

2008 CALIFORNIA COMMUNITY COLLEGES TECHNOLOGY AWARDS

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SPECIAL PRESENTATION

Presentation: Patrick Perry, Vice Chancellor
Technology, Research, and Information Services

Issue

This item presents the *2008 California Community Colleges and Foundation for California Community Colleges Technology Awards*.

Background

The California Community Colleges Technology Award Program, with co-sponsorship from the Foundation for California Community colleges honors campus projects and individual leaders that have identified and solved significant problems in a manner worthy of emulation. The program bestows two types of awards:

- *Technology Focus Awards*
- *Excellence in Technology Leadership Awards*

The *Technology Focus Awards* recognize excellence that evolves out of a comprehensive planning process closely linked to the institution's mission and vision for the future. The award commends strategic and integrated, uses of technology that empower faculty and/or students through sources within reach of all campus constituents, and often the wider community.

The *Excellence in Technology Leadership Awards* recognize individuals within the educational technology community that resolve common institutional and instructional management challenges with ingenuity and resourcefulness. The California Community Colleges System Office wishes to acknowledge the contributions of individual leaders and to spotlight projects and initiatives that may serve as models for others.

The 2008 Technology Awards Recipients

The individual leaders and project team recipients of the *California Community Colleges System Office Technology Awards for 2008* are:

Excellence in Technology Leadership Awards

Dr. Glen Kuck – San Bernardino Community College District (SBCCD)

Dr. Glen Kuck initiated and spearheaded a new technology endeavor to enhance learning for faculty, staff, and students. “EduStream.org” is a cost-effective, centralized resource for providing participating institutions with the video-on-demand capabilities they might not otherwise be prepared to implement or manage. Today, with over 40 colleges actively using EduStream.org and more on a waiting list to join, EduStream.org is poised to help educational institutions embed educational videos into their online content, expand staff and professional development programs, increase the reach of their workforce and economic development programs, and so much more. It is anticipated that EduStream.org’s services will continue to expand to serve all California Community Colleges (CCC). Strategic partnerships were formed for this endeavor, with Dr. Kuck’s leadership. SunGard Higher Education Managed Services assisted in the design and development of EduStream’s infrastructure; Dallas TeleLearning provided high-quality, community college focused content; the California State University (CSU) system has played a major role in helping to define meta-data standards and enabling federated searches across the CCC and CSU system; and the California Educational Technology Collaborative (K20CETC) has brought key participants together to strategize future directions.

Since 2002, Dr. Kuck has chaired the District Distributed Education Coordination Council and the District Technology Council. He also chairs the District’s Distributed Education and Technology Services (DETS) Executive Council. Dr. Kuck is also responsible for the District Technology Strategic plan for the district. These strategic plans address accreditation requirements, student learning, and administrative needs. Dr. Kuck is also an active member of the California Community College’s Systemwide Architecture Committee, under the umbrella of the System Office and the Telecommunication and Technology Advisory Committee and the California Educational Technology Collaborative. His activities with EduStream.org have increased his participation nationally. Before coming to SBCCD, Dr. Kuck was the founding director of the Center for EMS Education and Research at Loma Linda University. He established local and national academic programs using distributed education technologies.

For visionary leadership, initiative and his far-reaching dedication to advance the use of educational technology, the California Community Colleges System Office recognizes Dr. Glen Kuck with a *2008 Excellence in Technology Leadership Award*.

San Bernardino Community College District: www.sbccd.edu

Patricia James Hanz – Mt. San Jacinto College (MSJC)

Patricia James Hanz is a leading technology leader in the Mt. San Jacinto Community College District, in the region and in the state. Pat is passionate about the integration of technology with teaching and learning, with student success and faculty professional development as the vanguards for her initiatives. At the district level, Pat served as department chair, distance education coordinator, and now the Dean responsible for library and instructional technology. At MSJC, Pat developed a model faculty distance education training program. At the state level, Pat has served on technology councils that advise the System Office on issues related to technology. Pat's talents are sought statewide as a mentor and counselor for effective use of technology in the classroom and in distance education programs

Pat served as a member of the Statewide Academic Senate Executive Committee and is the former Chair of the Technology Committee. As the senate representative, she served on three technology councils that advise the System Office on issues related to technology: the Distance Education Technical Advisory Committee (DETAC), the Telecommunications & Technology Advisory Committee (TTAC), and the Systemwide Architecture Committee (SAC), which advises TTAC on technical issues. She has also been an advisory committee member for three systemwide technology projects: @ONE, provider of technology training; CCC Confer, which offers e-conferencing; and CCCSAT, the CCC satellite network (now 3C Media Solutions). For more than 20 years, she has focused on teaching with technology and teaching others to use technology to enhance student learning. For the past nine years, Pat has been responsible for the delivery of the @MSJC Academy, a technology academy for Mount San Jacinto College faculty. The academy offers faculty training by peers in instructional technology, in an online and face-to-face environment. She has taught online for six years, and has been involved in planning distance education programs that focus on quality learning experiences for community college students. Pat has been also been teaching technology classes through the @ONE Project since 2004. @ONE provides free and low-cost technology training to CCC personnel statewide. Pat served as a program committee member for the 2006-2008 Online Teaching Conferences, which are sponsored by @ONE, the California Virtual Campus (CVC), CCC Confer, and 3C Media Solutions. In July 2007, Pat joined the @ONE Project team to help create innovative opportunities for faculty, staff, and administrators across the state to improve education through technology. She will be presenting at the Conference on Information Technology, hosted by the League of Innovations in October, on implementing a statewide technology training model for faculty and staff.

For visionary leadership, initiative and her far-reaching dedication to advance the use of educational technology, the California Community Colleges System Office recognizes Patricia James Hanz with a *2008 Excellence in Technology Leadership Award*.

Mt. San Jacinto College: www.msjc.edu

Technology Focus Awards

Statewide Electronic Transcript Exchange (CCCTran) – CCC Technology Center Project

Statewide Electronic Transcript Exchange (CCCTran) project has established the operation of a statewide internet-based system for requesting, viewing and transmitting academic transcripts among authorized educational institutions and their trading partners. Beyond significant cost savings and environmental benefits of electronic transcripts over paper, the most exciting promise of CCCTran is its potential to improve student outcomes by facilitating online academic planning and K-12 to College longitudinal studies from combined academic record data. The project team is currently working with California School Information Services (CSIS) through a federal grant to provide K-12 transcripts to CCCTran.

CCCTran enables highly flexible, secure transcript request and delivery services between the State's 110 California Community Colleges and between the University of California (UC) and California State University (CSU) systems, as well as other higher educational institutions in and out-of-state. It is the first true large scale electronic system for transcript exchange between any colleges that does not require negotiating the details of the transcript content. CCCTran interfaces well with all leading student information systems (SIS) and it automatically translates transcript information into various national standards such that the sending college does not need to identify the format. The system is expeditious, provides tracking of the transcript, and offers data security and integrity with the potential to greatly reduce data entry error and paper forgeries. The main challenge of the project has been how to interface CCCTran with the various colleges' student information systems. The project overcame this challenge with the aid of the pilot colleges who offered new member colleges with model interface code they developed during the pilot phase to get to live status in CCCTran. In addition to saving staff processing time, electronic transcripts reduce paper consumption and waste, office expenses and postage. The System Office has estimated that costs for CCCTran member colleges will drop from an average of seven dollars per transcript to less than fifty cents per transcript.

The California Community Colleges System Office recognizes Statewide Electronic Transfer Exchange (CCCTran) project team at CCC Technology Center (Butte College) with a *2008 Technology Focus Award*.

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

Community College Consortium for Open Educational Resources (CCCOER) – Foothill – DeAnza Community College District

Community College Consortium for Open Educational Resources (CCCOER) project was established by California's Foothill-DeAnza Community College District (CCD) in July 2007 and is made up of 33 community colleges in California and another 40 colleges in Iowa, Maryland, Nevada, New York, Ohio, Washington, and Ontario, Canada. The primary goal of the CCCOER is to identify, create and/or repurpose existing Open Educational Resources as open

textbooks and make them available for use by community college students and faculty.

From 2007 through 2008, Foothill-De Anza CCD conducted a nationwide survey of 1,203 faculty. The study findings indicate a large gap between those willing to use open educational resources (OER) in their classes (91 percent), and those actively using OER (34percent). Community College Open Textbook Project (CCOTP) was launched in April 2008 to address this gap in this study. The dual challenges of locating and inspiring use of fully vetted, high quality OER and open textbooks targeted for use by community college students and faculty contribute to this gap. In March 2008, the William and Flora Hewlett Foundation awarded a one-year \$530,000 grant to Foothill-DeAnza CCD and the CCCOER to plan and pilot the Community College Open Textbook Project (CCOTP). CCOTP's goal is to identify and study sustainable models for promoting the development and use of open textbooks at community colleges. The goal of the CCCOER and its CCOTP is to create an open textbook development model that meets the needs of community college students through the identification, organization production, and use of open textbooks that fulfill the academic requirements of California's community college system and other educational systems, nationwide.

The CCOTP Project contributes to an efficient use of resources at college, district, region, and system levels by providing a trusted clearinghouse where community college faculty, staff, and administrators can find information related to open textbooks. This saves all the stakeholders the time and effort of culling through an ever-increasing list of websites that make questionable claims about providing high-quality free learning content. Faculty who have become familiar and comfortable with the idea of using open textbooks as a result of the CCOTP Project have the option of customizing the learning materials to best suit their own teaching style and any unique needs of their students. This means that students only using parts of a textbook that are relevant to their own studies. The CCCOER provides a coordinated and effective means for community colleges to have a presence in the OER movement. By pooling together, interested community colleges now have the clout to help shape the direction and dialogue around open educational resources and open textbook issues.

The California Community Colleges System Office recognizes the Open Educational Resources project team at Foothill-DeAnza Community College District with a *2008 Technology Focus Award*.

Transfer Counselor Website Project – Butte College

Transfer Counselor Website Project was created as an advising instrument for community college counselors statewide. The site, now the tool of choice in disseminating information statewide among higher education segments, has changed the four-year university's perspective of individual community colleges from that of regional participants to systemwide/statewide partners. Community college counselors can now benefit from having access to a comprehensive repository of information on effective transfer strategies, conference materials, best practices to help maximize the sharing of transfer and campus specific information. With funding by the System Office Student Services Division, and in partnership with the CCC Technology Center,

the Butte College Transfer Counseling Center designed and created the Transfer Counselor Website.

An Intersegmental Advisory Board provided direction for the Counselor Website consisting of representatives from the California Community College (CCC), University of California (UC), California State University (CSU), and the Association of Independent California Colleges and Universities (AICCU). Through this collaborative partnership, the California Community College Transfer Counselor Website (cacctcw) has become the official repository for the Intersegmental General Education Transfer Curriculum (IGETC). This partnership has provided the UC system with both a forum to reach counselors with critical updates, and an interactive forum through the listserv to answer questions and update an FAQ link. Request from AICCU and out-of-state schools have lead to the development of individual campus links and a common survey of campus specific transfer admission requirements for each campus. UC and CSU campuses have also committed to identifying both articulation and content contacts on their campus that will take telephone calls for the community college counselors wishing to get campus specific information for students wishing to transfer to their campus.

The Transfer Counselor Website has provided for:

- The ability for the development of student education plans in one visit.
- A repository of conference materials for intersegmental admission requirements.
- A snapshot of each school's admissions requirements for transfer students.
- Access by out-of-state colleges to in-state practices.
- The elimination of the need to mail out physical school catalogues and other reference materials to every college systemwide.
- A Counselor Toolbox feature that provides access to most of the common tools that counselors have historically bookmarked and used in their work with the effect of exposing counselors previously underutilized resource tools, which has enhanced student transfer professional best practices.

The California Community Colleges System Office recognizes the Transfer Counselor Website project team at Butte College with a *2008 Technology Focus Award*.

California High School Exit Exam Project (CAHSEE) – Lake Tahoe College and the California Virtual Campus (housed at Butte College)

California High School Exit Exam Project (CAHSEE) project was a project to develop and support students' access to two highly engaging courses that prepare students for the California High School Exit Exam (CAHSEE). This project was funded through grants for the Academic

Affairs Division of the System Office. Teachers, faculty and staff from the K-20 education community, public libraries and nonprofit community technology centers worked together to develop these courses. This collaboration has ultimately afforded students across the state with access to an innovative and comprehensive instructional program that includes introductory and ongoing face-to-face meetings, the use of multiple interactive technologies (e.g., online collaboration with instructors and students via online video conferencing, e-conferencing), and high quality online learning resources accessible “any place, any time,” to support them in passing the CAHSEE exam. This program demonstrates ways technology can enhance students’ access to quality instruction enhance student learning and provide a cost effective resource for instructors statewide.

The Butte-Glenn and Lake Tahoe CCDs found they shared a common vision to serve this population. They entered a partnership, planting the seed that would become the statewide *CAHSEE: Stepping into Your Future initiative*. The technologically-enhanced model designed by the Collaborative is sustaining and sustainable, built on a systems-model approach, involving stakeholders across K-20. This inter-segmental collaborative group came together to write, program and create business software using a continuous recursive responsive feedback loop, while the technology expanded both the quality and availability, providing ‘any time, any place’ access for students. High schools, adult schools, community colleges, public libraries and nonprofit community technology centers, work together to support students’ access to the technology, instructors and the course to prepare students across the state for the CAHSEE. Instructors at adult schools and high school 5th and 6th year senior programs, ‘enroll’ students to use the learning material as an e-book. High schools and adult schools without instructor capacity use ‘facilitators’ and students participate with live synchronized instructional sessions with the Lake Tahoe instructors. Students across the state can simply register for the online classes offered by Lake Tahoe Community College. Students without the technology at home can be supported by community technology centers and public libraries.

The program uses a strength based approach to evaluate student progress at every stage. A pre-assessment sets the instructional context by gauging the student’s test taking ability, content experiences, and approaches, allowing the instructor to guide the student towards course components that meet their specific needs. An ongoing formative assessment, tracks answers to questions and progress towards completion. With this information, instructors can customize the pace of curriculum, increasing it for some, and slowing it for others. Finally, a post-assessment demonstrates the progress each student has made and ultimately determines whether they are ready to attempt the CAHSEE or need more review. Instructor orientation, student enrollment training, and professional development are provided virtually. By using the internet as their primary communications medium, the program reduced its reproduction costs to virtually zero.

The California Community Colleges System Office recognizes the California High School Exit Exam (CAHSEE) project team at Lake Tahoe Community College and the California Virtual Campus (CVC) (housed at Butte College) with a *2008 Technology Focus Award*.

<http://www.cahseesteps.net/>

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