

INSIDE THE EDGE

Tracking Technology:
Vice Chancellor Patrick Perry's Column 2

Conference Calendar 3

@ONE Spring Distance Education Courses,
Technical Institute..... 3

Faces of Technology - Mark Wade Lieu:
ESL Instructor, VP ASCCC, VC TTAC..... 4

Technology and the Academic Senate..... 5

CCC Systemwide Video-On-Demand
Needs Assessment, Part 2..... 6

@ONE Transitions CVC Online Teaching Classes,
Expands Course Offerings..... 7

CCC Online Teaching Conference Evolves Into Collaborative, Hybrid Format

by the 2006 CCC Online Teaching Conference Committee

Three prominent systemwide technology projects are combining forces to offer this year's distance education conference to community colleges statewide. The conference will be delivered in a "hybrid" format, and will allow participants to attend in person, online or even after the fact. The conference will be conducted in person on June 16th at San Diego City College.

The 2006 CCC Online Teaching Conference provides California Community Colleges (CCC) faculty and staff an opportunity to learn about successful pedagogical approaches and technologies used in distance education. In 2006, the conference will be offered by the California Virtual Campus (CVC), CCC Confer and @ONE, following the @ONE project's Summer Institute.

"It is very important that faculty involved in distance education have the opportunity to gather and share knowledge and best practices. This conference will allow teachers throughout the CCC system to share their online teaching experience," said Patricia James Hanz,



Associate Professor of Multimedia and Distance Education Coordinator at Mt. San Jacinto College.

James Hanz is also Chair of the Technology Committee for Academic Senate for CCC, and a member of this year's conference committee, which was developed by and received guidance from the Distance Education Technical Advisory Committee (DETAC). DETAC advises the System Office on vision, policy and planning in support of distance education.

>> see **CONFERENCE**, page 6

CCC System Office Accepting Nominations for 2006 Technology Awards

by Bob Quinn, Specialist,
CCC System Office

Do you know of someone in the college community who has demonstrated extraordinary leadership skills in the area of educational technology? How about people who have collaborated together on a project that leveraged technology to result in an outcome that benefits students, staff and/or faculty? If you do, the California Community Colleges (CCC) Chancellor's Office Technology Awards Program would like to hear from you.

Technology Focus Award



The Chancellor's Office, also known as the System Office, is currently accepting nominations for two distinct award categories: the Technology Focus Award and the Excellence in Technology Leadership Award.

The Technology Focus Award is project or program oriented and recognizes colleges that have identified and solved significant problems to the benefit of students, staff and/or faculty.

The Excellence in Leadership Award recognizes individuals who

Excellence in Leadership Award



have demonstrated extraordinary effectiveness, influence, diplomacy and career achievement within the field of higher educational technology management, on both individual campuses and throughout the greater CCC system.

February 1 through April 30 nominations can be submitted through the System Office Web site. Presentation of the awards typically occurs in September at the CCC Board of Governor's meeting in Sacramento.

>> see **AWARDS**, page 6

NOTE: Current TechEDge style uses 'System Office' to refer to the state agency also known as the 'CCC Chancellor's Office'.

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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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Tracking Technology

Well, if you haven't heard the news, my role and function in the California Community College (CCC) system is about to take a different path. Recently, I accepted the position of Senior Vice President of Administration/Chief Operating Officer for the Foundation for California Community Colleges (FCCC), working for the FCCC CEO, Dr. Larry Toy.

While it is undoubtedly a great opportunity on a personal level, I believe that ultimately the CCC system will benefit from having a Technology advocate maintain strong ties to both the FCCC and the System Office.

If you are not familiar with the FCCC, it is the sole nonprofit auxiliary of the Board of Governors, the System Office and the Chancellor, and was founded by Dr. Toy in 1997-1998. The FCCC benefits the system by developing, operating and maintaining programs and enterprises, many of them technology-related in nature, and by driving down local costs by leveraging the system's collective purchasing power.

Unlike many traditional foundations, the FCCC does not have an enormous endowment from which to fund its projects; it is truly entrepreneurial in nature and seeks active business opportunities to grow and benefit the system. Under the leadership of Dr. Toy, the FCCC has grown from a handful of staff to a \$30 million operation in less than ten years.

As Vice Chancellor, I have always tried to operate the Technology, Research and Information Systems (TRIS) Division at the System Office with similar principles. We have managed to maximize the impact of the Technology and Telecommunications Infrastructure Program (TTIP), and even as budgets have declined, we have continued forward with projects such as CCCApply, Cal-PASS and electronic transcript exchange.

The Management Information System data collection, which was once a "black box" districts submitted to, has been opened up for system and public use, and has been vital as a tool to policymakers, allowing them to make data-driven decisions. We have offloaded a significant amount of local MIS reporting burden with the Student Right-To-Know/IPEDS program.

Research and planning interests have been allowed to take full advantage of applications such as the Data Mart and have contributed to advancing the discipline of applied community college institutional research in studies dealing with transfer rates, student progress and achievement rates, determining the levels of student academic preparedness and socioeconomic status by institution, and helping to evaluate all this data using adjustment modeling. Given the quality of staff currently developing and maintaining all of the various

programs in TRIS, I am confident that my departure to the FCCC will be transparent to those of you who already use the services of TRIS.

Ultimately, it is my goal to use the business flexibility and positional advantages the FCCC offers to advance the body of work that has already been accomplished. I believe there are many entrepreneurial endeavors that can benefit the system that draw upon TRIS and FCCC to create greater economies of scale in technology for the CCC.

As always, my ears are open to the possibilities that come from the colleges and districts directly, so I plan on keeping well connected in all my former circles in hopes of cultivating the ideas and enterprises that will enable the system and its students to succeed.

I look forward to working with you in this new role. I can be reached at pperry@foundationccc.org or 916-325-1851.

Sincerely,

Patrick Perry
Vice Chancellor

Technology, Research and Information Systems
California Community Colleges System Office



Conference Calendar

CENIC Annual Conference

Oakland, California March 13-15, 2006

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

9th Annual Innovations 2006

Atlanta, Georgia March 19-22, 2006

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

SecureIT Conference 2006

Anaheim, California March 21-24, 2006

<http://www.secureitconf.com>

ADEC Summit XVII

Pasadena, California March 22-25, 2006

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

11th Annual TechEd International Conference & Expo

Pasadena, California March 27-29, 2006

The Community College Foundation Events &
Programs <http://www.techedevents.org/2006>

CISOA Annual Conference

Monterey, California April 9-12, 2006

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

EDUCAUSE & Internet2 Security Professionals Conference

Denver, Colorado April 11-12, 2006

EDUCAUSE <http://www.educause.edu>



Spring Distance Education Courses, Technical Institute

@ONE Spring Distance Education Courses

The upcoming session of courses at @ONE make it easy for faculty and staff to be more effective. Here's why:

- Whether you're faculty, staff or IT professional, these classes will help you spend less time on administrative tasks and more on providing exemplary education and support.
- You'll learn from outstanding peers in technology and education, who provide the training as it directly relates to your job.
- You'll be able to take classes at a time that is best for you.
- You'll have opportunity for career advancement due to flex activities that will help you get step increases.
- You won't need to cut a Purchase Order as most programs are free or low cost.

Courses are offered through just-in-time on-demand workshops, one-hour desktop seminars via CCC Confer or multi-week online courses, whichever format works best for you. Topics include technology fundamentals, technology-enhanced instruction, multimedia and technology for IT professionals.

A sample of course titles in the spring series include:

- Introduction to Online Teaching with Moodle
- Podcasting for Learning
- The Art & Science of PowerPoint
- Adobe Acrobat
- Using Multimedia Tools for Online Courses
- Introduction to Flash
- WIKIS for Knowledge
- Improving Student Success & Retention
- and more than 20 others!



These courses are free of charge to CCC faculty and staff! To sign up, go to www.ccone.org/de.

@ONE Spring Technical Institute

East Los Angeles College, Monterey Park, April 10-14, 2006

Two five-day Microsoft Official Curriculum Workshops for IT professionals:

- Updating Your Database Administration Skills to Microsoft SQL Server 2005 (MOC 2733)
- Planning, Implementing and Maintaining a Microsoft Windows Server 2003 Active Directory Infrastructure (MOC 2279)

Registration only \$50, including materials!

Go to www.ccone.org/inst-spring06 to get more information and sign up before classes fill!

Faces of Technology

Mark Wade Lieu: ESL Instructor, VP ASCCC, Vice-Chair TTAC

Excellence in Service to CCC Students and Faculty

Mark Wade Lieu remembers a time when an overhead projector was a classroom novelty. Near the beginning of his teaching career with the California Community Colleges (CCC), circa 1986, he gave a workshop on using the projector for instruction at an English as a Second Language (ESL) conference.

"And the workshop was well attended," Mark said, during a January telephone interview. "It seems funny now, but at the time the projector was a new tool for teaching that allowed us to interact better and manipulate our teaching materials quickly and efficiently. It improved the flow of the class."

"Of course, things were a lot different then. There was usually only one projector per building. You had to reserve them and then they were wheeled into the classroom. Now they're ubiquitous. You expect to see one in the classroom."

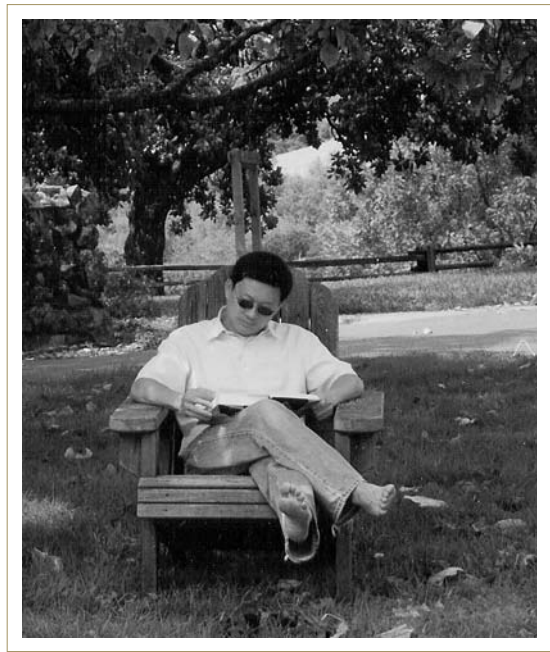
Mark draws parallels between the overhead projector in 1986 and today's educational technologies. "Computers are cool tools that help instructors teach more effectively and efficiently, and they are used more and more to deliver education. But they haven't quite reached the saturation point of the overhead projector. I don't take for granted that every classroom has a multimedia presentation work station, but it's clearly headed in that direction."

In fact, Mark predicts that multimedia tools and other educational technologies may be as pervasive as overhead projectors in the near future. "Today I see a trend where technology is seen as a stand alone area less and less. More and more, technology is adopted as part of education policies and curriculum, rather than being considered separate from them. It's becoming part of everything."

Prior to joining the CCC, Mark taught English for a year in China. In 1986, he began working at the Chinatown/North Beach Campus, San Francisco City College, where he taught ESL and computer skills. In 1989, he moved on to Ohlone College in Fremont, where he has taught ESL ever since.

Mark designed and taught online courses in grammar and writing. His experience led him to conclude that online delivery was not very effective for ESL and developmental English classes, at least for him. His students needed more feedback and more personalized, individual instruction than the online environment allowed.

He found that new technologies were most effective in their use outside the classroom, or in hybrid teaching situations, where they are used to enhance in-person instruction. "Today there is software targeted to ESL students and a wealth of information on the Web. Students can conduct research in short order,



and return to class with a depth of information that wasn't really possible before computer technologies and the Internet."

Mark has also witnessed the rise of technology for course management. "I have all my grades online, and they are available to my students for review at any time. I also post all of my homework assignments online so they can retrieve them whenever they want. Allowing students to be more involved with their education in this way, helps them to take more responsibility. When you give them responsibility, students want to do more."

So what has sustained Mark's interest in teaching for more than two decades? No surprise, his number one motivator is the students. "There is definitely a personal, psychic benefit to teaching," he said. "And when you teach well, students react well. They get charged and that energy comes back to the teacher."

"There are many things that have held my interest in teaching and education, but I'm not the kind of person who can do only one thing. For that reason I have branched out into Information and Instructional Technology, which I find very exciting, and I have used my sabbaticals to develop online instruction."

Second only to his dedication to his students is his love for the community of teachers. "I find that we have the same academic concerns and

often the same social concerns, and it's invigorating to be surrounded by people who share your passion for teaching."

From 1998-2000, Mark served as Ohlone College's Faculty Senate President. Since 2000, he has been a dedicated member of the statewide Academic Senate for California Community Colleges (ASCCC), serving as its Area B Representative and Treasurer. He has also chaired a variety of ASCCC committees, including the Technology Committee, Budget Committee, Basic Skills Committee and Educational Policies Committee, among others. In 2005, Mark became ASCCC Vice-President.



Mark and two of his nephews at play in Golden Gate Park, San Francisco.

Mark has also been a member of the Telecommunications & Technical Advisory Committee (TTAC) for four years. TTAC advises the CCC System Office on the continued development and deployment of telecommunications and educational technologies in the CCC. The committee reviews technology research and makes recommendations regarding the direction for technology infrastructure initiatives within the CCC System.

Mark is currently Vice-Chair of TTAC, and he has been designated as the official TTAC liaison to the System Office Distance Education & Technical Advisory Committee (DETAC). DETAC advises the System Office on vision, policy and planning in support of distance education.

Mark said that the System Office plays an important role in increasing the opportunities for technology equality between the many colleges and districts of the CCC. "There will always be individual colleges and districts that move forward on their own with new educational technologies. Often this happens because the college is geographically close to a center of technology industry or because the college leadership chooses to emphasize technology."

"But there are also colleges that lag behind in technology development. For those colleges, the System Office does an excellent job of disseminating information about educational technologies and how they are being used successfully at other colleges in the state."

"The System Office also helps with the means to take the colleges forward," Mark said. "It provides resources, especially in partnership with the Foundation for CCC. Together they have worked on centralizing services, when this makes sense, and have therefore achieved great economies of scale."

"For instance, providing high-speed network access for the entire system has been an enormous boon to all of the colleges," Mark said. "They

also offer technology training and resources to the colleges in areas like disaster preparedness."

Mark said the System Office also has an important role in systemwide technology leadership and strategy. As an example, he lauded the Total Cost of Ownership model from the System Office Tech II: Strategic Plan. "Approaching technology funding from a total-cost perspective helped the colleges and the legislature understand that investing in technology required more than a one-time infusion of dollars. It's not just hardware and software that's needed. To make the investment worthwhile, educational technology needs technical support and training, updates and the like. Investing in technology requires more than just buying hardware and software."

Mark received his BA in English from University of California, Davis, and he has two MAs from San Francisco State University: Teaching English as a Second/Foreign Language and Instructional Technology. He is fluent in English, French, Mandarin and Cantonese.

He is also a world traveler, logging trips to destinations in Asia, Mexico and Europe, and he has made a habit of traveling to England each Christmas. A trip to Tokyo is in the works, and Mark said he would love to go to India.

Mark comes from a musical family, and he loves singing. He sings in his church choir and has recently begun to learn depressing, Celtic ballads from Ian Walton, ASCCC President.

Mark lives in San Francisco with Rob Kerman, his domestic partner of 24 years. Rob is the music director and organist at the church they attend and Technology Coordinator for a private school. < >

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



Mark in Hartfield, UK, home of the Winnie the Pooh books.

Technology and the Academic Senate

Submitted by Mark Wade Lieu

The Academic Senate for California Community Colleges has long held a strong interest in technology as evinced by its own standing Technology Committee and its involvement in system advisory committees such as TTAC and DETAC. The Senate continues to seek a better coordination between the two advisory committees and supports a wider educational conversation about technology that goes beyond distance education to include hybrid courses and the in-class use of technology. More and more faculty members are taking advantage of course management systems—originally implemented to support online distance education—for the regular classroom. In addition, the Senate is working with the System Office to develop guidelines for the use of Web resources in the regular classroom.

With the continued growth of online courses, the Senate is working through its Technology and Curriculum Committees to make sure that local curriculum committees

are well-prepared to evaluate course outlines for online courses. The Senate is also focusing on working with local senates and departments to create standards for course development and teacher readiness that will ensure the continued quality of online courses offered by the community colleges. The Senate continues to pursue a restoration and augmentation of much-needed faculty development funds that would assist in the furtherance of such efforts. It also expects to update the Senate's existing series of policy papers on technology in education.

Finally, the Academic Senate continues to support active faculty participation in local planning and budget processes with regards to the implementation of technology on campuses. This is particularly important as bond-supported technology projects are being implemented throughout the state. < >

For more information about the Academic Senate for CCC, visit its Web site at: <http://www.academic senate.cc.ca.us>.

CCC Systemwide Video-On-Demand Needs Assessment, Part 2

by Sandoval Chagoya, Editor, CCC TechEDge

Part 1 of this article was published in the October 2005 issue.

The 109 campuses of the California Community Colleges (CCC) would benefit from a centralized Video-On-Demand (VOD) system for delivery of distance education, according to a recent statewide needs assessment. The VOD system would allow students to access educational videos directly from their computers. The report concluded that a centralized system would save the colleges money and increase its ability to reach students.

In October 2004, the Foundation for California Community Colleges (FCCC) was awarded a planning grant from the US Department of Commerce, Public Telecommunications Facilities Program, to develop a feasibility study, needs assessment and cost benefit analysis for delivering broadcast distance education via a VOD system. The goal was to determine if a statewide "on-demand" system was feasible and the best method of extending the viewing audience, by bringing academic programming directly to a student's computer desktop.

In February 2005, the FCCC issued a formal Request for Proposal seeking consultation services to conduct the assessment. In April the contract was awarded to ProActive Video, Inc., based in the Sacramento region.

Utilizing survey and interview techniques and employing a consistent set of questions, 146 CCC personnel were queried. This represents contact with 66 of the 109 California community colleges, or 61% coverage, and 69% of the 72 college districts.

The report concluded that a centralized system for all 109 colleges throughout the state would be the most cost effective for the California Community Colleges system as a whole. The cost of each college independently deploying a similar system is estimated as approximately 10-15 times the cost of a central system used by all the colleges.

In addition to the cost savings of a total cost of ownership model, a centralized VOD system would extend the viewing audience of distance learning students by at least 20 percent. Extending the audience will help colleges to meet the increasing demand for distance learning courses and the anticipated growing annual enrollments of the CCC system.<>

The following statistics and recommendations are based on the responses of college and district personnel that participated in the needs assessment:

- 90% of respondents said that the CCC has a need for a centralized Video-On-Demand (VOD) system with support services.
- 63% of colleges are using some form of video technology.
- Only 21% of the colleges have access to and use any type of VOD technology today.
- More than 65% of students have computer access to broadband at home.
- 96% of distance learning students have access to broadband, at home or elsewhere.

There is a need for Internet-based VOD to deliver the following:

- Telecourses. - Online learning. - Computer-assisted learning.
- Class supplements. - Lecture clips. - Visual demonstrations.
- Virtual field trips. - Library resources and reference clips.
- Make-up and on-demand classroom review.
- College marketing and community initiatives.

To best serve the entire system, a centralized VOD should include:

- Ease of use. - Content availability and rights management.
- Local content creation/management autonomy.
- System leadership and evolution.
- System security and ADA/508 compliance support.
- Central purchasing power, support and hosting.
- Adequate and ongoing financial support of all areas, including helpdesk, student services and faculty and staff training.

At the system level, a centralized VOD should include:

- A content hosting system. - Support of digital rights.
- Internet access through the California Research & Education Network.
- User helpdesk, technical training and content support.

At the college level, a centralized VOD system should:

- Provide integration support with local Web portal and courseware systems.
- Provide faculty, staff and administration training and support.
- Provide recommended and community purchasing path for compatible audio and video equipment, cameras and microphones.
- Host VOD on behalf of the colleges.

The expected benefits of a centralized VOD include:

- Systemwide offering available to all colleges.
- Built-in, effective technical and user support.
- A 20% or more increase in audience.
- Potential for expanded FTE funding.

AWARDS *Continued from page 1 >>*

This year significant changes to the process will make nominations easier for you. A brochure that provides additional information about the award and answers to frequently asked questions is available. This new brochure also allows you an opportunity to print and forward program information to someone you may know who should submit a nomination.

Additionally the online nomination process has been enhanced to allow you the capability to exit and return to a partial nomination at any time, without losing your work. You may also download the questions, prepare your answers on your

local machine, then copy and paste your answers when online.

So what are you waiting for? Certainly there are colleagues around you whose extraordinary efforts are worthy of nomination. Do them a favor; take a moment to nominate today. <>

Please see the back cover of this issue for key dates and events in the 2006 CCC Technology Awards nomination process. Visit the Technology, Research and Information Systems Division's Web site for more information, or contact Bob Quinn, System Office Specialist, at 916-324-2358 or bquinn@ccco.edu.

CONFERENCE *Continued from page 1 >>*

"Quality in education is always important to student success. In distance education, quality is critical. This year's conference theme is 'Ensuring Quality,' and we will be spotlighting innovative distance education techniques and technologies, like webcasting and podcasting," James Hanz said.

She also gave a preview of some of the other tracks in this year's conference. Conference sessions will include breakout sessions to discuss best practices in various fields, an opportunity for distance education coordinators to discuss issues and solutions, as well as sessions focused in areas of student services such as advising and libraries. *continued next page >*

@ONE Transitions CVC Online Teaching Classes, Expands Course Offerings

by John Whitmer, @ONE Project Director

In 2005, the new California Virtual Campus (CVC) project grant guidelines stipulated that @ONE would provide professional development to support the CVC mission. This year, @ONE successfully transitioned the CVC course materials and began to offer training in online teaching to faculty and staff of the California Community Colleges.

After receiving the course content, @ONE selected the workshops that would be offered and made the following updates to each course:

- Adjusted for new developments in technology.
- Re-organized the content to reflect instructional design best practices.
- Uploaded the courses into Moodle, an open source integrated course management system that allows a single login with access to content, discussion boards and assignments.
- Changed the look and feel to reflect @ONE branding and CVC recognition for initial development.

In total, 12 CVC courses on seven topics were converted to the @ONE format. @ONE continues to update courses and add new, advanced courses, to meet the needs of the growing community using online teaching. For example,

@ONE has created "Online Course Makeover with WebCT," which will be offered for the first time this spring.

Over the course of the transition, participants filled classes to enrollment caps, and they were eager to learn how to begin to teach online or to enhance their existing online courses. The following services were offered by @ONE during the first six months of the transition:

- Four courses were launched in the summer, with enrollment of 277 faculty and staff.
- Eight courses were offered in the fall, with enrollment of 467 faculty and staff.
- Self-paced courses launched at the end of the last term with an enrollment of 253 faculty and staff.

To meet the growing demand, more classes have been developed and added to the spring schedule.

The @ONE project team has been promoting the online teaching programs along with their other professional development courses that emphasize the use of technology to support teaching. This same distance education training series offers courses in technology fundamentals, technology-enhanced instruction, multimedia and technical topics, creating a one-stop-shop for faculty and staff to improve education through the use of technology.

@ONE would like to extend a hearty thanks to everyone who helped make this transition smooth, without an interruption of services.

In particular, we'd like to highlight the efforts of Paul Meyers, Chair of Visual & Performing Arts at Cerro Coso College and the former Director of CVC Region 4. He provided the course content and materials that allowed @ONE to offer the same courses and continue with the same instructors. Catherine McKenzie at the System Office sponsored the effort and encouraged the seamless transition, while Bob Quinn tracked our progress and ensured that no detail was overlooked. The @ONE team members Marti Atkinson, Andrea Mena, Shashi Naidu and Lenora Pinkston pulled the new information together and launched the new program.

The new CVC team at Butte College has also been instrumental to this success. A hearty thanks to Director Doug Cremer, Jamie Candiff, Karen Candiff, Andy Miller and Jennifer Station for keeping @ONE Blackboard and WebCT courses running.

Want to see the exciting new program for yourself? Take a class! See the back cover for a sample of course offerings.

To register, go to www.ccone.org.

Thanks again to all those who helped make this happen.

CONFERENCE *Continued from previous page >>*

To maximize opportunities for faculty and staff to share their ideas, this year's conference will be offered in a hybrid, or blended, format. That is, participants can choose to attend the conference in three different ways:

- **Face-to-Face:** in person at the conference site in June.
- **Virtually:** online in real-time via webcasts.
- **Asynchronously:** by downloading the online archives, participants can attend at a time and place convenient to them.

@ONE Project Director, John Whitmer, said, "We wanted to create an event where distance learning faculty and staff can meet outside of Cyberspace, while still allowing everyone to participate. The online format will provide an opportunity for live participation at a distance using CCC Confer e-conferencing and CCCSAT video-streaming. The conference events will also be archived and accessible after the conference is over."

By offering the 2006 CCC Online Teaching Conference in the new blended format, the conference organizers hope to reach more faculty and staff than ever. Marti Atkinson, Conference Project Manager, said, "It's exciting to bring this conference to the California Community Colleges in a more inclusive hybrid format this year. We hope even more people can attend, share, and walk away invigorated with new ideas."

Since 1999, CVC has offered the conference as part of a statewide effort to bring



together educators and staff working in online education. Until 2003, the conference was offered in-person, in face-to-face settings. In 2004 and 2005, CVC, CCC Confer, and El Camino College collaborated to offer the conference entirely online. In 2005, registration reached 1,163, largely due to the efforts of Paul Meyers and other CVC directors and staff members.

The California Virtual Campus Grant was authorized by the Legislature and Governor in 1998 and officially created in July 1999. CVC was originally created to assist in the development and delivery of online distance education in the California Community Colleges system. In January 2006 the CVC online catalog lists distance education offerings at 138 schools, including 5,941 courses, and 234 degree programs.

The CVC Professional Development Center (PDC) is an online resource available to CCC staff and faculty, who can post comments, read news and journal articles and

review other materials related to online distance education.

CVC also offers hosting and administration of courses to CCC colleges, Multimedia Education Resources for Learning & Online Teaching (MERLOT) project support and sponsorship, and resources for students, faculty and staff. The CVC estimates 350,000 to 400,000 visitors visited the CVC online catalog and PDC at www.cvc.edu in 2005.

The CVC has recently been reorganized from five regions into one. In 2005, Butte College was awarded the new grant, and the CVC is now directed by Doug Cremer, former Director of Information Systems at Butte College.

The @ONE project provides technology training and resources to CCC faculty and staff. Complete listings of the project's offerings are available at www.ccone.org. CCC Confer provides Web conferencing technology and services in support of meetings, collaboration and e-learning environments. Learn more about CCC Confer at www.cccconfer.org.

The 2006 CCC Online Teaching Conference will be held June 16, 2006 at San Diego City College. The @ONE Summer Institute will be held June 13-15, 2006, also at San Diego City College. <

For more information about the 2006 CCC Online Teaching Conference, please contact Marti Atkinson, Conference Project Manager, at 831-722-9898 or matkinson@ccone.org.

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2006 CCC Technology Awards

The Chancellor's Office, also known as the System Office, is currently accepting nominations for two distinct award categories: the Technology Focus Award and the Excellence in Technology Leadership Award. Key dates and events of the nomination process follow:

Date	Event
Feb 1	Nomination period opened
April 30	Nomination period closes
July 15	Selection of award recipients
September	Announcement of winners/award presentation

See page 1 of this issue for more information about the awards process and how to nominate. A brochure about the awards and an online application are available at:

<http://www.cccco.edu/divisions/tris/telecom/techaward.htm>



Spring 2006 Online Teaching Sampler

The following courses focused on Online Teaching topics are part of @ONE's spring schedule. Choose the topic and mode of delivery that's best for you.

Improving Student Retention in Your Online Classes	Desktop Seminar	General
Introduction to Online Teaching and Learning	Online Course	Beginner
Introduction to Teaching with Blackboard v6	Online Course	Beginner
Introduction to Teaching with Moodle	Desktop Seminar	Beginner
Introduction to Teaching with Moodle	Online Course	Beginner
Introduction to Teaching with WebCT CE v4	Online Course	Beginner
Introduction to Designing and Teaching with WebCT Vista v4	Online Course	Intermediate
Introduction to Designing and Teaching with WebCT Vista v4	Desktop Seminar	Intermediate
Online Course Makeover w/WebCT Campus Edition v4	Online Course	Intermediate
Using Multimedia Tools for Online Courses	Online Course	Intermediate

For more information and to register, go to www.cccone.org.