

El Paso Community College



EL Paso Community College

Team Members:

Charlene Douglas, University of Wisconsin System

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Margaret Massey, Team Report Writer, Bethune-Cookman College



December 9, 2002

Dr. Richard Rhodes, President
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998

Dear Dr. Rhodes:

The entire Advanced Networking with Minority Serving Institutions (AN-MSI) Campus Assessment Team (CAT) would once again like to thank you, your staff, and students for your warm hospitality, openness, candor, and flexibility during our recent visit to El Paso Community College.

As you know the Team was very impressed with the College as a whole and the dedication and excellence of its staff. Enclosed is the report, which we have prepared for you as a service from the AN-MSI. This report focuses on opportunities that exist at El Paso Community College for continued enhancement of the overall and technology-specific living, teaching and learning experiences at the College. We hope that this report will assist you in providing documentation for your technology needs as you see appropriate.

Once again, we thank you and the stakeholders of El Paso Community College for allowing the AN-MSI Project the opportunity to assist you with assessing your overall and information technology campus environment. If you have any questions or would like to have additional dialogue, please feel free to contact me at 386-481-2020 or via e-mail at masseym@cookman.edu.

Sincerely,

Margaret Massey
Vice President Bethune-Cookman College &
Team Report Writer

Cc: Dr. Ron Langley, AN-MSI
Mr. John Hofmann, Bethune-Cookman College
Mrs. Charlene Douglas, University of Wisconsin System
Mr. Joe Douglas, University of Wisconsin-Milwaukee

**Advanced Networking
With
Minority-Serving Institutions
(AN-MSI)**

Campus Assessment Team (CAT) Visit

El Paso Community College

El Paso, Texas

November 2002

Team Members

Charlene Douglas, University of Wisconsin System

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Introduction

The Advanced Networking with Minority Serving Institutions (AN-MSI) is funded through EDUCAUSE by the National Science Foundation to help insure that minority serving institutions develop the campus infrastructure and national connections to remain full participants in the emerging Internet-based Information Age. One service of AN-MSI is to provide an objective assessment of technology environments at educational institutions and organizations. A Campus Assessment Team (CAT) of experienced professionals is assembled for each visit at the invitation of the College President or organization CEO.

On November 12, 2002, the Team was warmly welcomed by Dr. Richard Rhodes, President of El Paso Community College (EPCC) and Ms. Fabiola Rubio, Vice President Resource Management. This initial meeting was followed by two days of meetings with College administrators, faculty, staff and students. The AN-MSI Team was very impressed with the excellent work and dedication of everyone they met at the College and are especially thankful for the outstanding hospitality they received during their visit.

This report summarizes the input received at meetings with EPCC personnel and focuses on opportunities that exist at El Paso Community College for continued enhancement of the overall and technology-specific experiences at the College. We are hopeful that this report will assist the College in taking action as they deem appropriate in leveraging resources for maximizing the impact of technology to their environment in both the short and long term.

Once again, many thanks to the stakeholders of El Paso Community College for allowing the AN-MSI Project the opportunity to assist you with assessing your overall and information technology campus environment. If you have any questions or would like to have additional dialogue, please feel free to contact Margaret Massey at 386-481-2020 or via e-mail at masseym@cookman.edu or Ron Langley at 661-333-4747 or via email at rlangley@bak.rr.com.

The Process

This report covers the Advanced Networking with Minority-Serving Institutions' (AN-MSI) Campus Assessment Team (CAT) visit at El Paso Community College (EPCC) November 12-13, 2002. The visit was the result of an indication by the College President, Dr Richard Rhodes that the College would like to participate in the Campus Assessment Team initiative.

Although the campus visit focused on the aspects of the El Paso Community College related to technology, major elements within this report such as executive awareness, strategic planning, and organizational structure are also included. Ronald Langley and Margaret Massey led the discussions that focused on the executive awareness, strategic planning, and organizational structure portion of the review. John Hofmann led the technical network review with the technology staff. Charlene Douglas from the University of Wisconsin System and Joe Douglas from the University of Wisconsin-Milwaukee joined the Team on the second day of the assessment. Charlene Douglas presented distance education services available through dot.edu, which was named a Sun Center of Excellence. Joe Douglas shared information related to the Student Technical Services (STS) Program, an EDUCAUSE Best Practices model for employing students to support technology.

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Meetings were held with the administrative staff of the College, including the College President, the Vice Presidents, the Deans, a meeting related to Distance Education, the Integrated Technology Committee and included separate meetings with faculty and students at all of the campuses. Technical tours of the institution were also conducted at all of the campuses including the Administration Services Building.

Notes taken by the AN-MSI team are included in the compiled report. Notes taken by John Hofmann are recorded in the technical report. Notes taken by Ron Langley, Charlene Douglas and Joe Douglas are also included in the appendix.

**Executive Summary
Key Opportunities**

Similar priorities, opportunities, and messages were communicated in each of the meetings as listed below.

Non-Technical Network Meetings							Network Technical Review
Main Recurring Topics Discussed	Vice Presidents	Deans	ITC*	Faculty	Distance Ed Presentation & Discussion	Students	
System Access/ Network Speed	√	√	√	√	√	√	√
VP/CIO/CTO	√	√	√	√			
Strategic Planning	√	√	√	√			√
Technology as a Teaching & Learning Tool	√	√	√	√	√	√	
Staffing/ Lab Support/ Help Desk	√	√	√	√	√	√	√
Training	√	√	√	√	√	√	√
Adm. Systems (BANNER)	√	√	√	√			√
E-Mail	√	√	√	√	√	√	√
Web	√	√		√			
Communications	√	√		√			
Policies/ Procedures/ Standards		√	√	√			√
Security	√	√	√	√	√		√

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*ITC Integrated Technology Committee

Following are summaries of the various topics listed in the table above. The technical network report prepared by John Hofmann provides detail about the results of the technical network review.

**Summaries of the Key Opportunities
From the Non-Technical Network Meetings**

- **System Access/ Network Speed** - The slow speed of the network was mentioned in every group, including the meetings with the students. Faculty are poised to deliver more education using technology but the speed of the Internet does not allow them to effectively deliver coursework. Access to library database reference material is also hampered.
- **Chief Information Officer** – Meeting participants reported that there was a need to establish a Chief Information Officer (CIO)/CTO position at the College. This was strongly recommended at meetings involving most administrators, faculty and staff. There was a general concurrence that this position should be at the Vice Presidential level and report directly to the President.
- **Strategic Planning** - The need for strategic planning for telecommunication and information technology at the College was mentioned at almost every meeting at which College administrators and staff was present. Gartner Consulting has prepared a document for strategic planning and there is a sub-committee of the Integrated Technology Committee for this effort.
- **Technology & Teaching** – Using technology as a teaching and learning tool was specifically mentioned as a major interest. This included the expansion of Smart classrooms, support, especially support in the labs, and training.
- **Staffing** – It is felt that there is not enough technical staff available to provide services to the faculty, staff, administrators, and students. Of particular concern is the number of lab assistants and in some cases the need for the lab assistants to have knowledge of specific software to be able to help others. Since there is some distance between campuses, it is felt that technical assistance to all campuses is not equally provided and that some means of providing this support need to be found. It was also generally felt that the technical staff was not compensated at a competitive rate.
- **Training** - There is no faculty development center/resource person on each campus and faculty are weary of traveling from one campus to another to acquire assistance.

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- **Administrative System (BANNER)** – Lack of operability of the Banner System to El Paso Community College’s specific needs was a recurring theme. There is a general feeling that the Banner System has reduced the productivity of the staff, especially due to the number of screens the staff has to navigate to perform their task. In one session the Admissions screens were specifically mentioned. Additional training for the staff that uses the system might also help.
- **E-Mail/Web** - It is felt that more web-based applications, such as web-based e-mail would also allow for improved communications. Students, particularly, need better access to College e-mail. A review of the web page is needed to see where it can be improved. There is a need to inform the user community of the backup procedures for information that is on the web page. Additional web-development and e-mail for everyone were major concerns of at least two of the groups. These services might be considered for reporting to the CIO since the relation to IT and the need for this service, which crosses over both academic and administrative sectors, is College-wide.
- **Communications** – Overall, most communications concerns related to IT were thought to be a result of the fragmented reporting structure of technology personnel and support. It was generally thought this could be greatly improved by reorganizing these resources under a CIO. Communication could also be enhanced by better and more frequent use of technology, including the use of the web e-mail as a communication tool. It was also mentioned that there was considerable College-wide related email (described as “junk e-mail”) received on a daily basis that was sent College-wide rather than to a targeted group. Students do not have an automatically assigned e-mail address.
- **Policies/Procedures/Standards** - There is an overall need for written policies and procedures and standards for faculty, staff and administrators in the use of technology at the College. This would help in guiding, streamlining and provide some consistency in the purchase of presentation materials. There is a Standards Sub-committee within the Integrated Technology Committee. Some faculty also mentioned they would like to have a single location where they could consult with a technology person for items such as presentation equipment for the classroom. Faculty mentioned that they would like to be included in the development of policies and procedures and standards.
- **Security** - There is an acute awareness of the importance of security on the campus. Slow line speeds and a lack of wireless applications might bring additional pressures and expenses for EPCC’s technical support staff once this situation changes.

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Recommendations

From the Non-Technical Network Meetings

The following recommendations are from the non-technical areas reviewed. There may be overlap with the technical review prepared by Mr. Hofmann which should be viewed as a positive sign that a consistent message is being given at all levels of the College about its technology opportunities.

The Team has listed the recommendations in priority order based upon the input that was received during the meetings, overall potential impact on the College, implementation time required and cost.

- **System Access/ Network Speed** - Take immediate action to improve the line access speed to the desktop. This is the most frequently mentioned obstacle to making progress in terms of providing online services to the faculty, staff and students and integrating technology into the classroom.
- **Chief Information Officer** - Establish a Chief Information Officer (CIO)/CTO position at the College that reports directly to the President. This is needed to *focus* the organizational structure and provide even better communication concerning IT related matters both to the President and across the organization. A budget should be established under the CIO that will help sustain the IT infrastructure. Areas, which might report to the CIO, include administrative and academic computing, lab assistants, distance education, web development, campus portal, telephony, television (cable), classroom technology, IT security, graphic arts and photography. The distribution of laptops to the faculty involved in distance learning programs should be a priority. The CIO should be responsible for carrying out the goals and objectives of the College's IT strategic plan, have a strong service orientation and be highly respected by the faculty.
- **Strategic Planning** - Although there has already been considerable focus on strategic planning at the College, the need for strategic planning was consistently mentioned in most of the meetings. A CIO could help focus this effort. Input into a College-wide strategic plan might include using the Gartner Reports and the personnel skills of the Integrated Technology Committee subcommittee on strategic planning as resources. The CIO should address this as one of the first tasks.
- **Technology & Teaching** – Using technology as a teaching and learning tool was specifically mentioned as a major interest. This included the expansion of Smart classrooms, technical support, especially support in the labs, and training. A copy of a set of standards for classroom environments is included in the attachment for consideration. The outsourcing of the Help Desk leaves much to be desired according to the interviews from both the faculty and student's point of view.

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The presentation made on dot.edu was well received by the distance learning administration and there might be some possibilities for collaboration. Information on this program is included in the attachments as well as the PowerPoint presentation discussed at the meeting.

It is recommended that an e-learning implementation plan be developed for EPCC. This plan needs to be made part of the EPCC Strategic Plan. This plan should include how e-learning is rolled out on the various EPCC campuses.

Continue to review the outsourcing of the Help Desk to see if relocating those services on the EPCC campus might better serve the students and faculty.

- **Staffing** – Restructuring IT services into a more centralized organization under a CIO might help leverage existing technology-related personnel. A review of the salary structure for the IT personnel should be conducted with the possibility of providing increased salaries or even stipends to base salaries if appropriate. A review of the Student Technical Services (STS) model, used at the University of Wisconsin-Milwaukee and applied to more than sixty other institutions to increase the ability of the institution to deliver IT services, is recommended. The STS model might apply specifically to the labs, the Help Desk and involve students at all the campuses who could assist at each location. The PowerPoint presentation on this program is included in the attachments.
- **Training** - Faculty development centers or at least a resource person is needed on each campus to assist the faculty and staff. This would enable faculty to learn new software and acquire instructional systems design consultation as needed.
- **Administrative System (BANNER)** – Additional in-house process review and possibly communication with the SCT staff assigned to the EPCC account is needed to see what can be done to help EPCC deal with the large number of screens they have to navigate to perform their task. Additional, and possibly recurring, training for the staff that uses the system might also strengthen the effectiveness of the Banner System.
- **E-Mail/Web** - Install web-enabled e-mail so faculty staff, administrators and students can get their e-mail via the web anytime and from anyplace by accessing the Internet. Automatically assign everyone at the College, including all students, an e-mail address which will assist with communication with the students and which can possibly be integrated into the Administrative System (BANNER). An objective review of the web page is needed to see if it should be improved or if additional services can be placed on the web.

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- **Communications** – Reorganize IT resources centrally under a CIO to help address the fragmentation reported in the meetings. Install web e-mail. Assign e-mail automatically to everyone at EPCC including all students.

- **Policies/Procedures/Standards** - Document and communicate institutional IT policies and procedures including e-mail distribution standards, acceptable usage standards, and minimum standards/recommendations for IT related equipment. This might include reviewing and utilizing the AN-MSI Mainstream Network Technology Model (www.anmsi.org) as part of the El Paso Community College networking standards. A sample Acceptable Usage Policy is included in Appendix B for your use. There is a Standards Sub-committee within the Integrated Technology Committee that could provide some assistance with this task. The use of more than one word processing program (Word and WordPerfect) on the campus should be reviewed to see if it is possible to standardize on one product for most uses. Faculty mentioned that they would like to be included in the development of policies and procedures and standards.

- **Security** - Security should remain a top priority as additional bandwidth is added and wireless applications become more widespread.

The AN-MSI CAT is open to provide El Paso Community College any assistance necessary in understanding and implementing the above discussions and recommendations. We send our best wishes for your continued success in utilizing Information Technology at EPCC. Please contact Margaret Massey at 386-481-2020 or Ron Langley at 661-333-4747 for discussions or any additional information.

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**El Paso Community College
Technical Report
By
John Hofmann**

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Overview

This network report is based upon information collected during a visit to El Paso Community College on November 12-13, 2002. On November 12, 2002, interviews were conducted with various members of the networking team. El Paso Community College is clearly positioned for great networking to occur. The networking closets have very good cable management. EPCC compares favorably with other campuses. Problems that do exist are being worked on. The technical staff is well aware of standards and is working to meet or exceed them.

A tour of the facilities at the main administration building was made. The administrative center is a new building so the Main Distribution Frame (MDF) and Intermediate Distribution Frames (IDF's) at this location are up to standards. EPCC is implementing a large APC UPS for mission critical components which include a Cisco 6509 switch and a PIX firewall.

Cisco equipment is generally used, including routers and switches. For additional security, the College would like to add an intrusion detection system which can be done by upgrading their PIX software and using PIX Device Manager (PDM). There has been some difficulty using Packeteer, a bandwidth-shaping product, which the College has implemented. The College should continue to work on solving the problems with Packeteer and place it back on line as soon as possible. There may be a need to buy an additional Packeteer box to customize packet shaping to the remote sites they serve, but this would need to be discussed with the technical staff and possibly researched further with the vendor.

Currently EPCC is using Novell in its server environment. EPCC might want to consider moving to Windows 2000 software that many institutions consider more mainstream. EPCC technical staff seems relatively satisfied with the e-mail product, Groupwise. The College might consider adding a web mail component to their e-mail that would allow e-mail access to College personnel and students when they are off-campus. EPCC might want to work with their vendor to modify their current system or consider switching to a product such as Microsoft Exchange Server 2000.

There is a bandwidth problem that is resulting in network slowdowns at the College. It is believed by some of the technical staff that this can be improved by replacing hubs with switches and that is certainly an action that should be taken as soon as possible. However, only time will tell if this will actually eliminate the latency. It may help some, but there could be other problems that will need to be detected and eliminated.

A technical review visit was conducted at the Valle Verde Campus. The closets at this location need UPSs. One IDF should be eliminated so that each floor has just one IDF.

At the impressive Cisco Academy lab on this campus, students can practice configuring Cisco switches and routers and see the results of their efforts. It is recommended that some PIX boxes also be added to this facility for the students to configure.

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At the Mission del Paso campus the closets need UPSs and improved cable management. One hub was improperly mounted and needs to be redone. A fiber jumper was stretched.

At the Rio Grande campus there were numerous items that need to be addressed in the wiring closets. There were taut fiber jumpers; all the closets need UPSs. Many of the closets are shared. They are planning to move the MDF in the 5th story addition to a better location. Cable management needs to be improved in a number of closets.

There was a lack of air conditioning for the library MDF. The room was hot and shared with servers outside of the control of the IT team. Some shared closets had outdated or broken equipment stored in them. Bandwidth in the Rio Grande library was unacceptably slow. I tried to run a speed test, but the network was too slow to successfully run the test.

The addition of a fractional DS-3 at 15Mbps will help alleviate the problem, but more bandwidth may be needed considering the number of users.

Overall, EPCC has talented and dedicated IT personnel. The network staff understands best practices and is working to achieve them. One essential element in deploying and managing a network is having one organization with that responsibility. It's important that that organization be responsible for both the academic and administrative sectors to provide the network services that are needed. To that end, it is recommended that the College consider a Vice President of Technology / CIO who reports directly to the President and assists with obtaining the necessary resources and coordination necessary to establish this environment.

Summary

There is a warm employee relationship across the campus. It is this relationship which contributes greatly to the cooperativeness that exists among the sectors of the College. This is certainly a credit to the employees and the leadership at the campus.

Following are a list of issues that need to be addressed:

- Make better use of students in the technology area. It is suggested that the campus make use of the STS program that Joe Douglas has developed in the University of Wisconsin System.
- Get the CIO more involved in planning. He seems to spend all of his time in an operational mode, which does not leave time for planning. The use of students should free him up for this.
- Include the CIO in the development of grants. Make sure he is aware of the impact of grants on the campus network and technology.
- Develop desktop software standards. Making better use of the AIHEC Microsoft grant would enable this to happen.

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- Develop a replacement plan for network electronics like the ones for desktop computing and servers.
- Develop a scheduled plan to update the desktop computers operating system.
- Limit access to wiring closets to those that have a need to support the network.
- Develop a process to track student e-mail id. This will be useful when the campus needs to contact the students for things such as changes to class schedules.
- Publish the technology strategic plan.
- Develop a technology training plan for faculty.
- Expand the use of wireless access and implement security for wireless.

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Appendix A

The Consultants

Bio for Charlene Douglas



Charlene Douglas is the Director of dot.edu (Digital Online Technology. Educational Design Utility) dot.edu is an Educational Application Service Provider (EASP) of the University of Wisconsin System (UWS). It provides hosting, software training, instructional design consultation, web accessibility consultation, project management, and 24x7 Solution Center (Help Desk) for the entire University of Wisconsin System. These services are also available to all educational institutions in the State of Wisconsin and beyond. One of dot.edu's goals is to share its expertise, helping others to form Educational Application Service Providers (EASP) of their own. Working with the other institutions to replicate this highly successful model is the first step in assisting others in maximizing their resources, leveling the playing field, and providing a greater return on investment. Charlene has an EdD in Educational Psychology, has worked in a university setting for the last 16 years and currently has a private practice specializing in bereavement counseling.

Bio for Joseph N. Douglas, Jr.



Joe Douglas has two assignments at the University of Wisconsin-Milwaukee: Chief Information Officer and Director of the Information and Media Technologies Division (I&MT). As CIO he is responsible for all university information, media and technology related services and the campus infrastructure as well as strategic planning and the coordination of external relationships and partnerships related to technology. Joe has been in the technology field for over 30 years. He spent 23 years in private industry in various managerial capacities and has spent the last 16 years in higher education at the Director and CIO level. <http://www.cio.uwm.edu>

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As Director of I&MT he is responsible for the provision of technology based services and products related to computing, networking, data administration, printing, telephony, graphic arts, television, help desk, photography, campus labs, classrooms, instruction, research and public service. The I&MT division includes 10 functional departments and the STS work force at UWM.
<http://www.uwm.edu/IMT/>

Over the past 16 years, Joe has developed the Student Technology Services program, a student managed and student operated service and support unit that, at UWM, consists of approximately 300 students. The STS program provides student employees the professional, personal and technical skills training necessary to develop them into valuable and empowered paraprofessionals. The development and work experience adds substantial value to the student's academic pursuits and enhances their individual opportunities for employment after graduation.
<http://www.uwm.edu/IMT/STS/>
<http://www.educause.edu/awards/epit/2001/winners.html>

Bio for John Hofmann



John Hofmann is currently the Director of Technical Services and Coordinator of Wireless applications at Bethune-Cookman College. He is responsible for the recommendation and approval of computer purchases (and accessories). He is the administrator of the campus e-mail and network administrator. John has a background in fine arts. He began his academic career as a professor in humanities, drama, and mass communication. He has been involved in several AN-MSI Campus Assessment Team (CAT) visits, was a member of the team that developed the AN-MSI Mainstream Network Model, and has managed the Bethune-Cookman College AN-MSI security for wireless applications.

Bio for Ron Langley



Dr. Ronald J. Langley has over 30 years of experience in higher education technology. He has held CIO positions at California State University Long Beach, University of Alaska, Anchorage and Lincoln University (Missouri). He has recently retired as Director of Computing and Telecommunication Services at California State University, Bakersfield. He is a founding partner of The Value Consulting Group. Currently he is the Technical Projects Coordinator with AN-MSI.

Dr. Langley holds an undergraduate degree in history, master's degrees in theology and psychology and a doctorate in information systems. He has been very active in various technology organizations in higher education. He served on the board of directors of

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CAUSE, and was president in 1980. He also was on the board of directors of several hardware users groups as well as several software users groups.

Dr. Langley has been a consultant for a number of colleges and universities, including: University of Puerto Rico, Northeastern Illinois University and Mt. SAC Community College. He also has done consulting for the Soviet Academy of Science, the Russian Academy of Science and the US State Department in Yugoslavia. In his consulting role with AN-MSI he has worked with over 25 colleges and universities.

BIO for Margaret Massey



Margaret Massey is Vice President for Technology and Chief Information Officer at Bethune-Cookman College responsible for all administrative and academic computing telecommunications and networking. She has a B.S. from Auburn University, a Masters from Florida International University in Miami, is a graduate of Harvard University's MDP and IEM Programs and is completing her doctoral dissertation at Florida International University.

Mrs. Massey has more than thirty years of experience in information technology. Before coming to B-CC she served for seventeen years at Miami-Dade Community College in positions including the Director of Computer Applications, Director of Technical Services, and Director of Computer Planning and Audit Control. She was President of the Florida Association of Community Colleges representing all 28 community colleges in Florida and has more than fifteen years teaching computers, operations management, and finance at the Bachelors or Masters Level. She also serves as senior consultant for major universities in the U.S. and in South Africa on information technology in higher education.

Mrs. Massey serves as the Chair of the CIOs in the Volusia/Flagler County Higher Education Consortium and is a member of the DeLand, Florida Community Enhancement Committee. She is married to Dr. Larry L. Massey, a researcher with NOAA, and has two children, Michael, an attorney, and Angela a marketing coordinator. Her hobbies include restoring houses and building chandeliers.

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Appendix B

CLASSROOM ENVIRONMENT*
Standards for Classrooms

These are minimum standards: any classroom may exceed these requirements.

Basic Technology Classroom

- Projection screen
- Overhead projector
- VHS Playback (with video monitor or projector, determined by room size)
- Black Chalkboard

Laptop Ready Classroom

- Basic Technology equipment plus:
- Network connection at teaching station
- Computer display for PC & Mac laptop computers
- Campus cable television
- Telephone (restricted to on-campus calls only)
- Lighting controls
- Sound system (determined by classroom size)
- Window treatment
- Shelf and wiring (power and remote control) for Slide Projector
- Projected image and chalkboard can be used simultaneously

Multimedia Classroom

- Laptop Ready equipment plus:
- PC & Mac installed
- Visual Presenter (e.g. Elmo)
- LaserDisk player
- Slide Projector
- Cassette deck (audio)

*Binghamton University, SUNY Web site

Acceptable Usage Policy for Technological Resources at Bethune-Cookman College

PURPOSE

The purpose of this document is to establish a written policy for legal and ethical use of technological resources at Bethune-Cookman College (B-CC) by faculty, staff, administrators, students, alumni or any information systems client. It has been approved by the College Administration and Board of Trustees.

DEFINITIONS

Unless otherwise stated, the terms used in this set of policies are consistent with those defined in Chapter 815.03 of the Florida Computer Crimes Act. For clarification purposes terms which may be specific to B-CC are defined as follows:

Academic and Administrative Use - includes any activities consistent with the mission of the College.

Client - is any person, whether authorized or not, who makes any use of B-CC information systems or facilities from any location, including but not limited to students, faculty, staff, alumni and external clients accessing B-CC technological resources.

Electronic Communication - is any data sent or retrieved across the B-CC technological resources.

Intellectual Property – includes, but is not necessarily limited to, data and programs.

Internet Services- includes, but not limited to, electronic mail, file transfer protocol, Telnet, news and the World Wide Web.

Technological Resources - at B-CC include computers, terminals, printers, networks, telecommunications and related equipment, as well as data files or documents managed or maintained by the College residing on disk, tape or other media. This would also

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include multimedia equipped classrooms, computer classrooms, computer labs, offices and furnishings operated or maintained by B-CC.

RIGHTS

Free Inquiry & Expression

Clients have the right to free inquiry and expression consonant with the mission of the College.

Privacy

Any information stored on B-CC systems is the property of the College. While the College will make reasonable attempts to maintain the confidentiality of communications, the College reserves the right, to the extent and in such a manner as it deems appropriate, to monitor communications and other usage of the College's technological resources in order to insure appropriate use.

CLIENT RESPONSIBILITIES

Lawful Use

All use of B-CC technological resources is subject to federal, state and local law, College Policies and Procedures, and various laboratory rules as appropriate. Consult the Florida Computer Crimes Act, Florida Statutes Chapter 815, the B-CC Catalog and the College Policies and Procedures as appropriate.

Copyrights

Clients must at all times observe and respect intellectual property rights, including, but not limited to applicable software copyright laws.

Contracts

All use of B-CC technological resources must be consistent with all contractual obligations of the College, including limitations defined in software and other licensing agreements.

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Proper Authorization

Clients may have authorization to use any College technological resource as approved by the College administration. The resources should only be used for academic and/or administrative purposes. Clients must not permit or assist any unauthorized person to access B-CC technological resource.

External Data Networks

Clients must observe all applicable policies of external networks.

Personal Identification

Clients of B-CC technological resources must show identification upon request.

Internet Access

Client access to the Internet and Internet services are a privilege not a right. Access entails personal responsibility. In order to ensure ethical use of these services, indecent and injurious behavior are not permitted. Within reason, freedom of speech and access to information for academic and business use will be honored.

For-profit Use

Without specific authorization, all activities using B-CC technological resources for personal profit are prohibited. However, this is not meant to restrict normal communications and exchange of electronic data, consistent with the College mission and Policies and Procedures.

Threats and Harassment

B-CC technological resources must not be used to threaten harass or insult any person.

Inappropriate Electronic Communications

Knowing or reckless distribution of unwanted e-mail or other electronic communication is prohibited. Broadcast, chain letters, pornography, intentional distribution of computer viruses or any unauthorized schemes that may cause excessive network traffic, computing load, or damage are prohibited.

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Destruction of Data or Equipment

Clients of B-CC technological resources should communicate any destruction of data or equipment to the Center for Information Technology.

Removal of Equipment or Documents

Without specific authorization by the owner or designated administrator, clients must not remove any B-CC owned or administered equipment, data or documents.

Internal or External Devices

Without specific authorization, clients must not physically or electronically attach any internal or external device, such as an external disk drive, printer, interface card, modem, or video system, to any B-CC equipment.

SECURITY

Concealed or Falsified Identity

Clients must not conceal or falsify their identity when using B-CC technological resources, except when anonymous access is explicitly provided.

Unauthorized Data Access

Clients must not make or attempt any deliberate, unauthorized access to or changes in data on any B-CC technological resources.

Security Compromise

Clients must not defeat or attempt to defeat any security system, such as by guessing user identifications or passwords, making unauthorized use of such user identifications or passwords, or compromising room locks or alarm systems.

Data Interception

Clients must not intercept or attempt to intercept data communications not intended for that client's access.

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Denial of Service

Clients must not deny, interfere with, or attempt to deny or interfere with service to other clients.

Personal Security

Clients are responsible for maintaining the privacy and security of their user IDs and passwords. IDs and passwords are normally assigned to single users and are not to be shared with any other person without the appropriate College administration authorization. Clients are expected to report any attempted security violations to the Vice President for Information Technology. Clients are responsible for any activity carried out under their user ID.

INSTITUTIONAL RESPONSIBILITY

Data Access

B-CC personnel are forbidden to browse client files without specific purpose and authorization. If, by mistake or other cause, a staff member reads protected client information, the information will not be divulged except as authorized by the administrator of the facility concerned or by appropriate legal authorities.

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VIOLATIONS

Reports of Violations

Clients must report any violation of this policy to the Vice President for Information Technology. Clients must not conceal or help to conceal violations by any party.

Penalties

B-CC is authorized to apply certain penalties to enforce its policies and regulations. Penalties may include, but are not limited to, temporary or permanent reduction or elimination of access privileges or expulsion or termination. When the College believes it necessary to preserve the integrity of facilities, client services, or data, a client's ID may be revoked, whether or not the client is suspect of any violation.

If the violation warrants action beyond a College imposed penalty the case may be referred to the proper legal authorities as appropriate. These policies are in compliance with the penalties for conviction of a violation as stated in the Florida Computer Crimes Act s.775.082, s 775.083, and s. 775.084.

ACKNOWLEDGMENTS

This document was written based on information gathered from the following sources and with their permission:

Bellingham School District, Acceptable Usage Policy

Florida Computer Crimes Act

Computer Ethics Institute, The 10 Commandments for Computer Ethics

Miami-Dade Community College

University of Chicago, Policy on Information Technology Resources

Yale University, Computer Usage Policy

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dot.edu[®]

Several years ago, the University of Wisconsin System (UWS) found themselves inundated with requests from their 28 campuses (including all 2 year, 4 year, and research campuses; the Extension office; and the UWS online program organization, Learning Innovations) to assist them in becoming involved in web-based learning (whether this be through web-enhanced, hybrid or blended, or distance education type of courses). Realizing that it would be very expensive to replicate this effort on each campus, UWS decided to create a way to maximize resources, level the playing field, and receive a much greater return on investment. This was accomplished by building on what the University of Wisconsin System was already well-known for – its distributed learning system environment. Thus, dot.edu was developed to be the Educational Application Service Provider for the University of Wisconsin System, primarily focusing on the course management systems Blackboard, and Prometheus. dot.edu is physically located at the University of Wisconsin – Milwaukee and subcontracts facilities management and solution center functions to the University of Wisconsin – Milwaukee. dot.edu is a department of the Office of Learning and Information Technology of the University of Wisconsin System Administration.

Services

Key services provided by dot.edu include hosting, software training, instructional design consultation, web accessibility consultation, and a 24x7 Solution Center (Help Desk). Other services provided include project management, standards research, learner content management systems, learning management systems, general e-learning consultation, library integration consultation, and emerging technologies consultation.

Faculty Benefits

The faculty using these tools report many benefits: versatile courseware, time for active learning, online courses that can mirror class work, problem solving activities, and collaboration. These tools vary in ease of use and make it possible for faculty to create meaningful courses that range from the very basic to the highly interactive, from web-enhanced to distance education.

Student Benefits

Student benefits are numerous. Web-based and web-enhanced learning provides a consistent look and feel to course information and resources; provides anytime, anyplace, any pace instruction (most beneficial to non-traditional students); allows students to continue the conversation beyond the traditional classroom's constraints of time and space through collaborative tools such as discussion forums and virtual chats. Students now have the ability to begin the process of becoming lifelong learners.

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Business Model

The UWS decided upon the creation of dot.edu that it would realize its investment costs more quickly by providing these same services to other educational institutions outside the University of Wisconsin System. The impact of dot.edu has been tremendous. dot.edu presently hosts approximately 13000 courses in some form of development; 3,600 faculty have been trained; and approximately 186,000 students are enrolled in these courses. dot.edu presently has 83 customers (28 within the UWS and 55 outside the UWS). The non-UWS customers include private colleges and universities, technical colleges, state agencies, PK-12 school districts, and individual PK-12 schools both within and outside the State of Wisconsin.

What makes dot.edu unique is the extension of the Application Service Provider concept into the education arena. dot.edu is truly “education serving education”. Due to its success and to its desire to replicate this model in other educational institutions throughout the world, dot.edu was recently named a Sun Center of Excellence – dot.edu is the first and only e-learning Sun Center of Excellence in the United States. dot.edu joins Cornell University and Wayne State University as only the third academic center of excellence in the country. dot.edu is working with Sun Microsystems in replicating the dot.edu model both nationally and internationally. Collaboration with customers allows multiple educational institutions to leverage their resources to take full advantage of economies of scale. Expanding to share expertise and form other Educational Application Service Providers is a goal of dot.edu. Working with the Minority Serving Institutions to replicate this highly successful model is the first step in assisting others in maximizing their resources, leveling the playing field, and providing a greater return on investment.

Partnership Model

The partners of dot.edu include all faculty, teaching academic staff, and administrators in the following categories:

- The UW System campuses
- Wisconsin public and private higher education institutions
- Wisconsin public and private schools and districts as well as educational agencies in the state
- Educational institutions outside the State of Wisconsin

Programs can be selected and uniquely organized to meet the needs of the particular partner. The Utility model is structured as a 3-stage implementation plan that eventually transfers responsibility for course development instruction from dot.edu to the partners.

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Stage 1: dot.edu provides direct instruction and support to the on-site trainers

Stage 2: dot.edu provides direct instruction and support to first set of instructors, with support from on-site trainers

Stage 3: On-site trainers provide all direct instruction and support to subsequent sets of instructors, with support from dot.edu.

The course development instructional program design and implementation timeline are determined by the needs of the institution. dot.edu and the respective institution design a written implementation plan jointly. It is developed with the flexibility necessary to meet changing needs. The campus eventually sustains the course development instruction.

Each new customer has the option of starting their dot.edu experience in a variety of ways:

1. On the Trial Incubator (limited to 12 courses, 1 year, with limited disk space) where the customer determines whether they like outsourcing to an entity such as dot.edu, they determine whether e-learning is for their campus, and they determine whether they like the particular tool that they are using;
2. On the Shared Incubator (limited to XX number of courses, unlimited time and disk space);
3. On a Dedicated Server (individual branding, unlimited courses, time and space);
4. Self-sufficient (individual campus or consortium) but using some of dot.edu's a la carte services (training, instructional systems design, web accessibility consultation, help desk services, general consultation, and so forth); or
5. Assistance with the replication of the dot.edu model.

Future Directions

In order to better position itself for the future, dot.edu has or is in the process of partnering with Blackboard, Inc.; Dell; the University of Wisconsin – Milwaukee's Information and Media Technologies; the Learning Technology Development Council; Sun Microsystems; the University of Wisconsin System Administration; the AN-MSI project directed by Educause and funded by NSF, and WiscNet.

Due to the demand of dot.edu customers and the desire to stay on the cutting edge with regard to the direction of e-learning technology, dot.edu has a need to investigate and ultimately assist non-UWS customers to incorporate portals, basic and advanced course management systems, learner management systems, content development systems and back office system integration. dot.edu is interested in adding solutions that not only provide course management but also include a portal and the ability to integrate with back office student information systems, university financial systems, and university HR

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systems. The ability to extend functionality using scripting, APIs, SDKs and other similar techniques is highly desirable as is the ability to utilize publisher created courses.

dot.edu will only partner with solutions that are accessible for people with disabilities and are attentive to all levels and varieties of web standards (SCORM, IEEE, IMS, AICC). dot.edu adds only those solutions that work not only in higher education venues but also technical college and PK-12 venues. In other words, dot.edu partners with robust and complete e-learning solutions that provide an integrated framework for optimizing a return on investment and maximizing resources, including content and student performance data, that will work for all grade levels (PK-20+).

That being said, dot.edu is pleased to announce that in addition to Blackboard and Prometheus, dot.edu will be adding CliKS (a learning management system by NIIT) and WebCT to the pallet of tools that are supported.

Goals and Mission

The goals of dot.edu are not stagnant but ever changing. We will:

- Expand our set of solutions/tools that we form our services around
- Expand our services into new areas of e-learning (i.e., learner management systems)
- Be instrumental in the formation of standards through the Academic Co-Lab
- Disseminate knowledge
- Leverage resources to provide an economy of scale
- Support web-enhanced, hybrid, and distance education courses
- Provide appropriate high-quality e-learning solutions
- Remove barriers preventing interaction between the higher education, PK-12, and other appropriate members of the educational community

The mission of dot.edu is also constantly expanding but has always remained the same – provide educational communities with robust and up-to-date e-learning system infrastructure including technology, training, support, and instructional design and to effectively apply these resources to enhance education. dot.edu is Education Serving Education.

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Meeting Notes Taken By Joe Douglas at the Transmountain Campus

No students attended this meeting. Two administrators and three faculty were present which included two members of the IT Committee at EPCC.
Key items of concern:

1. Students are not provided adequate orientation for eLearning or online courses. There seems to be a high number of problems related to students using the technology itself which this group attributes to lack of preparation or orientation.
2. There is a belief that there is a 50-60 % drop out rate in the online courses; much higher than the face-to-face courses. This was attributed to inadequate orientation of students to this learning environment and the slow response times.
3. Bandwidth. Lack of adequate bandwidth, slow response times, logon problems, slow servers, etc. are a major complaint. The physical network seems fine, needs more speed.
4. Security of the network and information is a growing concern. No solutions or specifics were offered, just a general growing concern regarding security.
5. Computer labs are not under the control of the central IT unit and computer lab staff appear to report to yet a third entity. Service is a problem and troubleshooting problems is non-existent. This campus does have brand new hardware and software and has no complaints about the currency of the lab equipment.
6. Standardization of desktop and lab hardware and software, insofar as possible, would make it easier to provide a higher level of support. This group discussed this for a bit and reached the conclusion that standards, where possible, are a good thing.
7. Standardization of curriculum is a concern. The group seemed to be in favor of greater standardization in this area.
8. Evaluation of online class effectiveness is a concern. The group cited the ability to do various class projects, host speakers, field trips, view videos, etc. in a face-to-face class that are not possible in the online environment.
9. Exams and control of exams in a totally online environment are a concern. How to make sure the student is taking the exam and providing proof of competency.
10. Faculty and staff have old hardware and software and often cannot exchange electronic files with students when students use the new equipment in labs.
11. Wireless networking questions were asked. The group seemed to want to move toward wireless for this campus. Staffing and security were concerns.
12. Communication (or lack thereof) was cited as the biggest problem surrounding IT at EPCC.

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13. The outsourced help desk does not provide adequate assistance to students. Faculty typically handle student assistance themselves for those in their online classes.

14. Custom needs of faculty need to be considered on top of standardization efforts.

15. There is a need for distance learning labs.

16. There is not enough IT staff to provide adequate support.

This was a good group of people with very good attitudes. They want to be able to do more and offer their students a better education. It was an enjoyable meeting.

Notes Taken By

Joe Douglas

Chief Information Officer and Director, Information & Media Technologies
University of Wisconsin - Milwaukee

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Meeting Notes Taken By Charlene Douglas at the Rio Grande Campus

(Rio Grande Campus - Health Science Focus); 11 faculty members participated:

Faculty:

1. Laptops for instructors - if technology isn't efficient, there is no need to have it.
2. Territorial about computer labs - departmental computer labs sometimes sit while public access labs have lines.
3. Training for faculty - faculty development resource center - at each campus; it would be nice if faculty could focus on teaching not on the ever-changing world of technology (have someone else mess with the technology).
4. Connectivity problems big time - faster at home than it is on the campus.
5. Faculty need access from home - not all faculty have home access.
6. Students are getting discouraged, faculty are getting discouraged regarding teaching online, both are wasting their time while waiting for screen changes - teaching online courses is very difficult.
7. Instructional design assistance is needed.
8. Some voiced negative reactions toward WebCT.
9. There appears to be a disconnect between Orion and real life day-to-day teaching and learning.
10. Scantron machine doesn't work properly with the new computers - need capabilities like this on all campuses, need to be able to access all services without all the travel among campuses.
11. Some desktops need to be updated - computers replaced by new lab computers were given to faculty.
12. Electronic databases for Health Sciences cannot be accessed easily due to connectivity problems.
13. Need more books for Health Science in library - budgetary problems.
14. Not enough general access labs and electronic classrooms.
15. New lab computers are great but some specialized software won't work with XP and all new computers came with XP.
16. Word Perfect and MS Word are both being used - need to standardize on something.
17. Repair/troubleshooting computers takes way too long - the fine segregation of duties sometimes causes a long delay - it appears that the right hand doesn't know what the left hand is doing - need more staff and this area needs to be ran more efficiently.

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18. Can't register students, develop courses, take online courses, and enter grades at the same time due to connectivity issues.
19. A need for higher wages.
20. Instructor podiums are needed, projectors need to be wall mounted so they are out of the line of sight, internet connections are needed in every classroom, variable lighting is needed.
21. Need to investigate wireless.
22. Need better computer connections to hospitals.
23. Labs are not all networked - some simulation programs are sitting on stand-alone machines.
24. Wonderful new parking structure and new Health and Science building/labs.
25. 1800 new computers are great.
26. Need static IP addresses in library in order to exchange information among all the libraries.
27. No student technical help desk, confusion exists over faculty/staff help desk.

Students (4 students participated):

1. Need more technology training.
2. Computers in classrooms have old software - students have newer software at home.
3. Nursing lab has great simulation programs.
4. Can't email parts of EPCC website to own email.
5. Incomplete and outdated information on the EPCC website.
6. Hygiene program is excellent.
7. Plan campus visits with a longer lead time and with student schedules in mind so more students can participate.

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Other notes made by Charlene Douglas:

A Virtual College of Texas (VCT) exists which utilizes the course management system tool WebCT. VCT has a common course catalog and approximately 50 campuses participating.

EPCC outsources its hosting and technical help desk to Eduprise.

EPCC utilizes WebCT, Respondus and SCT Banner (all on Sun hardware) and has acquired faculty buy-in from the very beginning. They are bringing in Campus Pipeline shortly. They mandate training for their faculty teaching online with WebCT and want to have the core courses web-based soon (all forms - web enhanced, hybrid, and distance education). To EPCC, the quality of the courses is of utmost concern, the CMS is just a tool, nothing more. In the future, they will be moving some of the WebCT training to CBT. Eventually, they want to get multiple degree programs online since they offer courses/programs that aren't offered anywhere else in Texas. The Math and Science departments are slow to get online due to equation editor problems. EPCC wants to have 25 to 30% of all EPCC students online in next 2-3 years. They anticipate 2000 online students by next year.

For their online courses, about 40% are traditional students who also attend classes on campus, 60% are non-traditional students who seldom come to campus,

EPCC is also experimenting with online tutoring. After reviewing several tutoring programs, the EPCC faculty have decided to create their own materials.

EPCC worries that the faculty currently teaching online may be reaching a saturation point - additional motivations for faculty may include stipends and release time, paid DSL for home, and laptops would be given to faculty teaching online first. EPCC may also be forced into a position whereby they would use virtual faculty and/or already existing online courses. EPCC already utilizes some telecourses from Dallas Community College System.

Soon, EPCC will be publishing a separate catalog just for its online courses/programs.

Additional Recommendations from Charlene Douglas:

1. EPCC's e-learning environment is growing very fast, which is excellent news, but this should be planned growth, not just allowed to spread like a wildfire with nothing to contain it. It is strongly recommended that an e-learning implementation plan be developed for EPCC. This plan needs to be made part of the EPCC Strategic Plan. This plan would involve how e-learning is rolled out on the various EPCC campuses and at what speed. If EPCC doesn't get a handle on this area soon, it is going to get out of hand. Unless properly managed, people will get burnt out, stability and reliability may suffer, and chaos will reign.

2. Listening to what administration said about EPCC's e-learning environment and then hearing what the faculty had to say about the e-learning environment revealed a disconnect. Administration wants to

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keep pushing and pushing, adding more and more content online while faculty are getting so disillusioned by the connectivity problems that they are drifting away from their desire to teach online. Administration needs to "hear" its faculty or faculty will begin to "just say no" to online education.

3. No matter how many good intentions the EPCC administration have regarding e-learning, this area is not going much farther until the internet/intranet problems are solved.

4. Faculty feel all alone out there - not only for their online courses but for their face-to-face courses as well...there is no faculty development center/resource person on each campus and the faculty are tired of traveling from one campus to another to acquire assistance. Faculty development centers/resource person are needed on each campus. This would enable faculty to learn new software and acquire instructional systems design consultation as needed.

5. The current outsourced technical Help Desk does not work well for EPCC. Even though well-intentioned, outsourcing the Help Desk to Eduprise leaves much to be desired from both the faculty and student point of view. It is strongly recommended that as the EPCC e-learning programs grow in a planned growth pattern, EPCC revisit the concept of outsourcing to Eduprise for their hosting and Help Desk and possibly relocate those services on the EPCC campus to better serve the students and faculty.

6. Don't get discouraged, though no simple task, fix the connectivity problem and faith will begin to be restored. Get a handle on e-learning at EPCC. EPCC has made some excellent decisions by bringing in some excellent tool choices (WebCT, SCT Banner, Campus Pipeline, Respondus, and so forth). EPCC has made excellent progress in the area of e-learning due to hardworking staff and cutting edge faculty. EPCC is not alone and does not have to re-invent everything. Collaborations and consortiums work very well to maximize resources and make the most of economies of scale. The future is indeed very bright for EPCC with regard to e-learning. Look for that edge, look for those "things that are not offered anywhere else in Texas" and bring those into the e-learning fold.

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Feeding My Soul Where the Blacktop Ends

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Notes from Mission del Paso Visit

There were six faculty members and one student that attended the sessions. The faculty were very interested in technology and felt it was critical to the campus. The one student was an older student who was returning after about 15 years away from education. English was her second language.

- Enrollment at this campus has grown very fast. There are now about two thousand students at this site.
- They need more computers. There are waiting lists to get to machines in the labs.
- Technology is not as accessible as they would like. The faculty feels that this is a retention issue.
- There was a discussion about trying to hold classes at night and on Saturday when facilities might be more available. The faculty said that these classes did not make.
- English as a Second Language (ESL) is critical for this campus.
- They felt there was a need for more parking.
- The library has network access problems. Very slow. The campus is not connected via fiber. They go to Via Verde for their network access.
- There is a need for “Smart Classrooms”.
- There is a need for technology training at the campus. It takes too long to get to Via Verde. Some faculties do not know how to use their computers. There are new computers that are still sitting in boxes.
- Students need more language support. ESL is a challenge. They would like to be able to offer classes in Spanish. They estimated that 98% of the students have English as a second language.
- There is a need for full time lab assistants.
- They need more Plato access. This means another server and license for the machines.
- I am aware of some software that address ESL, and I will send that material to several faculty that requested it.

Notes taken by Ron Langley

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Libraries and Information Technology Services in Higher Education

Bernbom, Gerald (Editor) *In formation Alchemy: The Art and Science of Knowledge Management* San Francisco, CA: Jossey-Bass, c2001

Written for university presidents, college deans, program directors, and other leaders in higher education, this volume presents a foundational introduction to knowledge management and its growing significance to campuses everywhere. Each chapter addresses a critical aspect of knowledge management, identifies key strategic issues, and offers practical advice and guidance on how such issues might be addressed on an institutional or departmental level.

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By reengineering organizations in ways that bring librarians and technologists together within a common service environment, information service agencies can more effectively meet our users needs by moving more fully and flexibly into the network as changing circumstances warrant.

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The annual Campus Computing Survey is the largest continuing study of the role of information technology in US higher education. Each year more than 600 two-and four-year public and private colleges and universities participate in this survey, which focuses on campus planning and policy affecting the role of information technology in teaching, learning, and scholarship.

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