

CaTT Tales



A District Information Services Computer and Telecommunication Technology Initiatives Newsletter

June 2007

INSIDE THIS ISSUE

Laptop Security	2
Portal	2
Telecommunications	3
Text Messaging	3
Microsoft Vista	4
Second Life	5
Enrollment	6
Tips N Tricks	7
Training Schedule	8
CaTT Toon	8

Laptops, PDA's and Flash Drives: The Good and the Bad of Them

By Deborah Ludford

Isn't technology wonderful! We all are in awe of what it can do for us. For most of us, technology, especially portable technology, makes our life easier as we go about our daily lives. But, there are some concerns we must all be aware of as we use these wonderful tools.

First, with the portability of many of the newer devices like Laptops, PDA's and Flash drives we must be diligent in protecting anything we put on those devices that could be harmful to ourselves or others. The portable nature of these newer technologies makes it very easy for a device to be lost, misplaced or taken. As employees we have a responsibility to protect information about our students and other employees as if it were our own. For staff, this includes information we may store on these devices including employee or student records. For faculty, this includes tests, grades and other documents that may contain information protected by law or that would render our work compromised.

Second, these devices are not always indestructible. They are dropped, knocked and bumped very easily and can be rendered "unreadable". It is always wise to have a copy of the files in another secure location or device so as to not lose the contents. Many hours of work may need to be done to replace what is stored on these devices. Attempts to recover information may be impossible or very costly.

Finally, each new device may work just a little bit differently. Connector cables may be unique for each device. Software may work differently and you may need

separate passwords for each. This can be time consuming and frustrating to manage. One feature you may want to look for is devices which use standard USB (Universal Serial Bus) connections. This may make the physical connection easier.

There are some good practices and training opportunities which should alleviate some of the concerns. They are:

- ✓ Copy critical files to another secure device or make sure you have a paper copy
- ✓ Lock devices in cars, homes and offices when not in use
- ✓ Store devices in carriers designed to absorb the impact of a fall
- ✓ Purchase USB ready devices for easy plug-in
- ✓ Manage passwords carefully
- ✓ Keep all documentation, warranties and other documents about the devices you use secured and in a handy, easy to remember location for quick reference
- ✓ Attend the laptop training offered by the district to become more familiar with the devices

When in doubt about any of these issues or for more assistance, both the district Information Services Helpdesk and the campus helpdesk operations are a good place to start for advice on the use and care of these devices. Happy computing and I hope you enjoy this issue of CaTTales.

Laptop Security

By Erin Ridley

Security... hardly a day goes by when we don't hear the term used in one way or another. Security can have many meanings... personal security, system security, network security, data security, etc. In this instance, we are referring to laptop security. Even when you are talking about laptop security, there are two issues at hand: protecting the laptop itself and protecting the data held within the laptop!

In the past, data was stored only at the work place. But now we live in a very mobile society and therefore we find the need for the data to also be available to us away from the work place. This can be wonderfully convenient! But this new mobility has also opened up another door and unsecure door! Information Services has developed a training session that will give someone all the tools they

need to keep the laptop itself safe, as well as protecting the data held within the laptop! In this class we will cover various topics including:

- What data is considered confidential
- Where is data stored on your laptop
- Data backups
- Things you can do to prevent your laptop from being stolen
- How to protect your data using various methods including passwords and encryption

Please check the Training Schedule for a list of training dates.



Luminis Portal Project Update

By Adam Howard

The ultimate goal for our Luminis portal project is to develop a one-stop shop for online access to information, communication and services for everyone in the district. Here is an update on the project since our last issue of CaTT Tales:

We kicked off the project on February 28th, with divisions and departments across the district represented by those in attendance. We have formed a Steering committee to guide the direction of the project, and have created four workgroups to formulate implementation plans and tasks. The Accessibility workgroup is evaluating the performance of the portal using assistive technologies. The Communications workgroup will craft a plan including marketing of the portal and strategies for communication. The Training workgroup will develop a plan, address the training needs of students, faculty, and staff. The Content workgroup will propose and prioritize informational and service content for the portal, both for the first phase and for further developments after the implementation project is complete.

We are working with SunGard to schedule a consultant to install and certify a production instance of the portal system. In the meantime, we have installed on our own an instance of the portal to get familiar with the installation tasks, synchronizing the system with Banner, and with all the other configuration details. This instance of the portal available for the project workgroups to get hands-on experience and to test out new branding and layouts and channels.

You can find more information about the project -- the project charter, vision statement, documentation, schedule, and more -- at <http://www.luminis.nocccd.edu>.

Telecommunications Standards

By Mike Kavanaugh

Remember the days when you had to use "PEP" to create a Purchase Order or Register Students....if your office was wired to the mainframe computer that is? Who remembers sending a message using "Omnimail"? Some even used the "MAPPER" system for online reports. While some of you do remember these "Online Tools" others have no idea what these terms mean.

Several years ago the voice/data/video wiring infrastructure at each campus was upgraded to support new and upgraded technology. Each campus was carved up with new trenches, pits dug in the middle of driveways for the installation of new manholes, and new rooms were built on each floor to support miles and miles of new wire. We upgraded from a Mainframe Computer to a SERVER based system. We had access to the Internet and Email! Students could register online via the Internet and Faculty could input their grades via the Internet as well. During that process we used a set of standards or guidelines that dictated how voice/data/video cables should be distributed to each building and installed on each floor and in turn, offices, conference rooms, and classrooms. The original set of standards were adopted as our "Telecommunications Standards" and have under gone two revisions since the Bond Measure construction began.

Working with Architects and Contractors for the last several years of construction we have realized that those standards could be further revised or refined to better illustrate the roles of Architects, Contractors, and Campus IT Staff. Architects are advised to hire a Certified Telecommunications Design Engineer and provide designs illustrating the voice/data/video systems within each building and floor. These designs in turn will help potential bidders provide more accurate cost estimates. Additionally, potential bidders should fully understand what qualifications they must possess to install, test, and certify their work. The District and Campus IT Staff check these designs to ensure there are enough voice/data/video outlets to support Student, Faculty, and Staff needs. Upon completion, a portion of the project budget is generated to include all the necessary electronic equipment for phones, computers, TV's, and building Security.

At the completion of each project a set of as-built drawings are provided that detail each and every outlet installed. Also required are test results for every piece of wire and fiber optic cable installed in addition to the required product warranty for each system. Because we have a "Telecommunications Standard" within our District, our IT staff can better maintain and add to these systems as we grow to support our existing systems and those on the horizon in the future.

Text Messaging for Emergencies

By Bob Hughes

How can we communicate instantly to students, staff and faculty immediately in case of emergency? The shootings at Virginia Tech on April 16 caused colleges and universities across the country to consider and evaluate their response to this question. As a District we have become quite proficient in using websites, e-mails and even automated telephone calls to get the word out about various issues. Unfortunately, for the type of immediate communication demanded by an incident such as the one at Virginia Tech, these tools just are not timely enough.

One of the biggest benefits of licensing a software package such as Banner is the vast user community we can connect with. On April 18 (just 2 days after the tragedy), a programmer at the University of Tennessee at Martin made available for free an add-on to Banner Self-Service (WebSTAR) that will allow students, staff and faculty to sign up to receive emergency text messages. Adam Howard, our IT Project Leader for Web Services, had the code installed and ready for testing the very next day.

Enhancements to account for our multiple campuses and accept additional service providers were recently added. We plan on activating this in WebSTAR soon so students, staff and faculty can opt-in to receive emergency text messages. Look for the link to set your text alert preferences in the Personal Information tab of WebSTAR and sign up to receive emergency alerts.

Microsoft Windows Vista

By Tom Wallace

With every new release of a software product comes the age-old promise of "NEW and IMPROVED." Let's face it, after installing a new version of a program we just can't wait to discover all the new exciting features.

Now that Microsoft has released Vista, the new Windows operating system, the anticipation is no different. We are being promised that it is "easier to use," "more entertaining," "better connected," and "safer!" But what does all this mean to those of us working on administrative PCs throughout the district?

Information Services has been evaluating Vista since its Beta release in order to understand how implementing this new operating system will affect our administrative users. You see, implementing a new operating system is not as easy as simply installing a program. Other applications, "plug-ins" and drivers also must also be upgraded for Vista support by the vendors and then tested in our environment to be sure all will run properly together. In the early days of any software release, vendors will be discovering and sending out fixes for "bugs" that are discovered. We will want the Vista environment to stabilize before we implement it on a large scale.

As of the writing of this article, SunGard has not yet announced support of Banner running in a Vista environment. It will, of course, be important for us to have full support from SunGard before we implement Vista. Please note, however, that WebSTAR access is not be an issue; we do not know of any problems accessing WebSTAR from Vista systems.

What our testing has shown us is very encouraging:

- Vista has a great new look and feel. Since the functionality of the task bar, "Start" button, and windows is very much the same, the learning curve should not be large. A new feature is a desktop "Sidebar" where tools can be placed to monitor weather, news, calendar, RSS feeds, system statistics and other features.
- Functionality has been improved. Most of us will appreciate that the start-up and shut-down times have been greatly reduced. In addition, since Vista runs each of the applications in its own memory area, the stability of the operating system has been improved.
- Security has been strengthened. We found an improved desktop firewall and support for encrypting data on the disk drive.
- Vista is still very new. This means there will be many updates released in the coming months and the product just needs time to mature. Support for applications such as Banner is still developing.
- Some desktop computers will need to be upgraded in order to meet Vista's hardware requirements.

Our current desktop Windows XP/Banner environment is very stable, is fully supported by SunGard and Microsoft will continue to support Windows XP for about two more years. As the Vista environment matures and SunGard provides support for Banner running in Vista, a plan for Vista implementation can begin. Our objective will be to make the transition to the new operating system as painless as possible.



A "Second Life" on the Internet

By Carl Schoner

Unless you have been living on another planet over the last few months, you are probably aware that something truly remarkable is happening on the Internet. It is evolving in a way that is more abstract, more imaginative, and more profound than ever before. Throughout its short history the Internet has always presented itself as a flat, two-dimensional media, but now it is evolving into a multi-dimensional virtual reality with implications for the very near future that go far beyond anything we have ever imagined in the past. The web is morphing from a flat-planed tab-enhanced browser-based collage of static and dynamic web pages into a hot medium consisting of expanding three dimensional bubble portals through which you can transport yourself into whole new "virtual worlds" that will enable you to engage in e-commerce and on-line education in ways that you never dreamed possible. And this transformation is occurring at an exponential growth rate that far exceeds any previous growth that the two-dimensional Web has ever actualized.

A recent study released by Gartner, Inc. on April 27th, 2007 predicts that "80 Percent of Active Internet Users Will Have A 'Second Life'" in the Virtual World by the End of 2011." My own prediction is that by 2011, *everybody* on the Internet will interact in virtual worlds with direct tie-ins to real-world entities, and both e-commerce and e-education will be driving factors in this growth. This new "Virtual Web" will be so engaging and pervasive that it will wipe the old Web from our memories as cleanly as the old Web eliminated our memory of its own precursors, *Archie, Jughead, and Veronica*. When two-dimensional content can be more enticingly presented in a hot, interactive, multi-dimensional medium, the hot medium that will prevail every time. As Marshall McLuhan preached way back in the 60's, "The medium *is* the message."

In the past year many big corporations have come to realize the potential and have been investing big-time in these virtual worlds, with IBM leading the pack with the purchase of 24 Second Life virtual real estate "islands" upon which it is building a virtual corporate identity. Other corporate pioneers joining this new land rush include the likes of General Motors, Toyota Motors, Dell, Cisco Systems, Sun Microsystems, Reuters Group, Showtime, ABC, NetG Training, Mercedes-Benz, Nissan, Mazda, Toyota, Sears, Sony, Adidas Reebok, PA Consulting Group, Circuit City, Intel, AOL, American Apparel, and Coldwell Bankers just to name just a few.

But I believe, as does the Gartner Group, that the biggest driving factor in Virtual World growth over the coming years will continue to be the collaborative advantages it offers its participants, especially with respect to education. And Second Life is well ahead of the pack in winning the mindshare of the world's major educational institutions, as this Wikipedia entry reveals:

"Second Life has recently emerged as one of the cutting-edge virtual classrooms for major colleges and universities, including Harvard, Vassar College, Pepperdine University, Ohio University, Ball State University, University College Dublin, Elon University, New York University, Stanford University, Delft University of Technology and the AFEKA Tel-Aviv Academic College of Engineering."

Despite its explosive growth, virtual education is still in its infancy, and there is no guarantee that the model offered by Second Life will remain the leader in this area. While most of the buzz and hype has been centered around Second Life, the truth is there is a growing list of Virtual World competitors out there, and many of them are positioning themselves as leaders in the expanding market for virtual instructional environments. For example, another big player in the 3-D educational market is *Active Worlds*. About a month ago the *Active Worlds Educational Universe* (visit <http://www.activeworlds.com> and click on "Educational Programs") listed about 40 participating education institutions; today that number has grown to 118, and interest is growing at an ever-increasing pace. You can view the complete list of participants at http://www.activeworlds.com/edu/awedu_participants.asp

While Second Life's 2-3 million registered users is indeed an impressive number, virtual worlds are growing in leaps and bounds everywhere. Consider this: a small Canadian company called *Webkinz* sells little stuffed animals with virtual personifications mostly to the pre-teen set, who then log on to Webkinz' own pre-teen friendly virtual educational world to play with their new virtual pets and other virtual pet owners. The remarkable thing about the Webkinz phenomenon is that consumers purchased more than 2 million of these virtual buggers in the *first two weeks* of April of this year alone! That represents 2 million more kids who are being primed to function in a virtual learning environment. And as anyone familiar with kids and technology knows, the youth of today will not only expect, but *demand* that educational institutions offer even more advanced virtual educational environments tomorrow. Institutions that rise to this challenge will thrive in these bold new virtual worlds, and those that don't will become the *Archies, Jugheads, and Veronicas* of tomorrow.

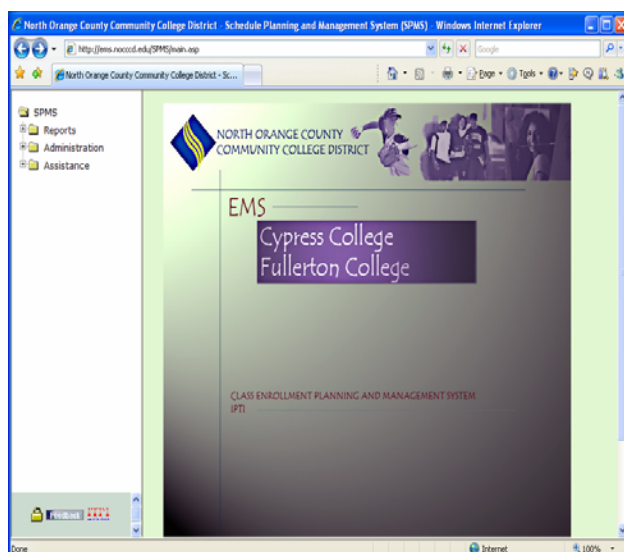
Enrollment Management System In Production

By Bob Hughes

In the February 2007 CaTTales article 'Predicting Future Enrollments' I wrote about the installation of a new software tool called the Enrollment Management System (EMS). I am pleased to report that the tool is now in production and being used by decision-makers at the colleges to better predict and forecast demand for classes.

The EMS system is updated nightly with enrollment information for the current term (Summer 2007) and the prior three (3) terms for comparison purposes. Enrollment estimates based on the past history of the course are provided, and the estimates provided can be changed down to the section level. Courses that are filling faster or slower than expected are flagged for monitoring, and the reports are delivered in familiar Excel formats for easy sorting and manipulating. This powerful tool was demonstrated to deans, directors and researchers at both Cypress and Fullerton to favorable reviews.

We will continue to enhance this tool as it is used, especially with regard to efficiencies; providing data that helps ensure that each class is taught in the right classroom with the right number of students by the right faculty member. Following are examples of some of the screens in the EMS system:



SECTION	COURSE	INSTRUCTOR	DATES	METHOD	TERM	FACULTY ASSIGNMENTS								
SPIN	SUB/NUM	DEPT	NAME	ID	FIRST	LAST	LEA	LEC	OTH	TPSCH	TECH	LIA	PFE	LIE
12	06356 ACCT 101C	PO0018	Masi, Marguette L	6422007	6/72007	1/32007	5.0	0	1	4.0	4.0	5.0	0.0	0.0
13	06355 ACCT 101C	PO0018	Vanogden, Arlene L	6422007	6/72007	1/32007	5.0	0	1	4.0	4.0	5.0	0.0	0.0
14	06356 ACCT 101C	PO0018	Roane, Linda L	7920007	7/20007	1/32007	5.0	0	2	4.0	4.0	5.0	0.0	0.0
15	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
16	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
17	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
18	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
19	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
20	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
21	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
22	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
23	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
24	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
25	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
26	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
27	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
28	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
29	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
30	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
31	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
32	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
33	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
34	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
35	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
36	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
37	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
38	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
39	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
40	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
41	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
42	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
43	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
44	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
45	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
46	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
47	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
48	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
49	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0
50	06355 ACCT 101C	PO0020	Masi, Marguette L	7/102007	7/102007	1/344007	5.0	0	2	1.0	1.0	1.0	0.0	0.0

Tips 'N' Tricks

By I.S. Help Desk



Confidential Data

What exactly *is* confidential data? The California Civil Code 1798.29 states that the following should be considered confidential: an individual's first name (or first initial) and last name in combination with any of the following data elements:

- Social security number
- Driver's license number or CA Identification number
- Account number, credit or debit card

In our case, here at the District, we can also add to the list:

- Banner ID number
- Grades
- Medical information

If you keep any of this kind of information on your PC (in combination with a person's name), you will need to take extra precautions to protect the data from being seen or used by unauthorized eyes!

The Most Common Passwords

PC Magazine had a recent article showing the top 10 most commonly used passwords.

<http://www.pcmag.com/article2/0,1895,2113976,00.asp> You may find this list very interesting.

Hopefully your password is not listed there! And if it is... change it!

- Password
- 123456
- Qwerty
- abc123
- letmein
- monkey
- myspace1
- password1
- blink182
- (your first name)

Training Schedule 2007

By Erin Ridley

Navigation Training

June 7	9:00 a.m. - 11:30 a.m.
June 13	2:30 p.m. - 5:00 p.m.
June 21	9:00 a.m. - 11:30 a.m.
June 26	9:00 a.m. - 11:30 a.m.
July 10	9:00 a.m. - 11:30 a.m.
July 19	2:00 p.m. - 4:30 p.m.
July 26	9:00 a.m. - 11:30 a.m.
August 1	9:00 a.m. - 11:30 a.m.
August 7	9:00 a.m. - 11:30 a.m.
August 15	9:00 a.m. - 11:30 a.m.
August 24	9:00 a.m. - 11:30 a.m.
September 6	2:00 p.m. - 4:30 a.m.

RQ Training

June 1	8:30 a.m. - 12:30 p.m.
August 31	8:30 a.m. - 12:30 p.m.

**To sign up for either the Navigation or RQ training classes, please contact your campus training coordinator:

AC: Sandy Palmer, CC: Vicki Sykes
FC: Laurie Barrett, SCE: Irene Beck

Laptop Security

July 24	9:00 a.m. - 11:00 a.m.
August 16	9:00 a.m. - 11:00 a.m.
September 5	9:00 a.m. - 11:00 a.m.

If you are interested in this training session, please contact the Help Desk at ishelpdesk@nocccd.edu.

Argos Training

Argos training classes will be scheduled on an "as needed" basis. Please e-mail Bob Hughes at rhughes@nocccd.edu to request a training session.

If you are one of the remaining people in the District still using SDA Views to generate your reports, please consider attending an Argos training class. Argos has replaced SDA views as the District's reporting tool, and any use of SDA views will be discontinued this academic year.

Information Services

1830 W. Romneya Dr. Anaheim, CA 92801

Phone:

714-808-4849

Fax:

714-808-4845

E-Mail:

ishelpdesk@nocccd.edu

Web Address:

www.nocccd.edu/Departments/InfoServices.htm

CaTT Toon

By Carl Schoner



"The person who says it can't be done shouldn't interfere with the person doing it."