

## **Telecommunications and Technology Advisory Committee Meeting**

Monday October 14, 2013

San Diego Sheraton

San Diego, California

**TTAC Members Present:** Bill Scroggins, Gregory Anderson, Jay Field, John Frietas, Michelle Pilati (by Confer), Linda Thor, Mandy Davies, Morrie Barembaum, Michelle Priest (by Confer), Omar Paz, Paul Bishop, Steve Crow, Tim Karas, Tim Kyllingstad, and Wei Zhou.

**Guests:**

Jeff Holden, Emily Lawrence, Micah Orloff, and Doug Hersh.

**Chancellor's Office Staff:** Patrick Perry, Bonnie Edwards, Tim Calhoon, Erik Skinner, LeBaron Woodyard, Blaine Morrow, and Cindy McCartney

**Opening and Introductions:**

Bill Scroggins called the meeting to order at 10:00 am.

**System Update**

Patrick Perry provided an overview of the status of the budget for 2013/14. TTIP was augmented by \$500,000 for CaliforniaColleges.edu through the California Guidance Initiative. This project has been run through the Department of Education for many years, but CDE is no longer interested in managing it, so the contract and one staffer have been moved over to TTIP. The purpose is to guide students and help them make decisions regarding their education. The Technology Center is looking for final approval on the paperwork at the Butte Community College Board meeting on October 26th. There have been some challenges in getting sole sourcing and legal issues arranged with the vendor, XAP. Foundation funding of about \$1M has been made available over the next couple of years, to build out the website and to arrange for pilots in 3-4 communities involving K-12 and higher education partners working face-to-face with students. The long term goal is to assimilate this project into the other projects being developed by the Chancellor's Office while maintaining CDE involvement. Historically it has focused on the transition from K-12 to higher education, especially for first generation college students; additionally the focus has been on CSU/UC, and that will be expanded to incorporate attention to the CCC as well. A presentation about this project can be arranged at a future meeting.

Two other augmentations that affect the Community Colleges are one for Online Distance Education and another for Student Success and Support Services. The Online Distance Education Initiative provides \$16.9M one time funding with a promise of up to \$10M in ongoing funding. This will be co-managed by Academic Affairs and the Technology Division, and has one staff person who will work in the Chancellor's office helping to manage the contracts and the technology piece. More staffing will be needed, but that will be managed by the grantee. The augmentation to Student Success and Support Services (formerly Matriculation) is for \$50M, (this is in addition to the previous allocation of about \$49M) bringing the funding for Student Success and Support up to about \$99M. Of the \$50M augmentation, up to \$14M annually can be used for statewide student service/technology initiative items, in the areas of online education planning tools and the common assessment project. Legislation for common assessment had been passed three years ago, with no funding; and now the funds are there for that project. The Education Planning and Common Assessment grants will be co-managed internally by the Student Services Division and the Technology Division. Bill asked if there would be interaction with the former Matriculation Advisory Committee and Patrick confirmed that would be likely.

The Online Distance Education Initiative will identify a course management system (CMS) offered as an option for the entire system's use. The system will select it through a process not unlike an RFI. A want list will be developed and then put out to bid. There are other elements that will be

tied into this initiative including streaming and some elements from @ONE that Blaine has been working on.

The Common Assessment Project will pick a single statewide assessment for Math, English and ESL. The system will identify which products are desired for each one (not necessarily the same company for all three). There will be pilots to make sure that it works smoothly. This project will also include a data warehouse that contains assessments and other data points that will inform multiple measures items. The Chancellor's Office is working with CDE so that the data warehouse will include CAHSEE scores, and a subset of the CALPADS database including K-12 math and English enrollments, and high school GPA. The intent is to develop the database and then have a big data project use it to do research to determine the best multiple measures. Patrick confirmed that multiple measures would still need to be validated locally, but that it might be possible to do something at scale. The common assessments will be used for both credit and non-credit classes as far as the monetary allocation will allow.

The Educational Planning Tools grant is the least fully defined at this point. It will be used for paying for electronic transcript costs. Tim Calhoon noted that the foundation elements for CCC ID, Federated Identity and the Open CCC system wide account will be part of this as well. The Technology Center has been working with uPortal to develop a system that will scale for the millions of users that will be needed for the CCCApply. Bill highlighted the need for articulation between all the different system pieces. Patrick agreed and noted that there probably won't be one common education planning tool because that component has to work tightly with local ERPs. However, many draw upon the same sets of data, so if those data sets can be set up with common parameters that work with C-ID and ASSIST, then colleges can build their planning tools off of those data sets. Michelle Pilati explained that C-ID has been focused on transfer courses, but discussion regarding branching into non-transfer course using career education and technical funds is being investigated. Tim Calhoon clarified that it will probably be easy to put a web service on top of the C-ID database to have almost immediate articulation, but that with ASSIST it will be more challenging because it is not oriented to CCC/CCC articulation, so it will have to be developed, and local colleges ultimately make the final decision on which courses are equivalent. Bill highlighted that those local decisions tend to be anecdotal and having the data to inform those decisions would be extremely helpful. Going through ASSIST and looking at the data, "A articulates with B, and A also articulates with C; so it looks like B is equivalent to C," would be helpful and useful. Finally, it would be helpful for the education planning tools and for the online distance education to have access to a fairly current push of course availability and schedules.

### **Legislation Update:**

SB1052 and 1053 created the Open Educational Resources Council and Library for textbooks. These went into effect last year, with language in the legislation that provided for matching funds of up to \$5M, if private funds were found. It appears that Twenty Million Minds might have become involved but that has not yet been finalized. There is money to work on the library and CSU is involved, there is progress being made but it has not all come together yet either.

SB195 has quietly worked its way through the legislature. It calls for some higher education goals to be set intersegmentally. It requires the three segments to come together to identify metrics to measure goals, but it does not specify who will convene the group or what outcome is expected. The three goals involve: improving student access and success; improving alignment between courses with degrees; and maturing effective and efficient use of resources and reporting out how that is done. The Community College system will probably leverage the Scorecard but further details have to be worked out.

SB 520 is an Online Education Bill which morphed many times, then was put onto suspense. It is now a 2 year bill and Steinberg and his staffers are looking keenly at what the CC system does with online education funding this year. The legislature added many specific requirements for

CSU and UC but due to the detail of the TTAC recommendations none were added for the CC system. In the end, the Governor took out those requirements but the legislature will be watching to see what all three segments do with their funding.

AB1100 is a BOG sponsored bill. As a reimbursable party under the California Teleconnect Fund, the CCC is the only entity that has a sub-cap. The entire fund is about \$90-100M and the sub-cap was \$10.3M. The cap was increased a bit from \$10.3M to \$10.6M, but the goal of this legislation is to remove the cap entirely. However, the Public Utilities Commission started a periodic review as the bill was moving through the system and the PUC managed to get the bill stalled while they go through their review process. It is possible that they could remove the cap administratively through the review; but if not, the bill author did send the PUC a letter, requesting in light of their increased bandwidth use that they remove the cap.

**CENIC Update:**

San Joaquin Delta College is the first campus on the Central Valley Project to reach completion. As with all construction projects, it has been a nightmare of permitting and accessibility issues, but it is moving forward. They have finished all permitting and will continue until they get to Bakersfield. Another campus will come online in October, and a third in November. A schedule is being developed for the sequence and timing of campuses coming online. As each new campus comes online, there are two more circuits that are off the books. CENIC also has applied for \$108M in Broadband Infrastructure Funds from the California Advance Services Fund and the CPUC, to build a California middle-mile infrastructure project that would connect Butte, Redwoods, Lassen, Mendocino, Shasta, Siskiyou, and Yuba. This project is similar to the Central Valley project.

**Kresge Grant:**

The Kresge Foundation provided a grant to the CC Foundation to provide a marketing tool to reach out to students and inform them about activities that will help them to be successful in college. Currently there is a basic informational website called Step Forward, which encourages students to explore careers, and financial aid. The intent is that in 2 years it will be more integrated with CCCApply, helping capture students at a point of interest and provide them useful information. Bonnie highlighted the desire to inform students in a thoughtful and meaningful way without barraging them with too much information at once. CCCApply has 2.1 million student applications and it is important to carefully craft what happens as they move through that process. The FAFSA with the application for financial aid is an element that needs to be carefully tied into the application process as well.

**RFA Presentation:**

Bonnie provided the committee with an overview of the comments, considerations and recommendations that were generated by TTAC at the retreat last spring that were then used in the development of the RFAs that went out for the new initiatives. There will be many interrelated elements between the initiatives for online education, common assessment and educational planning. The readers for the RFAs have been selected and reader trainings have been held. The RFAs are due by 5pm today. Readers will get the forms on the 16<sup>th</sup> in an electronic form and there will be an online meeting to go over any questions prior to the readings on the 24<sup>th</sup> and 25<sup>th</sup>. The winners will be announced on October 28<sup>th</sup>. Applicants can file a protest by November 8<sup>th</sup> if they feel that there was something in the process that prevented their district from being awarded the grant. Finally the grants will commence on December 1<sup>st</sup>. There were 14 preliminary respondents for Online Education; 10 for Common Assessment; and 8 for Education Planning. These numbers represent the maximum number of applications that might be received. Greg asked if the rubrics are public and whether or not they could be posted on the website. Bonnie responded that all applicants received a copy of the rubric but that she will also post the rubrics for interested members of the public.

**Action Item:** Bonnie will post the RFA rubrics on the website.

Bill asked whether the Educational Planning Grant includes developing a tool or going through a vendor process, and Bonnie explained that all of the grants will involve an intensive process of gathering requirements from the entire community college system. The recipient of the grant will organize and run the process of soliciting information from the system and bids from vendors.

Concerns that were gathered at the retreat last spring included some about the appropriateness of teaching basic skills in an online environment because of the dramatically differing needs of students brushing up on skills, versus those who have not yet learned particular skills; as well as “high touch” versus “low touch” student needs. There were concerns regarding taking accreditation into account when selecting or developing a common CMS. Additionally, technology funding would be needed for the support of distance education, as well as onsite, students. General support as well as local support for particular courses would also be needed for online education courses. Regular and effective contact is also critical for the success of students in online courses. The Governor was interested in Credit-by-Exam, but the committee was concerned about how labor intensive that process is, so they felt that perhaps providing support for the process as it currently exists might be useful. Additionally, research and evaluation metrics for Credit-by-Exam need to be included. Students need help navigating the process and adaptive technologies must be available for students who need them. It is also important to help students to determine if they are ready to take online courses. Quality control needs to be built in. It is important to improve the transfer process and finally, security and identity validation are critical for online courses.

At the retreat TTAC then developed their dream system from the student perspective. It would have an easy to navigate portal full of currently available courses. It would consider all of the eligibility requirements and support ease of registration as well as determining eligibility for financial aid. The system would also analyze supply and demand patterns so that when there was more demand for a class, it would be possible to generate more sections of that course. Student success resources would be offered in an online environment, including the ability to brush up on skills, receive help with educational planning, have statewide orientation, local orientation and tutoring options, all available online. There would also be hybrid support models allowing for a more high touch feel in an online environment, perhaps having a student meet live with a counselor before moving into online counseling. Additionally, students could self-assess for readiness for taking an online course. Credit-by-Exam would be available for high demand courses and for brushing up on basic skills. Additionally, C-ID would make it easy for students to find transfer courses online. Counselor support would help counselors learn to share the resources with students and would teach them how to use the tools.

There would be a common CMS offered as an option for colleges that wanted to take advantage of it. It would create a superior solution that incorporated various support elements and would also use adaptive learning and mobile technology. This CMS would take into consideration how faculty members use the system so that it would be easy for faculty to use the elements that are essential for them. It would offer assignment tracking and could be standardized for a similar look and feel for ease of use, but would also allow for content specialization. It would provide for ease of converting courses for faculty and would integrate with the campus ERP. Colleges would not be required to use the common CMS, but it would be such a superior product that many would choose to switch to it.

In developing the RFAs, Bonnie incorporated the suggestions gathered from TTAC while asking the applicants for their ideas on how they would address the concerns and the desires for each of the initiatives. The goal was to leave an opportunity for the grant applicants to use their expertise in their proposed solutions. The high level design for each RFA tells about the background, the need and the problem to solve. It also lists the components that should be addressed.

The Distance Education Initiative should address: associate degrees for transfer and other degree courses; articulation work and standardization around transfer courses; basic skills and credit by examination; supporting professional development with quality materials, design support

and student services. This initiative should develop a central location where all the courses are stored and should set up the structure for consortium agreements for colleges that choose to participate.

Jay asked if colleges that chose to participate could opt out of the common CMS and still participate. Patrick and Bonnie pointed out that there would be economies of scale in participating and that if a college did not participate it might be challenging to provide the data elements that would otherwise be provided by the common CMS. Bill felt that it was important to investigate what elements would be needed, to determine if it would be possible for colleges to participate if they met those requirements without using the common CMS. The intent has been to provide the common CMS but not force colleges to participate; there would be a financial incentive but it would still be the college's decision. Bill emphasized that it is critically important to faculty members that they still have control over the pedagogy for their courses. Mandy noted that it is not reasonable for a student to need to navigate multiple systems to register for and take courses from multiple consortium colleges; so it needs to operate as one seamless system. Bonnie emphasized that the grant recipient will be responsible for working with all of the constituent groups to make sure that all of the needs are addressed. For example, it will be critical to have a system where it is easy to convert courses. Even if the product doesn't exist now, the system has great buying power and can put pressure on the vendors to develop what is desired. Patrick agreed noting that there will need to be a sizeable and well represented advisory committee. Issues regarding registration priorities and academic probation will need to be addressed in order to have students register at multiple schools as well. This work will generate some policy questions that are going to need to be addressed. Effective governing structures will need to be developed. It must operate legally, effectively and satisfy all of the operational goals of everyone involved. Collaboration and review will need to be a major component of the process. Concerns of academic affairs and instruction will need to be addressed and the recipient will need to assure that guidelines for distance education meet retention and success needs. LeBaron noted that there is a retention gap between face-to-face courses and distance education courses, and that will need to be addressed. Additionally, it is important to support faculty with certification in high quality professional development. Everything will need to be compliant with state and federal regulations. Bill cautioned against adding an extra layer of evaluation beyond Title 5 regulations, which give faculty the authority and responsibility for course evaluations. Bonnie noted that the intent is to make sure that the courses go through review to make sure that they are of high quality, but she will be careful of the wording so that the intent is not to set up an additional regulatory body. Tim Calhoun thought that it would make sense to set a standard and allow individual colleges to justify or opt out of particular elements for reasons that make sense for the college.

Student experience and support tools will include the following elements: ADA compliance needs must be met; the process should be streamlined, consistent, automated, and accessible to the greatest extent possible; and they should explore new ways to encourage a geographically diverse student body. There should be one common consortium with user friendly web based elements. Allow colleges to participate regardless of bandwidth capacity. Instructional and technical support should be available to students, faculty and staff as needed. There should be robust data reporting features and functionality and it should be possible to get data around the system. All the elements in the program will have clearly stated effective metrics for evaluation. It should be successfully deployed and available to all interested colleges through an ongoing implementation. There should be support for colleges with lots of instructor online experience as well as ones that have none.

Policies and rules about determining home campus may need to be revised because the current system is oriented around where a student has 12 units. However, in this consortium model a student might be taking several classes at several different campuses. Erik noted that the intent of the language is to focus on students with an education plan and an educational goal, so we need to look at how to make that possible and to facilitate it. We want to make sure that we are focused on students and facilitating graduation and transfer.

Educational planning should be developed so that it benefits all colleges, with or without an existing planning tool. The major component is underlying access to data. It will support access to a robust electronic transcript process. It will need to articulate in a way that integrates heavily with the online education program.

Common Assessment in English, math, and ESL will be heavily integrated as well. The ultimate goal is to improve the placement process, not just with the tests, but also with multiple measures placement as well. Cal-PASS Plus will help with a backend data warehouse to support data collection especially with regard to conversations with K-12 partners. This will help with curricular alignment, as well as readiness. Answering the question, "What is college ready?" is critically important. Common Assessment will also integrate with Educational Planning, because where a student assesses impacts the starting course, as well as eligibility for online courses.

Bonnie asked about how to communicate information about the initiatives, progress on them, and so on. Jay noted that it is crucial to let everyone in the system know exactly what is happening, maybe through some sort of FAQ posted on the Chancellor's Office website. It is important to clear up misconceptions and get consistent information out to everyone. Patrick agreed and noted that many people are asking about when these new programs will be available so that they know whether or not to renew existing contracts and if so, for how long. Bill mentioned that putting emphasis on the integration of these systems is really important. People are worried about all of the different pieces, the complexity and cross platform compatibility. Providing resources to facilitate integration is critical. Additionally, there are rumors that this is something that is being imposed by the Governor, which is not true. It is important to get accurate information out to the system. Perhaps make a splash in conjunction with the announcement of the winners of the grants. It is important to address the rumors and emphasize the care with which Chancellor's Office is working to maintain the autonomy that exists in the Community College system. John also encouraged that information be sent out to the Academic Senate listserve; as well as plan for a presentation or break out session at the spring session of the Senate.

Bill noted that Patrick is very good at painting the big picture of how these elements all fit together. He encouraged Patrick to speak out more often about the vision. Tim Kyllingstad thought that putting Patrick's presentation online would be useful so that people could hear about how all of the elements fit together.

### **Technology Center Update:**

Tim Calhoon

The Technology Center facilitates system wide projects for the Chancellor's Office. The most recent major project has been CCCApply (referred to internally as Open CCCApply) which has streamlined the application process for students. The new application takes about 15-20 minutes to complete. The old version required a student to see and complete every question, while the new form is able to route students only to the questions they need to answer. The new helpdesk is providing live support and answering 97% of calls within 30 seconds or less. The fact that there are over 8 million student accounts in the old system with XAP has increased awareness of security needs as they have developed the new system. Additionally, business intelligence has been layered into the new application. CCCApply is being offered free to the colleges. There are now 15 colleges that are live, 10 more coming on before the end of November, and 24 more that are working on completing the steps to go live. With over 100,000 applications in the new system, support calls have been cut in half; 1 in 9 calls used to require support, now it is down to 1 in 20. The Board of Governor's fee waiver will go out in October, and the International Application will be coming spring 2014. Tim hired programmers to help in moving expertise from Unicon to the internal development team, so that the Technology Center will have the ability to share the knowledge and programming load. The calling campaign for CCCApply is continuing in an effort to have everyone online by June 2014. (There is the option of a 1 year extension on the contract with XAP, but he would like to avoid having to take advantage of that.) Mandy asked

about audits and fine letters that have been received at many colleges. Tim clarified that CCCApply should be able to provide about 20-25% of the solution to the problem of obtaining accurate social security numbers for students. The new system captures the number entered, but he would like to be able to verify it as well. The verification process apparently involves individual entry of the number online with the IRS or sending in a bulk list. He is investigating more efficient ways to go about verifying them. 10-20% of the problem is caused by bad social security numbers; but some of the problem is incorrect or partial names when students change names or have hyphenated names and only one is entered into the system.

eTranscript currently has 85 members, 55 of which are community colleges. Ninety-seven community colleges signed up for mini-grants to help colleges in accepting, transferring or utilizing electronic transcript information. Some signed on with eTranscript California, but more importantly, all that took advantage of the mini-grants have adopted the California electronic transcript standard. Fifty-five colleges moved toward the ability to send electronic transcripts or toward enhancing their systems. Thirty-seven integrated with campus systems so that they can bring an electronic transcript into a degree audit system. Thirty-five can now respond to electronic requests from CSU or UC. There may be about 5-10 colleges that are not compliant at this time, but the bulk of the colleges are on board with some element of electronic transcripts (not pdfs which are considered "paper" and not electronic data).

The California Virtual Campus (CVC) Distance Education Catalog has been updated and courses are up a bit from last year. Additionally, online degree programs are up significantly. This update is a big job that involves some self-reporting, some checking of websites as if a student is looking for courses, and some scraping.

#### **Security Update:**

Jeff Holden

The CCCSecurityInformation website is now up and running. It includes: services, work on policies, sharing of information, and security news. One of the services offered is vulnerability scans which can scan for common problems; these scans can be run for you, or Jeff can set up accounts for your staff members to run their own scans. A committee member asked if scans exclude vendor based services, and Jeff clarified that because the scan is basically treated as an attack it would need permission for use with vendor based services. Another service is server monitoring, which is something that most campuses have, but this is a backup service to notify the campus if the server goes down. There is also a closed mailing list for information security which is open only to CCC members so that they can have secure conversations about system concerns and issues.

Traditionally campuses try to layer security around staff members, but Jeff is working on security awareness training for staff to teach them about phishing so that they are not as susceptible to attacks. For example, teaching them that IT staff will not call them or send them an email requesting their password. He is also working on signing staff up for SAN Securing the Human training, through an online program. The initial target and focus is on Admissions and Records Staff because they work with the most sensitive information.

Information Security News is available on the website, and Jeff will also be offering security overlook for the statewide projects, checking to make sure that best practices are being followed. He is also looking at getting an outside provider to do a risk assessment of the actual code on the statewide programs.

AB620 will result in the need for a policy on how gender status and sexual orientation information will be stored, secured and so on. Committee members asked why that was necessary, and Tim clarified that unlike demographic information which can often be determined by looking at a student, this information is not necessarily visible and will need the same level of protection as a social security number in the event of a security breach.

The Information Security Advisory Committee (ISAC) had their first meeting last month and will have a second one later this week. Twenty-four colleges are represented on the committee. ISAC will be looking at developing a common RFP for security assessments, so that colleges will have a standard for what needs to be done. They will also be looking at peer reviews, and an information security standard, as well as going to the CCC League to try to get that included with their draft policies. The information security standard will provide high level best practices as well as a data classification standard outlining the security requirements for different levels of data. For example, anyone with access to top level data, including student workers, should have security awareness training. The committee will work on a common understanding of what data needs to be protected and how long to retain it.

Jeff has licensed ISO 27001 and 27002 which address risk and risk assessment controls, and those will be accessible to all colleges.

### **Palomar Grant Update:**

Blaine Morrow and Micah Orloff

CCC Confer is a well developed lecture delivery and capture tool, it is also a nice way for people to schedule meetings and to meet. The Media Library is growing; there are now about 3000 lectures in the 3C Media collection. Additionally, there is a learning object library through Merlot. The mechanics for delivering tutoring in real time online have now been developed. A good file storage system has been developed through the grant, using the Amazon S3 system including the ability to create playlists. Online tutorials can be accessed through 3CMedia as well.

Blaine noted that they can stream now and have provided streaming for many events. Recently they did a conference where they did all of the keynotes and many of the presentations in real time. They were streaming eight breakouts in real time simultaneously. They provide conference support for the online teaching conference in June. Jay hosted it at Long Beach City College last year and @ONE provided conference support. This year it will be in San Diego, and it will be a great opportunity to present information about the three new grant receivers, so that everyone can learn about the new projects.

Micah explained that they provide a desktop webinar program with CCC Confer. Last year they did 15 different webinars that enabled nearly 2000 people to participate. There have been 22 webinars this year. Additionally, they moderated monthly manager meetings for LeBaron's group, as well as the monthly coordinator meetings. This allows the coordinators to come together in one place to access the resources. The first one was held last month.

Palomar is hosting a new community for faculty and staff support through Google Plus. They are trying to blend elements that are part professional development and part outreach. Micah noticed that when they tried to provide a standard set of professional development resource events, particularly in the certification program, if attendees went through the program they went through the program and that was the end of the contact. They wanted to maintain them even after the certification program was complete, and they realized that one of the ways to do that was to foster community. They formed the Professional Development committee when looking at the student success recommendations. One of the characteristics that came out was "embedded professional development opportunities and continuous opportunities instead of these one off events." As a result, they take participants from the start and scaffold them through the professional development program. They start with a tool like Google Hangout which provides a 30 minute interview and showcasing edition across the system. This starts participants interacting with the use of the hashtag and the tweet. There is a back channel to share questions and comments with Michelle, the community coordinator. They noticed that if the instructors break through participants' nervousness about using video, through the community presence, it helped staff and faculty to utilize video in other venues. They get comfortable with using it and seeing themselves in the community environment and become more willing to try it out in the classroom. The participants in Google Hangouts were challenged to reflect on their experience in



their own teaching and learning through microblogs, twitter and other new media. This encouraged them to connect and apply what they learned by creating artifacts and contributing back. The outreach is helping participants to embrace the process and utilize resources. They have seen dialogue taking place that indicated that they have learned from the experience, even up to having hour long synchronous Twitter chats.

The Online Teaching Certification program has hosted 25 core sessions with 5 courses. They offered over 1000 hours last year, with over 508 course completions. They hosted 32 weeks of training in a rigorous program which culminates in an e-portfolio based upon high quality standards. The candidates develop artifacts that they use to provide reflections on and demonstrate the skills and practices that they have learned. Instructors learn online through a hybrid delivery format. Participants also have to provide a live presentation over Confer. Blaine and Micah are excited about the program and what they provide to teachers throughout the community college system.

Blaine and Micah are also working on training opportunities with the trainer's bureau. They provided 468 custom training hours last year. Some colleges like the training but don't want to try to schedule it with everyone else; so an outsourcing service offers the ability to deliver the course on the college's system if desired. All of the material that comes out of these resources is quite interactive. Some are skill based, others more informational. Utilizing youtube and voice captioning services to transcribe provides a valuable service. All of these elements, including the online courses are licensed under a Creative Commons attribution.

Blaine mentioned that a suggestion from TTAC was for @ONE to be the broker for Professional Development for the community college system, and that is one of their goals for this year. Currently courses are offered as discrete four week online courses that are offered at peak times, usually in the middle of the semester. They would like to streamline the process and make it more high touch and compatible with the online teaching initiative. They plan to offer a 9 week long series that rather than being one discrete course, instead will break off into concentration tracks to focus on: online course design, assessment, or other areas of expertise. The cohort will have access to a virtual mentor and peer support when developing out the portfolio. This will provide social support and a more high touch supportive environment something like Get Satisfaction. Right now the courses are self-supporting so there is a cost for all of this, but with the initiative there could be funding for it. They would like to work under a reimbursement model, where participants will pay upfront and then be reimbursed if they complete the course or the sequence. LeBaron explained that nine designers throughout the system are working on an online, open ended, open entry, open exit, interactive course that will be housed on the @ONE site. There are three teams working on it, with three reviewers providing feedback at each stage. They are at stage three now and will be ready for field testing in early 2014.

While Confer works well for lectures and presentation, as well as lecture capture, Blaine noted that it is not as well suited to student support. He provided a demonstration of Scopia (from Avaya) that can be used with a desktop client, an iPad, an iPhone or a room device like a Polycom. It has a presentation mode so that the presenter can show what is on their desktop, just like Confer. It can be set to lecturer mode, so that only one person is speaking. There is camera control mode, which enables one person to take control of the cameras and adjust them. The presenter can also mute or un-mute anyone in the meeting, block anybody's video, disconnect participants, or lock the meeting down. This could work well for certain types of student support systems: tutoring, financial aid and so on, it can be set up online to do face-to-face or just audio. It is informal and easy to set up. The contract is in place right now with 56 available rooms. Anybody who is interested can start using it. There are plans to get some training started to let people know how to use it. Colleges can also arrange to get the state pricing if desired. There are reasonable bandwidth requirements and the clarity of the video is very good. It satisfies the investment that colleges have already made, but enables them to move forward in connecting with mobile devices as well. This system holds promise, but it does need to be scheduled, and there are a limited number of rooms so it won't work for all situations.

Blaine also demonstrated a kind of Presence Tool. It is useful for “just in time” meetings without scheduling in advance. It is based upon an instant messenger system. It makes it possible for a student to find contacts that are online when they are and ask if they are available. A student can ping their instructor or counselor and if they are available, they can respond and meet immediately. This tool does not require advance scheduling or a meeting room.

### **Cal-PASS Plus Update:**

Emily Lawrence

In the past Cal-PASS has been a data repository and not much else, but the new focus is on creating conversations and facilitating means for dialogue between key leaders. They have implemented a discussion series of “web-posiums” on three key topics. One was at the end of September, another in October, and the third will be on December 4<sup>th</sup>. These online presentations provide a virtual environment for conversations where other people can log in and listen or ask questions. They are starting with pilot regions where there are some closed data loops so that they can have discussions around concrete data. The three regions are the Delta College area, the Shasta-Butte area, and the East Bay area. Key leaders from each segment provide input from K-12, community college partners, CSU and UC. These meetings will lead up to a series of summits where regions will be able to look at their regional data with regard to feeder patterns and other information about their students.

Working with closed loops of data provides interesting information. The focus now is on “leaky transition points” in the data. Feedback has been gathered from pilot users and interested segments. Cal-PASS Plus is merging publically available K-12 data with other data elements. Some data is password protected with logon and access information. They have been working with existing groups, to find out what data those groups need or want access to, in order to do their work. The big push when working with a region is to make sure that all of the groups are in there so that they can complete the loop. It used to be very cumbersome to get the K-12 data into the system, now instead Cal-PASS can take the CALPADS data which K-12 has already produced and pull it into Cal-PASS with a drag and drop. CSU and UC also now have a more streamlined system, one that will now take any file format rather than requiring a particular file format. As conversations are initiated, regional groups can look at data and investigate the idea of college readiness in more detail. In the K-12 segment, the focus has always been on “proficient” or “advanced” on the CSTs, but now by looking at the data, it is apparent that there is a disconnect when those students proficient and advanced students get to college; almost half are not college ready!

The new look of the website allows views of information by region or county. In the display, every bar can be clicked on to get the information that is behind it. It is possible to look at Top 10 comparisons which compare a school or region to others that have the same demographics. In the past Cal-PASS data was targeted for institutional research. A request for a chunk of data would be sent, and then the information would be returned in a couple of weeks. The new Cal-PASS Plus allows interested individuals or institutions to look at larger or smaller subsets of the data. Each page has a bar at the bottom with an explanation of the methodology so that it can be used beyond the traditional institutional user realm and instead now the average user can get on and get the information.

In the past K-12 submitted information but they never got to see what became of it, and didn't know why they were doing it. Now it is easy to see why they are submitting the data and how it is useful. It is also easier to motivate institutions to help close the loops. On the data page the entry “No Cal-PASS transition” lets institutions know where they need more information in order to complete those open loops. The smaller the number of “No Cal-PASS transition” messages, the more closed the loops are. Elements that are password protected are also bound under sharing agreements of the MOU. The original MOU that most colleges signed on with allowed for sharing within the same region, or within their own feeder pattern, but they are now finding that is

not the most effective. It is more useful to share with all Cal-PASS users in order to capture all students, because students do not all stay within one geographic region.

Cal-PASS is also collaborating with the Chancellor's Office on the Launch Board which will look at CTE pathways, in addition to working with EDD and labor market data. This will allow colleges to determine top projected growth fields for their region and to use that information to plan for upcoming course demand areas. The Launch Board has actionable tabs, so each tab offers drop downs with additional information. There are four pilot colleges loaded into the Launch Board in the first stage of phasing it in. The next step will be the thirty-five colleges that will do the CTE outcomes survey. Finally it will go out to all 114 colleges to capture course completion rates, success rates, GPA trending, programs and pathways. There is a specific focus on trending in CTE courses. It shows two or more courses selected in a CTE pathway in high school and so on. It is capturing all the metrics that are currently available in the MIS, eventually they would like colleges to have the opportunity to upload optional metrics.

The Common Assessment project is investigating multiple measures and Cal-PASS is in the RFA for that project. Metrics and multiple measures are interrelated; placement and remediation at the college level can be assisted by data from K-12. The idea behind Cal-PASS Plus is to pull of the information into one source, one that is user friendly, easy to access and has reports available. Many different data sources are all being pulled together, and with each presentation other data sources are suggested, as a result it is possible to open up the data and look at multiple sources of data for reporting features. Part of the outreach as they pilot is asking specifically, "What report would you like, and what data would you need to generate it?"

Bonnie highlighted that currently the MIS data coming out of the Chancellor's Office is weak with regard to assessment data. It only has the most basic information, what test was taken, when it was taken and so on. It really can't be used to do any type of alignment, and it isn't possible to check if the assessments are on par with K-12 data. She is working with Compass and Accuplacer to get an MOU together to have them submit data directly to Cal-PASS. If this can be done, with the approval of the colleges, it will be possible to get the data directly instead of asking colleges to submit it. Pulling all of this information together will allow for better assessment and placement.

Bill suggested that the Chancellor's Office consider establishing branding guidelines for all of these initiatives so that a banner or something similar lets everyone know that they are CCC Chancellor's Office Initiatives. Erik acknowledged that the history of how projects are funded by the State of California has led to the current system, but if the projects are all brought together in a portal as they are developed, it will be easier to brand them.

#### **SAC Update:**

Tim Calhoon

SAC has been looking at Disaster Recovery and Backup; a survey of members found that 80% felt there was a strong need to securely backup ERP and other systems, and a way to restore them as well. The CENIC network stretches across California and into Nevada and serves Arizona State in Phoenix. At the end of the network there is a data center with a network access point in a secure facility. This is in an area with no real natural disaster concerns. Unicon has their system in that facility, and Tim is working with them on a proposal to do a direct connect for disaster recovery. The preliminary costs are approximately \$.35/gigabyte, which is very reasonable. Tim is looking into the possibility of doing a pilot. Separately, CENIC has been talking about doing something based around a virtual data center with a disaster recovery model, and they included that as an optional element on the RFP that was developed. So there are two possibilities for disaster recovery being investigated right now.

SAC has also been working for the last several months on an information security standard. The idea is to have one overarching Policy that the Board would adopt and then there would be a more detailed Security Standard that would change over time. The Board policy would be to

adopt the Standard. SAC will set the policy and ISAC will write and update the Security Standard including the elements that need to be updated and revised over time. Bill suggested that perhaps a "Certificate of Meeting the Standard" be developed to encourage colleges to follow through on what they need to do. The risk-benefit on information security is important. The IT people know that the system is not as secure as it needs to be. That is why there will be a presentation at the League Conference and at CISOA. Information Security should be on the radar for every college.

**Next Meeting:**

The next meeting will be in Sacramento on February 13, 2014.

**Adjournment:**

Bill Scroggins adjourned the meeting at 3:00pm.