CALIFORNIA COMMUNITY COLLEGES

TIPS News

Technology in Education

TELECOMMUNICATIONS INFRASTRUCTURE PROJECT STATEWIDE

VOLUME 5 ISSUE 2 MARCH 2001

Palomar College Awarded e-Conferencing Grant

To meet or not to meet is no longer the question.

e-Conferencing Staff
Palomar College

E-Conferencing (audio/data collaboration) now allows us to integrate voice conferencing, data conferencing, and meeting management for real-time collaborative communications. It gives us the ability to talk and share the content on one's computer with multiple people and sites, from whatever access point you choose, simultaneously and in real-time.

In a move to provide additional tools to further foster collaboration among faculty, staff, and students, the California Community College Chancellor's office has selected Palomar College to implement the $11.5 million e-Conferencing grant. The grant proposal from Palomar College was selected in a competitive process by a panel of readers from the field.

One of the main objectives of the Technology I plan (1996–2000) was to interconnect all public community colleges for data, video, and digital satellite capabilities. It has become apparent that there is a need to provide additional tools to encourage collaboration among faculty, staff and students of the California Community Colleges (CCC) system. e-Conferencing will expand the collaboration services envisioned in Technology I by using the readily available technologies of the telephone and personal computer.

e-Conferencing will enable a range of communications far more broad than just plain-vanilla staff meetings.

e-Conferencing will allow larger

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INSIDE

Tech II Funding

The Chancellor's Office has submitted a request to the Governor to fund the Technology II Strategic Plan for $94.6 million for 2001-2002 in the May revision of the state budget. The Telecommunications & Technology Infrastructure Program (TTIP) intent is to fund the colleges to a baseline standard using the Total Cost of Ownership (TCO) models for students, faculty and staff. Each college is encouraged to enter their baseline data into the online report form by mid April so that the Chancellor's Office can provide additional justification for the May revision of the budget.

Links to the Technology II Strategic Plan, the Implementation Planning Guide, the TCO report form, and a PowerPoint presentation of the Tech II Planning Workshop are available on the Chancellor's Office web site at: *http://www.cccco.edu/cccco/esed/irt/tnt/index.htm.*

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TIPS online *http://video.4c.net/TIPS*

off the wire

MORE THAN HALF OF U.S. POPULATION ONLINE

The Pew Internet Project's report "More Online, Doing More" shows that the number of people in the U.S. with Internet access rose from 88 million in the first half of 2000 to 104 million by the second half, and that 56 percent of American adults have Internet access. On a typical day at the end of 2000, 58 million Americans were logging on - an increase of 9 million people in the daily Internet population from mid-year.

Pew calculated the number of American children with online as 45 percent of those under 18, and almost three-quarters of those in middle school and high school (ages 12 to 17) have access; with 29 percent of those under 12 going online. Pew also found that by the end of 2000, certain digital divisions narrowed. For example, the number of women online grew to 55 percent at the end of 2000. The number of African-Americans with Internet connections increased to 44 percent, and the number of people with access whose yearly salary is less than $30,000 rose to 49 percent by the end of 2000.

For more information, visit *http://www.pewinternet.org/*

BROADBAND ACCESS INCREASES

An estimated 7.8 million homes in the US and Canada subscribe to broadband Internet services. According to a report by Kinetic Strategies, of this total, 5.5 million homes use cable modems (a 70 percent share), compared to 2.3 million residential digital subscriber line (DSL) customers. In 2000, cable companies in North America added 3 million new customers, while 1.4 million new customers subscribed to DSL and worldwide shipments of cable modem products based on the DOCSIS standard surpassed 6 million units in 2000, a six-fold increase over 1999. In the fourth quarter alone, subscriptions to cable and DSL increased by 1 million and 553,000 respectively. The report shows that 59 percent of North American homes, or 64 million people, were capable of receiving a broadband Internet service by the end of 2000. AT&T Broadband and Time Warner Cable lead the industry, with each serving more than 1 million cable modem subscribers.

CCC Online Application Nears Completion

Mick Holsclaw
Director, Information Systems and Technology
Yuba College

Tim Clow
Assistant Dean of Planning and Research
Contra Costa College

After two years of work, the California Community College (CCC) system online application project is moving from pilot to production on May 1, 2001. This TMAPP project began in 1999-2000 with a feasibility study of the merits of systemwide online applications and electronic transcript exchange. Contra Costa and Yuba College districts teamed up to conduct the study. The study resulted in a positive recommendation and the identification of many of the features that would add value to a systemwide electronic application. (See the project web site at *http://www.cccedi.com* for more details and the complete feasibility study report.)

The Chancellor's Office extended the grant to conduct the development and pilot of the electronic application. Pilot districts were recruited to refine the requirements specifications, evaluate vendor proposals, and test the application. The pilot districts are Butte, Contra Costa, El Camino, San Luis Obispo, Sonoma, Yosemite and Yuba. The staff from these districts made substantial time commitments, and contributed from their rich experience and technical expertise.

XAP was the vendor with the most responsive proposal, and a contract and work plan was established. XAP has a national presence in the market of electronic applications, and provides the CSU system application service. XAP serves colleges and universities in eleven states. For more information, visit *http://www.xap.com*.

The CCC systemwide application was designed to provide service above and beyond those available on the many high quality application sites already available at California Community Colleges. Among these are:

Enhanced service to students

- Students enter much of the data once, and it is re-used as they change their plans and complete additional applications.
- Students will be able in the future to transfer data to the national financial aid application (FAFSA), pre-filling approximately one-third of the application.
- Students have a record of applications prepared and sent to colleges.
- Students can work on the application over several sessions, re-starting without loss of data.

Enhanced service to colleges

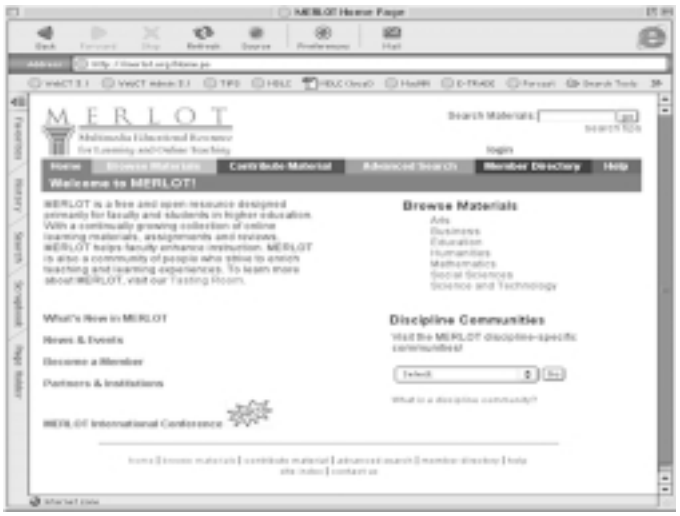
- Use of a systemwide application relieves the college of the necessity to structure the questions for the data collected for system regulatory and reporting purposes. New reporting requirements, such as the adjustments necessary to accommodate the multiple race and ethnicity option, can be made once at a central location.
- Use of a systemwide application relieves the college of the research and testing necessary to assure that the online application provides the highest available level of accessibility to applicants with disabilities.
- Use of the systemwide application assures that the application questions comply with the requirements of the Office of Civil Rights. The pilot application has been recently reviewed and analysis is under way to adjust certain critical data collection issues to comply with OCR concerns.
- Use of the systemwide application provides a Chancellor's Office reviewed and consistent preliminary determination of residency status for fee purposes.
- Use of the systemwide application provides for college specific additional questions.
- A systemwide application provides a single point of development for future applications in languages other than English.

The application will allow colleges to link to it from their college web sites, and get the student quickly engaged in application completion. The download process is highly customizable, and includes the opportunity to select specific records or groups of records, and the opportunity to define partial record (names and addresses, for instance) downloads for purposes other than admissions processing.

The contract with XAP provides that colleges may purchase the service individually. The cost for 2001-2002 is $4,000 for initial set-up and training. The operational cost for the first year will be pro-rated from a maximum of $11,490. Contact Michael Tressel at 925-798-1790 or *tressel@xap.com* for additional information.

Welcome To The World Of MERLOT.org

Judith Norton
Training & Curriculum Coordinator,
California Virtual Campus Professional Development Center



The MERLOT web site offers an array of multimedia educational resources, including animations, tutorials, and simulations.

Quite often while conducting training sessions for new online teachers, trainers get asked the question of how to make their classes more interactive - taking their teaching, and their students' learning experience to a different level. Learning to create in new technologies such as Java and Flash is beyond the interest or time availability for many online faculty. That's where MERLOT comes in. Not the beverage type to be consumed in a wine glass, but the website where faculty and students can get a taste of interactive teaching and learning.

MERLOT is an acronym for Multimedia Educational Resource for Learning and Online Teaching. In 1997, the California State University Center for Distributed Learning started the Merlot project with funding from Apple Computer and other industry, university, and government collaborators.

In 2000, the California community colleges joined this international project through funds provided by the Chancellor's Office. The California community colleges are one of two community college systems in the country to be full MERLOT partners. The five California Virtual Campus centers provide additional funding support for faculty participation. The project directors are Joseph Georges and Jennifer Merlic from the Professional Development Center (PDC). Judith Norton from the PDC and Sue Roig from the CVC2 Regional Center are involved in MERLOT staff development.

Currently the MERLOT site is a collection of more than 3,700 learning materials, some of which are web-based, others are simulations meant to run on lab computers. The site also has profiles of more than 2,000 educators who have joined the project.

MERLOT offers interactive learning materials, most of which have been developed by educators. Sites are subject-specific, with emphasis on the following disciplines: Biology, Business, Chemistry, Health Science, History, Information Technology, Mathematics, Music, Physics, Psychology, Teacher Education and World Languages.

The California community colleges State Academic Senate has selected the following faculty as members of peer-review teams: David Megill of Mira Costa College, Music; Donald Megill of Mira Costa College, Music; Michelle Pilati of Rio Hondo College, Psychology; Ron Rusay of Diablo Valley College, Chemistry; and Ian Walton of Mission College, Mathematics. David Megill is also the co-leader of the Music

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peer-review team, sharing that responsibility with Tim Buell from Calgary University in Canada.

Three additional California community college peer reviewers' positions are available in Business, History and World Languages, including ESL. A "Nomination to Serve' form is available on the Web in Acrobat format at the California Academic Senate web site:

http://www.academicsenate.cc.ca.us.

Peer review teams within their respective academic fields are in the process of reviewing computer related materials with a star rating of 1 - 5 stars. In the review process, materials are evaluated on content, usability, and potential effectiveness as teaching tools. Visitors to the MERLOT site can also rate computer simulations and other materials that they have downloaded.

MERLOT as a project involving 23 higher education systems or consortia is only about seven months old. If your field is not yet included in MERLOT, it may well be included within the next year or two. If you don't find peer reviews relevant to your interests, try again in a few months. Some of the peer review teams have been at work fewer than six months.

The greatest benefit for faculty who use MERLOT is the fact that materials are being peer-reviewed by other faculty in the field. You don't have to spend your own time evaluating hundreds of software modules to see which ones are useful.

Gerald Hanley, Director of MERLOT, had this to say about the project. "I think the cooperative nature of the MERLOT project is unique and one of its strengths. The cooperative actively involves systems of higher education, professional discipline organizations and individual faculty within MERLOT. The peer review process is another strength as well. We're starting up another round of invitations to participate in the MERLOT cooperative and welcome your readers to join us as participants and visitors to our site."

So how does it work? Simply go http://www.merlot.org and sign up as a member - or simply search the website for a topic of interest. For demonstration purposes, we encourage you to do the following:

Look for interactive exercises to supplement a portion of your class. Bookmark the sites you find. Better yet, sign up as a member and find colleagues from your same discipline. A check on educators from the Information Technology area found 270 listed with full contact information. If you are involved in staff development, during a training session suggest that your audience take the following scenarios and find appropriate materials through MERLOT: You are a faculty member looking for an interactive exercise to supplement a portion of your cell biology course. You are a staff member looking for others with expertise in streaming media over the web. You are a student learning about fractals in a math class. You are having trouble understanding them, and you think something in MERLOT might help you. You are a faculty member teaching a course in your discipline and are curious about what online tools there might be to support your classes.

Visit *http://www.merlot.org*. You are in for a treat!

Reprinted from the California Virtual Campus Professional Development Center newsletter.
http://pdc.cvc.edu/newsletter/

Institute: "Technology for Teaching"

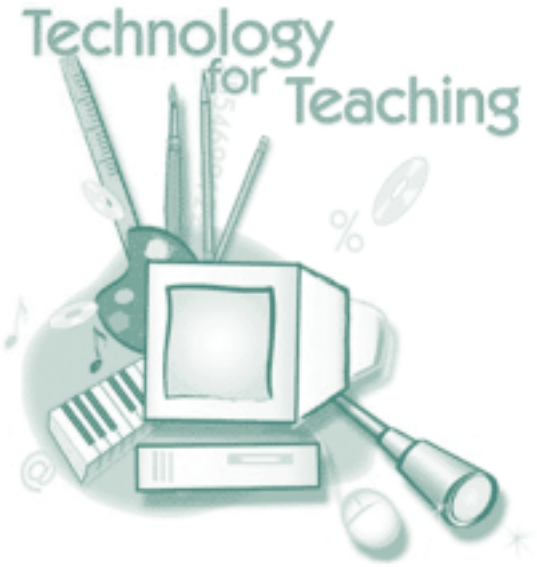
The California Community Colleges Academic Senate and @ONE will again sponsor "Technology for Teach ing," a five-day technology institute which continues the highly successful tradition of providing faculty with an opportunity to learn instructional technology skills from other community college instructors. This fourth annual institute will take place June 3-8, 2001 at the University of San Diego.

The institute will feature general sessions, as well as five hands-on tracks:

- *Basics and Beyond* will explore Microsoft Word, email, PowerPoint and basic web page creation for beginners.
- *Getting the Most for Teaching from Microsoft Office Suite* will include: PowerPoint for dynamic classroom presentations; Excel as a Grade Book; Word to create tests using templates and tables, to save content as web pages, to add comments for peer reviews. Intermediate level.
- *Online Course Pedagogy and Development* will help you think through the design, support and management of your course. Use FrontPage to build the elements.
- *Online Courses and Multimedia* participants will learn to use Web CT course management system to develop an online or hybrid course, as well as the basics of digital image creation, incorporating sound and video.
- *Technology Trainer* provides a professional development opportunity for campus technology trainers, instructional designers and faculty mentors. Address training challenges, develop effective training materials, and use lab time to explore Adobe software.

The $725 registration includes meals and a single room for the five days. Space is limited to 85 participants, with a limit of three faculty and/or trainers from each college.

For more information or to register, visit the @ONE site at *http://one.fhda.edu* and click on the "Training Feature," or visit the CCC Academic Senate web site at *http://www.academicsenate.cc.ca.us*. and click on "Institutes."



June 3-8, 2001
University of San Diego

NC5 2001 Millennial Conference

The Northern California Community College Computer Consortium, or NC5, has been connecting faculty with the latest technological innovations, and providing support for faculty working in those innovations, for over 27 years. We are a group committed to exploring the most original and creative means for improving student outcomes and student access through the use of educational technology.

Those who attend NC5's conferences benefit from exposure to applications in student services, online education, interactive CD-ROMs, networked classrooms, multimedia aided lectures, graphic communication, Web enhancement, adaptive technology, intellectual property rights, or student counseling. Our goal is to provide exposure and training for minimal cost to faculty and staff at community colleges throughout Northern and Central California.

EUREKA! FEEL THE NEW RUSH
STAKING A CLAIM FOR STUDENT SUCCESS

Sacramento City College
April 27-28, 2001

This year's NC5 Spring Conference will be hosted by Sacramento City College (SCC). SCC's beautiful campus boasts premium technical resources, and its central location and rich history make it ideal as the first campus to host an NC5 conference in the new millennium.

All faculty, full-time and adjunct, as well as all interested staff and administrators, are invited to join us this April 27th and 28th for what promises to be an educational, thoughtful, and mind-expanding two days. Program, presentation and registration information will soon be distributed to the NC5 campus reps. This information is also available on the conference website at *http://scc.losrios.cc.ca.us/~nc5*.

Contact Melissa Green, 916-558-2636 or Nicole Woolley, 916-558-2509

@ONE Training At Statewide Locations

@ONE will be offering free, hands-on faculty training in early summer at a number of locations around the state. The training will be open to faculty in the area who meet the prerequisites. One-day courses to be scheduled are:

"Collaborative Learning Using Online Tools," "Creating an Instructional Web Site," and "Using Simulations to Enhance Teaching and Learning."

If your college would like to host any of these three courses in June, and you have an updated training lab with 12 to 15 training stations, contact Catherine Ayers at *enews@onemail.fhda.edu*. Include in your email: the course(s) you are interested in hosting, the dates the lab is available, email and phone contact info, and lab description. Site selections will be based on: geographic location, lab facility and technical support, willingness to provide local outreach to faculty and availability of @ONE trainers.

Lab requirements vary slightly for each course, but generally include a Java-enabled web browser (Netscape or Internet Explorer version 4.0 or higher) loaded on each computer. For more information about each course or lab requirements, follow the links at:

http://one.fhda.edu/services/trPackage.html

@ONE
http://one.fhda.edu

DeAnza Instructor Named Apple Distinguished Educator

Congratulations to Dan Mitchell of De Anza College in California has been named as an Apple Distinguished Educator by the Apple Computer, Inc. Mitchell, who teaches electronic music and introduction to music at the schools, has been supplied with $5,000 in equipment from Apple, including a laptop, wireless network, and a digital movie camera.

Source: Community College Week

e-Conferencing Grant

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-numbers of faculty, staff, and student groups to easily connect, effectively exchange knowledge and information, and facilitate virtual collaboration in the areas of student services, shared governance, and other collaborative activities anywhere, anytime. using a toll-free telephone number for access, financial obstacles will be decreased.

e-Conferencing will enable faculty, students, and staff to:

- Schedule and attend meetings;
- Share, discuss and edit documents in real-time;
- Record and access meeting content for a later date;
- Provide access to automated questions and answers sessions;
- Enable notification and distribution of meeting materials via fax; and
- Provide security and control

e-Conferencing will enable a range of communications — far broader than just plain-vanilla staff meetings. Examples of e-Conferencing applications could include briefings, Web-based seminars and workshops, instruction, collaborative workgroup meetings; proposal development; document collaboration and editing ability; project meetings by team members and project updates to California Community College (CCC) systems.

The e-Conferencing Project is headed by Sherilyn Hargraves, the CCCSAT Project Director and Educational Television Manager. T

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