

THEY'RE OFF!

An Update on the CARS Implementation Project



Although the implementation of the CARS student system began publicly in August with the kickoff meeting at Pomona College, it really began in July when the Claremont Colleges Project Manager, John Nichols, was hired. A cross-campus committee was also formed consisting of project managers chosen from each of the colleges and CUC. The project managers work with their college implementation teams and the CARS staff to provide the information necessary for the conversion to the CARS system. In addition to the student system, the colleges began implementation of the CARS Development module when the contract for that module was signed in late September.

The complete CARS system was installed on a large HP/UX server in the basement of Pendleton in the middle of September. Most of the project managers and other IT staff traveled to Cincinnati to complete the beginning classes required to start using the system. Other classes will take place locally, either at the training room being set up near the central project team offices housed at KGI or at the office CARS is working to set up near Ontario Airport. Project Managers and IT staff will be taking a data conversion class in December. Instruction in the functional areas will take place as the modules are installed.

Smaller training areas are being set up on each campus so that staff will have a place away from their offices to practice using the client software and where small classes can be held. HMC is using Thomas-Garrett 202 for both a class room and a meeting room for the project. Several PC's on each campus were set up with the client tools necessary to use the system.

Each campus provided CARS with current system information in September and October—dataset fields, sample reports, policy documents, functionality requirements—in preparation for college needs-assessment meetings. HMC meetings took place at the end of November (Pomona and Scripps Colleges have had theirs, CMC and Pitzer will have theirs in December). These meetings are critical to the “fit-gap” analysis CARS is doing to determine how well the CARS software will meet our requirements. After the meetings we will receive a needs assessment and variance analysis report, which will describe where our needs will be met, or not, by the CARS system. Where CARS does not meet our needs, we have multiple options: we can pay for changes to the system now, we can live without the functionality—possibly changing our procedures to match the new system, or we can add the functionality after the conversion is completed.

Besides needs assessments, each college is working on preparing for data conversion. Currently each college is preparing a list of their data fields which need to be converted. These will be “mapped” into the CARS system, showing where our data match, or not. A complete data extract will be done in January, to test the data mapping. This information will be used along with the needs assessments to develop the fit-gap analysis.

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Technology in the Classroom



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Occasional Downtime is composed on a Macintosh G3 computer using Adobe PageMaker 6.5 and Microsoft Excel 98. The primary typefaces used are Times and Optima. We wish to thank Sally Rich Arroyo of the HMC Office of College Relations for all her help.



On October 17th we held the second Claremont Colleges Technology Fair, organized by the Intercollegiate Academic Computing Committee (IACC) with support from the Information Technology departments of the Claremont Colleges. The Fair was an opportunity for faculty at all of the Colleges to learn about the ways in which their colleagues were using technology in teaching and research. For those of you who were not able to attend the Fair we've asked each of the presenters to provide a brief summary of their work.

COURSE WEB PAGES

MONIQUE SAIGAL, FRENCH, POMONA
In French 102, *Paris: Myth or Reality* students do a different project every year which deals with French poetry, music and painting or photography. Students work in groups of three in the creation of their web page and must compare and contrast the different arts. Therefore, the web site consists of text, images and music. We have done projects on La Belle Époque, Impressionism, cubism, surrealism and Paris in the Thirties.

In French 115, a course on film and fiction entitled *From Page to Screen*, students worked in pairs and learned to contrast and compare texts with films adapted from them. They learned to digitize videos and included images on their web pages. You may view the sites at <http://www.french.pomona.edu>.

WEBQUIZ

PETER SAETA, PHYSICS, HMC
I developed WebQuiz to enhance interaction between my students and me, both outside of class and in the classroom. The program allows a professor to create

assignments that students take using a web browser. I have frequently used WebQuiz to encourage students to read a section of material and think about the important points before they arrive at class. This preparation allows us to focus on the difficulties during our time together and helps students develop their ability to learn material independently. WebQuiz can also be used for surveys and tutorial work, providing students with the feedback they need to know whether they have mastered the material. WebQuiz is available to all faculty in the Claremont Colleges. To obtain an account, or to access the software, point your browser at the URL <http://webquiz.physics.hmc.edu> and follow the instructions on the screen.

COMMENTING SOFTWARE

KRISTA CAUFMAN, LEARNING PROGRAMS, HMC
There are several software packages available for commenting on papers electronically. CommonSpace, a commercial package available for both Windows and the Macintosh, is the most full-featured package, but both Adobe Acrobat 4 and Microsoft Word also have commenting features. CommonSpace is compatible with most word processing packages, including Microsoft Word and WordPerfect. Electronic commenting can be used for peer review, critical reading and analysis, and collaborative writing projects.

VIDEO ON THE WEB WITH REALPLAYER

GREG LYZENGA, HMC
In the core physics laboratory course Physics 53, we experimented this semester with the introduction of a new form of pre-lab instruction and orientation. Since traditionally, students have found it difficult to visualize and understand

unfamiliar experimental laboratory setups based on their written description alone, it was proposed that a video description and walk-through of the lab would facilitate the learning experience. With an improved understanding of the apparatus and procedures, it was hoped that students would be more efficient during their time in lab.

For this experiment, RealVideo clips were produced of the various experiments using a digital video camera, Adobe Premiere, and the freeware RealProducer software. Posted on the course web page, students are able to view these video clips from their rooms or computer labs, in advance of the lab meeting. Although some quality issues remain to be addressed, student and instructor consensus seems to be that the videos are a helpful addition to the course. The video clips can be seen at <http://www4.hmc.edu/Physics/53/>.

EXPANDING THE CLASSROOM WITH VIDEO CONFERENCING

HAL BARRON, HUMANITIES & SOCIAL SCIENCES, HMC
For my presentation, I discussed the use of video conferencing in my classes. Mainly, I use this tool to have my students interact with some of the authors of the books that they are reading for the course. At the first Technology Fair in May we had a live demonstration. Unfortunately, I was not able to demonstrate this firsthand at the second Fair.

ANYTIME, ANYWHERE CLASS DISCUSSIONS WITH WEB CROSSING

PEG SCHULTZ, ACADEMIC COMPUTING, POMONA
Web Crossing is discussion software. It is very easy to use and to maintain. It allows topics of common interest to be discussed outside of the constraints of a typical classroom. Once a discussion folder is created at the top level and ownership is given to the person in charge, it is quite easy for the owner to add/delete/modify topics and to organize the discussions anyway they see fit. They may also restrict participation in the discussion on several levels.

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ditor's Notes

This is the last issue of Occasional Downtime for the fall semester. Our main article this month is a report on the second Technology Fair held on the CMC campus on October 17th. For those of you who were not able to attend the Fair, we've asked the presenters to contribute a brief summary of their work. We'd also like to congratulate Brian Bean, Krista Cauffman, Charles Kerchner, Carrie Marsh, Peter Saeta, Monique Saigal, Amy Wallace, and Linus Yamane, each of whom won a free Epson color printer in our drawing after the Fair.

We also have an update from Susan Selhorst on progress with the CARS implementation project. CARS is the new student administration system that was purchased by the Claremont Colleges this summer. Susan is co-manager with Liz Baughman of the HMC Project Implementation Team.

Feedback from the October article on self-help skills was very positive so we've started a new series of articles on basic computer skills. This issue's feature is on a very important skill—saving files. We've included some recommendations on when and how to save effectively.

We hope you enjoy this month's issue. Have a great winter break!

—Elizabeth Hodas

Occasional Downtime is published bimonthly by the Computing and Information Services Department at Harvey Mudd College. It is also available in PDF format on the HMC Web Server. Comments and questions can be directed to downtime@hmc.edu.

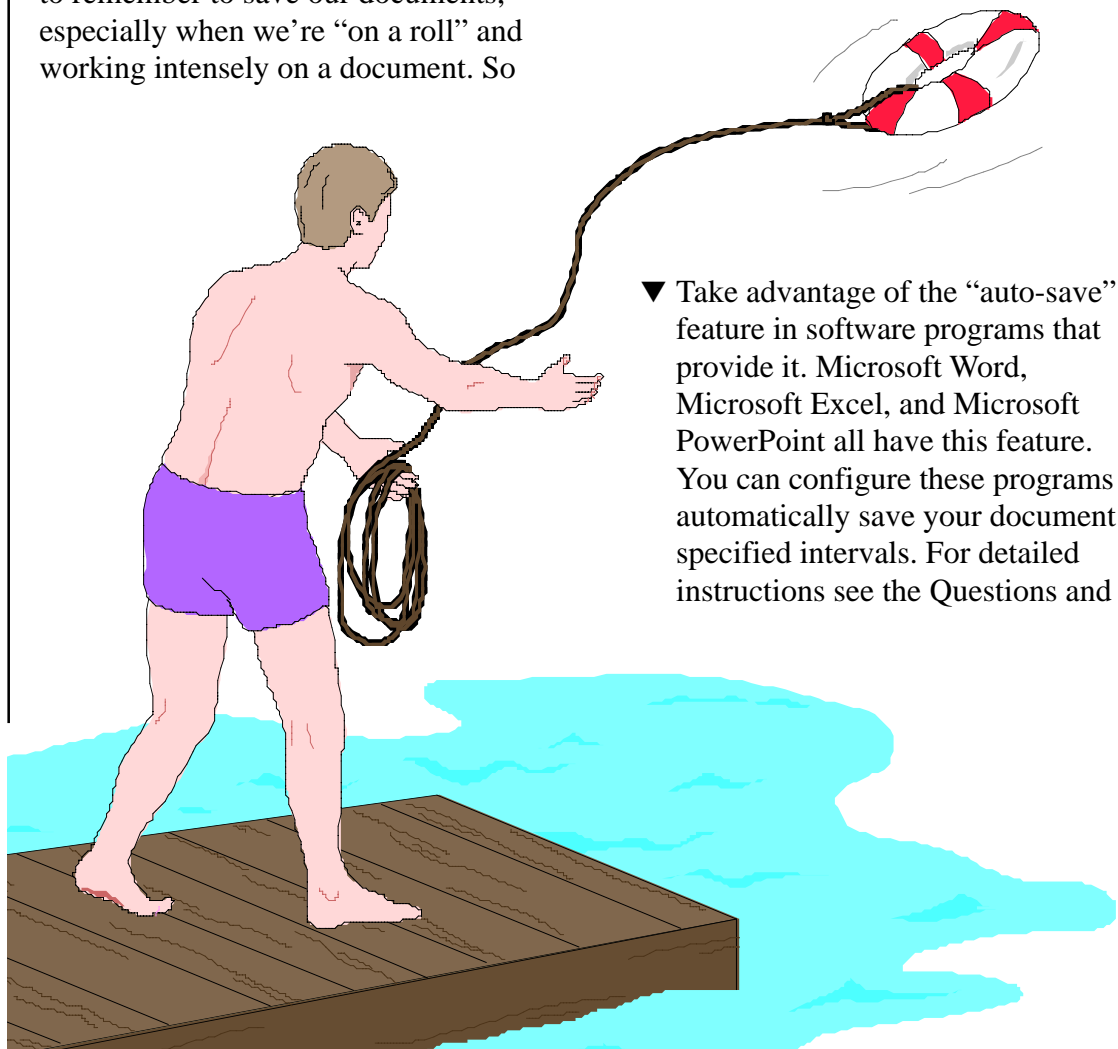
SAVED!

How often have you worked on a document on your computer only to have the computer freeze or crash so that you lost hours of work? If this has ever happened to you then you know the pain and frustration of having to redo your lost work. This doesn't have to happen to you though! There are simple ways to prevent or at least reduce the amount of work you may lose.

Saving your document frequently is the best way to avoid losing your work of course. But we all know how hard it can be to remember to save our documents, especially when we're "on a roll" and working intensely on a document. So

here's some guidelines on when and how to save effectively:

▼ Think of saving in terms of "How much can I afford to lose?" If you only save your document once in an hour you could lose up to an hour's worth of work. Even 10-15 minutes of work can be significant so you should start getting into the habit of saving at least every 10-15 minutes. Most of us take brief pauses while we're working. Try saving every time you pause.



▼ Take advantage of the "auto-save" feature in software programs that provide it. Microsoft Word, Microsoft Excel, and Microsoft PowerPoint all have this feature. You can configure these programs to automatically save your document at specified intervals. For detailed instructions see the Questions and

Answers section in the October 1999 issue of *Occasional Downtime*. FileMaker Pro saves your work automatically by default.

- ▼ Get into the habit of using the keyboard shortcut for saving. You're more likely to save often if you use the keyboard shortcut than if you have to use the mouse to access the menu command. In most programs the keyboard shortcut for saving is "Ctrl+S" on the PC and "Command+S" on the Macintosh.



- ▼ There are several situations when your computer can be at a greater risk of crashing or freezing. It's a good idea to get into the habit of saving your files before you switch to a different program and before printing.

save your email message to the "Out" mailbox. If your machine crashes or you have to stop editing the message for some reason you can go back to your "Out" mailbox, open the message and continue editing it.

- ▼ It's also a great idea to make a backup copy of your file before you make a major change to the file, especially if you're not entirely sure if you're going to like the change you make! For example, before you decide to sort the rows in your Excel spreadsheet or before you make major edits to your Word document, use the "Save As" command to create a copy of the file. This is particularly important in FileMaker Pro since FileMaker saves your changes as you go. Before making a major change to your FileMaker Pro files use the "Save a copy" command to make a backup copy.

- ▼ This past summer we all learned about power outages. For unscheduled power outages there's not much you can do except follow the guidelines for saving your open files. A UPS (Uninterrupted Power Source) is also an option. For the scheduled power outages that we had this summer it is important to save any open files and shut down your computer. In particular it's a good idea to quit Eudora if you have to leave the office and there is the possibility that the power may go out. Your Eudora mailboxes can get corrupted if Eudora is not shut down properly.

- ▼ Don't forget your email messages! Documents, spreadsheets and databases are not the only files that we tend to spend time editing. It's not unusual to work on a single email message for long periods of time. So don't forget to save them as well. Eudora in particular makes it easy to save your email messages. Use the "File/Save" command to

So take a few minutes and save your document! One day you'll be glad you did.



Technology continued from page 6

If you are looking for more advanced features (e.g., storage of web pages, storage of other materials, custom web page design), you may want to look elsewhere. If you simply need a basic discussion tool with the ability to link to external pages, Web Crossing is a good choice.

WEBCT: TEACH YOUR WAY USING THE WEB CYNTHIA HUMES/JASON STIFFLER, TEACHING RESOURCES CENTER, CMC

WebCT is a full-featured course tools package which allows instructors to deliver course content to students via the Internet. It provides simplified but highly customizable web page creation, and offers a set of about thirty built-in java applets which enable such features as bulletin boards, chat rooms, shared drawing space, course email, image databases, online quizzes and grading, student tracking, and a host of other functions.

At CMC a single two-hour workshop was sufficient to show faculty how to begin constructing their courses. During the first year of using WebCT at CMC, over 70 faculty members have adopted the package to provide an online supplement to their classes.

BUILDING WEB PAGES WITH FRONTIER JOSHUA HODAS, COMPUTER SCIENCE, HMC

Frontier, from Userland Software (<http://frontier.userland.com>), is a scripting environment for MacOS and Windows environments that enables the construction of very elaborate web sites with limited direct writing of HTML. It can be used at two levels. Manila (<http://manila.userland.com/>), which is built into Frontier, can create sites composed entirely using a web-based interface, with no programming background at all. It provides many of the same capabilities as WebCT. If you are willing and able to learn a little bit of programming, then Frontier can be used to author very rich sites with powerful back-

end database systems. The CS 5 site at HMC (<http://www.cs.hmc.edu/courses/2000/fall/cs5>) was written using this system. The source for each page of that site contains no actual HTML. The entire look of the text can be changed uniformly by changing just a few lines of Frontier code. Academic licenses cost only \$99.

NEW FACILITIES AT CMC

MITCH BROWN/PAUL CUSHMAN, INFORMATION SYSTEMS & TECHNOLOGY, CMC

The CMC presentation was based on our new technology in the Bauer Center South classrooms. The teaching spaces in the building underwent major renovations this year. We've incorporated the latest Crestron touch panel technology to control video from multiple sources including VCR, DVD, in-room video camera, etc. The panel is also used for an internal PC running on our network backbone. The display is true 1024x768. The rooms are equipped with 1-3 projectors depending on the size and configuration of the room. The rooms are also wired for network access to any student who wishes to bring a laptop to class.

USING VIDEO TO TEACH SPANISH CULTURE

ETHEL JORGE, SPANISH, PITZER

Video ethnographies provide a visualization of human activities as subtle as gestures and individual interactions and as overt as ceremonies and rituals. As such, they are the perfect medium for enhancing the depth and complexity of the foreign language curriculum's cultural components. Spanish 188, *An Intercultural Inquiry: Documenting Spanish Speaking Cultures in Our Community*, in addition to improving the students' fluency in writing and speaking Spanish, focuses on providing the students with new knowledge and valuable skills through an intercultural experience in our community. Each student in this course develops a small visual ethnography on a cultural theme of personal interest. These videos as VHS tapes are also used to enrich the curriculum, incorporated as supplementary

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Tricks & Tips

& Tricks

EMAIL MAIL MERGE

In the last issue of *Occasional Downtime* we described how to use the Mail Merge tool to create form letters in Microsoft Word. Email has become such a ubiquitous tool that we bet you're wondering if it's possible to do mail merge in email as well. When asked about this in the past we've usually pointed users to third-party plugins for Eudora or other products. It turns out, however, that we already have a product in use on campus that can be used for email mail merge: FileMaker Pro!

To get FileMaker Pro to do email mail merge it helps to be a little familiar with writing scripts, but we'll try to give you step-by-step instructions so that you should be able to set this up even if you've never used scripts before. In this example we're going to use FileMaker Pro to send copies of the same message to a group of people. You can also use FileMaker Pro to send customized messages, but that will have to wait for another issue.

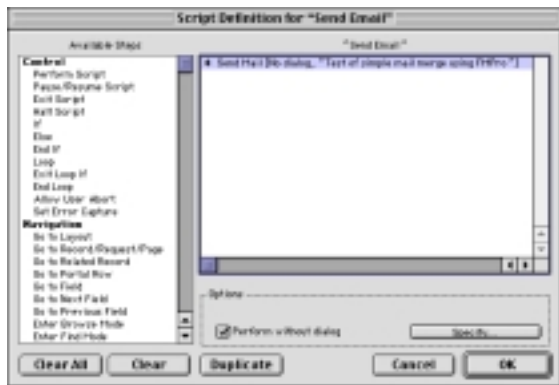
First, you'll need to create a new database with a text field that contains the email address for each person. You can enter a few records with your email address and maybe the addresses of a few friends who won't mind getting test email from you. The next step is to create the script for sending the email. Select the ScriptMaker command from the Scripts menu. Type a name for your script and click the Create button. If any script steps appear in the window on the right you can just delete them by clicking the "Clear All" button. We're going to be adding our own. Scroll

down towards the bottom of the left-hand window, select the script step called "Send Mail" and then click the "Move" button. Select the step in the right-hand window, check the "Perform without dialog" checkbox, and click the "Specify" button. You'll see a dialog box that looks like the one below:



This dialog box looks a lot like an email message. We'll be entering text for the "Subject:" and "Message:" fields since we're going to send the same message to everyone in our database, but the "To:" field is where it gets interesting. This is where we specify the field that we're using to store email addresses. Click the "Specify" button and select the appropriate field. I've called mine "Email Address." The "Specify Field" dialog box is also where we specify how we want the email message to be sent. The first radio button, "Use current record," will send a separate email to each person in our database. The second, "Use all records in found set," will construct a list of email addresses and send one email to that list. For our example we want the first option.

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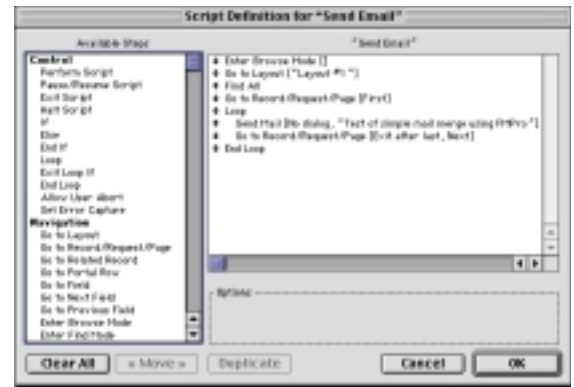
Now we need to add the rest of the steps for our script. Select and move the following steps to your script:

- ▼ Enter Browse Mode
- ▼ Go to Layout
- ▼ Find All
- ▼ Go to Record/Request/Page
- ▼ Loop
- ▼ Go to Record/Request/Page
- ▼ End Loop

If the steps don't end up in the right order, don't worry, you can click and drag on the little arrows to the left of the steps to move them. For the first instance of the "Go to Record" step it should default to "First." For the second instance you'll need to select the step and check the "Exit after last" checkbox and select "Next" from the pop-up menu.



When you're done your script should look like the picture at the top of the next column. In brief, what the script does is make sure that you're in Browse mode and that all the records in the database are selected. It then loops through all of the records and creates an email message for each.



As a final step, click the "OK" button to save your script and then click the "Done" button. You're not quite ready to execute your script yet, however. The last thing you need to do is make sure that the email client that you use is selected as your default email client. On the Macintosh you do this in the Internet control panel. Open the control panel, click on the Email tab and make sure that the correct email client is selected in the "Default E-mail Application" pop-up menu. In Windows you'll use the Internet Properties control panel. The primary desktop email client that CIS supports on campus is Eudora. We've tested this trick with Eudora and it works successfully.

Now you're ready to test your script. Select your script from the Scripts menu in FileMaker Pro. It may look as if nothing has happened, but don't worry. Go to Eudora and open your Out mailbox. Your email messages should be lined up in your Out mailbox with a "Q" for "Queued" in the status column. You can open one of them to check if it looks correct. To actually send the messages, select "Send Queued Messages" from the File menu. That's it! You're done!

This is a very simple example of an email mail merge. You can use variations of this technique to send customized messages with different subject lines or messages; to send messages to subsets of your database; and much more. If you'd like to learn more please contact Elizabeth_Hodas@hmc.edu or call extension 7-4583. ☺

materials in my lower division classes. The sample that I provide at <http://newmedia.cgu.edu/spanish188/> is of a class I taught during Spring 2000.

MAKING YOUR LIFE EASIER WITH ELECTRONIC RESERVES

JAMES OTTO, HONNOLD/MUDD LIBRARY

The Libraries of The Claremont Colleges offer ERes, our electronic reserve system, to make reserves available over the web at all hours of the day or night, to Claremont Colleges students and faculty. Journal articles, book chapters, homework keys, exams, class notes, slides, syllabi, lecture notes, overheads—all can be placed on electronic reserve (in compliance with copyright fair use parameters where applicable) in any electronic file format you choose. Link to other web sites, organize documents alphabetically or chronologically, and use your ERes course page as a way for your students to email you and your teaching assistants. Contact me (jotto@rocky.claremont.edu) or staff at a circulation point of any of the Libraries for more details.

INTERACTIVE TUTORIALS

AMY WALLACE/CARRIE MARSH, HONNOLD/MUDD LIBRARY

The Blais tutorial is designed for students who are new to the Libraries' online catalog, as well as those who would like to improve their skill in using Blais. It is an interactive, web-based tutorial that uses JavaScript to mimic a "real" experience in using the online catalog. To help users understand the fundamentals of searching Blais, the tutorial is organized into four independent modules that each take 5-10 minutes to complete. The Blais tutorial is web-based and is accessible to anyone from anywhere—residence hall, computing lab, classroom, and home. The tutorial is available on the Libraries web site at <http://voxlibris.claremont.edu/research/tutorials.html>. 🐾

From the discussion of the results of the fit-gap analysis, will come a document describing the scope of the project. Once the scope has been agreed to, a complete implementation calendar will be created, detailing when each office will be converted, when the training will occur, and when we will go live with the system for each module.

An on-site CARS project manager, Carl Pohrte Jr., began working here at the beginning of October when it became apparent that the initial time-line was not being met. The initial estimate of two years to install the system at all five colleges may have been overly ambitious. We have also expanded the scope of the project with the addition of the Development module. A new timeline is being developed in the belief that it is better to take longer and do it right than rush the project.

The central project management office is working to create a web site for the implementation project. The site will include the minutes of the project manager meetings and other materials so that everyone can be informed. We will publish the web site address as soon as it becomes available. 🐾

by Susan Selhorst, CIS

The Computing and Information Services Department sponsored a campus Happy Hour on Friday, November 17th in the Galileo Foyer. In addition to root beer floats and chip and dip, CIS used the opportunity to showcase some of our new Webcam and wireless technology. The star of the show, however, was the showing of a video made earlier in the day by our AV manager, Michael Meyka, at the Pie-Throw Fund-raiser for the Society of Women Engineers. If you missed both events you can see video highlights at <http://www.cs.hmc.edu/movies/SWEpieThrow/>.

QUESTIONS *and* ANSWERS

Q: My Eudora stopped working suddenly and won't let me check my email.

A: Your password may have expired. Passwords on *hmcadm.admin.hmc.edu* and *thuban.ac.hmc.edu*, the mail servers for administrative staff and academic faculty and staff, respectively, are set to expire after six months. This year we upgraded the mail server software on these machines so that Eudora will no longer allow you to login and check mail with an expired password.

To reset your password you'll need to login to the mail server interactively using a Telnet client. If you use the Application Launcher on your PC you can open the "Net Apps" folder and double-click on "Ewan Telnet" to launch a Telnet session. If you don't use the Application Launcher you can find Ewan Telnet in the directory `G:\Apps\NetApps\`.

Double-click on the name of the appropriate server (*hmcadm.admin.hmc.edu* for administrative staff and *thuban.ac.hmc.edu* for most academic staff and faculty). Enter your login name and password. If your password has expired you'll automatically be prompted to type in a new password. You'll need to type it twice to confirm the new password. When you're done just type "logout" to logout.

On the Macintosh you'll need to use a program called "NCSA Telnet." NCSA Telnet is located on both Kato.Mac and Lurch.Mac in the folder Communications Packages:TCP/IP Programs:NCSA Telnet 2.7b4.

Double-click the application to open it and select "Open Connection" from the File menu. Type the address of the appropriate server and click "Connect." Enter your login name and password. If your password has expired you'll automatically be prompted to type in a new password. You'll need to type it twice to confirm the new password. When you're done just type "logout" to logout.

After you quit your Telnet client, you should be able to launch Eudora, enter your new password and retrieve your email. If you have Eudora store your password (not a feature we recommend using), you'll need to use the "Forget Password" command from the "Special" menu so that it prompts you for your password again.

Q: How do I access Stolleworks?

A: Stolleworks is the online system for reporting problems to the Facilities and Maintenance Department. To use it you'll need a Telnet program such as Ewan on the PC or NCSA Telnet on the Macintosh. Open a connection to *hmcadm.admin.hmc.edu* and use the login name "Stolleworks." This will put you directly into the Stolleworks program. Just follow the directions for entering your contact information and a description of the problem and then press Return to submit your problem. You'll receive an email confirmation that your request has been received and another email message when your request has been completed. 🐾