is some of the most amazing work in the country, considering the number of people we influence and the potential education has for bettering their lives," Martha said. "My hope and dream is that we may find leaders that recognize the importance of technology as a tool in education."

Over the years, Martha has been president of several statewide associations, including ACCCA, the Association of California Community College Administrators; LARC, the Learning Assessment Retention Consortium; and CAPED, the California Association for Postsecondary Education and Disability.

In the Silicon Valley and statewide, she serves on several nonprofit boards. She is co-chair of Joint Venture: Silicon Valley Network, Inc., a trustee of the San Jose Museum of Art, and president of the Community College Leadership Development Initiatives Foundation at Claremont Graduate University.

Martha is happily married to her husband, Carl Brown, who oversees the High Tech Center Training Unit of the California Community Colleges, enabling community colleges to provide assistive technologies to more than 100,000 students with disabilities. Martha and Carl live in Cupertino and have a passion for digital photography and the cultivation of bonsai trees. <>

Technology and Telecommunications Advisory Committee (TTAC)

TTAC advises the California Community Colleges Chancellor's Office on the continued development and deployment of telecommunications and educational technologies in the California Community Colleges. The committee researches technology trends and recommends the direction for technology infrastructure initiatives within the CCC system.

TTAC meets at least four times per year. The 2003-2004 TTAC roster includes the following individuals:

David Bell
Director, Information
Technology & Research
Victor Valley College

Johanna Bowen
Head Librarian
Cabrillo College

Catherine Chenu-Campbell
Academic Senate
Sacramento City College

Bob Grill
Academic Senate
College of Alameda
Danny Hawkins
California School Employees
Association
San Jose Evergreen CCD

Dr. Eddie Hernandez
Chancellor
Rancho Santiago CCD

Nancy Jones
Academic Senate
Coastline College

Dr. Martha Kanter
Chancellor
Chair, TTAC
Foothill-De Anza CCD

Tim Kyllingstad
California Association for
Postsecondary Education and
Disability (CAPED)
Cerritos College

Dr. Willard Lewallen
Vice President, Student Services
Victor Valley College

Mark Wade Lieu
Academic Senate
Ohlone College

Kindred Murillo
Chief Business Officer
Copper Mountain College

Courtney Peterson
TTAC Ex-Officio
Director, Purchasing Programs
Foundation for CCC

Dr. Raul Rodriguez
President
San Joaquin Delta College

Dr. John Romo
President
Santa Barbara City College

Dr. Fred Sherman
Vice President, Information
Services and Technology
Butte College

John Wagstaff,
Director, Management
Information Systems
Southwestern CCD

Dr. Ian Walton
Academic Senate
Vice Chair, TTAC
Mission College

Dr. Dennis White
VP of Instruction
Irvine Valley College

"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.

“Identity theft is still the fastest-growing white collar crime in the country and we need to do everything we can to give people the ability to slam the barn door shut long before the horse gets out,” Bowen said. “Prevention is the key, because nobody should have to go through the time, expense and hassle it takes to clean up their credit history and reclaim their financial identity once it’s been ripped off.”

The Chancellor’s Office and the Board of Governors of the CCC support Senate Bill 25. The privacy of the SSNs of community college students and employees is a significant administrative priority. Many CCC districts have already taken the lead on these issues and are fully in compliance with the provisions of Senate Bill 25.

Initially, however, the bill raised fiscal concerns for those districts already struggling to modernize their systems. With a compliance date set for January 1, 2004, an early analysis by the CCC Chancellor’s Office estimated a cost of \$16 million to ensure that all of the colleges met the bill’s requirement.

In an effort to reduce this fiscal impact, the CCC Chancellor’s Office Governmental Relations Division negotiated with the author of the bill to extend the compliance date. Mary Gill, CCC Interim Vice Chancellor of Governmental Relations, led the negotiations on behalf of the Chancellor’s Office.

“We went to Senator Bowen and said—with all good intention—that our analysis showed that the majority of colleges have a plan to move toward new systems that will easily accommodate the requirements of this bill,” Gill said. “We simply needed more time.”

Ultimately, the request for amendment was approved and the CCC was granted an extended compliance date of January 1, 2007.

“We believe the recent amendment to Senate Bill 25 providing a three-year extension to community colleges will allow our campuses to

The main issue for the colleges is that they will no longer be able to use student and employee SSNs as stand-alone identifiers, said Patrick Perry, Vice Chancellor of Technology, Research and Information Systems.

Senate Bill 25 requires a second ID to be used in conjunction with a Social Security number. This includes the use of SSNs in enterprise databases, such as Datatel and BANNER.

Colleges are also prevented from using SSNs on student ID cards. The number cannot be printed on an ID card, nor can it be included in a magnetic strip.

Eliminating the use of stand-alone SSNs and ensuring that student ID cards do not contain this sensitive information are obvious requirements of Senate Bill 25. “The comprehensive bill is far-reaching, however, and it will impact the use of technology in the CCC in less obvious ways,” Perry said.

Current law provides that no person or entity, except a state or local agency, may undertake any of the activities listed below. Senate Bill 25 removes the exemption for state and local agencies. Thus, on or after January 1, 2004, a state or local agency may not:

- (1) Publicly post or publicly display an individual’s social security number.
- (2) Print an individual’s social security number on any card required for the individual to access products or services provided by the entity.
- (3) Require an individual to transmit his or her social security number over the Internet, unless the connection is secure or the social security number is encrypted.
- (4) Require an individual to use his or her social security number to access an Internet Web site, unless a password or unique personal identification number or other authentication device is also required to access the Internet Web site.
- (5) Print an individual’s social security number on any materials that are mailed to the individual, unless state or federal law requires the social security number to be on the document to be mailed. Notwithstanding this paragraph, social security numbers may be included in applications and forms sent by mail, including documents sent as part of an application or enrollment process or to establish, amend or terminate an account, contract or policy, or to confirm the accuracy of the social security number.

minimize and absorb the costs by making the necessary changes as part of normal upgrades and purchasing,” Gill said.



For example, the primary enterprise data and computing systems at some colleges may meet the requirements of the bill, while some secondary systems used by the same college may not. Library checkout systems or similar systems may still use SSNs in a way that does not meet the requirement of Senate Bill 25. All data and computing systems used by a college must comply with the new law.

Another concern that may be less obvious is that colleges must ensure that subcontractors and vendors comply with the requirements of the Senate Bill 25. “For example, many colleges use collection agencies for student loans,” Perry said. “These agencies need to meet the requirements of this bill in their use of SSNs. Colleges are liable if not.”

“Essentially, the amended compliance date gives a three-year warning to CBOs and CISOs throughout the system,” Perry said. “By January 1, 2007, we must be able to meet the requirements of this important bill.” <>

Now that the extension has been granted, it will be the responsibility of CCC Chief Business Officers (CBOs) and Chief Information Systems Officers (CISOs) to ensure that the software that they purchase and the vendors that they contract with comply with the requirements of Senate Bill 25.

@ONE Continued from page 1 >>

Teaching with Technology

These documentary-style video productions examine best practices and exemplary applications of technology for teaching and learning. Each 30-minute episode has a companion Web site.

Distance Education. Discover how three community college districts have formed a consortium to deliver successful distance education to residents of San Francisco’s South Bay.

Integrating Instructional Technology will present various models of providing professional development for California Community College faculty and staff.

Web Enhanced Education will explore the use of the World Wide Web to support instruction.

For detailed course descriptions, schedules, and additional information, please see <http://one.evc.edu>, or email one@evc.edu.

CCC: An Unheralded Hero of the Revolution

Guest Opinion by Kenneth C. Green, Reprinted from Converge Magazine, December 2002

Recession. Rising unemployment. The shadow of war. Seem all too familiar? We've been here before, just over a decade ago.

Others are far more qualified to offer a political assessment of these events. But one lesson from the last recession has important economic consequences for how we emerge from the current one.

During the last recession, some 300,000 people in Southern California lost their generally well-paying jobs in the aerospace and defense industries.

Many of these folks already had one, sometimes two college degrees, often in technical fields. So "going back to college" for yet another college degree was not necessarily a viable alternative for tens of thousands of 30- to 60-year-old, experienced aerospace and defense industry employees.

These folks had families and homes. They had an immediate need to acquire new skills as the Southern California economy shifted from defense and aerospace to high-tech and entertainment industries. For many, a new (or another) degree from the four-year colleges or universities that dot the Southern California landscape would have cost too much money and time to complete.

For the thousands of aerospace and defense industry employees and others affected by the last recession, educational needs for the emerging tech-based economy could be defined by a set of four "C" factors:

• **Content:** curriculum in the emerging high-tech areas such as HTML and Web design, or perhaps even accounting and other core business courses;

• **Certification:** a structured course or program that provides credible certification for potential employers;

• **Convenience:** easy access to courses and educational/training programs that would not disrupt job and family commitments; and

• **Cost:** low-cost, high-quality educational/training programs.

Kenneth C. Green is director of the Campus Computing Project, <http://www.campuscomputing.net>. Commentary reprinted with permission from Converge Online; <http://www.centerdigitaled.com/converge/>.

CCC Confer Continued from page 1 >>

information than those that participate in non-interactive meetings.

Through the new LiveShare application sharing and enabling feature, Meet & Confer allows the presenter to share, in real time, a document with participants. This new feature also allows the presenter to enable any or all participants to edit that document—without having to download files or applications. By passing control to remote participants, the meeting becomes interactive, encouraging participation and collaboration.

In early 2004, CCC Confer will offer even more added features. The new additions will include live application sharing with the LiveApp tool. By using the LiveApp tool, the presenter quickly and easily shares "snapshots" of their desktop. Meeting participants can collaborate and/or make changes to the document. The presenter can then save the modified document for future reference.

This fall, the reach of CCC Confer's Meet & Confer and Call Confer tools was extended to include student leadership groups and faculty. Student groups such as California Student Association of Community Colleges, and its subsidiaries, like La Raza

Unida Caucus, have begun to conduct meetings via CCC Confer. In addition, now faculty can enhance their curriculum or meet with students outside the classroom.

Another option for enhanced collaboration is that the presenter can display portions of documents or spreadsheets to highlight specific information. The meeting participants follow along as if they were looking over the presenter's shoulder—right from their desktops.

John Avakian, Director for EdNet—a systemwide program to advance the State's economic growth and global competitiveness through education, training and services that contribute to continuous workforce improvement—has been using CCC Confer to conduct meetings and training for several months.

"This service allows us to have an online training to demonstrate new features for a program. Before, all you could do was show things in a PowerPoint presentation. With the new features added to Meet & Confer, we can increase participation during training, making it more interactive."

In addition, Avakian explained that by conducting staff development training using Meet & Confer, the focus remains on content and delivery, rather than on

And where did they go? Where did aerospace workers and others find content, certification, convenience and cost? *At community colleges!*

Community colleges in California and across the nation provided timely, high-quality, low-cost courses and certificate programs for the tens of thousands of individuals affected by the last recession.

Yet this sector often lives in the shadow of other sectors of higher education, even as community colleges account for 61 percent of total college enrollment, and upward of 25 percent of individuals taking courses in community colleges already have a college degree!

Indeed, the nation's community colleges have always been critical to tech training and transfer. Beginning with the arrival of "user-friendly DOS" for the IBM-PC in the early 1980s, community colleges have offered tens of thousands of courses and provided computer and other technology training to hundreds of thousands of individuals who need a quick, convenient, cost-effective way to master new technologies, ranging from PC-DOS, Lotus 1-2-3 and dBase in the mid-1980s to Office XP, HTML, XML and Cisco networking technologies today.

No less an authority than management sage Peter Drucker has hailed community colleges for their contributions to the American economy. Writing in his 1999 book, "Management Challenges for the 21st Century," Drucker states that: "The United States is the only country that has actually developed [the] advantage [of educating technologists] — through its so far unique system of community colleges. The community college was actually *designed* (beginning in the 1920s) to educate technologists who have both the needed theoretical knowledge *and* the manual skill. On this, I am convinced, rests the still huge productivity advantage of the American economy."

As states struggle with budget deficits, and various sectors of public education compete for dwindling public money, we should remember the critical role that community colleges play in providing tech training and transfer. Without question, community colleges are an unheralded hero of the technology revolution. <>

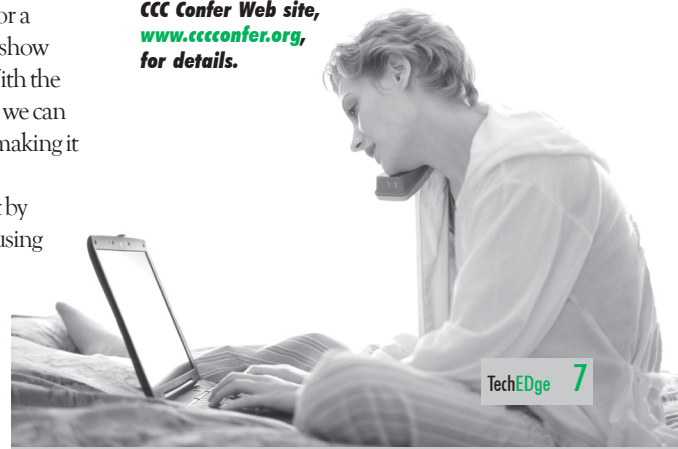
other details such as travel arrangements and conference room accommodations.

"Training is definitely more efficient this way," says Avakian, who encourages all groups to meet and conduct training online using CCC Confer's Meet & Confer.

Starting in November, CCC Confer's Client Services team began offering training that included the new features during Meet & Confer's live on-line training sessions.

"The Client Services Team is available to answer any questions regarding Meet & Confer's new added features," Taramasco said. "We can also offer tips for how to use these added features in a meeting, training or other online collaboration." <>

Several convenient training options are available; please check the CCC Confer Web site, www.cccconfer.org, for details.



TechEDge

California Community Colleges

Leading Technology in Education

CCC Chancellor's Office

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3536 Butte Campus Drive
Oroville, CA 95965

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