Tech**ED**ge

INSIDE THE EDGE

Tech III Plan: IT Powering the CCC Vision

by Sandoval Chagoya,
Editor, CCC TechEDge

The Technology, Research and Information Systems (TRIS) division of the California Community Colleges (CCC) System Office recently published its Technology III Plan: 2007-2010 (Tech III). Tech III is the next evolutionary installment in a series of plans that have provided the thrust needed to successfully bring the CCC system into the digital age. Previous plans included Technology I: 1996-2000—which focused on establishing systemwide Internet connectivity and founded the Telecommunications and Technology Infrastructure Program (TTIP)—and the Technology II Strategic Plan: 2000-2005—which helped establish interconnectivity throughout the CCC system and spurred the creation of the TRIS division.

Tech III was developed concurrently with the CCC System Strategic Plan (SSP), through an extensive consultation process with CCC technology leaders statewide. With the SSP as its guiding framework, Tech III provides a roadmap for CCC systemwide Information Technologies (IT) efforts. Tech III intends to convey

California Community Colleges Technology III Plan

RESOURCE INITIATIVE

Information Technologies
Powering the CCC Vision

2007-2010

The Tech III Plan is available from the CCC System Office Telecommunications and Technology Unit's Web site: http://www.cccco.edu/divisions/tris/telecom.htm
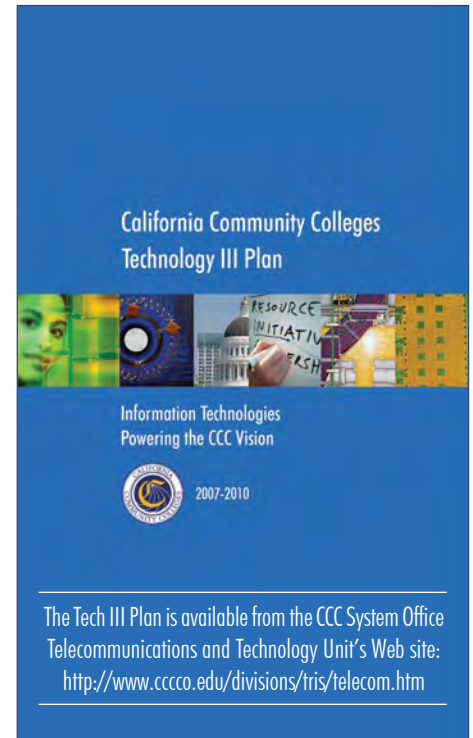
how coming changes in IT will power new learning dynamics and overcome formidable challenges facing the CCC and all of higher education in our nation today. <>

CETC Welcomes New Director, New Direction

by Sandoval Chagoya,
Editor, CCC TechEDge

A statewide consortium of System Office projects offering technology resources to California Community Colleges (CCC) personnel and students will widen its purview and seek expanded partnerships with other education segments and community resources organizations.

The new direction is expected to continue the concerted effort of the California Educational Technology Collaborative (CETC) to maximize the effectiveness and reach of technology in education.

The CETC has hired Stephanie Couch

on a part-time basis to lead its ongoing and expanded efforts. Couch, who also serves as the Director of Statewide Initiatives for the Corporation for Education Network Initiatives in California (CENIC), brings to the CETC a wealth of experience and skills honed in California's educational and legislative landscape.

Concentrating most of her career working to improve California's K-12 schools, she has also served as Director of Statewide Initiatives for the School of Education at the University of California, Davis, as an education advisor to two Speakers of the California State Assembly, consultant

to the chairman of the Senate Appropriations Committee, and as a legislative advocate in Sacramento, specializing in K-12 issues.

TechEDge

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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Tracking Technology:
From the System Office

With the rollout of CCCTran (the systemwide and intersegmental electronic transcript system), another key brick has been laid in the foundation of an ever-maturing set of electronic services for the CCC system. To date, the services have been developed separately (CCCTran, CCC Apply, CCC Confer, @ONE, CENIC and 3C Media Solutions) and grouped loosely into the California Educational Technology Collaborative (CETC), which brings the projects together to leverage each other's services.

Recently, we were asked for some "big ideas" related to improving the CCC and the outcomes of its students, and one of the big ideas begins to unify some of these electronic services into something bigger than its parts. And, once again, the good idea is one that bubbles up from the grass roots, not one developed in a vacuum from the top down.

A number of districts out there (most notably South Orange) have begun building Web applications that married their own local Enterprise Resource Planning (ERP) system with the ASSIST database (the master data collection of course articulation) along with a locally housed degree-audit system, and created a system useable by students and counselors that acts as an online degree/certificate/transfer planner and guidance tool. Essentially, students go in and create a profile that populates their transcript from the local ERP system. The courses are then mapped to the degree audit or ASSIST database, and a "completed/to be completed" academic plan is generated to match degree/transfer requirements for the campus and major desired. While more common at well funded four-year institutions, this homegrown effort is an enormous step forward in the delivery of self-service academic guidance in our system (but by no means the panacea for a severe lack of counseling resources.) South Orange CCD's "My Academic Plan" (MAP) is thus a noteworthy effort that begins to prove a useful concept.

Another "big idea" that was thrown about was one that involved a student portal, but in the "MySpace" vein. This type of full-service student portal has been demonstrated in a number of locations, one being UCLA's http://www.my.ucla.edu/, which combines an entire suite of integrated student services (calendar, events, profile, transcript, scheduling, and financial aid) into one portal. While a bit difficult to scale systemwide due to the unique geographical nature of the portal, some features do resonate and begin to overlap with the services of the MAP system above.

Furthering the conversation were other potential "add-on" ideas, including that of student e-portfolios (a concept that some campuses have looked into already) and course management systems, which already are integrating streaming media and "Office Hours" telephony. And all of this of course runs on the systemwide CENIC network.
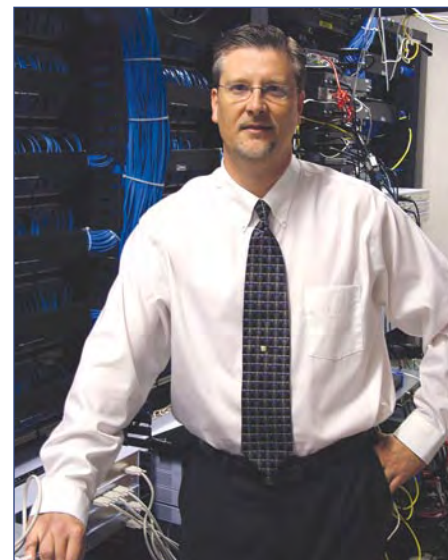
But there is no economy of scale to doing these portals 109 times; some can do it locally, some cannot. But theoretically, we may now be able to scale this centrally. Assuming a critical mass of colleges become CCCTran clients, it is possible to have a student create a systemwide academic profile, populated by CCCTran, and have this marry to ASSIST on a system level, the latter now facilitated by the fact that the system Management Information Systems data collection now contains unique course identification numbers. Populating these unique course IDs into ASSIST provides the crosswalk for a student attending multiple campuses (of which some 20-30 percent of students do) to piece together a viable academic plan (at least for transfer purposes; systemwide degree audit systems might be a bit tougher.) Should we ever be so innovative as to collect electronic course schedules centrally, a student could also schedule future course needs across the system, including distance education opportunities. One would hope, in the end, we would have students following a less circuitous path, graduate with fewer earned units and transfer in less time.

The first key to making this possible is to achieve a critical mass of campuses on CCCTran; without this, student profiles cannot be populated centrally. This is why the CCCTran project is offering a one-year "mini-grant" program to get the program kick started. However, once the critical mass occurs, a whole new set of possibilities opens up for value-added, centrally operated services that can move the system collectively up the ladder in electronic student service delivery.

Patrick Perry

Patrick Perry
Vice Chancellor,
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California Community Colleges System Office

CCCTran Offers Electronic Transcript Exchange, Mini-Grant

by Sandoval Chagoya, Editor, CCC TechEDge

A new electronic transcript exchange application offers colleges significant advantages over traditional transcript exchange. Advantages of the new application include quicker exchange, improved tracking, heightened security, increased productivity, student convenience and lower costs.

CCCTran is the California Community Colleges (CCC) statewide, Internet-based exchange system for requesting, transmitting, tracking, downloading and viewing academic transcripts among authorized educational institutions and their trading partners.

In its first semester of using CCCTran, Sacramento City College has found the exchange process to be robust and error free. "We haven't had a single problem," Kim Goff said in a recent interview at her office in Sacramento.

Goff is supervisor of Admissions and Records at Sacramento City College and a 15-year veteran of admissions and records. Her office is responsible for processing transcripts at Sacramento City College, which has more than 24,000 students.

Goff said that speed of exchange is one definitive advantage offered by CCCTran. "Transcript exchange is handled wholly electronically and delivery is nearly instantaneous versus the speed of postal mail. Currently, the system is configured to process 500 transcripts every 15 minutes. That's 2,000 an hour and that's more than enough."

CCCTran automates most of the transcript exchange process, so using the new application means increased productivity for Goff's office. Staff is freed to work on other aspects of operation. CCCTran also lowers costs as it delivers transcripts electronically and direct, with no expense for postage or paper.

Traditional transcript exchange requires significant amounts of paper and postage. "We have already seen CCCTran start to eliminate paper in the transcript process," Goff said, "and even more paper will be eliminated as the program advances."

Kris Backus, left, Information Technologies Analyst, Rio Community College District, and Kim Goff, Supervisor of Admissions and Records, Sacramento City College, at the Sacramento City campus.

Just with California State University, Sacramento, its main transcript trading partner, Sacramento City College will exchange at least 1,500 transcripts this semester. In the traditional process, the transcripts would be exchanged at least twice via mail, requiring postage for 3,000 mailings and the delay of at least two postal mailings. With CCCTran, the entire process is handled electronically, requires no paper and no postage, and exchange is nearly instantaneous.

Goff said that CCCTran pays for itself. "The cost of this program is completely reasonable, given the money spent on paper alone. It is at least an equivalent exchange and it offers distinct advantages."

CCCTran was created via grant funding from the CCC System Office, and developed as a collaboration between admissions and records personnel and Information Technology (IT) staff.

"CCCTran addresses the business needs and accommodates the business practices of college record offices while adhering to IT standards," Kris Backus said in a recent interview at Sacramento City College. Backus is an IT Analyst for the Los Rios Community College District with 13 years of experience.

"CCCTran is designed to interface well with all leading Student Information Systems," Backus said. "Using standard ASCII/XML and EDI formats, institutions can develop backend scripts to address all of their IT issues, such as partial record extraction and financial holds."

Faces of Technology

Tim Hollabaugh

**Dean of Technology Services,
College of the Sequoias;
Treasurer, CISOA; and
Chief Warrant Officer 4,
California Army National Guard**

Tim Hollabaugh is Dean of Technology Services for College of the Sequoias (COS) in Visalia. He has been a steward of COS technology for more than 20 years.

Tim also recently retired as a Chief Warrant Officer 4 from the California Army National Guard, ending a decorated term of service that included time in the Persian Gulf. During a recent phone interview, Tim said, "I retired from the National Guard in October of 2006 after serving twenty-nine years of a six-year commitment."

Initially Tim worked full time for the National Guard Bureau, serving at the Pentagon and at the Aberdeen Proving Grounds in Maryland. During this full time duty he traveled from Washington State to Puerto Rico installing and migrating logistics systems from card to disk based systems.

After three years as a full timer, Tim reverted to traditional Guardsman status. In 1987, he began a twenty-year stint with the California Aviation Classification Repair Depot (AVCRAD) in Fresno. According to the California Army National Guard Web site, the mission of the 1106th AVCRAD is to provide aircraft support to the National Guard's aviation units of thirteen western states, performing the highest level of maintenance possible on Army aircraft.

The four AVCRAD support depots are highly prized as National Guard and Army assets. "The Army especially liked our support because it didn't have anything comparable," Tim said. "We were definitely valuable in the desert."

When the U.S. Army is deployed the AVCRAD mission is expanded to support of regular units in combat zones, if needed. The approximately 300 members of the 1106th were deployed to Camp Arifjan in Kuwait to provide depot-level mechanical service, aviation parts and avionics support to the wars in Iraq and Afghanistan.

Tim was stationed at Camp Arifjan from November 2004 to December 2005. His responsibility included all aspects of the computer systems and networking for the 1106th AVCRAD. He and a four-soldier crew handled the depot's logistics, infrastructure and systems management, hardware and information networks. "We even pulled the wire for the networks," Tim said.

Tim retired from the California Army National Guard in 2006. His service was recognized with a Meritorious Service Medal, an Army Commendation Medal and a Presidential Unit Citation.

His service was also recognized by the COS Board of Trustees and the district at large. "The board and the district were extremely supportive of my service," Tim said. "They allowed my one-year sojourn and held my position for me. I came back and everything was ready to go for me to resume working."

Tim said that he found a symbiotic relationship between the collegiate academy and the military, noting that both the California

Balad, Iraq, north of Baghdad.

Tim, left, stands next to Sergeant First Class Ron Mills after a sandstorm, Camp Arifjan, Kuwait.

Tim mingles with the locals, north of Kuwait City.

National Guard and the CCC are using distance education, often for the same educational and training purposes.

He also observed that all throughout the state there is a community college within 20 miles of a National Guard Armory. "It has been interesting watching the development of the two systems, especially in watching the differences."

"Computing in the military is focused on information and network security. Access is restricted and often fully locked down," he said. "In the academic realm there is a collegiate environment. The exchange of information and ideas is encouraged, and censorship is evil."

Tim has seen a lot of change in both the military and academic sector in the last twenty years. At COS, he has been both witness and principal to changes in technology in the academic landscape.

He started as a programmer analyst in 1986, and he installed the second personal computer on campus. In his words: "The only technology that COS really had was one classroom with a set of 'dumb' terminals. Programming was limited to Cobol and initially the computers were only used for word processing. Now technology is pervasive on campus; it is utilized in every division and every department."

The COS Learning Resource Center has more than 100 computers available for student use, and the application of academic technology has expanded greatly, moving far beyond the sole offering of word processing to include powerful research and graphics applications, and music and video editing. COS has also developed several applications for tracking milk and dairy production specially suited to the dairy business dominant in Tulare and Kings counties.

The role of technology in academics at COS continues to expand. Tim said that every new classroom is now automatically fitted with a technology-rich work station for the instructors and smart classroom technologies that facilitate instruction.

Distance education is delivered by the course management system BlackBoard, available to students via the Internet and a home computer or roaming laptop. COS has also mirrored the statewide trend toward hybrid, technology-aided classroom instruction. About 100 instructors at COS currently use BlackBoard to augment live, on-campus teaching in the classroom.

COS currently serves about 10,500 students. As Dean of Technology Services, Tim is the Chief Technology Officer at COS. His charge is to run all on-campus administrative and academic technology. He manages the people that manage the campus technology, and he sets the direction for technology at the college.

COS has several technology-related projects underway at this time. The "First Year Experience" project forms cohorts of first-year students. The incoming students are grouped together and supported throughout their time at the college.

"Since we're the 'data guys,' our role is tracking the cohort," Tim said. "We assemble relevant information into a database and use the data to improve our offerings."

Another major technology-linked project at COS is "Every Student Counts," which is also a data-tracking effort. "Every student is important and counts," Tim said, "And in the data world, every student creates statistics and therefore counts in that manner, as well. These two programs track where they came from and where they go. Ultimately, careful statistical tracking will result in data-

driven decisions and allow us to better serve students."

Tim described the data-tracking efforts as big projects involving Banner, the Enterprise Resource Planning application that COS uses. The efforts include the data extracted for Management Information Systems at the CCC System Office, as well as local stats that only COS tracks.

COS has also been working hard to replace its outdated desktop systems. It has developed a cyclical leasing strategy that will refresh the systems every four years. Tim said that this has been a large effort, as it involves more than 1,700 individual machines.

COS has also recently completed installation of a new phone system for the entire college and has begun work on a new Agriculture and Technology Building in Tulare. The building will be focused mainly on agriculture, but it will also house all the classes of the COS Industry and Technology, including courses in welding, plant maintenance, drafting, architecture, cabinet making, and others.

COS has also developed classrooms specifically designed for delivery of distance education. The distance education classrooms have all the elements of the smart classrooms, plus they have cameras to broadcast. COS currently has four classrooms that broadcast distance education to Hanford.

COS is also part of a regional nursing consortium formed to address the nursing shortage. The consortium includes students from Fresno to Bakersfield and its work is conducted at a distance using information technologies.

Tim predicts a continued increase in usage of technology for education on his campus and throughout the CCC. He also predicts a natural growth in the System Office systemwide technology efforts, like CCC Apply, the system's common electronic college application, CCCTran, the system's electronic transcript exchange program and CCC Confer, the systemwide e-conferencing solution.

"It is likely that these systemwide efforts will become even more important as technology advances," Tim said. "For many reasons, technology can be difficult to maintain and there are many challenges for individual campuses. Sometimes technology solutions are easier to implement as a collective effort."

As an additional example of a valuable systemwide effort, Tim said that COS relies heavily on the CalREN, the California Research and Education Network, for Internet service as provided to the entire CCC system by CENIC, the Corporation for Education Network

Tim and Kristin, center, on their wedding day, December 31, 2006. Left to right, Tim's son Chris and Chris's wife, Felicia. Kristin's son Luke stands in front of Tim and her son Kyle stands to her right. Tim's son David is on the far right.

Initiatives in California.

CENIC operates CalREN as a high-bandwidth, high-capacity Internet network specially designed to meet the unique requirements of the CCC and all of California's K-20 public and private educational institutions, most of which are connected.

"With 109 colleges going in 109 different directions it can be hard to achieve cohesion at the system level," Tim said. "This is further complicated by our students who tend to move around a lot and they have a wide range of different interests."

"Still, there are things we can do better as a system, and that's because all of the colleges have the same core educational systems: grades, matriculation, academic history and student demographics. The core systems are the same up and down the state."

Tim has been an active member of CISOA, the CCC Chief Information Systems Officers Association, for many years, and he serves as the association's current treasurer. He has also participated in the development of several systemwide efforts, including CCC Apply, which he described as the first truly successful systemwide technology effort.

"It can be nearly impossible to lead 109 individual fiefdoms to commonality," Tim said, "but when successful, the results are very powerful systems that help the CCC do its job better."

Tim has an associate's degree in Computer Science from Regents College of New York in Albany. He also earned a bachelor's degree in Computer Science from California State University, Fresno.

Tim and his wife Kristin were married in December of last year. Kristin is the Executive Director of the COS Foundation and is currently working on a doctorate of Philosophy in Community College Leadership from Colorado State University. They have five sons: Luke, 6, is in first grade and Kyle, 9, is in fourth grade. Then there are the three that are "on their own!" David, 21; Chris, 22; and Tom, 25. David is a COS student who also serves in the Naval Reserve. Chris works at Foster Farms in industrial maintenance, and Tom is a UPS supervisor. <>

"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.

The Dear Cost of Freedom

CCC TechEDge and the CCC System Office respectfully extend gratitude to the dedicated service men and women of the U.S. Armed Forces.

According to the Department of Defense, more than 1.42 million men and women are currently active, while another 1.1 million serve in the reserves. California has the most service men and women, active and reserve, of any of the United States. It has also sustained the most casualties.

Operation Enduring Freedom (Afghanistan)
Total Dead: 461 California Dead: 43
Total Wounded: 1,781 California Wounded: 152

Operation Iraqi Freedom
Total Dead: 3,850 California Dead: 417
Total Wounded: 28,489 California Wounded: 3,006

We thank all service men and women and their families, for their sacrifices large and small. For those who have made the ultimate sacrifice, a promise: We will never forget.

Source: Department of Defense Statistical Information Analysis Division, as of November 10, 2007

As Director of Communication, Outreach and Collaboration for CETC, Couch will seek new opportunities to foster partnerships between organizations using technology to educate California's students.

"The CETC has taken good steps forward in the last couple of years," Couch said during a phone interview from her office in Sacramento. "We will continue to grow and improve our services within the CCC system, and we will carry that momentum forward through partnerships and by reaching out to our colleagues with similar interests in other segments."

Formed in 2004, the CETC offers an array of technology services, tools and resources. Most are free to CCC administrators, faculty and staff. Its initial focus was to bring together all of the CCC systemwide technology projects and their strategic partners into a single group, allowing the individual projects to remain autonomous, while giving the new group a single-project focus.

Couch said that as the CETC has coalesced, it has achieved greater efficiencies and created more opportunities for its member organizations to achieve their missions. Those same opportunities exist in K-12 and the California State University (CSU) and University of California (UC) systems.

Visit http://cccetc.org for more information about the California Educational Technology Collaborative.

The intersegmental work has already begun. CETC member projects have recently assumed two efforts that form bridges between California's educational segments: the California High School Exit Examination (CAHSEE): Stepping Into Your Future project and efforts to provide high school students with access to online Advanced Placement courses via a partnership with the University of California College Preparation Program (UCCP).

The CAHSEE project seeks to help the 40,000-plus students who need to pass the CAHSEE in order to receive a high school diploma. Students may study for the Math or the English-Language Arts portions of the exam, or both. The programs are available to students at no cost.

The CAHSEE project represents an unprecedented intersegmental part-nership between CENIC; the Los Angeles Unified School District; Los Angeles USD Adult Schools; UC, Santa Barbara; UC, Los Angeles' Center for Digital Innovation, the Lake Tahoe and Butte-Glenn Community College Districts, the California State University, Fullerton, and others.

"The CAHSEE project is a good example of a collaborative effort between the CCC, K-12, UC and CSU," Couch said. "Each educational segment is good at what it does, but working together they are much more effective."

The CETC vision intends to maximize the effectiveness and reach of technology in education. This vision includes a commitment to more effectively manage and share resources, reduce duplication of services and increase funding opportunities. The CETC intends to achieve more with less while increasing the positive role of technology in education for California's students.

"The CETC will continue to build collaborative efforts between projects and across segments," Couch said. "Our collaborative efforts, both internal (within the California Community College system) and with each of the education segments (K12, CSU, UC, private colleges and Universities), will allow us to continue to bring innovative offerings to students."<>

The CCCTran client interface alerts admissions and records staff to a variety of transcript holds. It also manages communication with students, sending automatic e-mail notifications at appropriate times. "We see a significant reduction of overall workload just in the time formerly used to manually create notifications," Backus said.

And it's easy to learn and use. Another Los Rios district college, Folsom Lake, is preparing to go live

Visit http://ccc-tran.org for more information about CCCTran and the mini-grant application.

with CCCTran and Backus said that total training time for staff was about an hour and a half.

Both Goff and Backus said they would definitely recommend CCCTran to other districts. Now the CCC Chancellor's Office has added a financial incentive. It is offering a mini-grant to colleges that go live with CCCTran before October 1, 2008. The mini-grant pays one year of costs for CCCTran, including start up costs and one year of operation fees. <>

2007 College Seen Photo Contest Results

Seven photos have been selected as winners in the College Seen photo contest, launched by the Foundation for California Community Colleges and Adobe. The contest called for photos that tell the story of the California Community Colleges (CCC), as seen through the eyes of students. CCC students photographed their college campuses for a chance to win cash prizes, Adobe software, and publication in the Foundation's upcoming Annual Report. The judging panel evaluated submissions on the basis of visual impact, technical execution, style and relevancy to the category. From more than 200 entries, winners were chosen in seven categories. Winning photos will be showcased on the Foundation Web site, http://www.foundationccc.org, and the College Seen Web site, http://www.collegeseen.org. Watch for College Seen 2008.

Grand Prize
Mike Ekern
Folsom Lake College

News and Events: Antonio Garibay Jr., Chabot College

Portrait/Personality: Lauren Rudser, Cuesta College

In the Classroom: Robert Filman, Foothill College

Community Impact: Vesna Sibic, De Anza College

Campus Life: Jessica Nicholson, Allan Hancock College

Career Preparation, Lai Yee Tse (Karen), City College of San Francisco

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