

Academic Technologies

www.csuchico.edu/atec

Fall 2004

California State University, Chico



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Spanish Grammar and Composition: ¿Emocionante?

When one speaks of teaching or learning Spanish grammar she or he may be met with blank, or even catatonic stares. Interesting? Emotion-provoking? *¿Emocionante?* These terms have not traditionally been associated with learning Spanish grammar—until now!

By identifying new in-class and online approaches to teaching Spanish 104A Grammar and Composition, Sara Cooper and Rony Garrido have created an experience that engages and even excites students—and it's fun and rewarding to teach!

Background

Spanish 104A involves an intensive review of Spanish grammar and its application in composition that moves students beyond language acquisition into the realm of language mastery. Students in this prerequisite course must be thoroughly prepared to express complex ideas in Spanish as they move on to upper division courses in literature, culture, and linguistics.

However, the material can be drudgery. Not only is the content challenging, but the course is hard to plan. Some students have only two years of Spanish experience, while others are life-long native speakers. It is difficult to meet the needs of each individual at a pace that is acceptable to all.

Enter Sara Cooper and Rony Garrido

As new professors, Sara Cooper and Rony Garrido were each assigned to teach Spanish 104A. Cooper describes her first experience as “overwhelming.” Garrido has a similar view and adds that “the text book was horrible and very advanced.”

It seemed impossible to cover the course material, ensure mastery of grammatical concepts, and develop composition skills all in one course. Students either struggled to keep up or felt stifled. They had too much homework and too little in-class or study time to be successful. Students turned in homework every day. Twenty minutes of every class session was devoted to reviewing that homework. This left little time for lecture and meaningful group interaction.

Cooper and Garrido later met and agreed that they were both dissatisfied with the course. Based on evaluations, so were their students.

Desired Outcomes

Cooper and Garrido began to focus on a few key ideas:

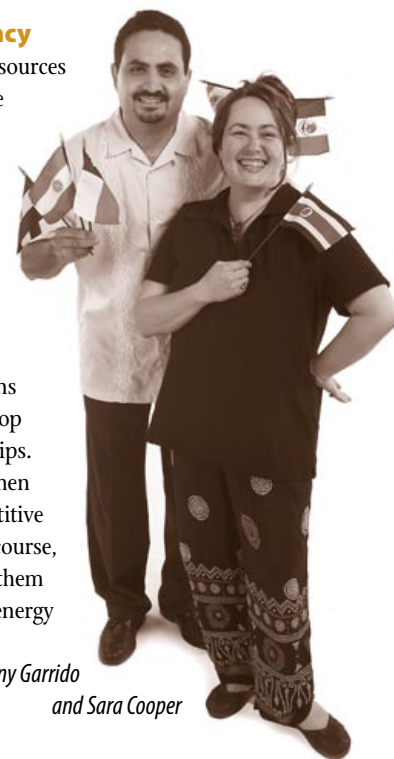
1. Making the course more appealing and effective
2. Improving student comfort level with more sophisticated Spanish
3. Improving student performance in the course, especially in writing
4. Increasing conversation, interaction, and targeted feedback opportunities during class
5. Enabling future Spanish teachers to more effectively master grammar terminology
6. Giving students a strong sense of success, achievement, and

readiness for upper-division courses.

But how could these goals be achieved without putting an even greater burden on the instructors and students, and without consuming even more precious class time?

Increasing Efficiency

Could WebCT course resources help achieve some of the desired outcomes? It seemed so. By using WebCT to automate most homework, feedback, and objective grading activities, students would master content outside of class. Posting weekly reflections online would help develop stronger peer relationships. The instructors would then be free of the more repetitive aspects of teaching the course, which this would allow them to focus their time and energy elsewhere.



Rony Garrido and Sara Cooper

More about Rony Garrido and Sara Cooper



Professor Garrido was born and spent most of his childhood on the Pacific coast of Guatemala. He began his university education in Guatemala City and received

an M.A. and Ph.D. in Spanish from the University of Arizona. He teaches a variety of courses in language and literature for the Department of Foreign Languages and Literatures at CSU, Chico. His research interests relate to humor, Guatemalan and Central American literature and Culture, and literary theory. Contact Rony at rgarrido@csuchico.edu.



Professor Cooper spent most of her life in Texas before moving to California in 1996. After finishing her Ph.D. in Latin American Literature at UT Austin, she lectured for

four years at Stanford University before coming to CSU, Chico. Professor Cooper has researched in Cuba and taught in Costa Rica. She teaches Chicano and Latin American Literature and Film, Spanish, and the Women's Studies course on Gay, Lesbian, Bisexual, Transgender and Queer Issues and Identities. Her book *The Ties That Bind: Questioning Family Dynamics and Family Discourse in Hispanic Literature* came out May 2004. For more information, see www.csuchico.edu/~scooper/. ♦

A CELT award supported development of an online component for the course with the goal of “creating a new environment for the more mechanical aspects of the course” and freeing the instructors to focus more on interaction, composition, and grammar.

WebCT Handles Repetitive Tasks

Release time allowed the instructors to create 14 grammar quizzes that randomly generate 35 multiple choice questions from a large question database. The quizzes are taken outside of class time and can be repeated until students know the material and are satisfied with their score. Quizzes are scored automatically, and students receive immediate individualized and detailed feedback.

Facilitating written interaction and a sense of community is also a priority for this course. By having students post and respond to each others' reflections and life experiences using WebCT Discussion Boards, they connect with each other outside of class time and continue to develop their Spanish writing skills.

Efficient, Effective Use of Class Time

By moving homework activity, scoring, and feedback out of the classroom, the instructors freed up one hour per week of class time that could be used in new ways. Where the focus used to be on lecturing on Spanish grammar and reviewing homework assignments, the course is now more experiential.

The instructors are more selective of course content. Performance data in WebCT identifies areas students are having difficulty, and these areas become a focus during class time. The instructors are more in touch with students' needs.

Class meetings are now more devoted to conversation and meaningful student-student and student-instructor interaction. During class, students are able to work in groups. They spend more time studying and discussing grammar in a guided environment and are generating richer, more important questions. Garrido notes

that when students come to class asking meaningful questions, “I know learning is taking place.”

In addition, more time is spent on new concepts and more inductive and experiential exercises. Students are even treated to a PowerPoint Jeopardy game—in Spanish, of course—and collaborate to earn the highest possible score. This gets students excited. “Without interactions like these,” Garrido says, “the course would be very dry.”

The Student Experience

The course is richer and more rewarding for students. Composition assignments are more well-defined, and lecture notes and PowerPoint presentations are online for students to review.

Students have more homework now, but they do it online with looser deadlines, and at their own pace, day or night. This provides flexibility that students appreciate and benefit from. Students report that quizzes are “very, very useful” and that they spend their time more efficiently.

Student perceptions of the course have greatly improved. They are more excited, have more fun, and get to know each other on a more profound level. They also have more control over their grades and more tools to study for exams. In general, they feel more prepared to move on to content courses in literature, culture, and linguistics.

Reflections

Cooper and Garrido are enthusiastic and excited about teaching the course because they know students are engaged in a high-quality learning environment designed for student success. The pair hope to collaborate with colleagues on other course and curriculum enhancement projects in the future. ♦

Course Profile

<i>Course</i>	SPAN104A: Advanced Grammar and Composition
<i>Instructor/Developer</i>	Sara Cooper and Rony Garrido, Dept. of Foreign Languages
<i>Format</i>	Live face-to-face lecture supplemented by online course resources
<i>Course Resources Used</i>	Detailed syllabus, lecture notes, chapter quizzes, online grade-book, self-tests, surveys, and discussions
<i>Special Features</i>	Microsoft Word and Respondus* were used to create nearly 800 WebCT quiz questions. Chapter quizzes can be taken repeatedly and questions are randomly re-ordered each time a student takes them. Also used free Hot Potatoes Web site for quiz questions. * See TLP if you are interested in using Respondus or Hot Potatoes for quiz creation.
<i>Development</i>	Summer 2002–Fall 2004
<i>Special Acknowledgments</i>	Spring 2003 CELT grant for course redesign, Spanish faculty, Matt Philipps, and TLP ♦

Adobe Atmosphere Breathes Life into Language Immersion at Chico State

If you can't live in Italy, what is the best way to learn to speak Italian? Foreign Language Professor Brunella Windsor and the ATEC Computer Graphics department think a virtual experience could be the next best thing to being there. On this point, Adobe Systems and the New Media Consortium (NMC) agree.

Adobe and the NMC recently presented Professor Windsor and ATEC Computer Graphics with a grant to re-create small-town life in Italy using Adobe's new Atmosphere virtual reality software. The software is aptly named because it will allow us to prototype an Atmosphere of Italian culture and language and a new way to study foreign language.

Virtual Language Immersion

Immersion is a proven method for rapidly learning a second language. Yet, for most Italian learners, relocation to Italy is impractical. The Virtual Language Immersion (VLI) learning environment will offer a rich immersion

experience for students, minus the jet-lag and travel expenses.

Learning a Second Language

In a typical foreign language classroom, learning vocabulary is a three-step process that involves introduction to the foreign word, translation of the foreign word to the native language, and visualization of the word or concept. The strong audio-visual content that will be created in

Atmosphere will

enable students to hear and visualize a word simultaneously. As a result, we expect students will comprehend and begin to converse at a faster pace. We believe students can learn Italian more rapidly if we can eliminate the translation step of the learning process.

The Student Experience

A small Italian village has a civilized ambiance, marked by the presence of people and all the signposts of their relationship with life. Students will join us in Italy and experience life in a small town like San Gimignano, Maróstica, or Vietri sul Mare. The mind and senses will be engulfed by the sights and sounds—the learner will be immersed in virtual Italy!

The student's first stop will be the "in centro," or city center, where they will learn basic city terminology and animated characters will illustrate action verbs and their various conjugations. The "in centro" is of primary importance because it will serve as the hub or portal to all activities and adventures students will experience. Students will learn nouns by clicking on objects and hearing the corresponding word spoken in Italian. They will hear the correct pronunciation, read the word, and see the syllabication of the word.

Try the Online Prototype

A basic VLI prototype is available that will allow a user to click on various objects and hear the word for the object spoken in Italian. Using Internet Explorer on a Windows PC, go to http://imc.csuchico.edu/cg/italianclassroom/ItalianClassRoom_Launcher.html

Once completed, the VLI environment could be augmented for use in other language courses. Eventually we plan to change the audio and text databases in order to adapt the VLI environment for use by French and Spanish learners.

Want to Learn More? Drop by...

If you would like to learn more about how Computer Graphics and Animation can be used in the curriculum, visit us in MLIB012A, or contact Rick Vertolli at x4421. ♦

Adobe Atmosphere

Adobe Atmosphere is an interactive, online, three-dimensional (3D), multimedia software package. Atmosphere enables us to include interactive content—3D objects, sound, streaming audio and video, animation, and physical behaviors—all within the context of a live online experience. Adobe refers to these 3D learning environments as "worlds." Such "worlds" offer an engaging experience far beyond flat, static Web pages.

Faculty will find this technology useful when they want to give students something more than could be covered in a traditional lecture. It is a complete experience where students see the sights, hear the sounds, and feel the ambiance of the subject being taught.

For more information, visit the "Education" and "Featured Sites" on the Adobe Atmosphere Web site at www.adobe.com/products/atmosphere/main.html



Rick Vertolli demonstrates the virtual language immersion prototype to Professor Brunella Windsor.

Exemplary Online Instruction Part 4: Assessment & Evaluation of Student Learning

The fourth category in the Rubric for Online Instruction is “Assessment and Evaluation of Student Learning” (www.csuchico.edu/celt/roi/aesl.html).

There are five criteria to consider in this category for evaluating online instruction. The chart below describes these criteria and illustrates how a course might achieve an exemplary rating.

Criteria for Exemplary Status

To be “exemplary” the rubric states: **Examples from Sara Cooper and Rony Garrido’s SPAN104A course**

A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.

A. Prerequisites of Spanish 104A or equivalent are clearly stated in the syllabus. The syllabus also describes the requirements of each of four writing assignments, so students know what to expect. Resources are available to students for WebCT tutorials so they are prepared for online activities required in the course.

B. Learning objectives, instructional and assessment activities are closely aligned.

B. Learning objectives and assessment activities are closely aligned. As stated in the syllabus, “By the end of this course students will be able to:

- Understand and apply intermediate to advanced grammar concepts.
- Write comprehensive sentences and structured paragraphs.
- Write a letter using appropriate format and language.
- Plan and write short papers, including dialogue, narration, description, and informative essay.”

Quizzes and writing assignments are directly related and aligned to these objectives.

C. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills.

C. Course offers students 28 quizzes, self-tests, or surveys; 4 writing compositions; and 8 discussion/writing reflection activities. These varied assignments measure students’ skills, knowledge, and attitudes.

D. Regular feedback about student performance is provided in a timely manner throughout the course.

D. Feedback is automatically given to students via the online gradebook right after each assignment is graded. Students do not have to wonder or ask what grade they are earning.

E. Students’ self-assessments and peer feedback opportunities exist through the course.

E. Students are asked to make self-assessments via the discussion board, and the opportunity to give peer feedback there as well. ♦



CELT Exemplary Online Instruction Poster recognizing Professors Garrido and Cooper’s Spanish 104A class.

San Francisco Hosts Summer 2005 WebCT Conference

More than 1000 educators, technologists, and administrators from around the world will converge on San Francisco July 18-22, to share their knowledge and experiences with WebCT and online teaching and learning. The 7th annual WebCT international users’ conference—“IMPACT 2005”—will be a rich experience for anyone involved with online teaching and learning.

Sessions will include

- Designing, developing, delivering, and evaluating online courses
- Case studies and best practices for online teaching and learning
- Instructional games, learning objects, and online simulations
- Faculty and student training and technical support

Represent Chico at IMPACT 2005

As a WebCT Institute, Chico is a recognized leader in the WebCT community, and we plan to have a large contingent attending and presenting at this conference. Chico faculty and staff are encouraged to submit presentation proposals.

More information is available at www.webct.com/2005. ♦

“The annual WebCT conference is the single most important professional development activity I attend.”

—Laura Sederberg, Recreation/TLP

CSUs Evaluate WebCT Vista 3.0

CSU, Chico has joined the Northridge, Sacramento, San Jose, and San Marcos campuses in an initial evaluation of WebCT's "next generation" Learning Management System, WebCT Vista.

Chico participants include

- Jeff Bell: Biology
- Sara Cooper, Rony Garrido: Foreign Languages
- Amber Evans, Jon Knolle: Communication Design
- Cris Guenter: Education
- Brian Oppy: Psychology
- Laura Sederberg: Recreation/TLP
- Claudine Franquet, Matt Philipps: TLP

Participants are focusing on foundational tasks they already perform in WebCT Campus Edition. They are also learning to use new Vista functionality as they explore course creation and content management, and identify potential training/support issues that should be considered in the event a campus were to deploy WebCT Vista in the future. ♦

"Our initial reaction to the Vista interface is emphatically three thumbs up! It is far more intuitive than campus edition and has much more functionality across the multiple tiers of our institutional needs, for not only course design and management, but for evaluation and assessment as well..."

—Randall Cummings,
CSU, Northridge

Course Structure Key To Student Satisfaction

In a study by David Stein of Ohio State University, **structure was identified as the most important factor in online learner satisfaction and community formation in face-to-face, partially- and fully-online courses.** Such a "structured environment" includes clearly defined performance objectives, assignments, deadlines, and communication, all of which are important to students.

Online discussions and other activities were highlighted as valuable and satisfying when they connected to themes emerging in a course. When such online discussions are included in courses, students spend more time than they would face-to-face, but they feel they gain more, especially when the instructor provides summaries of the discussions.

From *Course Structure: Most Important Factor in Student Satisfaction*. Distance Education Report, February 1, 2004. ♦

Language Translation and Interpretive Services

A TEC's IMC Productions is currently working with the State Department of Toxic Substances Control (DTSC) to provide "language translation" and "interpretive services" for printed material, special meetings, and public hearings.

Translation Services

DTSC needed an array of printed material such as fact sheets, brochures, formal documents, exhibits, logo designs, and posters, translated from English into a variety of other languages, including Spanish, Hmong, and Mandarin. We re-designed the materials to accommodate the translations and also coordinated the timely printing, duplication, and delivery of these materials.

Interpretive Services

DTSC often conducts special meetings and public hearings with specific groups of people for whom English is a second language. ATEC now provides interpretive staff for these public meetings and conferences. Often notice of such meetings and the request for interpreters is last

minute and requires an extremely quick turnaround time. To date we have facilitated interpretive services for meetings in Mandarin, Spanish, Vietnamese, Hmong, and more.

Support for Other Grants and Contracts

We would be happy to make this service available for other campus grants and contracts. For more information, contact Adam Morgan at x4077, or e-mail him at afmorgan@csuchico.edu. ♦



Adam Morgan, Ximena Oliver, and Terry Nolan show off English and Spanish versions of state agency public information publications.

Smart Classrooms: Enhancements and Upgrades

The Smart Classroom team was busy over summer 2004. Enhancements and upgrades include easy file-sharing between office and classroom as well as installation of new computers in 12 classrooms. Improvements were also made to the public address sound systems in PAC 134, and 144, and Holt 170, allowing individual adjustment of the presenter's microphone volume.

Moving Files from the Office to the Classroom

Moving files and presentations from your office computer to smart classroom PCs is much easier with the Bay File Server. Faculty and staff have 50MB of storage space (250MB for department accounts) where files can be securely saved and accessed from other computers on the campus network.

PC Users

- Log on to the "CHICO" network domain using your Outlook username and password
- Double-click the "My Computer" icon
- You will find a new drive listed near the bottom of the Window with your username and the phrase "on bay\users\..."

Macintosh users (OSX)

- From the "Go" menu, select "connect to server"
- Type "bay.csuchico.edu" at the command prompt
- You'll be asked for your Outlook username and password for authentication



Confused? We Can Help

Assistance, Information, Training

Assistance, answers to your questions, and training for classroom technology is available from the **Smart Classroom Hotline at x5475**, or by visiting the smart classroom Web site at: www.csuchico.edu/classrms. ♦

Accessing Files from Smart Classrooms

Instructions for accessing presentation materials from the Bay file server can be found on the Smart Classroom Web site at www.csuchico.edu/classrms/faq.html. Select Item 11: "How do I access shared files from smart classroom computers?"

Classroom Computers Upgraded Summer 2004

Newer, faster computers were installed in the following university smart classrooms:

Butte 102	Modoc 114 & 220
Glenn 212	O'Connell 239
Holt 359	PAC 206
Langdon 104	Plumas 102, 106, 201, 205

All smart classrooms are now equipped with modern Dell GX240 or GX270 computers that accept carry-in USB devices (e.g., thumb drives), play DVDs, and use the latest Web browser and Microsoft Office applications. All have been upgraded to the Microsoft Windows XP operating system for enhanced performance and security. ♦

Play DVDs in Class



DVDs can be played in all centrally scheduled smart classrooms using the "WinDVD" application on the Smart Classroom PC. DVD players can also be checked out from the Technology and Learning Program (x6167) for use in classrooms that don't have them. ♦

WebCT Course Resources

The University's Online Writing Center has been added to the WebCT "Student Resources" link that is included in every WebCT course. The center provides free assistance and guidance to students preparing writing assignments for courses they are enrolled in. ♦

Update: Online Technology for Teaching and Learning

HorizonLive Combined with Wimba

HorizonLive has joined forces with Wimba to form HorizonWimba. Wimba has been a leader in providing voice technology for the Internet. Wimba EduVoice lets faculty and students make voice postings in WebCT Discussion Boards. For more information, visit www.horizonwimba.com.

HorizonLive Upgrade "More Elegant"

New HorizonWimba LiveClassroom 4.0 offers an improved look-and-feel and better ease-of-use for live Internet classes offered through Chico Distance and Online Education. Faculty and students are beginning to experiment

with multi-way audio capability that lets them talk with each other over the Internet using a headset or microphone and speakers.

Support for More Streaming Media

Recent upgrades to the campus RealVideo server offer improved security and performance. In addition to RealVideo, we can now stream MPEG 1-4, QuickTime, and Windows Media formats. ♦

WHAT'S UP IN ATEC?

New Talent on ATEC Team

Academic Technologies (ATEC) is pleased to welcome Stephen McDermott and Vicky Breeden to its creative staff, even as we bid farewell to Rob Warner.

Stephen transferred to ATEC from the College of Behavioral and Social Sciences at CSU, Chico and is the evening supervisor, overseeing delivery of live Internet classes offered through Chico Distance and Online Education. He is also an avid pin collector and a connoisseur of fine wines.

Vicky, an experienced writer and editor formerly with Information Resources and Public Affairs, is joining the newly formed Web Services team. Web Services provides Web site design and development services to the campus community. See www.csuchico.edu/web for more information.

Rob spent the past few years supporting ATEC desktop computers, software libraries, servers, and distributed learning operations, and recently left

ATEC to accept a technical position in the music department. An accomplished musician and a "sound-man" at heart, we wish him well in his new career. ♦

Vicky Breeden and Stephen McDermott bring their talents and interests to the creative staff at ATEC.



Multimedia Lab Closes

Three semesters of declining use and ongoing funding challenges forced the permanent closure of the student Multimedia Lab (MML) in summer 2004. The increased power of personal desktop computers appears to be at least partially responsible. Students now regularly edit audio, photos, and video, and even burn their own CDs and DVDs, on their personal computers. In addition, equipment in the lab was dated and reaching the end of its useful life. Current budget constraints would have made it difficult to continue to repair, replace, and support the lab at acceptable levels.

A committee worked with colleges and departments whose students depended most on the lab. The committee identified equipment that could be relocated to ensure that the most critical services could continue to be supported elsewhere on campus. For a complete list of equipment and services affected by the closure, see www.csuchico.edu/tlp/ml/MediaPrepSm.pdf. ♦

Staff Selected CATS "Pick of the Litter"

While attending the Community of Academic Technology Staff (CATS) 2004 conference held at Cal Poly San Luis Obispo in March 2004, Laura Sederberg and Bill Evans were pleasantly surprised to be recognized for contributions made to the CATS community above and beyond the call of duty.

Laura was recognized for "creating outstanding guidelines for excellence in online instruction" for her part in the development and sharing of Chico's Rubric for Online Instruction in the CSU, and at conferences across the United States. Laura has also been a driving force in the development of Chico's Exemplary Online Course project.

Bill was acknowledged for his "outstanding contribution to the CATS community for the last seven years." He participated in the

creation of CATS in 1998, numerous conference planning teams, and served as local host for CATS 2003 here at Chico. This past summer, Bill was elected by the CATS membership to be part of the new CATS Executive Council, which he now chairs.

The CATS community's primary goal is to support its nearly 400 members in increasing their knowledge, productivity, and effectiveness through collaboration in service to their institution's academic technology goals.

Hearty congratulations to Bill and Laura for their hard work and the recognition they bring to Academic Technologies and Chico State. ♦

Bill Evans and Laura Sederberg are the cat's meow for their contributions to the Community of Academic Technology Staff.



From the Director

Technology Initiatives

CSU and Chico Academic Technology Initiatives

You might remember that in December 2002, the Chancellor's Office sent members of the Academic Technology Planning Committee (ATPC) to each CSU campus to interview and survey faculty, students, and staff about Academic Technology. Based on their final report, the CSU created eight Academic Technology Initiatives. Four have been designated an immediate priority and are currently active:

1. Foundational Skills—Reduce the need of students entering the CSU for remedial education by using new online learning and assessment tools. Improve students' basic skills in reading, writing, math, critical thinking, information literacy, use of technology and study skills.

2. E-Learning Framework—Design and build an accessible, standards-based CSU e-learning framework. Include learning management systems that collect, store, access, and distribute collections of multimedia and digital academic content. Integration of learning management systems, library services, digital libraries, CMS/PeopleSoft, and other enterprise-wide systems.

3. Digital Marketplace—Build a customer relationship management solution that lets faculty, staff, and students identify and procure academic software, hardware, content, and services easily and at the best price by leveraging the size of the CSU.

4. Student Success—Improve students' interaction with the administrative and academic systems, such as degree-audit systems, online grades, transcripts, orientation, and increased help-desk support.

Chico has done an excellent job leveraging these initiatives locally. Here is a brief report on our progress.

Foundational Skills—Duke Sun, a professor in Chico's mathematics department, is leveraging the new CSU Math Success Web site

(www.csunmathsuccess.org) and a CSU systemwide contract for ALEKS (www.aleks.com) to prepare students for college math.

The CSU Math Success Web site provides clear, authoritative advice that helps students, parents, high school teachers and counselors, and EAP coordinators make choices that satisfy

CSU Entry Level Math (ELM) requirements. ALEKS is a Web-based, individualized learning assistant that uses artificial intelligence to help people learn mathematics. Together these Web sites assist students preparing to meet math proficiency requirements before they get to the CSU.

E-Learning Framework—With 63 percent of Chico faculty using WebCT in the curriculum, we are currently investigating "next generation Learning Management Systems." Goals include improved usability, reduced course preparation time, and more seamless integration.

Online resource sharing among course sections, courses, instructors, and even departments and programs is being explored. This fall, a few Chico faculty and staff are evaluating WebCT Vista with these goals in mind. (See page 5.)

Digital Marketplace—CSU systemwide agreements allow faculty and staff, and sometimes auxiliaries, to obtain software at discounted prices. For example, Macromedia, Adobe, and FileMaker are just a few. Chico has made purchasing simple and easy: Send a CAF to User Services. See www.csuchico.edu/usrv/supported/softwarepurchase.htm.

Student Success—Currently, the Chico CMS-PeopleSoft team is implementing degree audit capabilities that will provide students and staff timely and accurate degree audits to improve student academic advising and decision making. ♦



Kathy Fernandes
Director of Academic Technologies

The final ATPC report is available at
[http://its.calstate.edu/academic_](http://its.calstate.edu/academic_technology/ATPC_Report_FINAL_07162003.doc)
[technology/ATPC_Report_FINAL_](http://its.calstate.edu/academic_technology/ATPC_Report_FINAL_07162003.doc)
[07162003.doc](http://its.calstate.edu/academic_technology/ATPC_Report_FINAL_07162003.doc).

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Academic Technologies Services

ATEC Main Office

MLIB 001, 898-6112

Classroom Technology Support

MLIB 003, 898-5475

Computer Graphics and Animation

MLIB 012A, 898-4421

Copy Center

MLIB 204, 898-4499

Distributed Learning Technologies

MLIB 031A, 898-6961

Graphic Design Studio

MLIB 012, 898-6113

Media Production Services

MLIB 039, 898-4077

Photography

MLIB 012, 898-6114

Presentation Graphics Lab

MLIB 010, 898-4299

Technology and Learning Program

MLIB 003, 898-6167 ♦

Visit our Web site

www.csuchico.edu/atec