TechEDge

INSIDE THE EDGE

CCC Gains Access to the California Public Utility Commission's California Teleconnect Fund

by Sandoval Chagoya,
Editor, CCC TechEDge

A recent decision to include California's community colleges in a state program that reduces the cost of telephone and Internet services will result in significant savings and improved service to students statewide, while helping to narrow the digital divide.

Beginning December 1, the California Public Utilities Commission (CPUC) will offer all California Community Colleges (CCC) access to the California Teleconnect Fund (CTF). Participating colleges will receive a 50 percent discount on telephone and Internet services included in the fund. The anticipated annual savings for the colleges is $7.2 million statewide.

These savings have special importance as the state's budget for education becomes ever tighter while its students require more connectivity and technology training in order to remain competitive.

"We welcome the CPUC's decision," said Diane Woodruff, Chancellor of the CCC System Office in Sacramento. "Including California Community Colleges in the CTF represents a tremendous savings to our system. In very real and measurable terms this decision will benefit the students of our state, helping to ensure their competitiveness as our future workforce."

The CTF provides discounted telecommunications services to schools, libraries, qualifying hospitals and health facilities, and community and government organizations. Originally, the CTF was only available for students in kindergarten through 12th grade, which mirrors the requirements for a similar federal program.

The CPUC decision stated, "Allowing the community colleges to increase access to advanced communications technology will help the community colleges to better train and serve their students. We find that it will enhance this Commission's [CPUC] goals to help bridge the digital divide in the commu-

ePortfolio Pilot Project Launched With MOU Between CCC System Office and Minnesota State Colleges and Universities (MnSCU)

As part of a project to develop a system-wide ePortfolio solution, a Memorandum of Understanding (MOU) establishes a partnership for California to learn from the experience of Minnesota State Colleges and Universities (MnSCU). MnSCU created the eFolioWorld application, which provides an account to every citizen of Minnesota.

Electronic Portfolios (ePortfolios), allow students to showcase profiles, knowledge, learning artifacts, reflections and achievements via an online application. ePortfolios can be used to demonstrate learning outcomes to faculty and potential employers. Students also use ePortfolios to monitor their own development.

Interested California Community Colleges can participate in an ePortfolio pilot and sign up for low-cost eFolioWorld accounts for Fall 2008 and Spring 2009. For information about this pilot, please contact John Whitmer, California Virtual Campus, at jwhitmer@cvc.edu.<>

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Tracking Technology:
From the System Office

Photo by John Grigg

Later on in this issue of TechEDge, you will read an article about the California Community Colleges (CCC) Geographic Information Systems (GIS) Collaborative completing a set of maps that define the 72 CCC districts. What's not completely apparent in the article is a full explanation of just how grass-roots this effort was. While the majority of technology efforts tend to flow monetarily from the top down, this GIS effort is very noteworthy in its bottom-up lineage.

The problem began rather innocuously a few years ago when someone at a sister agency requested a map of all CCC districts for a publication. We realized we didn't have any such document, and set about trying to find some past drawing that might have laid a framework for this, but it never appeared.

In a parallel universe, someone asked, "Do you think we can get more granular data to be used for enrollment and growth projections?" This prompted us to evaluate whether county data was truly the most granular piece of population growth information we could find; we could potentially use zip codes or census tracts, but we'd need to know which belonged in each district boundary.

Over on the research side of the house, some other questions started popping up, like wanting to know cross-district boundary enrollment patterns. For facilities, you had the question of proper facility placement. From the economic development folks, you had the desire to look at the geography of local employers. And for bond elections, you had the desire to evaluate potential voting patterns of the local district electorate.

It became pretty clear: we couldn't even begin addressing these questions until we had a geo-coded map of the CCC districts in place. And we were starting at ground zero.

Much of the credit for getting off ground zero goes to the Research and Planning Group for CCC (RP Group), which supported the early work on the project. Primarily done on a volunteer basis by a few RP Group members who wanted to explore the "cool" factor of GIS, a few local districts were mapped and a few examples of what could be done with them was showcased. But the project had no organization, much less any funding.

Seeing the potential benefit, some of us at the System Office and at the Foundation for CCC (FCCC) met with the involved RP Group members and crafted a wider partnership. FCCC took on the role of shepherding the project along, and ultimately sought a business model to sustain the project; the System Office requested and helped to collect 72 district legal boundary documents; RP Group turned over what had been done and continued to participate, with both expertise and in labor, in the subsequent map development. A budget change proposal was developed with the blessing of the Telecommunications and Technology Advisory Committee, but bad times for the State ended up killing any hope that it could be centrally funded. A small amount of TTIP carryover funds were trickled to the project, but for the most part, this was done on a shoestring.

What occurred after that was a testament to all the players. We got 100 percent participation in getting the legal boundary documents. Mapping exercises were divvied up amongst researchers, GIS instructors in the system, GIS students, and a few select paid contractors who worked on the cheap to do some of the most difficult tasks. Some maps were easy (district = county, district = conglomeration of K-12 districts, etc.) whereas others were tediously time consuming (starting at the river confluence, travel north 385 feet to the red pole, then NNW 1,025 feet to the intersection, etc.) It took over a year to complete.

But it got done. The results are interesting; many district boundaries were established more than 50 years ago and have never been updated. Some district boundaries overlap. Some leave land gaps of "no-district's land" between them. Large chunks of the State in the northeast and eastern Sierra have no district at all. Many map overlays have been combined with the boundaries, allowing for an almost unlimited number of analyses.

Most colleges would agree they would like to have available to them an administrative and reporting capability using GIS. Some colleges already pay for this on an ad-hoc basis. There is precedent in our system for subscription service models (think FUSION for the facilities constituents, and Student Right-To-Know for IPEDS reporting), but the product clearly has to have a benefit to justify the cost. It needs to be a "killer app". This is the next phase, and it begs for more input from the collective community college constituents that could reap the rewards. The maps are public domain and will remain free for all to use. What's left to do is still a daunting task: how to sustain this effort beyond just a one-time exercise and use it to advantage for all of California's community colleges in some beneficial way.

Patrick Perry

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

Helpdesk Solution Offered to All 110 Colleges

by Hilary Butler, Western Region Manager, Presidium Learning

Would your college like to increase the support offered to students enrolled in Distance Education programs? What about offering support outside of college business hours, typically the most active time for students in these programs?

If so, please mark November 15th on your calendar. This is the deadline to enroll in a new helpdesk service being offered for the spring semester.
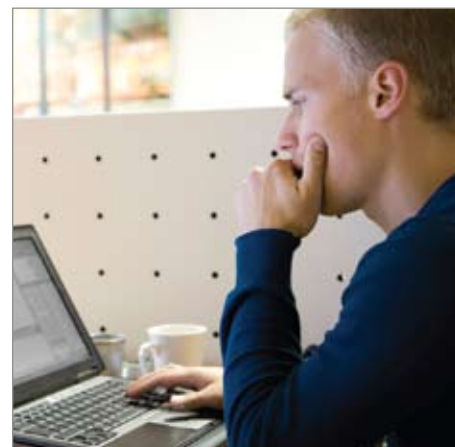
The California Virtual Campus, in partnership with Presidium Learning and The Foundation for the California Community Colleges, now offers a 24/7/365 Education Services Management offering for all Course Management Systems (CMS) used within the system, including Moodle, Sakai, Blackboard, WebCT, ANGEL and other proprietary and nonproprietary systems.

Doug Cremer, Executive Director of the California Virtual Campus project, has worked closely with Presidium Learning, the CCC System Office and the Foundation for California Community Colleges to help define and craft this system-level agreement.

"Based on the results of our pilot project, we saw a clear ongoing need for students and faculty to have access to 24/7 helpdesk support for their distance learning environment," Cremer said. "This arrangement with Presidium provides a completely customizable services platform that can effectively augment the existing helpdesk staff at our colleges and extend support into off-hours and weekends without overloading existing helpdesk staff."

Colleges that choose to participate in this program will receive the following services for students, faculty and staff:

*Multiple channels for students to receive "live" help around the clock, including access to chat and e-mail, a toll free phone number and an in-depth self-

help knowledge base tailored to a college CMS of choice;

*Capacity planning to meet the peaks and valleys of the academic calendar, including nights, weekends and semester start-ups when the majority of support requests occur; and

*Monthly reporting and analytics to provide helpful trending information on the nature of incoming requests and customer satisfaction rates.

In addition to these core services, colleges may expand the scope to receive:

*Multi-channel support for all core applications, such as: Student Information Systems, collaboration and conferencing applications, Office 2007 and e-mail; and

*Ability to co-manage the support environment by licensing seats in a shared ticketing system.

Presidium Learning currently provides Education Services Management for more than 700 colleges and 17 California Community Colleges by providing support for Course Management Systems, Tier-1 Enterprise Information Technology Helpdesk and Student Services, including prospective student support, bursar, financial aid and enrollment management. <>

For more information please contact Jennifer Gednalske, Project Manager, California Virtual Campus at 530-879-4090 or stationje@cccnext.net; or Hilary Butler, Western Region Manager, Presidium Learning at 250-294-6340 or 888-383-4709, ext. 4217, or hbutler@presidiumlearning.com.

STRENGTHENING CALIFORNIA
THROUGH STUDENT SUCCESS
November 20-22, Hilton Anaheim

The Community College League of California has announced its 2008 Annual Convention and Partner Conferences. For a link to more information and online registration please visit the League's Web site at:
http://www.ccleague.org.

Faces of Technology

Dr. Glen Kuck

Executive Director of Distributed Education and Technology Services, San Bernardino Community College District

by Jennifer Gednalske, Editor, CCC TechEDge

Dr. Glen Kuck has served as the Executive Director of Distributed Education and Technology Services (DETS) of the San Bernardino Community College District (SBCCD) for six years. He is charged with providing leadership, direction and personnel management for the District's Distributed Education, Computing Services, and Printing Services and Publications departments, and he is the steward of the district's five million dollar DETS budget.

The spirit of collaboration, innovation and community outreach within the California Community Colleges (CCC) is what first drew Glen's interest to the colleges. The dedication, commitment and leadership of the people within the CCC system are what keeps him aboard and engaged.

"It's a lot of fun," Glen said from his office in Southern California during a recent phone interview. "Every year there is something new and emerging. There is a lot of opportunity for collaboration among community colleges and the level of service really touches the local communities, in terms of real impact."

During his time with the San Bernardino Community College District, Glen and his team have been on the forefront of a statewide technology project that will have a deep positive impact on the CCC system as a whole.

The EduStream project began as a search for a solution for SBCCD administrators and faculty members concerned about the academic rigor of television courses. The telecourses did not offer adequate opportunities for discourse and interaction among students and instructors. SBCCD began researching outside options for replacing telecourses by absorbing them into a video-on-demand (VOD) system integrated into an online learning management system (LMS).

"We looked around at the companies that offered this service but they weren't ADA compliant and they were cost prohibitive to the student," Glen said. "During our research, we realized that we could develop our own video infrastructure. To make a long story short, we ended up with a system that could support not only our own district but all 110 colleges throughout the state."

The result, EduStream.org, may be one of the largest Americans with Disabilities Act (ADA) compliant, educational digital repositories in the world. The mature project goes far beyond the initial idea and it has been offered as a free service to all of the CCC colleges since July.

This innovative project was a collaborative effort of Glen's IT staff; SunGard Higher Education Managed Services; Dallas TeleLearning; and, more recently, California State University's Digital Marketplace, 3CMedia (formerly CCCSat), UCTV, and the K20CETC initiative.

"There are currently 43 colleges and universities working with EduStream.org," Glen said. "Our goal is to position our colleges for the future by creating a centralized and robust educational digital repository system that serves all California Community Colleges rather than having 110 separate instances.

"I would credit a great deal of our success to strategic partnerships and collaborations made available through the formation of the K20CETC. A great deal of credit must also go to individuals such as Catherine McKenzie and Doug Cremer, who focus on helping the colleges and the other segments work together."

Catherine McKenzie is director of the Telecommunications and Technology Unit at the CCC System Office. Doug Cremer is executive director of the statewide technology projects CCC Technology Center and California Virtual Campus. Both are members of the K20CETC.

The K20CETC consists of K-20 education leaders from across the state including the K-12 community, higher education and informal education partners such as libraries and community based organizations. The K20CETC mission is to support highly effective, innovative, network-enabled teaching and learning opportunities.

Beyond the funds already dedicated to EduStream.org by SBCCD, Glen and his staff, with help from SunGard Higher Education Managed Services, secured two Title V grants to improve their Districts core infrastructure, create technology positions, acquire software for alumni tracking and support resource development, all efforts that have bolstered the project. EduStream.org was also supported by a grant from the CCCLiveCaption program (now known as the Distance Education Captioning & Transcription for CCC grant).

Glen credits the tireless effort put forth by his dedicated staff as the main reason for the success of the EduStream project. "All that we have been able to do is a result of the collective effort of the people in our shop here," he said. More information about EduStream.org, is included on page five of this newsletter.

Glen's history of innovation, collaboration and service to California Community Colleges began well before his tenure at SBCCD. Before moving to the CCC system, Glen worked in several director positions at Loma Linda University, School of Allied Health Professions.

As Program Director of Loma Linda's Emergency Medical Care Bachelor of Science Degree Program, Glen worked with Fresno City College to establish a full bachelor's program on-site at Fresno.

"We would teleconference from Loma Linda and have faculty visit once or twice a month. The idea was to allow students to accomplish their baccalaureate degree without ever having to leave the community of Fresno. This way, there would be a greater probability that students would continue to work in the area rather than move away," Glen said.

The geographical shift of medical workers, who tend to stay in the larger urban areas where they receive their medical degrees, has a negative impact on the health care in rural areas. The Fresno on-site degree program served to mitigate this problem.

Developing the program with Fresno City College and his work at Loma Linda helping to establish a Respiratory Care program in Riyadh, Saudi Arabia, fueled Glen's interest in educational technology. Both programs incorporated instruction via Web-based and two-way audio/

Executive Director Dr. Glen Kuck, center with light shirt, stands with his team in front of Distributed Education and Technology Services, San Bernardino Community College District. The team's responsibilities include printing services, distributed education, and district computing services.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

San Bernardino Valley College

CraftonHills COLLEGE

video delivery combined with on-site faculty instruction.

"We have those who continue to question the value and quality of online instruction, saying distance education will never be as good as traditional courses. My response is that we have been teaching traditional courses for 300 years and we are still trying to find ways to get it right. We've been teaching online courses for less than twenty years and we continue to make significant progress in improving retention and success rates," Glen said.

Glen sees the systemwide efforts of the California Community Colleges as the forefront of educational technology today and the future of education.

"There are a lot of opportunities. I think we really need to emphasize what we can accomplish with other community colleges coming together and centralizing services as opposed to working in isolation and duplicating efforts. I see this as a challenge and that is probably one of the main reasons I've stayed within the CCCs," Glen said.

He sees the future of educational technology as focused on incorporating more tutoring and Student Services into the online and distance education experience. Glen said, "It's not a matter of whether distance education will remain a primary instructional modality within the community colleges, the students have and will continue to make that decision for us. The question we face now is what must we do to help them succeed in the virtual learning environment." Training faculty and staff to use new technologies and finding new ways of reaching out to the community are integral to his philosophy and collaborative approach to education.

Glen and his family enjoy a buggy ride. From left to right: Stephanie, Clarisse, Matthew and Glen.

"I was taught that the higher you go on the totem pole, the lower you actually are because it means there are that many more people you are there to serve. With my background I've always been captivated by that idea," Glen said.

He has also been captivated by life-long learning. He has Associate of Science in Respiratory Therapy and Bachelor of Science in Emergency Medical Care degrees from Loma Linda University. He has a Masters and a Doctorate of Education from the University of Southern California, where he also completed a fellowship in Leadership and Management. He is currently enrolled at Claremont Graduate University where he will complete an Executive Masters of Business Administration program in 2010.

Glen with his family at Niagara Falls.

He also somehow continues to find time to teach at Loma Linda University as an adjunct professor. He worked both as a registered respiratory therapist and an instructor at Loma Linda before becoming a director.

"I also still just really enjoy sitting in front of students," he said.

Glen's record of community outreach goes beyond his work within education. He went through the sheriff's academy, along with his wife, Clarisse, and worked as a Reserve Deputy Sheriff until the birth of his first child. He has volunteered time to humanitarian trips to Mexico, Ethiopia and the Philippines.

Glen and Clarisse met on their first day of college, held their wedding at Disneyland and have been married for six years. Prior to choosing to be a stay-at-home-mom, Clarisse finished her Masters in Clinical Psychology and worked as a social worker for Child Protective Services.

Glen has two children: Stephanie, 5, and Matthew, 3. Because Matthew is autistic, the Kuck family has found travel in an RV to be more comforting for him. "He's my co-pilot in the front seat." said Glen. "He loves it, and we can just get in and go anytime we want to." Recent adventures of note have included trips to Niagara Falls, Toronto and Vancouver. <>

"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.

EduStream.org is an educational digital-content distribution application developed by the San Bernardino Community College District (SBCCD) with support from SunGard's Higher Education Web Development Services. EduStream.org was initially developed to address local faculty and administrative concerns regarding the academic rigor of traditional television courses, which allowed little direct interaction with students. Though the initial intent of EduStream.org was simply to enable colleges to embed video courses that complied with the Americans with Disabilities Act (ADA) into their learning management systems, collaboration between SBCCD, the California State University's Digital Marketplace, and Dallas TeleLearning has enabled EduStream.org to expand and improve significantly in both function and scope of service.

EduStream.org has evolved into a Web-based application that serves two primary functions:

- it allows educational entities to securely view ADA-compliant, copyrighted educational content directly from their learning management systems, while still meeting the strict requirements of video producers;
- it provides educational entities with a single, reliable, and scalable infrastructure with which to make video and other digital content available for instruction, training, outreach, and other academic purposes.

With EduStream.org, individual colleges may upload their own video content in any popular media format. EduStream.org will then convert that format to Flash video for playback, or store the content in its original format for students to access, as appropriate. Institutions can also specify whether content is available for individual courses, to the entire institution, or for systemwide viewing. Administrators can control distribution and, if necessary, override course availability of content deemed inappropriate.

During the past year, EduStream.org's features have been further expanded to enable libraries to subscribe to EduStream.org's database.

EduStream.org was recognized as a cutting-edge educational project in 2007 when it received and Innovations in Networking Award from the Corporation for Educational Network Initiatives in California. <>

For membership information or to learn more about EduStream.org, please contact SBCCD DETS at 909-384-4319 or distributeded@sbccd.org.

New Statewide GIS District Maps Available for Research and Classroom Use

by John Roach,
Director of Systems Analysis and Research,
Foundation for California Community Colleges

The California Community Colleges (CCC) Geographic Information System (GIS) Collaborative has announced that a statewide map of all 72 CCC district boundary maps has been completed and is available for download at the CCC GIS Collaborative Web site, http://www.cccgis.org.

This set of GIS maps is a critical data analysis tool being used to integrate many different CCC data sets to answer questions important to the mission of the California Community Colleges. These maps can be used for research about regional demographics and population growth, election histories and bond election planning, enrollment forecasting, enrollment patterns of neighboring districts, traffic and public transit impacts to students and colleges, workforce development and facilities planning and maintenance. They also can provide tools for the classroom, as demonstrated by their current use in a GIS course at Rio Hondo College.

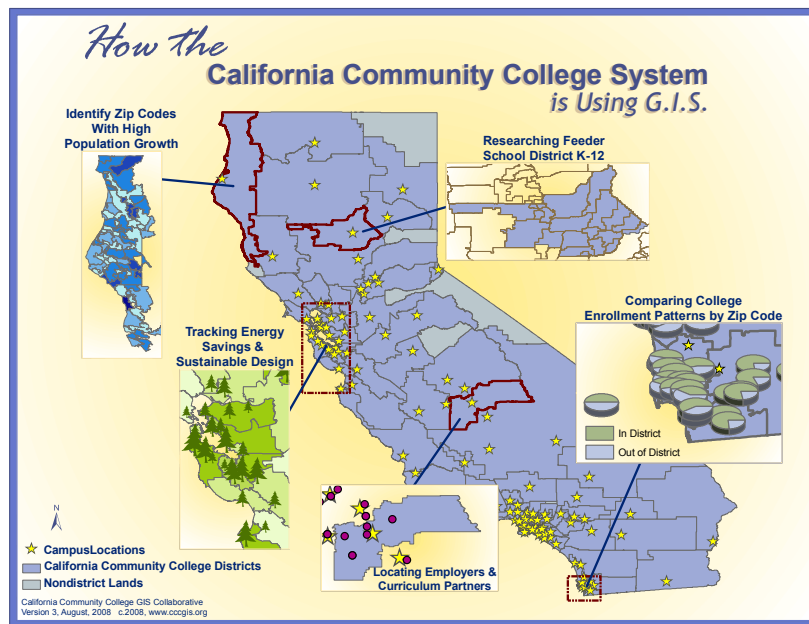A mostly volunteer team of researchers, faculty, students and CCC nonprofits were responsible for completing these maps. The team worked with district leaders to find written, legal descriptions of the districts and to knit together the final 72 maps from a composite set of

How the **California Community College System** is Using G.I.S.

Identify Zip Codes With High Population Growth

Researching Feeder School District K-12

Comparing College Enrollment Patterns by Zip Code

Tracking Energy Savings & Sustainable Design

In District
Out of District

★ CampusLocations
California Community College Districts
Nondistrict Lands

Locating Employers & Curriculum Partners

California Community College GIS Collaborative
Version 3, August, 2008   c.2008, www.cccgis.org

1.5 million polygons, into a single, final statewide map. The collaborative endeavor yielded an important resource for better understanding and serving the California Community Colleges.

Founding members of the CCC GIS Collaborative include the CCC System Office, the Foundation for California Community Colleges, and the Research and Planning Group for California Community Colleges (RP Group). A statewide set of CCC district boundary maps was the brainchild of the RP Group, who prototyped many of the earliest maps and remain vital to the ongoing effort. Please visit the GIS Collaborative Web site for more acknowledgements.

"We have an amazing team of contributors, partners and friends who have made this important work possible," said John Roach, Director of Systems Analysis and Research for the Foundation for California Community Colleges.

The CCC GIS Collaborative is now working with the districts to review the boundaries as shown on the statewide map and to make any needed corrections. Great care was taken to ensure the accuracy of these maps, but, pending adoption of each district boundary map by the authorized counties, these maps are neither official nor legal. They are intended for broad use to support the mission of the California Community Colleges system, but users should verify actual data and exercise their own professional judgment when interpreting any outcomes from the use of these maps. <>

CTF:

nities served by such colleges."

The CPUC established the CTF in 1997 to reduce the digital divide, defined as the gap between those with effective access to digital and information technology and those without effective access. Access includes physical access to today's technology, but it also includes access to the resources and skills needed to learn and use these technologies effectively.

Closing the digital divide and providing improved access to technology resources and skills is also a principal mission of the Technology, Research and Information Systems Division of the California Community Colleges System Office, led by Vice Chancellor Patrick Perry.

"As the work of both the System Office and the CPUC includes the goal of reducing unequal access to technology, including the California Community Colleges in the CTF is truly a win-win situation," Perry said. "The savings to the CCC System will be used to fund critical aspects of network infrastructure, simultaneously increasing student access to technology while improving the network itself."

Perry said the savings will be used to fund connectivity to the CCC System's off-site educational centers. To improve service to students many colleges have developed off-site centers that are not within the geographic location of the host campus and do not typically have ongoing operational funds for Internet connectivity.

"Our system's off-site centers are often developed to serve geographically isolated areas or populations with educational needs specific to their regions," Perry said. "Savings from the CTF will help to connect at least 64, and possibly as many as 94, off-site centers. That represents approximately 250,000 full-time students that will have improved access to technology."

The projected savings may also be used to establish diverse circuits for the CCC network infrastructure. Diverse circuits will allow for load leveling of digital traffic across the network, improve the reliability of Internet service and provide for alternative access for disaster recovery. Diversity is critical as the failure of a college's Internet connection can disrupt the college's ability to teach, communicate with and conduct business with its students and stakeholders.

On September 5 the CPUC held a workshop focused on the CTF at its headquarters in San Francisco. Catherine McKenzie, Director of the System Office Technology Unit, and Tim Calhoon, Director of the CCC Technology Center at Butte College, attended on behalf of the CCC System. Specific information about the CTF as it relates to the colleges will be forthcoming. <>

College Seen 2008 Winners

Five winners have been selected for College Seen 2008, a photography contest for students of the California Community Colleges (CCC). The contest called for photos that tell the story of the colleges, as seen through the eyes of students. Five First Place winners, including one Grand Prize winner, are selected. The annual contest accepts photos in these categories: Campus Elements, Campus Life, Technology, Career Preperation/Work Experience and Conceptual. College Seen is sponsored by the Foundation for California Community Colleges and Adobe®.

Grand Prize Winner | Campus Life | Dustin Peterson | Allan Hancock College
Young lady shows a hopeful future. Taken during the Spring 2008 graduation ceremony, Allan Hancock College.

Technology | Concepcion Acevedo | San Jose City College
Tech Heads: Technology on the San Jose City College campus is represented as students go about their daily activities with their iPods, cell phones and laptops.

Conceptual | Mark Manocchio | College of the Desert
Palm Design: A photograph of a palm frond, taken from beneath, focusing upward toward the blue sky.

Career Preparation/Work Experience | Forbes Conrad | Moorpark College
As part of the Exotic Animal Training and Management program at Moorpark College, Sarah Tilton captured and trained this American Kestrel (Falco sparverius). Tilton is currently employed part-time in various falconry-related jobs and would like to continue to pursue that field as a full-time profession.

Campus Elements | James Szyndler | Merced College
Merced College campus design benefits, supports and enhances the students ability to follow their academic dreams and make new friends along the way. Turning dreams into futures and successes; one student at a time.

Check into www.collegeseen.org in early spring of 2009 for details on the third annual College Seen Photography Contest.

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California Community Colleges

Leading Technology in Education

CCC System Office

CCC Technology Center
Butte-Glenn Community College District
3536 Butte Campus Drive
Oroville, CA 95965-8399

http://www.ccctechedge.com

California Community Colleges 2008 Educational Technology Awards

There is still time to nominate exemplary technology projects and leaders for a 2008 CCC Educational Technology Award in two categories. The Technology Focus Award is project or program oriented and recognizes college, district, regional, and system or statewide projects. The Excellence in Leadership Award recognizes individuals who have demonstrated extraordinary effectiveness, influence, diplomacy and career achievement within the field of higher educational technology management, on both individual campuses and within the greater California Community Colleges System.

Online nomination: http://misweb.cccco.edu/techawards   **Deadline:** September 30, 2008