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## K-20 Collaborative to Unite Leaders Statewide

by Janis Cortese,  
Publicity & Communications Manager,  
Corporation for Education Networking  
Initiatives in California (CENIC)

A new statewide effort seeks to foster collaboration among all of California's education segments with a specific focus on technologies that enhance teaching and learning.

The K-20 California Educational Technology Collaborative (K20CETC) consists of K-20 education leaders from across the state, including the K-12 community,

higher education, and other education partners such as libraries and community-based organizations.

K20CETC's mission is to support highly effective, innovative, network-enabled teaching and learning opportunities.

The K-20 Collaborative is sponsored by the Corporation for Education Networking Initiatives in California (CENIC). CENIC is a nonprofit entity with a 10-year track record of effectively stewarding the education segments' investments in telecommunications infrastructure.

>> more: K20CETC, page 6



## K-20 California Educational Technology Collaborative

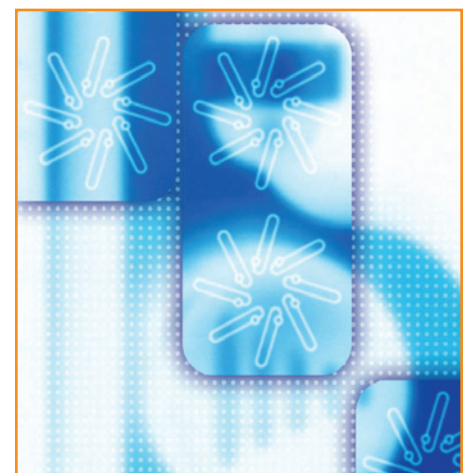
## Scholars Program Researches Technology's Impact on Education

by Lynn Strand Marks,  
Marketing & Outreach Coordinator, @ONE

Technology tools are being widely deployed in the California Community Colleges to enhance instruction and sometimes to redefine the classroom itself. In the 2005-2006 academic year, more than 58,000 California community college students took online courses. Thousands more took classes that employed tools such as Tablet PCs, podcasts, interactive online exercises, discussion boards and videocasts. But how effective are these technologies in helping students learn?

During the 2006-2007 academic year, nine CCC faculty members were selected to participate in the @ONE Scholar program. With the assistance of expert researchers, they set out to determine what impact specific technologies had on student performance. The scholars investigated a wide range of tools, including virtual computer laboratories, webquests, online collaborative assignments and Geographic Information Systems (GIS) mapping. The results pointed to the realities of working with technology including the extra time

>> more: SCHOLARS, 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 managing editor, Sandoval Chagoya, at:

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## Tracking Technology:

From the System Office

### Yet Another Budget Crisis: Hard Decisions Looming

Having worked at the System Office for more than a decade now, I have experienced firsthand the ups and downs and the cyclical nature of California's state government funding. When I first arrived at the System Office the State was flush with dot-com revenues and the community college system was growing rapidly. A few years later, the tech bubble burst. I had lived through bad state budgets in the early 1990s, but at those times I was in an agency that was completely special fund in revenue, so the crisis never really was in full effect. But because the System Office is general fund in nature, things were very different in 2002.

I'm not happy to report that there is an eerie resemblance in events occurring now in 2008 as there were in 2002. Much of this starts with the primary factor affecting the revenue generated to state government: a volatile basis of collection. It seems as though the mix of revenue sources to the state is subject to wild swings from year to year. California struggles to smooth expenditure patterns, as well—good years don't seem to balance out bad years. The cycle repeats itself at least once a decade.

California has a progressive tax burden, meaning the bulk of the taxes are paid for by the wealthiest Californians. The good news here is that this is the class that has the greatest ability to pay. When they have a collective good year, the state captures great quantities of revenue. And let's face it—the wealthiest Californians frequently have good years, that's why they are wealthy.

On the down side, when these folks have a bad year, usually dictated by market and securities economies, we all suffer, right down to the 300,000 or so community college students who left the system in the early 2000s. Now, this type of system still has advantages over another state I lived in for seven years—Nevada, a state with no income tax and a regressive overall tax base based on sales taxes, property taxes and the taxation of gaming and mining. While this produces a more stable and predictable base, one can easily drive through Nevada and see some of the differences in infrastructure brought on by a regressive tax base. Nevada also has a very low college-going rate.

What we learned from the last budget crisis in our own system was to be cautious as we move forward with the setting of fall schedules. Reacting too strongly to the threat of large budget cuts can be as equally damaging as doing too little and being caught over cap



and rapidly burning through reserves. Nobody can be sure what will occur to the CCC budget between now and July. What local campuses are going to grapple with is how conservative should one act and how close does one adhere to a "worst-case scenario" behavior.

We learned that we can shut off the access to the system by cutting course sections, then watching students jam themselves into remaining sections, then cutting again to reach a lower FTES base. We also learned that when the cycle breaks and we put on more sections, it takes a few years for students to come back and fill them. We are actually just coming out of this cycle from the early 2000s budget in the past two years; it would be a terrible shame to be thrust right back into a downturn without having any growth cycle to enjoy.

Already our system and System Office technologists and researchers are beginning to prepare for another round of "do more with less." I watched in 2002 as my own staff was reduced from 41 to 22, and it has only been through great advances in automation and collaboration that the TRIS Division has been able to advance its agenda of serving the field. However, working under such circumstances by choice or not, the technologists and researchers in our system have a most impressive track record of continually finding greater efficiencies in serving our students, and I am sure the murky budget waters we find ourselves peering through now will lead, somehow and somewhere in our system, to the great advancements that can only be borne from necessity.

*Patrick Perry*

**Patrick Perry**  
Vice Chancellor,  
Technology, Research & Information Systems,  
California Community Colleges System Office



# Conference Calendar

## Innovations 2008

Denver, Colorado March 2-5, 2008

League for Innovation in the Community College

[www.league.org](http://www.league.org)

Conference Web site:

<http://www.league.org/i2008/index.htm>

## SecureIT 2008: Information Technology and Network Security

San Diego, California March 4-6, 2008

Presented by CCC, CSU and CSU, San Bernadino

SecureIT Web site: <http://www.secureitconf.com>

## CENIC 08: Lightpath to the Stars

Oakland, California March 10-12, 2008

Conference Web site: <http://cenic08.cenic.org/>

Corporation for Education Network Initiatives in

California Web Site: <http://www.cenic.org>

## 2008 CISOA & RP Group Conference

Monterey, California March 16-19, 2008

CCC Chief Information Systems Officers Association

<http://www.cisoa.org>

The Research and Planning Group for CCC

<http://www.rpgroup.org>

## Technology, Colleges and Community (TCC)

## Worldwide Online Conference

Offered Worldwide via Internet April 2-3, 2008

The TCC Worldwide Online Conference is hosted annually by University of Hawai'i, Kapi'olani Community College (KCC) and the University of Hawai'i at Manoa, Educational Technology Department in association with Osaka Gakuin University (Japan) and in partnership with LearningTimes.org in New York.

Conference Web site: <http://tcc.kcc.hawaii.edu>

## EDUCAUSE Western Regional Conference: One Size Doesn't Fit All:

Finding Practical and Innovative Solutions for Your Campus

San Francisco, California March 31-April 2, 2008

Web Site: <http://www.educause.edu/wrc08>

## TechEd 2008

Ontario, California April 13-16, 2008

Conference Web Site:

<http://www.techedevents.org/2008/index.htm>

## 2008 Online Teaching Conference, June 5th and 6th, MiraCosta College, Oceanside, CA

Combine work and pleasure by attending the Online Teaching Conference in beautiful Oceanside, California. Bring your loved ones to enjoy nearby beaches and the many attractions of San Diego County.

The conference is again offered in a "hybrid" format. You choose how to participate:

- In person,
- Virtually via live webcasts,
- Asynchronously by downloading archives.

No matter what your job title or your level of experience, if you're interested in online education, this conference is for you.

Registration is opening soon. Early Bird registration for in-person attendance is \$100. Local hotels tend to run around \$120 a night.

Virtual attendance is FREE; however, only about 25 percent of the conference presentations will be posted online.

For more information, check the Web site at <http://www.ccone.org/08Conference> or contact Marti Atkinson at [matkinson@ccone.org](mailto:matkinson@ccone.org).

Sponsored by:



## CCC System Office Offers e-Transcript Mini-Grant

CCC-Tran is the statewide electronic transcript exchange connecting CCC, CSU, UC and independent and private higher education institutions. Getting started with CCC-Tran is easy and affordable. As added incentive for California's community colleges, the CCC System Office is offering a mini-grant to colleges that meet the requirements.

### Benefits of the CCC-Tran Mini-Grant:

- The CCC System Office pays for the first year.
- All startup fees are covered.
- Allows California's community colleges to get started with the CCC-Tran electronic transcript exchange system without modifying the budget for fiscal year 2007-2008.

### Requirements:

To qualify for the mini-grant you must be live on the CCC-Tran system before October 1, 2008. This includes the ability to send transcripts to other trading partners on the CCC-Tran system. Instructions and details about getting started can be found at the CCC-Tran Web site:

<http://www.ccc-tran.org>



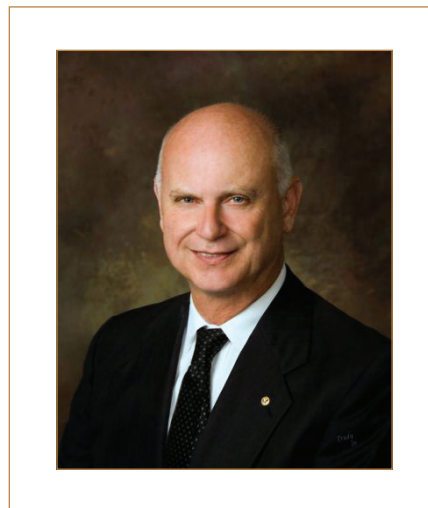


# Faces of Technology

## William “Bill” T. Scroggins

President and Superintendent, College of the Sequoias;  
Chair, Telecommunications and Technology  
Advisory Committee

by Jennifer Gednalske, Editor, CCC TechEDge



William “Bill” T. Scroggins, president and superintendent of the College of the Sequoias, has served the California Community Colleges for more than 30 years. Bill’s success as a leader and innovator in the colleges is rooted in his belief that education creates a better life and that the best way to affect the most change is by working within the CCC system.

During a recent phone interview from his office in Visalia, Bill recalled his first teaching experiences. “The part time work I did at a community college—it was clear that the students we were serving really had challenges in learning and acquiring information and the teachers made more of a difference in their lives. Teaching at the university was more like, ‘Oh, these kids are going to make it despite what we do,’” Bill said.

With a doctorate in chemistry from the University of California, Bill could have taught anywhere. He began teaching at Harvey Mudd College in 1974. As an assistant professor, he taught general chemistry to engineering students and created many new labs.

In 1976, he entered the CCC system as an assistant professor at El Camino College. It was there that Bill realized he could make the greatest contribution to improving the lives of others through his work at the community college level. He served as department chair, president of the academic senate and union officer.

For the last 13 years he has expanded his efforts within the colleges through leadership as an administrator. By going beyond the classroom, Bill realized the role technology could play to improve and diversify education for those that need the most help.

As a faculty leader in his early career, he discovered the need to keep up with and push for funding new classroom technologies. He was instrumental in rewriting Title 5 law in 1994. Before the law was rewritten all courses were required to have some face-to-face contact between teacher and student. “Previously you couldn’t teach a pure online course,” Bill said. “The Internet was so new

that as a structural tool there were a lot of questions as to the effectiveness. We take that effectiveness for granted now.”

An early advocate of adopting new technology in community colleges, Bill witnessed schools struggling to allocate funding for equipment, software and structural changes. Most schools needed new facilities or to re-wire older buildings to accommodate the Internet and other new technologies. Additionally, faculty and staff needed training for these new technologies.

Using his knowledge and position, Bill worked to bridge the gulf between technology and teaching. “Fifteen to twenty years ago, those who were developing modern computer technology didn’t have a familiarity with teaching and pedagogy and those with a familiarity with teaching and pedagogy did not have the technical expertise. So there were a few of us early-adopting zealots in education that learned the technology and connected with those in the industry so that development of educational applications evolved with the capacity of the machines and software.”

Bill is also active in many pioneering systemwide programs, including the Telecommunications and Technology Advisory Committee (TTAC) and the California Assessment Institute (CAI). He has served as vice chair of TTAC for two years and is currently in his first year as the committee’s chair.

During Bill’s time with TTAC, the committee’s main areas of focus have included: improving and making colleges aware of the importance of data security, developing solutions to a catastrophic emergency by making sure databases and systems are duplicated and providing faculty training and support to help expand and improve use of technology in the classroom and institutions.

Bill has watched several programs aimed at improving and expanding the use of online learning and communication within the CCC system grow from ideas into fruition. One example he offered was the development of CCCApply as a systemwide solution. Enrollment has directly increased as a result of CCCApply, a program that provides an online application center for potential CCC students.

Prior to his work with TTAC, Bill served as presenter and board member for the California Assessment Institute (CAI). Through CAI he advocated institutional research at a time when many colleges did not invest resources in data gathering. Most campuses now



COLLEGE *of the*  
SEQUOIAS

*the first step to success*

have a Center for Student Success or Learning Assessment department, where professionally trained researchers check accreditation standards and evaluate Student Learning Outcomes (SLOs).

The goal is to move to data-driven decision making, a concept still not entirely accepted by many institutions' senior management. "It takes time. Just as it did with faculty to become comfortable with the use of technology in teaching, it takes a gentle hand to guide senior management forward to become comfortable with the research capacity we've developed over the last few years," Bill said.

To emphasize the importance of institutional research and explain the process of collecting data, CAI collaborated with the Research and Planning Group, with Bill serving two terms on the RP Group board. The RP Group holds conferences and workshops promoting positive SLOs through research, analysis and planning.

Though Bill has worked for various community colleges, local and statewide committees and the System Office during his career, he never lost sight of his original desire to help students. Despite his busy schedule as president and superintendent of College of the Sequoias, Bill continues to teach environmental chemistry, a course he wrote and developed for the school.

During his previous tenure as Vice President of Instruction and then Interim President at Modesto Junior College, Bill was the 2005-2006 recipient of the Community Pioneer of the Year Award from the Stanislaus County Office of Education. He was honored for spearheading collaboration with the K-12 system to create a concurrent enrollment program.

Using a grant from the Bill and Melinda Gates Foundation, Bill, with the Stanislaus County Office of Education, developed five charter schools to help students who could not easily adapt to the traditional high school environment. "These were generally bright kids that for several different reasons couldn't perform well in a comprehensive high school. We provided a smaller classroom environment for them and a project-based learning environment," Bill said.

One charter works with local businesses, employing business-track students as interns. For vocational-track charter students, the college gives students access to campus labs. University-bound students take college classes in the morning and high school classes on campus in the afternoon. The other charters, including an independent-study track, have a center across the street from the college for taking high school and college courses together.

Bill enjoys his life and work in the central valley area. He said that the central valley, which is one of the most impoverished and rural areas of California, presents many educational challenges. He views his work at College of the Sequoias as one of the best opportunities available through education to continue improving the lives of those most in need.

Bill is the author and co-author of several publications, including a chemistry text with Art Campbell, creator of the National Chemistry Study Curriculum. Bill is also recognized as a leading authority on curriculum in the California Community Colleges.

Bill spends his time outside of work with his wife, Lina, and Ellie, their 2-year-old daughter that Lina and Bill adopted from China. Bill has two adult sons. Robert, 29, manages the Orange County distribution center for the surf apparel company, Quicksilver. David, 25, who also lives in Orange County, installs high tech security devices.

"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.

## Telecommunications and Technology Advisory Committee (TTAC)

**PURPOSE:** The Telecommunications and Technology Advisory Committee (TTAC) advises the California Community Colleges System Office on the continued development and deployment of telecommunications and educational technologies in the California Community Colleges. The Committee researches technology trends and recommends the direction for technology infrastructure initiatives within the CCC system.

**TTAC MEMBERS:** The membership of the Telecommunications and Technology Advisory Committee is composed of the following representatives who are appointed by the Chancellor upon nomination by the appropriate group:

**ACADEMIC SENATE:** Wheeler North, San Diego Miramar College  
Michelle Pilati, Rio Hondo College  
Dr. Cindy Vinson, Mission College

**CAPED:** Tim Kyllingstad, Cerritos College

**CBO:** Steve Crow, College of Siskiyous

**CEO:** Dr. Jose M. Ortiz, President, Allan Hancock College  
Dr. William Scroggins, President, College of the Sequoias, TTAC Chair  
Dr. Angela Fairchilds, President, Woodland Community College  
Dr. Raghu Mathur, Chancellor, South Orange County CCD

**CIO:** Dr. Barry Russell, College of the Siskiyous

**CCLCCC:** Johanna Bowen, Cabrillo College

**CCCCSSAA:** Vangie Meneses, VP, Student Services,  
Coastline Community College

**SYSTEMWIDE ARCHITECTURE COMMITTEE (SAC):**  
Doug Cremer, Butte College, SAC Chair

**CISOA:** John Wagstaff, Southwestern CCD  
Dr. Allan MacDougall, South Orange CCD

**FCCC:** Joseph Quintana, Foundation for CCC

**CCC RP Group:** Dr. Andreea Serban, South Orange County CCD

## K20CETC: [from page 1 >>](#)

The K-20 Collaborative was formed in the summer of 2007 to:

- Maximize effectiveness and improve upon the stewardship of limited resources (including money and time.)
- Achieve critical mass for sustainability of education technology initiatives over time.
- Benefit from economies of scale.
- Reduce duplication.
- Increase funding opportunities.
- Enhance access to content, application, and other offerings.
- Support informed decision making among technology leaders.
- Provide a unified “voice” on online teaching/learning policy and funding issues.
- Improve teaching, learning and student outcomes.
- Prepare students for the future by ensuring that they have the opportunity to obtain technology skills and to become knowledgeable about technology resources and tools.

The K-20 Collaborative’s short-term goals are to:

- Facilitate partnerships that create efficiencies, enhance effectiveness or hold great promise for creating new discoveries that demonstrate effective, innovative, network-enabled approaches to teaching and learning. The immediate area of focus will be the delivery of California High School Exit Exam preparation and Advanced Placement courses across the state.
- Facilitate ongoing exchange of information and resources within K-20 communities of practice to support the professional growth of faculty and staff and the successful matriculation of students from K-12 through higher education.
- Identify effective online teaching/learning methods and promote best practices.
- Advocate in support of policies and programs that advance online teaching/learning through use of collaborative approaches.<>

More information can be found at the K20CETC Web site at <http://www.k20cetf.org>.

## SCHOLARS: [from page 1 >>](#)

required to create and manage the tools, how students react to the technological interventions and the overall vital role of campus support.

Three of the studies compared identical online and on-campus classes with results showing a common theme. Comparing non-major biology courses, advanced computer networking labs or psychology classes, student performance was equivalent when it came to overall scores on homework assignments, quizzes, labs and exams.

The findings were more nuanced when looking at student learning outcomes (SLOs). SLOs address which knowledge, skills and abilities students have attained through involvement in particular educational experiences. Some concepts appeared to have been more difficult to teach virtually, with online students scoring lower on some SLO measures. The faculty researchers speculated that additional components, such as videocasts of lectures, were needed in the online courses to better teach these specific ideas.

Three additional research projects tackled the problem of augmenting online courses to enhance performance and retention. In music fundamentals, chemistry and algebra, students in online courses have traditionally scored lower on assessments and exams than their on-campus peers and had higher attrition rates. Two studies sought to bridge the performance gap by creating discrete technology-based tools.

Using interactive online exercises to teach music concepts and videocast demonstrations on solving chemistry problems, online student performance caught up with, and in some cases surpassed, their on-campus counterparts. One faculty researcher implemented collaborative homework assignments for online students. This approach proved difficult to manage in its first iteration.



The test scores for groups who worked collaboratively were not significantly different than those who did not. However, when this technique was repeated the following term, both retention and performance showed marked improvement.

The final three studies investigated how technology can enhance face-to-face instruction. This included using Tablet PCs to provide real-time evaluation of learning in engineering classes, implementing webquests to cement human development

concepts and using Geographic Information Systems (GIS) to get across complex economic relationships. Results from these studies were mixed, highlighting the complexities of implementing technological learning tools in the classroom.

In the case of the engineering study, the Tablet PCs were enormously successful. They allowed the instructor to continuously tailor content to student needs and to focus more class time on problem solving rather than lecture.

In the human development research, the study originally planned to use in-class Web research assignments to make learning more interactive. Because these students had limited access to computers and little experience in a formal learning environment, the Web research student did not perform at the same level as the comparison group. However, based on positive student feedback, the faculty researcher concluded that it is possible that the performance gap would have been greater if not for the Web research.

The use of GIS mapping in an economics course also proved challenging. The faculty researcher sought to find the most effective way to focus the vast amount of information available in the layered maps. The study revealed that the assignments were most effective when limited in scope and followed instructor discussions. <>

Full research reports, a PDF document with summaries of all the studies and streaming video presentations are available for free on the @ONE Web site at <http://www.ccone.org>.

# Webmaster: IT or Marketing?

Guest Opinion by Michael F. Sumption  
Webmaster, Shasta College



## INTRODUCTION

Should the webmaster position report to the Information Technology (IT) department or to the marketing department? This topic has been widely debated within California Community Colleges for the past several years. Although a Web site represents many areas of a college, the scope of this article is limited to IT and marketing in relation to the webmaster position. As a webmaster that is currently facing this question from administration, I decided to research the topic and conduct a survey. Following are the results and some background information based on my twenty years of IT and marketing experience.

## INTERNET/WEB SITE/WEBMASTER HISTORY

Back when Al Gore invented the Internet (just kidding), the original purpose was for government communications (like e-mail). Later, Internet-accessible Wide Area Information Servers databases were invented to publish information for reference/research purposes. Eventually, the Web site came into existence with the advent of HTML, which enabled authors to design and publish all types of information mixed with images. Since the process of publishing this data and information was technical in nature, a specialized person in IT was needed to manage them, thus the creation of the position traditionally known as the webmaster.

## MARKETING—THE NEW DOMAIN

Prior to the Internet, the traditional marketing mediums were print, radio and TV. However, when the Web site was introduced, it wasn't long before marketing saw the opportunity to utilize the Web site/Internet as its new medium (or "domain"). As the browser's capabilities and the number of Internet users increased, so did the use of the Web site as a marketing tool. As a result, marketing staff needed to retool their skills from traditional mediums to a more technical medium. As this medium transition occurred, marketing wanted to have a larger role in the development and management of the Web site in order to achieve their objectives.

## PURPOSE OF A WEB SITE

Even though the Web site began to emerge as a marketing tool, the Web site/Internet also continued to increase as a reference/research tool, especially with the introduction of search engines. Later, as software development tools advanced, the Web site became the new preferred platform for hosting software applications, as well.

Today, there are three primary purposes of a Web site:

1. A medium to market to existing and prospective constituents
2. A platform for storing/retrieving information for reference/research
3. A platform for storing/retrieving data via a software application

Purpose number two can refer to faculty sites, a Human Resources site, a Learning Resource Center site or a document repository site. Purpose number three can refer to a Student Information/Enrollment System (e.g. Datatel) or an Online Course System (e.g. BlackBoard).

## GENERALIZED WEBMASTER

Over time, the webmaster position has been generalized from its original technical IT-based role to become synonymous with other marketing/communications-based positions such as Communications Coordinator, Graphic/Web Designer or even Public Information Officer. This is especially evident in smaller organizations where the IT department may not be able to support a traditional webmaster.

## SURVEY RESULTS

During this research project, I conducted a survey by sending an e-mail to all the webmasters in the California Community Colleges consortium, 100 in all. The survey asked one question, "Does your position (webmaster) report to an IT department or to a marketing department?" I received 49 responses. Following are the results and an evaluation summary:

| Department | Quantity | % of Total |
|------------|----------|------------|
| IT         | 32       | 65%        |
| Marketing  | 9        | 18%        |
| Other      | 8        | 17%        |
| Total      | 49       | 100%       |

## SURVEY EVALUATION SUMMARY

- Four of the "Marketing" responses were technically proficient, yet non-technical positions such as a Public Information Officer or Graphic/Web Designer.
- All of the "Other" responses were staff who reported to Deans of "Instruction and Technology" or "Library and Technology." These responses were non-marketing positions that aligned more closely to IT.
- Many of the "IT" responses mentioned that they work very closely with marketing, and one actually had their desk in the marketing department office.

## CONCLUSION

Based on additional comments in some of the "Marketing" survey responses, it appears that the Web site is "all about marketing," but the reality is that marketing is only one piece of the Web site "purpose" pie as referenced in section four.

The other two pieces of the pie are mostly the responsibility of IT in terms of overall management. Therefore, a specialized position (a traditional webmaster) is required to develop and manage the whole Web site, not just one piece.

Note: There are many other important parts of a college besides IT and marketing, especially the student; however, due to the limited scope of this article, those areas have been categorized under the two Web site purposes of reference/research and software applications.

The traditional webmaster is a highly technical position with server administration, network administration, and programming skills. Graphic design and layout skills are a bonus, but these functions are typically handled by the marketing department.

Jasmine Witham from San Mateo County Community College stated in her survey response that the traditional webmaster may be obsolete and has evolved into three types of positions: a Web Support Analyst, to handle the technical side; a Web Coordinator, to handle the marketing/PR side; and a supervisory position. I agreed with Jasmine; however, many colleges may not be able to afford this staff configuration.

While the marketing department may control the design and some of the content of the Web site, the IT department controls the Web server, the network, the software applications and some of the non-marketing content. However, both departments (along with all the other areas of a college) must work together to create and manage a whole Web site.

Based on the required skills and the overall responsibility of the Web site, the traditional webmaster position should have a solid reporting line to the Information Technology department and a dotted line to the marketing department. <>



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