INSIDE THE EDGE

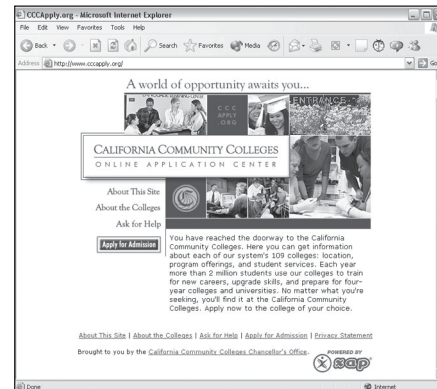# CCCApply Prepares to Learn Spanish, Become International, and Show Students the $$$

by Tish McNamara,
CCCApply Project Manager

CCCApply is the common online application for admission and enrollment in the California Community Colleges. Sponsored by the Chancellor's Office and approved by governing bodies, CCCApply is designed and maintained by IT and Admissions & Records professionals from the community colleges to provide statewide consistency, compliance, and support, while protecting each college's preferred processes and unique image, and offering a positive experience to California students. CCCApply is hosted and supported by Xap Corporation, which also hosts CSUMentor and CaliforniaColleges.

After three years of operation, 71 colleges now subscribe to CCCApply representing 70% of all colleges in the CCC system. The number of online applications processed through CCCApply last academic year rose 275% to 373,565 applications. The colleges report receiving anywhere from 50-90% of their applications through CCCApply.

This year Moreno College in the Riverside Community College District offered to sponsor development of a Spanish language version of CCCApply under its Title V grant. CCCApply and Moreno College are collaborating on the design, bringing in volunteers from several other colleges to participate in a design team. The team met for the first time in July, and it is expected to complete its work by January.

Initially the team has focused on which parts of the CCCApply system need to be addressed from the perspective of a Spanish-speaking applicant and the applicant's parents, what information should be presented in Spanish,

CENIC: Origin > Progress > Outlook of the CCC Network Provider

by Jim Dolgonas,
CENIC President and CEO

As a new fiscal year begins, I would like to extend a warm welcome to all members of the Corporation for Education Network Initiatives in California (CENIC). I would like to provide a brief history of why CENIC was formed, how it evolved, and where we are today.

As most of you are probably aware, CENIC is a non-profit corporation formed in 1997 to serve the networking needs of California educational entities. CENIC formed to address two primary issues facing higher education research institutions at the time: congestion on the commercial Internet and the opportunity to provide lower costs or greater amounts of networking for the same dollars.

In a sense, CENIC sought to satisfy the same types of needs that lead to the formation of Internet 2 nationally. The dynamics that provided an incentive for the higher education research institutions to collaborate in the creation of CENIC and the operation of its first network, CalREN2, also existed for other segments of education in the state. As a result, in 2000 the state provided funding to connect the K-12 community into the CalREN backbone. A few years later, a decision was made to integrate the network serving the CSU and the California Community Colleges into CalREN.

Contributors:

Jim Dolgonas
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Tracking Technology

It may be debatable whether the final California Community College system budget for 2004-2005 represents a victory or merely represents not losing further ground, but the CCC technology and library communities can breathe a sigh of relief: The proposed "splitting up" of the Technology and Telecommunications Infrastructure Program (TTIP) did not occur as originally proposed. Field constituents concerned with the proposed TTIP action should be commended for their remarkable performance in convincing the Legislature of TTIP's merits as an autonomous program.

To recap: The first proposed budget in December 2003 would have taken more than $12 million from TTIP and rolled it up into the system's general apportionment. This money was originally earmarked to pay for the entire system's Internet connectivity bill through CENIC, the Corporation for Educational Networking Initiatives in California. Essentially, removing the money from TTIP would have broken up the systemwide purchasing consortia that has been created with CENIC and forced every district to negotiate Internet connectivity on their own, a costly proposition that few would have likely benefited from, especially rural colleges. In addition, the money used by CCC libraries for the purchase of electronic subscription materials would have been rolled up into general apportionment in a similar manner and with similar effects.

System interests quickly identified this negative potential, and "rallied the troops." The Chief Information Systems Officers Association (CISOA), the CENIC Board, libraries advocacy groups, the Telecommunications and Technology Advisory Committee (TTAC)...all of these began mobilizing to the tune of letters and phone calls and appearances at conference and budget committee hearings at the Capitol.

The pinnacle moment came in a hearing where Sen. Jack Scott announced, "It seems the technology piece of this budget belongs back where it was before, as a strong case has been made by these groups."

TTIP remains at a level of funding about half of its 2001-2002 peak when $44.3 million was dedicated to the advancement of technology in the CCC system. The greatest casualty has been the elimination of funds that colleges can use for a variety of technology related expenditures. But great efficiencies have occurred in the projects that remain. Using the cost of internet traffic as an example, the TTIP monies a few years ago paid for a megabit of data at a rate of $260/MB; next year, this will have dropped to $95/MB. Fortunately, this also coincides with an equivalent increase in usage by the system.

However, infrastructure concerns remain. In the latest "Campus Computing Project" survey performed annually by Kenneth C. Green, the single most important IT issue facing the CCC was "finding replacement of aging hardware/software," which TTIP funds can no longer do. More than a quarter of all PCs operating in the CCC system are still running Windows 95 or 98, an operating system now two levels behind current. More than 30 percent of CCC PCs had exceeded a 4 or 5 year replacement cycle.

There's more: The user-support ratio within the CCC is an astoundingly high 980 students/users for each Helpdesk personnel. Only 21 percent of faculty members have Web pages, and none of the colleges currently offer any type of home or off-campus Internet access for students. Also, the implementation of wireless networking and e-commerce within the CCC has barely begun.

There is indeed much work left to be done to ensure that the greatest system of higher education in the world has the greatest technological infrastructure in the world.

Sincerely,

Patrick Perry

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

Conference Calendar

CCC Technology Center: Helping to Support the CCC Digital Infrastructure

by Sandoval Chagoya, Editor, CCC TechEDge

The California Community Colleges Technology Center, housed at Butte College near Oroville, California, helps to facilitate and coordinate the work of the CCC systemwide technology projects by disbursing funds, generating and managing contracts, providing ListServ and Web hosting services, conducting technical evaluations, and publicizing the progress of technology in the CCC through a newsletter. The Technology Center is funded by a grant from the CCC Chancellor's Office and works closely with Project Monitor, Catherine McKenzie, Information Systems & Analysis Specialist for the Telecommunications & Technology Unit, to provide support for the digital infrastructure serving all 109 colleges.

In FY 2003-2004, the Technology Center processed more than 700 transactions to pay contractors, vendors, and the Corporation for Education Networks in California (CENIC), including disbursement and tracking of the 2003-2004 TTIP allocation. The allocation pays the monthly data usage costs for all 109 colleges from a single point, a method that has reduced or eliminated accounting work formerly required of individual colleges.

The Technology Center also acts as a business liaison for the CCC Chancellor's Office, providing contracting services for the systemwide projects, and helping to coordinate and facilitate the meetings of the Technology and Telecommunications Advisory Committee (TTAC) and the Systemwide Architecture Committee (SAC). Dr. Fred Sherman, VP of Information Services & Technology at Butte College and Project Director for the Technology Center, serves as chair for SAC.

In FY 2003-2004, the Technology Center began providing ListServ services to CCC regional and systemwide projects. User response has been positive and this service has seen significant growth, from 43 lists and 4,200 subscribers at the onset to its current level of 81 lists and 21,000 subscribers. The Technology Center projects that another 20 lists will be added in FY 2004-2005.

The Technology Center server hosts sites for CCC TechEDge; the former newsletter, TIPS News; CCC Live Caption, and the CCCNext.net domain, which includes the Technology Center site, as well as the project management sites for several systemwide projects. The domain CCCETC.org has also been secured as the future Web home of the CCC Educational Technology Collaborative.

In FY 2003-2004, the Technical Director of the Technology Center, Sam Sakulsinghdusit completed technical reviews of the CCC Clearinghouse project and the CCC Confer project. His findings were presented to the Systemwide Architecture Committee. He is currently working on a technical review of the Cal-PASS project. A review of California Virtual Campus Web Hosting is forthcoming.

CCC Technology Center Staff: Standing, left to right, Patricia Davis: CCC Live Caption Program Administrator; Sandoval Chagoya: Publications Specialist; Eileen Brennan: Former Admininistrative Assistant; and Janet Larson: Administrative Assistant. Seated, Sam Sakulsinghdusit, Technical Director.

Faces of Technology

Dr. Larry Gene-Shiao Toy: President/CEO FCCC

Providing a Strong Foundation for the Colleges

Dr. Larry Gene-Shiao Toy is a long-time leader of the California Community Colleges. He spent 28 years as a Professor of Astronomy at Chabot College before joining the CCC Chancellor's Office as Director of System Advancement and Resource Development in 1997. At the Chancellor's Office he led the development of the California Virtual University, now the California Virtual Campus.

Larry was selected in 1998 as the founding President/CEO of the Foundation for California Community Colleges (FCCC). The FCCC is the sole auxiliary to the CCC Board of Governors (BOG) and the CCC Chancellor's office. The FCCC is charged with supporting and enhancing the missions of the BOG, the Chancellor's office, and all of the colleges, districts and foundations of the CCC system.

During an interview at the Chancellor's Office, Larry said his work with the FCCC centers around a simple mantra: "Save the colleges money in capital expenditures."

Well, OK, maybe it's not quite that simple. "We also try to save the colleges operational costs and management dollars." Larry added. "And we provide them a method for bulletproof audits; a method that doesn't impact their IT staff. We also work to lower operational costs and energy costs."

"It all comes down to making things better, faster, cheaper," Larry said.

By any measure the FCCC has enjoyed outstanding success under Larry's leadership. Only six years after inception, the FCCC now employs more than 100 and generates annual revenue in excess of $25 million. In addition, the FCCC has generated more than $29 million in annual savings and contributions to the colleges, faculty, staff and students of the CCC system.

One FCCC program that has broad impact on the colleges is the Student Assistants Program. The Student Assistants Program connects students with state agencies for employment. The program, involving 300 students and eight state agencies, will generate $3 million in revenue and provide $2.6 million in salaries for students.

To complete its mission, one of the FCCC's four primary goals is to "promote and support programs that increase access to and improve the effectiveness of the CCC, especially in the areas of educational technology, access and competency."

"We've been asked to do so much with so little," Larry said. "Now we're working hard to do even more." Technology allows the colleges to do more with less, but to be effective the technology must be available and affordable.

Begun in 1999, the landmark Microsoft Campus Agreements took great strides toward making technology available and affordable within the colleges by changing the way that the CCC obtained licensing for Microsoft operating systems and software. The agreement moved the colleges from licensing of individual machines to broad, site-based software licensing.

Instead of renewing licenses on each operating system and application every three years, the agreement pays Microsoft an annual fee that allows the colleges to use multiple platforms and operating systems, and multiple versions of each. The annual fee is significantly lower than individual licensing, about 2/3 lower, and it saves the colleges $6 million annually.

The CCC Microsoft Campus Agreements program is the largest in the country: 104 of the 109 CCC campuses utilize the program. In addition, the FCCC has been successful in aggregating more than 200 other colleges and universities across the nation into the program. The campus agreements now account for 15% of Microsoft's business in the United States. Working closely with Microsoft, the FCCC has also increased access to Microsoft software for faculty and staff via a "work-at-home" program. Through a negotiated discount, faculty and staff of the CCC can purchase software for their home computers at prices 75-90% less than retail. The program ensures that faculty and staff have access to the same programs for their home computers that they use at work. Since 1999, more than 40,000 faculty and staff have used the program nationwide, including over 20,000 in the CCC's, saving $1.2 million annually. The

Foundation for
California Community Colleges

"work-at-home" program resulted in the largest single diffusion of software in U.S. history.

The FCCC has also been successful in addressing a huge area of need related to technology: staff development. In 2003-04, the FCCC collaborated with the CCC Council for Staff Development and Skillsoft to offer online courses in technology to 15,000 CCC faculty, staff and students. Participants chose training from a package of online courses covering Macromedia Dreamweaver and all of the Microsoft Office Applications. The entire Skillsoft training package had a total value of $7.5 million. There was no cost to colleges or participants.

The FCCC also assists colleges in evaluating and acquiring Enterprise Resource Planning administrative systems and Course Management Systems, helping to ease the burden of decision making that otherwise would rest entirely with the IT and instructional technology staff at individual colleges and districts.

Another FCCC program, the FUSION program, assessed the conditions of facilities throughout the entire CCC system, evaluating more than 50 million square feet on all 109 campuses. The FCCC compiled the results of the assessment into a database housed at San Joaquin Delta College available to CCC faculty and staff members involved in decision making related to purchase and repair of facilities. The database receives up to 500,000 hits each month.

These are only a few of the many programs that the FCCC offers. There are far too many to detail here. Thankfully, the FCCC maintains a well-organized Web site describing all of its programs at http://www.foundationccc.org.

Larry credits his many years of service to the CCC as one key to his success. "I spent 28 years as faculty," Larry said. "This has allowed me to take the long view when planning."

He also credited his background as an astronomer, which, forgive the pun, has allowed him to see the big picture, including the long view over time, when planning for program success. Forget geologic time; consider astronomic time, which challenges us to consider the projection that the sun will become a red giant star, swallowing the earth in 5-10 billion years.

An absolutely key ingredient to Larry's recipe for success is having the right people for the job. The FCCC management team includes two former private-sector CEOs, and four former Non-Profit Organization CEOs, as well as exemplary leaders from the CCC system.

"The result," Larry said, "is a team with deep management experience. They execute very well, and they do an outstanding job on behalf of the colleges."

The core competencies of the FCCC team include excellence in program management, fiscal savvy, and the ability to aggregate well. By successfully aggregating colleges and universities nationwide, the FCCC has continually increased its bargaining power, leading to better deals for the colleges and greater benefits to students. And it does all of this without interference to the normal business practice of the individual colleges and districts.

Larry served as President of the CCC Board of Governors in 1994 during his seven-year tenure on that Board. Prior to that he was also President of both the Faculty Association of California Community Colleges and the Californians for Community Colleges.

While President of the Faculty Association CCC, Larry was a central participant in the development and passage of AB1725, the state's omnibus Community College Reform legislation. AB1725 changed the State's method of financing the colleges to program based funding, a change that greatly aided the system during a challenging time.

Larry was the initial recipient of the Gerald Hayward Award for outstanding CCC faculty

The Chancellor's Circle

The Chancellor's Circle has been established by Chancellor Mark Drummond, the new State Chancellor for the California Community Colleges in partnership with the Community College League of California. It has been established to foster an informational relationship between the business community and the statewide community college system. Business community members are invited to join and participate in a number of local, regional and statewide events involving not only Chancellor Drummond and League Chief Executive Officer David Viar, but also Chancellors and Presidents of the 109 California Community Colleges.

As part of the educational program, the members of the Chancellor's Circle are invited to share in a series of events across the state. For these events, Chancellor Mark Drummond is doing a tour of the statewide community college system and the Chancellors Circle members are invited to share a lunch with the Chancellors and Presidents of that region. These luncheons provide excellent networking opportunities for district chancellors, presidents of the colleges, and other high level administrators of each district.

Business community members interested in joining should contact L. Joyce Arntson, at arntson@foundationccc.org or (714)875-3605.

in 1989, and he received the Outstanding Faculty award from Chabot College in 1990. Currently he serves on the board of the California Council on Science and Technology. Larry received his BA degree from Harvard University and MA and PhD from the University of California, Berkeley, in astronomy.

Larry has been married for 34 years. His wife, Pearl, is a Professor of Laboratory Medicine at UC San Francisco Medical School. Their daughter, Jennifer, 25, is in graduate school at Harvard studying Landscape Architecture.

Larry has lived in Orinda in the Bay Area for 28 years. He collects old records, especially classical LPs. He enjoys playing tennis and he likes to travel. <>

"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.

CCCApply

and how best to provide support for the Spanish application through technical assistance for users and yearly updates. The team defined the scope and requirements of the system to obtain a cost estimate from the vendor. Moreno College and CCCApply are now looking at ways to share the costs to build the preferred, more comprehensive version of the Spanish application.

Last academic year the CCCApply Steering Team studied the issue of standardizing the California Community Colleges International Student Application for Admission. The team found strong support for standardizing the basic application for admission, and, potentially, for standardizing two other forms of the dozen or so commonly involved in the admission process for international students.

A design team met five times during the year to write specifications for a new standard application for admissions for international students. The new application system will include the form coupled with a powerful "Process Manager" software application that will allow colleges to create individualized workflows and customized documents for their particular international admissions processes. The Process Manager includes an array of communication

and tracking functions to help the applicant and the international admissions officers.

In August CCCApply received funding to go ahead with development of CCCApply International. It will be tested and piloted by five colleges during the next six months. One of the things pilot testing will reveal is how much training will be needed in order to learn to set up custom forms and procedures. As the project progresses, CCCApply staff expects that the Process Manager will be highly desired for adding supplemental form submission and tracking to other applications, such as the residency evaluation component of a regular application, and proofs of eligibility for the BOG Waiver.

It is currently estimated that CCCApply International will cost colleges about $8,500 per year. While development of the international student application was funded by the Chancellor's Office, the annual operation fee is not. However, it is estimated that a gain of just three international students can make up this cost. Also, some districts may be able to use just one international application form and thereby save on fees.

CCCApply has developed a new online application for the Board of Governors Waiver, available in September. The BOG Waiver form has passed beta testing by member colleges.

Before release, the form is being outfitted as a complete application system, including an "Application Manager" which gives applicants the ability to track multiple forms to more than one college or for more than one year and to resume unfinished forms. BOG Waiver applications are systematically restricted to one per college per year.

Like CCCApply, the BOG Waiver application saves applicant data for reuse. Applicants can easily submit additional forms without entering all the information again. Data is also shared between the CCCApply application for admission and the BOG Waiver application, saving even more effort for the applicant.

The BOG Waiver features a full suite of system functions, including customizable download files and scheduling, automated email communications, report generation, and the ability to set up business rules to personalize and tailor e-mail and reports. The BOG Waiver also employs an electronic signature approved by legal counsel. Like CCCApply, the BOG Waiver is also designed to be ADA compliant.

In August a special design team made up of Financial Aid Officers from the colleges and the Chancellor's Office was organized to establish a new dedicated Financial Aid track in CCCApply. This team will design the updates and enhancements to the BOG Waiver. <>

CENIC

I would like to answer three questions that flow from this history:

1. What do the community colleges gain from participation in CENIC and use of CalREN?

2. Where do we stand today in accomplishing the integration referred to above?

3. Where and how do the community colleges participate in a collaborative relationship with CENIC and its other member institutions?

There are at least two immediate, direct and tangible benefits from participation in CENIC and use of the CalREN network. First, in the immediate short term, participation in CENIC has allowed the Chancellor's Office to stretch network funding further. In objective and visible terms, available dollars can be used to fund the ongoing costs of connectivity of all community colleges at the DS/3 level. Prior to participation in CENIC, only about one-third of the colleges had DS/3 speed networking connectivity to the old 4CNet

backbone. Second, the CalREN backbone used by the community colleges is four times faster and has four times the capacity as compared to the former 4CNet backbone.

The second question is where are we in the process of migrating colleges from 4CNet to CalREN, and, for those who were served previously by T-1 speed connections, where are we in upgrading those campuses to higher speed connectivity from the campus to the CalREN backbone? The news is pretty encouraging. All colleges are using the CalREN backbone. Fully 83 out of 100 campuses are connected to the network in the final intended configuration.

However, migration of 17 sites to their final connections is delayed until "special construction" is completed. Special construction normally means the commercial communications carrier needs to construct a fiber path to a college to support DS/3 or higher speeds.

For one of these sites, there is not a firm solution for bringing DS/3 to the campus because the local communications carrier

has provided an unaffordable $1.2 million quote to do so. Fortunately, this is a college that is not yet capacity constrained.

We expect that all colleges will be migrated into the target architecture of CalREN by the end of the calendar year, with the exception of those with very difficult and expensive special construction issues.

The last question refers to collaboration and participation. From its inception, CENIC has been a very participative organization, relying heavily on the active involvement of its Board members and of members of advisory councils. Reflecting the significance of the California Community Colleges to the organization, the CENIC Board of Directors recently changed the corporate by-laws to permit the community colleges to hold three seats on our Previously, the colleges held one seat, filled by Vice Chancellor Patrick Perry. With the change to the by-laws, CCC Chancellor Mark Drummond appointed Specialist Catherine McKenzie from the Chancellor's Office and Joseph Moreau,

New Strategies To Update the Peopleware

Guest Opinion by Dr. Ian Walton, Vice President, Academic Senate for California Community Colleges

One of the fundamental concepts contained in the Community College Reform legislation of 1989 (AB 1725) was the importance of ongoing, effective faculty and staff development. In the early years, funding for this faculty and staff development was available in both the general college budget and in various locations more specifically tied to technology. Projects such as @ONE and the Academic Senate's Summer Technology Institutes promoted increased faculty skills in technology and their successful application to all courses rather than just, for example, distance education courses. The CVC (California Virtual Campus) projects appeared on the scene more recently and include a substantial faculty development component.

However, over the ensuing years and budget cuts, faculty and staff development has been gradually whittled away to the current situation where it is practically non-existent. It always appears to be an easy target. Repeated attempts to reintroduce funding are consistently met with comments that the Governor and legislature will not fund anything labeled as staff development. It has been suggested that perhaps we need a catchy new name such as Peopleware Update. Please send your entry for a new name, on a postcard to….

In the meantime, various conversations are taking place on how to most effectively use the few resources that we have left. In the technology arena these conversations happen in various advisory committees such as DETAC (Distance Education Technology Advisory Committee) and TTAC (Telecommunications and Technology Advisory Committee), and special events such as this spring's CVC Review. But they also crop up in the more general conversations of the agency review that is developing recommendations on how to make the Chancellor's Office function more effectively with reduced staff and funding and a new Chancellor.

One suggestion is that some consolidation of technology functions within the Chancellor's Office would make both political and financial sense. The Board of Governors approved 2004-05 system budget places CVC funds within the TTIP budget. This suggests consolidation of the current Education Division/DETAC functions with those of the Technology-Research Division/TTAC functions. Many of the current CVC services might be provided more cost effectively by combining their faculty development activities with those of @ONE and contracting out Web hosting/course management services through the Foundation's bidding process. This could allow absorption of DETAC into TTAC thus making more effective use of advisory committees and Chancellor's Office staff. Discussion of the academic and curricular implications of technology (not limited to just distance education) could take place in a subcommittee that functions in a manner similar to the current SAC (Systemwide Architecture Committee).

Alternatively we could just do nothing and wait for full funding to be restored when we write the Technology III plan. Ultimately this decision will be made at Chancellor Drummond's cabinet level. < >

Ian Walton is Vice President of the Academic Senate CCC, Vice-Chair of TTAC and he teaches mathematics at Mission College in Santa Clara.

Dean of Academic Information Services at MiraCosta College, to the CENIC Board, effective July 1. Board terms are for two years.

In addition, Mick Holsclaw of Los Rios Community College District is Vice Chair of the Digital California network Technical Advisory Council (DC TAC). Mick will begin his one-year term as Chair in October.

For those interested in greater participation in CENIC activities, attending meetings of the DC TAC and CENIC's annual conference, to be held March 7-9 in Marina Del Rey, are great opportunities.

I'll end this article by again welcoming you all to CENIC. I hope the new academic year is good to you and that I'll have an opportunity to meet many of you at some of our events or at your meetings. <>

For more information about CENIC, please visit **www.cenic.org**

CCCTC Continued from page 3>>

Technical Director Sakulsinghdusit also provides advice on security issues to the CCC technology community. Sam is a member of the Secure IT Conference Program Committee, and the Systemwide Security Committee, a subcommittee of the Systemwide Architecture Committee.

The Technology Center works with the California Educational Technology Collaborative (CETC), the Foundation for California Community Colleges (FCCC), and Bonni McCrea, Grants Specialist, as they identify and secure grants, strategic partnerships, and other forms of funding to support systemwide technology. Sandoval Chagoya, Technology Center Publications Specialist, provides advice and editing support for funding development, and he is a member of the CETC Revenue Generation Subcommittee. He is also chair of the CETC Web site subcommittee.

The Technology Center publishes the CCC TechEDge newsletter. The inaugural issue was published in May 2003, and quarterly production continued through FY 2003-2004, with an additional special Technology Awards Issue published in September of 2003, for a total of six issues. TechEDge is distributed to distance educators, information systems officers, business leaders, the California legislature, and other interested parties. The initial mailing list of 1,200 recipients has grown to more than 1,400.

The Technology Center has four full-time employees: one technical director, one newsletter editor, and two administrative assistants. <>

For more information about the CCC Technology Center, please visit CCCNext.Net.

TechEDge

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