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Electronic Transcript Project Reaches Milestone

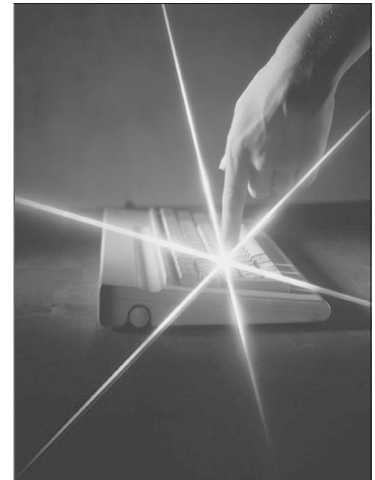
by Sandoval Chagoya,
Editor, CCC TechEDge

The California Community Colleges effort toward the establishment of a systemwide electronic transcript system has reached a significant milestone.

The Electronic Transcript System Development Project, or CCCTran, has completed the first draft of system and support requirements for a CCC-systemwide electronic transcript exchange. The draft was published in mid-March as a formal Request For Information (RFI). The RFI was issued with the following objectives:

- > Discover viable development, procurement and support options.
- > Improve the requirements document for use in subsequent development.
- > Identify qualified and interested vendors.
- > Obtain budget and resource requirement estimates.
- > Obtain development and implementation timeframe estimates.

Six potential providers supplied extensive feedback and the CCCTran



project team is studying the responses. An evaluative report and recommendations based on the entire year's activities will be delivered to the CCC Chancellor's Office by the end of June.

CCCTran also joined the Postsecondary Education Standards Council (PESC), a council whose goal is to ensure that all parties involved in student-related data exchange are

>> see **CCCTran**, page 6

Library and Learning Resource Center Issues and Network Applications: Conversations with California Community College Librarians and Deans of LRC's

by Carolyn F. Norman,
California Community College
Chancellor's Office, and Jacquelyn
Siminitus, Education Advocate, SBC

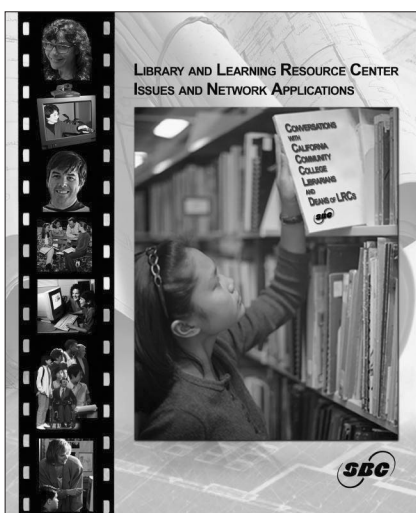
What are the big issues—in general and technology related—in the California Community College library and learning resources programs? How are they using telecommunications technology to address their issues? What are the most compelling network applications?

A perspective of the issues, challenges and opportunities faced by library and learning

resources leaders in the California Community Colleges is presented in *Conversations with California Community College Library and Learning Resource Center Deans and Directors*. Conducted in the spring 2003, this two-part report was conducted and cowritten by Jackie Siminitus, the Education Advocate for SBC, and Carolyn F. Norman, former Coordinator of Library and Learning Resources Programs in the California Community Colleges.

California Community College Library and Learning Resource Center Deans and

>> see **Library**, page 6



TechEDge is published quarterly, 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. A current editorial calendar is available at ccctechedge.com.

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 109 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:

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Tracking Technology

I recently took a combined business (the American Association of Community Colleges conference) and pleasure (seeing the in-laws) trip to Minneapolis, and stumbled upon a last-minute keynote speaker change at AACC on Monday morning; it happened to be George W. Bush.

Now granted, Bush is certainly a polarizing politician, but what he spoke of at AACC did touch upon one of this column's previous topics: digital divide, specifically that of urban versus rural. Bush reiterated a proposal he originally floated in a prior speech about his desire to have broadband connectivity for everyone by 2007.

He then went on in his speech to urge Congress to permanently eliminate taxes that consumers pay on broadband hookups. Bush has already signed a two-year extension on the Internet Access Tax moratorium. And recently, with the stroke of a pen, he signed an executive memo that allows companies greater access to federal lands to run high-speed lines. The efforts were warmly greeted by trade associations and companies like Cisco that would benefit greatly.

This closely reflects the goals of the Corporation for Education Network Initiatives in California's "One Gigabit or Bust" initiative, which seeks to connect every home, school, and business in California by 2010. In fact, "One Gigabit or Bust" is a much more ambitious goal than simply getting existing broadband speeds to the home. However, "One Gigabit or Bust" Executive Director Susan Estrada saw Bush's comments as positive nonetheless: "The President's remarks of the value of broadband and the capabilities it enables are right on."

There is no doubt that such a concept, if reality, would dramatically alter the educational landscape, as well; an education in today's world

must have connectivity to the Internet as a cornerstone to properly training tomorrow's workers. And having all students with the same base level of connectivity eliminates the "haves" and "have-nots" we have today.

The difficulties come with the implementation, unfortunately. With DSL hardware installation costs in a new neighborhood running \$500,000 for about a thousand homes, and with coaxial cable solutions only slightly less prohibitive, one can see that only

the densest areas will be cost-effective. In order to reach rural areas, some type of subsidy will need to occur either from government or from the urban users themselves.

Both of these seem unlikely, as they would be seen as a new tax by the current administration, so the President's statements and the economic reality of implementing the technology are at odds with each other. Time will tell its priority, or whether new implementations of technology, including long-range wireless or satellite, can bridge the current limitations and make it an economically viable venture.

One thing is certain; the intention is a good one, and having a sitting President acknowledge it is a good thing.

Sincerely,

Patrick Perry
Vice Chancellor

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



Conference Calendar

League for Innovation in the Community College: Learning Summit 2004

Baltimore, Maryland August 1-3, 2004

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

33rd Annual ACUTA Conference and Exhibition

Chicago, Illinois August 1-5, 2004

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

MERLOT 2004 International Conference: Online Resources – Sharing the Future

Costa Mesa, California August 3-6, 2004

Multimedia Education Resource for Learning and Online Teaching <http://www.merlot.org/>

CAPED Convention 2004 - Surfing the Possibilities: Breaking Through Barriers

Monterey, California October 23-27, 2004

California Association for Postsecondary Education & Disability <http://www.caped.net>

The League for Innovation's Annual Conference on Information Technology

Tampa, Florida November 7-10, 2004

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

WCET 16th Annual Conference – Beyond Boundaries: Weaving E-Learning into the Higher Education Mainstream

San Antonio, Texas November 10 - 13, 2004

The Western Cooperative for Educational Telecommunications <http://www.wcet.info/>

@ONE Hands-On Institutes:

Affordable Technology Training for Faculty, Staff and IT Professionals

by John Whitmer, @ONE Project Director



The @ONE Project offers a variety of technology training services for college faculty, staff and IT professionals. During these times of reduced staff development funding, @ONE is making face-to-face training affordable through the Hands-On Institutes.

The Hands-on Institutes are multi-day, face-to-face workshops that provide in-depth training on a topic. @ONE will hold Summer Institutes this year at City College of San Francisco during the week of June 1st, and at Los Angeles City College during the week of June 14th. Offered topics will be of interest to faculty, staff and IT professionals.

Several courses use Microsoft Official Curriculum, including "Managing a Microsoft 2003 Server Environment" and "Fundamentals of Network Security." These courses normally cost several thousand dollars per participant. At the @ONE Institutes, they cost just \$50 for a five-day course, including meals and official Microsoft materials.

There are also topics for non-IT faculty and staff, including: "Introduction to Computers & Microsoft Office for Educators" and "Creating and Maintaining Web Sites." These courses are also offered for just \$50.

In order to make these trainings accessible to as many colleges as possible, Hands-On Institutes are rotated among California Community Colleges that partner with @ONE to present the event. Furthermore, in addition to the well-known Summer Institute held each June, @ONE has created a new Winter Institute that is held during the January intersession. < >



@ONE is looking for colleges that would be willing to host future Summer and Winter Institutes. Please contact John Whitmer, @ONE's Project Director, at john.whitmer@evc.edu, to find out more about the benefits to your college from hosting an event, or to suggest new topics for future Institutes.

For more information about @ONE's services, including the upcoming Summer Institute, please visit @ONE's Web site at <http://one.evc.edu>.

Faces of Technology

Dr. Ian Walton: Instructor/VP ASCCC/TTAC Vice Chair

Advocating Technology-Enhanced Learning

Dr. Ian Walton has nearly 30 years experience as faculty for the California Community Colleges. He has been a mathematics instructor at Mission College in Santa Clara since 1978. One year prior, he taught part time at Monterey Peninsula College while finishing his post-doctoral work at University of California, Santa Cruz.

"The CCC was an obvious choice for a career teaching mathematics," Ian said. "I felt that I would have the most impact working for a statewide system that reaches millions of students."

A dedicated instructor, Ian has always been interested in improving the learning environment for students. To that end, he has filled a succession of volunteer positions and leadership roles in a realm that often takes him outside of the classroom: the realm of politics.

"It boils down to answering the question, 'How can we make it better for students?'" Ian said. "Part of making it better occurs through teaching and in the classroom, but another part of working toward improvement is external, in the political arena."

Realizing the impact of politics, Ian chose to dedicate a large part of his career to political participation and advocacy. His political priority is that faculty has an influence on the political decisions that affect what goes on in the classroom.

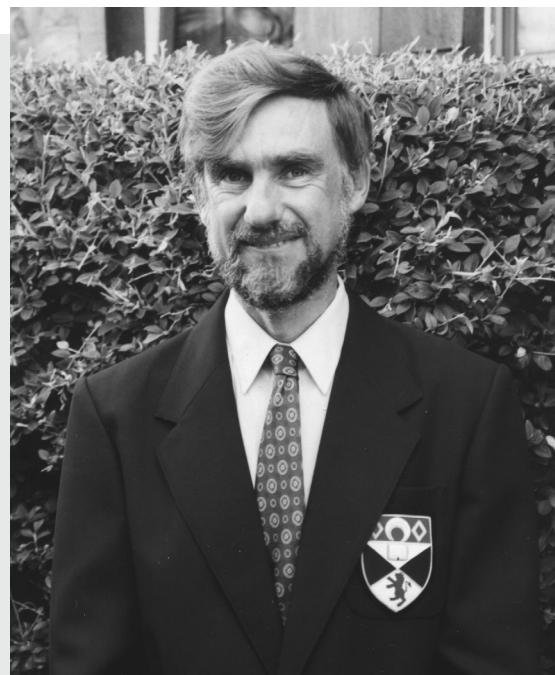
Ian was Mission College Academic Senate President from 1990-1994 and 1997-1998. In 1997, Ian began working with the statewide Academic Senate for California Community Colleges (ASCCC). He has filled many roles for the ASCCC, including Educational Policies Chair and Technology Chair for the Executive Committee, and Coordinator of the Technology Institute.

As part of his work with technology and educational policies, Ian helped to develop a series of papers that have influenced distance learning policy throughout the CCC, including "Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning," "Technology in Education: A Summary of Practical Policy and Workload Language," and "The Impact of Computer Technology on Student Access and Success in the California Community Colleges."

Currently, Ian dedicates about 80% of his time to the ASCCC and related organizations. He was elected ASCCC Vice President in May 2003 after serving as Treasurer for three years.

Ian also serves as Vice Chair of the Technology and Telecommunications Advisory Committee (TTAC). TTAC advises the CCC 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 provides a most important service," Ian said, "Because it looks at the big picture of technology from a CCC systemwide perspective."



Ian in 1999: the official photo.

Ian said that one reason TTAC is effective is that its membership draws from a variety of departments and interests within the CCC. "When you can get five faculty members and five CEOs to agree on something, you have a good chance of actually getting something done," Ian said.

Ian lauded Dr. Martha J. Kanter, TTAC Chair, for her strong leadership. He also commended the Chancellor's Office for its work on systemwide technology, especially the leadership of Patrick Perry, Vice Chancellor of Technology, Research and Information Systems. Ian said that Perry has a strong combination of technological and political prowess.

"In my experience, that is a rare combination," Ian said. "Often, those of us that excel in the realm of technology are not always the best at politics-and vice versa." He also said that TTAC has a similar strength and is helping to develop a political presence and stance for systemwide technology.

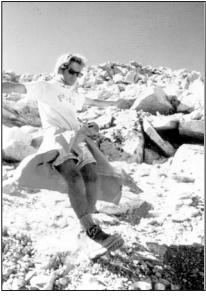
Ian said that he hopes future funding for technology will improve significantly. "Funding must improve just to continue at the same level that the colleges are at now," Ian said. "A significant improvement in funding would allow an expansion of services that will benefit our students."

"The faculty of the CCC has been doing fairly well, so far, but they have done so on a shoe string budget."

Ian said the Technology II Strategic Plan was well-conceived and well-written, but unfortunately it was not funded in the way that it was written. Importantly, the Total Cost of Ownership model was not adopted and funded as strongly as was needed. Funds have come up short in



Ian in Oregon in 2004, chairing a meeting of the Academic Senate's Educational Policies Committee using a CCC Conference and the free Ashland city wireless internet loop.



Ian in 1978 descending a peak in the Sierra Nevada.

crucial areas, such as hardware and software replacement, faculty training, and support staff.

Recent years have seen a further attrition of funding. Ian said that he has already begun to see the effects of diminished technology funding in certain California Community Colleges. The most obvious effect has been the replacement rate for antiquated hardware and software.

Diminishing funds have also affected faculty development. Ian said that development funding began to get scarce several years ago. He said that faculty has a strong interest in developing technology skills, but there have been little or no money for programs and training.

"There is no enticement," Ian said. "If faculty is not interested in or if they are not comfortable with new technologies then there will not be a future for using those technologies in the classroom." Ian said generating interest in technology and providing training needs to happen at the local level with the CCC faculty.

Ian also emphasized that technology is not a replacement for what faculty does.



Ian leading a national Sierra Club sea kayak trip to Kenai Fjords National Park in Alaska in 1985.

Technology is an enhancement, not a replacement. Ian said that he has seen a lot of grandiose schemes concerning technology, including visions of technology as a panacea, and he has seen those plans fail.

Ian instead focuses on the successful uses of technology in the California Community Colleges

involving faculty and students. Successful uses of technology included mediated assistance, online classes and environments that allow students to work together, even when they are physically distant from each other.

Ian sees the use of multimedia, incorporating audio and visual material into curriculum as a significant enhancement to student learning. He said the interactive nature of classes mediated with technology increases student interest and participation.

Because Ian gives the majority of his time to the Academic Senate of California Community Colleges, he spends less time in the classroom, but he enjoys his classroom time immensely-especially his course Math for Liberal Arts Students.

"Teaching class is the fun part of the week for me," Ian said. "It is a nice relief from some of the more taxing aspects of my political endeavors."

Ian has a B.S. in Pure Mathematics from the University of Saint Andrews, which he attended from 1969-1973. Saint Andrews University was founded in 1410 as the first university in Scotland.

In 1973 Ian received a Fulbright Scholarship to study at the University of California, Santa Cruz. He received a Master's Degree in Mathematics in 1975 and a Ph.D. in 1977 for research in Differential Equations.

At UCSC, he used ARPANET to share and distribute the equations that he worked on. ARPANET, run by the US Department of Defense, was the precursor to today's Internet. Ian said the math faculty at UCSC remembers him as the first of their students to use the network.

Ian met his wife, Susan, at UCSC. She works as a city planner for the city of San Jose. They have two daughters. Elizabeth attends Cabrillo College and Lindsay attends Oxford University on a Marshall Scholarship.

In his free time Ian enjoys playing depressing Celtic ballads on a guitar handcrafted by Santa Cruz Guitar Company.

Ian is also an avid outdoorsman. While he lived in Scotland he focused mainly on rock-climbing and skiing. In the US, he has focused more on backpacking and kayaking. In the summer of 2004, he is scheduled to guide a nine day Sierra Club outing, kayaking around the glaciers of Prince William Sound in Alaska. < >



Ian in 2003 playing depressing Celtic ballads with past president of the Academic Senate and former TTAC member Hoke Simpson.

"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.

Academic Senate for California Community Colleges

ASCCC represents the faculty of the community colleges, ensuring effective participation in the formation of statewide policies on academic and professional matters. ASCCC strengthens and supports the local academic senates of the 109 California Community Colleges. <http://www.academicssenate.cc.ca.us>

ASCCC Technology Committee

The Technology Committee has the responsibility of considering issues surrounding existing and emerging technologies and the implications for teaching and learning. It has additional responsibilities for making recommendations to the ASCCC Executive Committee on such technologies and implications for the Academic Senate in fulfilling its communication and representative responsibilities.

<http://www.academicssenate.cc.ca.us/ExecCom/Committees/TechCmte.htm>

ASCCC Publications

The ASCCC has published numerous position and research papers, including works on Distance Learning and Library and Learning Resources. See especially the spring 2002 "Technology in Education 2/e," a collection of six Academic Senate papers on technology. A complete, searchable archive is available at the ASCCC Web site.

<http://www.academicssenate.cc.ca.us/Publications/Publications.htm>

interoperable, meaning that they can communicate with each other in order to efficiently conduct business. As a PESC member organization, CCCTran assisted in the final draft of the national College Transcript XML Schema Standard that will be forwarded to the American National Standards Institute.

The first draft of system and support requirements was the result of a thorough development process, including a systemwide survey of transcript-related technology currently used by the colleges. Development also included two pilot phases: one internal to the CCCs and a second that included two California State University campuses.

In 2003, five CCC districts agreed to participate in the project as pilots to test the data definition and the two electronic transport models: El Camino, Los Rios, San Jose-Evergreen, Sonoma and South Orange County. The pilot districts represented a cross-section of the diversity found in the CCCs, including small and large colleges, and single- and multi-campus districts in the northern and southern regions of the state. The pilot campuses used a variety of student information systems prior to pilot testing.

CCCTran project staff developed installation packages and documentation for the system prototype, called Electronic Transcript Transfer Project (ETTP), and refined the data definition to keep pace with an emerging national standard. The pilot colleges each developed export programs to extract transcript data from their local student

information systems into the CCC ASCII data file format. Each pilot college installed the ETTP system on local servers then all colleges exchanged their transcript files via the transport system.

Following the CCC transcript tests, two CSU campuses joined the pilot project as target institutions for CCC transcripts: Sacramento State and San Jose State. The CSUs requested that the CCC transcripts be translated into Electronic Data Interchange (EDI), a standard format for exchanging business data.

The CSU request reinforced a central concept revealed by the CCC pilot project: the CCC standard could be compatible with other national and major standards with little labor from the colleges because a centralized system could make universal changes. EDI testing included point-to-point

Library *Continued from page 1 >>*

Directors were asked for their perspectives on campus and library issues, technology issues, and uses of the telecommunications network (Part I, Conversations.) Fifty two campus library leaders, representing a third of the state's community college students, indicated in many ways that college library collections and services are more and more technology-dependent.

Technology and Information Competency were the two top issues for the libraries overall. Technology-specific issues included keeping up with technology, eDatabase funding, technology planning, library automation systems and tech support. Information competency instruction was also cited as a library technology issue, as was student access to technology.

Not surprisingly, top college library network applications include carefully selected free and fee-based E-Databases (often requiring student authentication), library automation, library Web site with

related eServices and eResources, e-mail, and online information competency/basic skills instruction.

A second set of 49 college library leaders (Part II, Conversations) were questioned for more detailed information on campus library telecommunications applications and the challenges and opportunities associated with library technology planning, implementation and maintenance. These library programs introduce web-based offerings and technological applications that increase student and faculty access to instructional resources, to enhance student achievement, and to improve operations and productivity.

Fiscal stability has not been a mainstay of the majority of library programs. The State's budget constraints have these leaders looking at how to manage or survive with cuts to electronic databases, and professional and technical support staff, which results in reductions to student access and hours. An underlying but significant challenge to campus library programs is to dispel the myth that everything is available electronically and free. The "boundless"

Internet makes librarians' expertise more essential than ever.

The interviews with college deans and directors of libraries and learning resource centers were conducted in order to get a snapshot of the issues and technology planning needs for California's community college library system at the local level and statewide. The picture that emerges from Conversations, although not definitive, provides a basis for exploring new directions in a more comprehensive process. The findings can be used as a planning tool for administrators, policymakers, librarians, academic leaders, and technology planners. As this document has the potential to be a white paper for library and learning resources telecommunications technology in the CCC system, reactions and comments were invited through the CVC Sharepoint, <http://training.cvc4.org/lrpac>, through March 19, 2004.

Conversations Part I was conducted by SBC under the direction of the California Community College Chancellor's Office. Conversations Part II was conducted by the Chancellor's Office, California Community Colleges. <>



For copies of the reports, visit <http://www.kn.sbc.com/survey/ccclibraries.pdf> or contact Jackie Siminitus at jacquelyn.siminitus@sbcc.com.

deliveries and deliveries brokered by the EDI server hosted by the University of Texas.

The pilot colleges were able to create ASCII export files of complete transcript data in approximately 40 man-hours with minimal explanation or assistance. While neither prototype was mature enough for use in production, the two tested systems demonstrated many basic features including:

- >Easy uploading
- >Uploading large volumes of transcripts with no file size limit
- >Ability to view a list of available transcripts
- >Availability of alternate views
- >Fast downloading
- >Ability to download a batch of transcripts
- >Output transcripts in both XML and EDI format
- >Completeness of displayable data

>Security and targeting of transcripts to individual institutions

The experience from the pilot tests reinforced an important finding of the original Feasibility Study Report for this project: that a centralized service is the preferred general architecture for CCCTran. It also confirmed that a common data definition will facilitate use of transcript exchange, can accommodate multiple types of technological solutions, and can bridge to other standards with less effort.

Tish McNamara is the Project Director for CCCTran and the project is managed by Joseph Giroux. Giroux expressed optimism about the future of the project and the potential for successfully implementing electronic transcript exchange throughout the CCC system.

"Over the last year there has been a convergence of interest in this new

generation of electronic transcript technology," Giroux said. "For example, the development of the PESC XML College Transcript standard, the implementation of online student transcript request systems by NCS and Credentials, the successes of our CCC and CSU pilots and most recently the excellent response to the draft of the CCCTran system and support requirements. We believe that the industry is poised to finally fulfill the promise of convenient and secure electronic transcript exchanges." <>

*For more information about The Electronic Transcript System Development Project, or CCCTran, please visit the project Web site:
<http://www.cccnext.net/ccctran>.*

CENIC Announces Change in CalVIP migration

by Catherine McKenzie, Specialist: Information Systems and Analysis,
CCC Chancellor's Office

The Corporation for Education Network Initiatives in California (CENIC) has announced a fundamental change to the California Video Over IP (CalVIP) migration plan.

Originally, the CalVIP project committee planned for the video (H.320 to H.323) migration to occur simultaneously with a network site's data migration from 4CNet to California Research and Education Network (CalREN). After discussion with its stakeholders, CENIC has proposed, and the representatives from the CSU and CCC central offices have agreed, to uncouple the CalVIP migration from the data migration.

The change in plan will allow time to examine why the video migrations have been so difficult to date and to use the data from a "lessons-learned" review to see if there are ways of streamlining future migrations. The change will also allow each site to propose, within reason, a migration timeframe most amenable to the site.

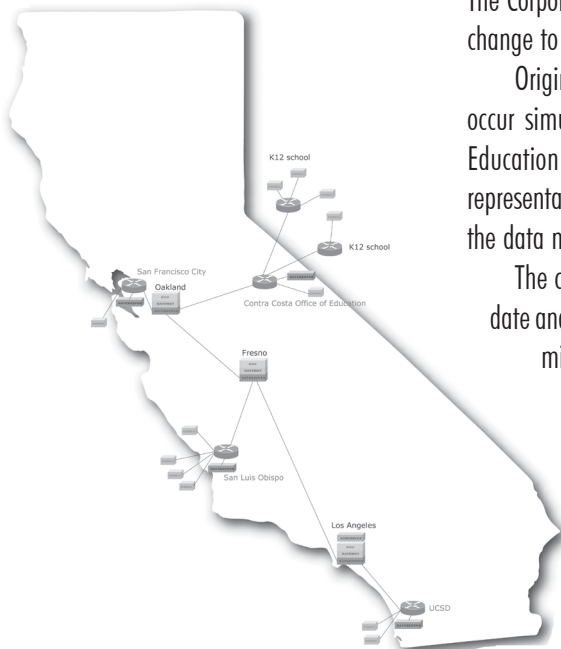
First and foremost, CENIC expressed thanks to those sites that have participated in the first wave of migration and have spent countless hours testing and troubleshooting with CENIC staff. CENIC reaffirmed its commitment to provide the CalVIP community excellent support while it continues to migrate other sites.

In addition, CENIC has formed new advisory groups to give them input on how they can improve this project on an ongoing basis. The CCC is planning to supplement these CENIC-sponsored groups with others in order to better serve the CCC colleges.

If you are interested in participation in one of the groups contact Catherine McKenzie at cmckenzi@ccco.edu or (916) 322-0833. <>

More information about CENIC and the CalVIP project is available at: <http://www.cenic.net/calvip/>

CalVIP California's Video over IP Network



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>> New and Improved

The California Community Colleges Chief Information Systems Officers Association (CISOA) has a new and improved Web site that utilizes sophisticated portal technology. Visit the new site at www.cisoa.org.

