



**Casting the Net of Virtual Education:
A Distance Education Implementation Plan**

**Miller-Motte Technical College
Wilmington, NC**

Spring 2005

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Introduction

In its role as one of Wilmington's educational institutions, Miller-Motte Technical College (MMTC) strives to expand its student base. MMTC wishes to provide accessible education to an ever-widening demographic, and are currently pursuing the means to offer classes to potential students who live in rural areas or are unable (even unwilling) to travel to a campus for class meetings. The National Center for Educational Statistics reports that the overall the percentage of higher education institutions offering distance education has increased significantly over the past seven years, with student enrollment rates more than doubling. To achieve its technology goals, and to be a worthy competitor in a growing educational market, MMTC needs to develop and implement a distance education plan.

The technology plan presented herein proposes a strategy that will allow MMTC to offer an increasing number of courses in an online format, making these classes available to many previously ineligible students. Thirty-two courses will launched online by the completion of program implementation. Throughout the stages of this three-year plan, continual evaluation of outcome goals including online student performance and enrollment, staff development of online course and proficiency in using course development tools, support (academic and technical), and advancements in infrastructure will be established.

The model adopted during the development of this technology change plan, "Scientific Laws to Change Management" by Roger Dickout, is a model based on fundamental laws of nature. Since organization is confluence of nature, the model can be successfully applied to Miller-Motte's technology change. The model will be used throughout the technology plan by providing the Change Management Team with an organized and systematic guideline to implement staff support, technical support, communication, and hardware implementation plans.

Several models have been adopted to guide the staff development plan including the Individually Guided Development Model (IGD), the Mentor Model, and the Just-in-Time Support Model. Each of these models will be implemented during phase one and continue throughout implementation. The Individually Guided Development Model will help establish personal goals for each staff member and a timeline for its completion. Using this model, the plan will have greater success because of the personalization to the staff member. The Mentor Model will help establish relationships between faculty who are proficient at the online course management and those who are not. Finally, the Just-in-Time Support Model will fulfill the need of staff members requiring immediate help with computer or online course management problems.

The proposed technology support specialist position will be responsible for providing individual support and training to all faculty members and students involved in the change plan. In each phase of the implementation plan, those faculty members who have chosen to teach online courses will be trained on the development of the materials and distance education pedagogy. A study conducted by Lee (2001) demonstrated the

importance of well-provided instructional support in faculty motivation and commitment toward distance education. Using IGD to help guide faculty members in the development of online courses should increase the strength of commitment of motivation, which in turn should aid in the adoption rate of this innovation at MMTC.

Mission Statement

Miller-Motte Technical College's mission is to prepare students with the essential career business & computer skills, medical assisting skills, alternative medical therapy skills and knowledge necessary to secure initial employment.

Vision

The expansion of technology in this educational setting will allow the administration to extend learning and certification opportunities to individuals who would not be able to enroll as traditional student. Through the acquisition of new technologies and the implementation of staff training in their uses, MMTC can offer online courses to its students and provide them with the materials they will need to successfully complete the coursework. Students will gain knowledge and competencies through consistently available instructional materials through the implementation of an online courses management system. If our technology plan is properly implemented, MMTC will also increase its positive reputation as a competent provider of both training and the tools of learning, and will provide its students with the technological skills they will need to compete in the workforce and competently perform their jobs after graduation.

Goals

Student:

1. All students will be able to enroll for more courses due to the increase in the availability of course offerings.
 - Phase I (15% overall increase in enrollment)
 - Phase II (20% overall increase in enrollment)
 - Phase III (25% overall increase in enrollment)
2. Student performance in online courses will increase due to availability and versatility of a virtual learning environment.

Staff Development:

1. All faculty teaching online appropriate traditional courses, who are interested in teaching their courses online, will offer online instruction.
 - Phase I (10 courses with highest enrollment)
 - Phase II (second 11 with highest enrollment)
 - Phase III (third 11 with highest enrollment)
2. All faculty offering their courses online will be proficient in using online course development tools.

Infrastructure:

1. Acquisition and installation of server
2. Acquisition of course management system
3. Acquisition and installation of software needed for online course development
4. Acquisition of laptops

Implementation Plan (detailed in Table B)

The implementation of this technology plan will occur in three year-long phases beginning in May 2005. Measurable goals and associated benchmarks, indicators and budget have been outlined for each phase of implementation. During each phase, all MMTC students will be able to enroll for more courses due to the increase in course offerings, which should result in an overall increase in enrollment rates of approximately 25 percent by completion of phase three. Training workshops for students interested in enrolling in online courses will be provided during each phase. Aware activities geared toward educating students on the benefits of online instruction will also be distributed to aid in the adoption of this innovation. Student performance is also expected to increase due to the availability and versatility of a virtual learning environment. To achieve this goal, faculty teaching online courses will receive training on effective distance education pedagogy and a laptop checkout program will be implemented for students to utilize in order to fulfill online course requirements.

During each phase of implementation, faculty teaching online appropriate traditional courses with the highest enrollment, who are interested in teaching their courses online, will be identified and will begin the process of developing and implementing their courses online. Those faculty members will be given a stipend of \$1500 dollars to participate in two day-long workshops and several three-hour training sessions, which will provide foundational distance education pedagogy and instructional strategies, as well as providing training for web development and graphic software, and the course management system software.

The infrastructure implementation which entails the purchase and configuration of a server used to house the course development materials, acquisition installation of Adobe Photoshop, course management system and laptops will occur in phase I of the technology implementation plan.

Evaluation Plan (detailed in Table C)

Evaluation of each student, staff development and infrastructure goal indicator will be conducted during each phase of the implementation plan. These formative evaluations will serve to inform the Change Management Team of needed revisions during the implementation process. As summative evaluation of the distance education program

should be conducted by a contracted evaluation specialist after phase III of the plan is completed. The estimated fee for hiring this consultant is included in the overall budget.

Students-centered goal indicators will be evaluated by members of the Change Management Team with the assistance of a contracted statistician who will conduct an analysis of quantitative and qualitative measures. The analysis will include quarterly enrollment data, student grade reports, survey results, student participation logs, project reports and products and Web site usage statistics. The statistician will provide a comprehensive report of the analysis results and descriptive statistics in relation to the outcome goal.

Staff development goal indicators will be evaluated on an annual basis beginning in December 2006 by the Change Management Team. A statistician will be contracted to provide an annual comprehensive report that will include analysis of course enrollment data and staff surveys. The Change Management Team will be evaluating Web site requirements for each online course using a checklist that includes ADA compliance criteria. Annual reports including course syllabi, Course Review Board evaluations, faculty certifications and course/workshop credit verification using a checklist will also be analyzed. Infrastructure goal indicators will be assessed by the Technical Support Specialist annually using a technology inventory checklist.

Communication Plan (detailed in Table D)

Communication is a key component to the successful implementation of this technology plan. Communication strategies for each objective and benchmark, throughout all phases of implementation, are provided as well as communication format, vehicle, frequency, messenger, timeline and budget.

An Online Instruction Taskforce which includes faculty, staff, students, administration and a staff development specialist was created for the purpose of communicating the vision and goals of the change to all stakeholders.

The Change Management Team which includes faculty, staff, students, administration, a media resource specialist, a special needs advocate, technical support and a staff development specialist will be responsible for communicating results of data gathering pertinent to the current situation, stages of the change plan, goals and associated objectives, strategies, timeline, process steps and results of formative and summative evaluations.

The responsibilities of each representative group include:

Faculty: Keep all other faculty informed

Staff: Compile Feedback form data, develop newsletter

Students: Keep other students informed

Administration: Presentations to large groups, formal reports/memos, public broadcasts and news releases

Media Resource Specialist: Develop and maintain program-related Web site

Special Needs Advocate: Ensure that all information is available to special needs groups

Staff Development Specialist: Ensure that faculty understand change process

Technical Support: Ensure that all technical needs are properly address with regards to communication

The goals and strategies outlined in the communication plan include:

1. All stakeholder groups will be kept continually informed using multiple methods.
 - Strategies to achieve goal include development of a project Web site, presentations, meetings, reports/memos, e-mail, television, radio broadcast, newspaper and newsletters.
2. All stakeholder groups will have access to current information, presentation and archived data.
 - Strategy to achieve goal is to development and maintain project Web site.
3. All stakeholder groups will be active participants.
 - Strategy to achieve goal is to utilize a feedback form.
4. A positive school and community spirit will be developed and maintained.
 - Strategies to achieve goal include newspaper, newsletters, television and radio broadcast.

Design of Infrastructure (detailed in Table E)

Faculty & Staff

Currently the existing technology at MMTC is being used by faculty and staff primarily for the purposes of browsing the internet, checking email and word processing. If the faculty member is teaching class using specific software (i.e. Microsoft Access) then they also use those applications for instructional purposes.

One faculty member, Mary Westbrook, is currently using the McGraw-Hill PageOut software to teach a web-enhanced Document Processing class. The program comes fully-equipped with instructional course content material, so for the purposes of her class she does not develop any additional material.

Students

Currently students use the computer lab/classrooms and library workstations to browse the internet for personal and research purposes. Students also complete their class assignments which could include word processing, database development, presentation development, etc.

In order to implement this distance education plan, several elements of infrastructure must be procured. By May 2005, a server should be purchased and installed to house all course management materials; Adobe Photoshop should be purchased and installed; and WebCT, the chosen course management system license should be purchased with a contract for 24/7 three year technology support for faculty and students. Ten laptops should also be purchased for student use in online courses by December 2005.

Staff Development Plan (detailed in Table C)

As seen in the implementation plan, staff development is a significant part of each phase. A technology skills assessment was conducted that gave evidence to a lack of technology-based skills among faculty, staff and administrators beyond those required to teach the classes that are currently offered. According to the guiding standards, instructors should demonstrate continual growth in technology knowledge and skill to stay abreast of current and emerging technologies. The survey results indicate that familiarity with online course tools and web development is minimal, therefore a need for professional development at MMTC is critical. Faculty are currently using basic Microsoft Office products (Excel, Access, Word and PowerPoint) and accounting software. Interviews and observations of faculty and staff members also indicated that there was a lack of understanding with regards to distance education pedagogy. This also demonstrates a significant gap in the skills that MMTC employees currently possess and what they will need to be proficient in using in order to develop online courses.

To effectively eliminate the gap in employee skills of those involved in the implementation of the technology plan, faculty choosing to teach online courses will participate in two day-long workshops and several three-hour training sessions during, which will provide foundational distance education pedagogy and instructional strategies, as well as providing training for web development and graphic software, and the course management system software.

The proposed technology support specialist position will be responsible for providing just-in-time individual support, mentoring using IGD, and training to all faculty members on technological issues. The staff support specialist will be responsible for providing training workshops on distance education pedagogy. All faculty training will occur during June of each phase.

Technology Support Services (detailed in Table F)

Currently, Miller-Motte Technical College uses a faculty member to field any technical trouble within the technology infrastructure. The plan calls for a funded full time Technology Support position whose responsibilities will include the technical maintenance of the computers and servers, as well as any technology-based training needs for students and staff. By May 2005, the specialist will be ready to take over technical and training needs of the college.

A help desk will be instituted by July, 2005, so that staff and students may have available help for any technical problems. The technology support specialist will manage the help desk by using work-study students to staff and maintain call logs to institute high quality and effective help.

The support system will be bolstered by the online course management system support throughout phase one, two, and three until such time the technology specialist deems the online support ineffective or no longer required because needs are being met with on location help staff. The online support system will help ensure quality help for on campus staff and students and as well as distance education students.

ADA compliance is a major concern that is currently being handled by the ADA compliance specialist at MMTC. By July, 2005, the ADA compliance specialist will add to his/her mission of meeting needs of students online. Reports that the specialist will create through the number of students served will indicate whether the goals are being met. The expansion of online courses will deem it necessary for the ADA compliance specialist to make sure all students with needs are met in an appropriate time and with high quality of service.

Budget and Timeline

The overall summary budget below outlines approximate costs associated with every aspect of the technology plan. For more detailed cost estimates of individual items refer to the Appendix.

Costs	Phase I 2005-06	Phase II 2006-07	Phase III 2007-08	Total
Consultants: -statistician -evaluation specialist	800	800	8,400	10,000
Salary of Technology Support Specialist	40,000	40,000	40,000	120,000
Employee benefits	1,500	1,500	1,500	4,500
Training: -trainer stipend -faculty stipend -student workshops -faculty workshops	46,400	46,400	46,400	139,200
Infrastructure -server -software -course management system -laptops	31,000	15,000	15,000	61,000
Materials -any print materials not budgeted	1,500	500	500	2,500
Other -Miscellaneous expenses	500	500	500	1,500
Total	121,700	104,700	112,300	338,700

Appendix

Table A: Measured Outcomes and Needs Analysis

Student Performance Outcomes

Current Conditions	Desired Conditions	Data on which they are based
Lack of student choice in class scheduling	Increase availability of courses through online course deployment	Enrollment Attrition Rates
Low student performance due to the lack of availability of course resources	Higher student performance from increased availability of course material through online learning environment	Course Grades Survey

Staff Development Outcomes

Current Conditions	Desired Conditions	Data on which they are based
Faculty are not developing online instruction	Faculty will implement courses through an online environment	Course Syllabi Survey
Faculty do not use tools for development of online courses	Faculty are proficient in the use of tools for development of online courses	Survey

Technology Infrastructure Outcomes

Current Conditions	Desired Conditions	Data on which they are based
Lack of server space for faculty use of online course development tools	Increased server space for faculty to implement online course development tools	Technology Inventory
Lack of online course management system	Course management system in place for faculty use	Technology Inventory
Lack of software needed to develop online courses	Software purchased for faculty to develop courses	Technology Inventory

Needs Analysis

Needs	Goals
Students need increased availability of course offerings	Students will be able to enroll for more courses due to the increase in availability of course offerings
Students need increased availability of course materials	Student performance in online courses will increase due to availability and versatility of virtual learning environments.
Faculty need to implement online courses	All faculty who are teaching online appropriate courses will develop and offer online courses
Faculty need to be proficient in online course development tools	All faculty teaching online courses will be proficient in online course development tools
Infrastructure needs increased server space	Acquisition of server with adequate server space
Infrastructure needs online course management system	Acquisition of course management system
Infrastructure needs software for online course development	Acquisition of software

Table B: Implementation Plan

Phase One (Year 1)			
Goals (Outcomes)	Indicators	Benchmarks	Measures
Student			
1. Students will be able to enroll for more courses due to the increased availability of course offerings	1. Enrollment in classes will increase	1. By January 5, 2006 overall enrollment will increase by 15%	1. Quarterly enrollment data will be used for comparison to determine increase enrollment in online courses compared to traditional courses
2. Student performance in online courses will increase due to availability and versatility of a virtual learning environment	2. Students performance in online courses will be compared to the following traditional course counterpart indicators including: <ul style="list-style-type: none"> • Course grades • Project grades • Attitude (morale) • Amount of time and frequency of access to online materials 	2. By January 5, 2006 students are producing work, achieving grades and receiving teacher evaluations that demonstrate an increase in online involvement with the following: <ul style="list-style-type: none"> • Research • Reading course materials • Interaction with faculty and class members • Sharing files and information 	2. <ul style="list-style-type: none"> • Student Grade Reports • Survey • Student participation log • Project reports • Web site usage statistics
Staff Development			
1. All faculty teaching online	1. Faculty will develop and	1. By January 5, 2006 faculty will	1. <ul style="list-style-type: none"> • Course web

appropriate traditional courses with the highest enrollment, who are interested in teaching their courses online, will offer online instruction.	implement online course material for the 10 courses with the highest enrollment.	offer all 10 planned courses with all materials available online.	site <ul style="list-style-type: none"> • Enrollment data • Staff surveys • Annuals reports • Course review board evaluation
2. All faculty teaching online appropriate traditional courses with the highest enrollment, who are interested in teaching their courses online, will be proficient in using online course development tools.	2a. Faculty will be proficient in developing and updating content. 2b. Faculty will be proficient in managing course content without help. 2c. Faculty will be proficient in all components of creating and maintaining a website	2. By January 5, 2006, faculty will have completed certification and training courses in: <ul style="list-style-type: none"> • Graphic design • A/V design and production • Web design • Web page development • Distance Education • CBI training 	2. <ul style="list-style-type: none"> • Certificates from completed courses • Course credit verification • Annual reports • Staff Survey
Infrastructure			
1.Acquisition of server	1. Server is purchased and configured	1. By May 5, 2005 server is purchased and configured	1. Technology Inventory
2. Acquisition of software needed for online course development	2. Software is purchased and installed	2. By May 6, 2005 software is purchased and installed	2. Technology Inventory

3. Acquisition of Course Management System	3. Course management system license is purchased	3. By May 10, 2005 Course Management System is installed and functioning.	3. Technology Inventory
4. Acquisition of laptops for student use in online courses	4. Laptops are purchased from Dell and configured for student use.	4. By December 2005, laptops are purchased and configured	4. Technology Inventory

Phase Two (Year 2)			
Goals (Outcomes)	Indicators	Benchmarks	Measures
Student			
1. Students will be able to enroll for more courses due to the increased availability of course offerings	1. Enrollment in classes will increase	1. By January 5, 2007 enrollment will increase by 5% for an overall increase of 20%	1. Quarterly enrollment data will be used for comparison to determine increase enrollment in online courses compared to traditional courses and first year enrollment data with online courses
2. Student performance in online courses will increase due to availability and versatility of a virtual learning environment	2. Students performance in online courses will be compared to the following traditional course counterpart	2. By January 5, 2007 students are producing work, achieving grades and receiving teacher evaluations that demonstrate an increase in online	2. <ul style="list-style-type: none"> • Student Grade Reports • Survey • Student participation log • Project reports

	<p>indicators including:</p> <ul style="list-style-type: none"> • Course grades • Project grades • Attitude (morale) • Amount of time and frequency of access to online materials 	<p>involvement with the following:</p> <ul style="list-style-type: none"> • Research • Reading course materials • Interaction with faculty and class members • Sharing files and information 	<ul style="list-style-type: none"> • Web site usage statistics
Staff Development			
<p>1. All faculty teaching online appropriate traditional courses with the second highest enrollment, who are interested in teaching their courses online, will offer online instruction.</p> <p>2. All faculty teaching online appropriate traditional courses with the second highest enrollment, who are interested in teaching their courses online, will be proficient in using online course development</p>	<p>1. Faculty will develop and implement online course material for the next 11 courses with the second highest enrollment.</p> <p>2a. Faculty will be proficient in developing and updating content.</p> <p>2b. Faculty will be proficient in managing course content without help.</p> <p>2c. Faculty will be proficient in all components of</p>	<p>1. By January 5, 2007 faculty will offer all 21 planned courses with all materials available online.</p> <p>2. By January 5, 2007 faculty will have completed certification and training courses in:</p> <ul style="list-style-type: none"> • Graphic design • A/V design and production • Web design • Web page development 	<p>1.</p> <ul style="list-style-type: none"> • Course web site • Enrollment data • Staff surveys • Annuals reports • Course review board evaluation <p>2.</p> <ul style="list-style-type: none"> • Certificates from completed courses • Course credit verification • Annual reports • Staff Survey

tools.	creating and maintaining a website	<ul style="list-style-type: none"> Distance Education CBI training 	
Phase Three (Year 3)			
Goals (Outcomes)	Indicators	Benchmarks	Measures
Student			
1. Students will be able to enroll for more courses due to the increased availability of course offerings	1. Enrollment in classes will increase	1. By January 5, 2008 enrollment will increase by 5% for an overall increase of 25%	1. Quarterly enrollment data will be used for comparison to determine increase enrollment in online courses compared to traditional courses in addition to first and second year enrollment data with online courses
2. Student performance in online courses will increase due to availability and versatility of a virtual learning environment	2. Students performance in online courses will be compared to the following traditional course counterpart indicators including: <ul style="list-style-type: none"> Course grades Project grades Attitude (morale) Amount of time and frequency of access to online 	2. By January 5, 2008 students are producing work, achieving grades and receiving teacher evaluations that demonstrate an increase in online involvement with the following: <ul style="list-style-type: none"> Research Reading course materials Interaction with faculty and class members Sharing files and information 	2. <ul style="list-style-type: none"> Student Grade Reports Survey Student participation log Project reports Web site usage statistics

	materials		
Staff Development			
1. All faculty teaching online appropriate traditional courses with the third highest enrollment, who are interested in teaching their courses online, will offer online instruction.	1. Faculty will develop and implement online course material for the next 11 courses with the third highest enrollment.	1. By January 5, 2008 faculty will offer all 32 planned courses with all materials available online.	1. <ul style="list-style-type: none"> • Course web site • Enrollment data • Staff surveys • Annuals reports • Course review board evaluation
2. All faculty teaching online appropriate traditional courses with the third highest enrollment, who are interested in teaching their courses online, will be proficient in using online course development tools.	2a. Faculty will be proficient in developing and updating content. 2b. Faculty will be proficient in managing course content without help. 2c. Faculty will be proficient in all components of creating and maintaining a website	2. By January 5, 2008 faculty will have completed certification and training courses in: <ul style="list-style-type: none"> • Graphic design • A/V design and production • Web design • Web page development • Distance Education • CBI training 	2. <ul style="list-style-type: none"> • Certificates from completed courses • Course credit verification • Annual reports • Staff Survey

Implementation Strategies/Activities

Goals & Benchmarks	Description of Strategies/Activities to Achieve Goals & Benchmarks	Timeline (Projected date for Achievement)	Budget
Student – Phase I			
1. All students will be able to enroll for more courses due to the increased availability of course offerings by January 5, 2006.	<p>1a. Training workshops offered to students on how to take an online course</p> <p>1b. Courses designated for Phase I online instruction are offered</p> <p>1c. Advertisements encouraging students to enroll in more courses and on the benefits of online instruction.</p>	<p>1a. 1 hour workshops in Nov. and Dec. 2005</p> <p>1b. December 2005</p> <p>1c. August 2005</p>	<p>1a. \$2,000</p> <p>1b. \$0</p> <p>1c. \$1,500</p>
2. Student performance in online courses will increase due to availability and versatility of a virtual learning environment	<p>2a. Faculty receive training on effective instructional strategies pertaining to online learning environments and student instructional materials</p> <p>2b. Laptop checkout program developed and implemented for students to use for completion of online course assignments.</p>	<p>2a. In June 2005, the Staff Development Specialists will offer a 1 day workshop to faculty teaching online courses.</p> <p>2b. December 2005</p>	<p>2a. \$3,000: Staff Dev. Specialist's stipend</p> <p>\$1000: stipend for each participating faculty member.</p> <p>\$150: refreshments</p> <p>2b. \$0 (included in infrastructure budget)</p>
Staff Development – Phase I			
1. All faculty	1a. Interested faculty	1a. May 2005	1a. \$0

teaching online appropriate traditional courses with the highest enrollment, who are interested in teaching their courses online, will offer online instruction by January 5, 2006.	<p>with the highest enrollment in traditional online-appropriate courses will be identified.</p> <p>1b. Identified faculty will go through online course development training workshop and tutorials</p> <p>1c. Identified faculty will develop online courses</p> <p>1d. Identified faculty will offer online courses</p> <p>1e. Fulltime technology support position established to support faculty and students with just-in-time support, one on one and group training.</p>	<p>1b. June 2005, the Staff Development Specialists will offer a 1 day workshop to faculty teaching online courses.</p> <p>1c. June 2005-December 2005</p> <p>1d. January 2006</p> <p>1e. May 2005</p>	<p>1b. \$2000</p> <p>1c. \$10,500</p> <p>1d. \$0</p> <p>1e. Technology Position Salary: \$40,000/year \$1,500 benefits</p>
2. All faculty teaching online appropriate traditional courses with the highest enrollment, who are interested in teaching their courses online, will be proficient in using online course development tools.	2. Training workshops on web development software, graphic software and course management system software	2. In June 2005 the Technology Support Specialist will hold a 1 day workshop on using Microsoft FrontPage, Adobe Photoshop and WebCT.	<p>2. Training workshop: \$3000 stipend for trainer</p> <p>Refreshments: \$150</p>
Infrastructure – Phase I			
1. Acquisition of server	1. Server is purchased from Dell	1. May 2005	1. \$6,000

2. Acquisition of software needed for online course development	2. 25 Adobe Photoshop licenses are purchased from manufacturer.	2. May 2005	2. \$5000
3. Acquisition of Course Management System	3. Course Management System license is purchased.	3. May 2005	3. \$15,000
4. Acquisition of laptops	4. 10 laptops are purchased from Dell	4. December 2005	4. \$5000

Goals & Benchmarks	Description of Strategies/Activities to Achieve Goals & Benchmarks	Timeline (Projected date for Achievement)	Budget
Student – Phase II			
1. 20% more students will be able to enroll for more courses due to the increased availability of course offerings by January 5, 2007.	<p>1a. Training workshops offered to new students on how to take an online course</p> <p>1b. Courses designated for Phase II online instruction are offered</p> <p>1c. Advertisements encouraging students to enroll in more courses and on the benefits of online instruction.</p>	<p>1a. 1 hour workshops in Nov. and Dec. 2006</p> <p>1b. December 2006</p> <p>1c. August 2006 (ongoing)</p>	<p>1a. \$2,000</p> <p>1b. \$0</p> <p>1c. \$1,500</p>

2. Student performance in online courses will increase due to availability and versatility of a virtual learning environment	<p>2a. Faculty receive training on effective instructional strategies pertaining to online learning environments</p> <p>2b. Laptop checkout program continually offered to students taking online courses</p>	<p>2a. In June 2006, the Staff Development Specialists will offer a 1 day workshop to faculty teaching online courses.</p> <p>2b. December 2006 (ongoing)</p>	<p>2a. \$3,000: Staff Dev. Specialist's stipend</p> <p>\$1000: stipend for each participating faculty member.</p> <p>\$150: refreshments</p> <p>2b. \$1,000</p>
Staff Development – Phase II			
1. All faculty teaching online appropriate traditional courses with the second highest enrollment, who are interested in teaching their courses online, will offer online instruction by January 5, 2007.	<p>1a. Interested faculty with the second highest enrollment in traditional online-appropriate courses will be identified.</p> <p>1b. Identified faculty will go through online course development training workshop</p> <p>1c. Identified faculty will develop online courses</p> <p>1d. Identified faculty will offer online courses</p> <p>1e. Fulltime technology support person continually offering support to faculty.</p>	<p>1a. May 2006</p> <p>1b. June 2006, Staff Development Specialists will offer a 1 day workshop to faculty teaching online courses.</p> <p>1c. June 2006-December 2006</p> <p>1d. January 2007</p> <p>1e. Ongoing</p>	<p>1a. \$0</p> <p>1b. \$2000</p> <p>1c. \$10,500</p> <p>1d. \$0</p> <p>1e. Technology Position Salary: \$40,000/year \$1,500 benefits</p>

2. All faculty teaching online appropriate traditional courses with the second highest enrollment, who are interested in teaching their courses online, will be proficient in using online course development tools.	2. Training workshops on web development software, graphic software, course management system software	2. In June 2006 the Technology Support Specialist will hold a 1 day workshop on using Microsoft FrontPage, Adobe Photoshop and WebCT.	2. Training workshop: \$3000 stipend for trainer Refreshments: \$150
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Infrastructure – Phase II

1. Course Management System is continually utilized for online instruction	1. Course Management System license is renewed.	1. May 2006	1. \$15000
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Goals & Benchmarks	Description of Strategies/Activities to Achieve Goals & Benchmarks	Timeline (Projected date for Achievement)	Budget
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Student – Phase III

1. 25% more students will be able to enroll for more courses due to the increased availability of course offerings by January 5, 2008.	1a. Training workshops offered to new students on how to take an online course 1b. Courses designated for Phase III online instruction are offered 1c. Advertisements encouraging students to enroll in more courses and on the benefits of online	1a. 1 hour workshops in Nov. and Dec. 2007 1b. December 2007 1c. August 2007 (ongoing)	1a. \$2,000 1b. \$0 1c. \$1,500
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	instruction.		
2. Student performance in online courses will increase due to availability and versatility of a virtual learning environment	<p>2a. Faculty receive training on effective instructional strategies pertaining to online learning environments</p> <p>2b. Laptop checkout program continually offered to students taking online courses</p>	<p>2a. June 2007</p> <p>2b. December 2007 (ongoing)</p>	<p>2a. \$2,000</p> <p>2b. \$1,000</p>
Staff Development – Phase 3			
<p>1. All faculty teaching online appropriate traditional courses with the third highest enrollment, who are interested in teaching their courses online, will offer online instruction by January 5, 2008.</p> <p>2. All faculty teaching online appropriate traditional</p>	<p>1a. Interested faculty with the third highest enrollment in traditional online-appropriate courses will be identified.</p> <p>1b. Identified faculty will go through online course development training workshop</p> <p>1c. Identified faculty will develop online courses</p> <p>1d. Identified faculty will offer online courses</p> <p>1e. Fulltime technology support person continually offering support to faculty.</p> <p>2. Training workshops on web development software, graphic</p>	<p>1a. May 2007</p> <p>1b. June 2007, Staff Development Specialists will offer a 1 day workshop to faculty teaching online courses.</p> <p>1c. June 2007-December 2007</p> <p>1d. January 2008</p> <p>1e. Ongoing</p> <p>2. In June 2007,</p>	<p>1a. \$0</p> <p>1b. \$2000</p> <p>1c. \$10,500</p> <p>1d. \$0</p> <p>1e. Technology Position Salary: \$40,000/year \$1,500 benefits</p> <p>2.</p> <ul style="list-style-type: none"> • Training workshop:

courses with the third highest enrollment, who are interested in teaching their courses online, will be proficient in using online course development tools.	software, course management system software and student instructional materials for faculty teaching online courses	the Technology Support Specialist will hold a 1 day workshop on using Microsoft FrontPage, Adobe Photoshop and WebCT.	\$2000 <ul style="list-style-type: none"> • Instructional materials: \$2,000
Infrastructure – Phase III			
1. Course Management System is continually utilized for online instruction	1. Course Management System license is renewed.	1. May 2007	1. \$15000

Table C: Project Evaluation Plan

Project Evaluation Plan			
Specific Evaluation Strategies	Date to be Completed	Evaluator	Cost
Student			
1. Statistical analysis of quantitative quarterly enrollment data	1. At the end of every quarter beginning in January 2006, 2007 and 2008.	1. Administrators	1. \$35/hour for statistician to provide report of statistical results.
2. Analysis of student grade reports Analysis of student survey results Analysis of student participation logs Analysis of student project reports (objective/subjective) Analysis of Web site usage statistics	2. Quarterly	2. Change Management Team	2. \$35/hour for statistician to provide report of statistical results of student survey. Cost of refreshment for Team meeting every quarter = \$100
Staff Development			
1. Check list of course Web site requirements Analysis of course enrollment data Analysis of Staff surveys Analysis of annual reports Analysis of Course	1. Annually beginning in December 2006, 2007 and 2008.	1. Change Management Team	1. \$35/hour for statistician to provide report of statistical results. Cost of refreshment for Team meeting every year = \$100

Review Board Evaluation			
<p>2. Checklist of required certifications and course credit verification</p> <p>Analysis of annual reports</p> <p>Analysis of staff survey</p>	<p>2. Annually beginning in December 2006, 2007 and 2008.</p>	<p>2. Change Management Team</p>	<p>2. \$35/hour for statistician to provide report of statistical results of student survey.</p> <p>Cost of refreshment for Team meeting every year = \$0 (included in the above annual meeting)</p>
Infrastructure			
<p>1. Check list of Technology Inventory including hardware, software and peripherals</p>	<p>1. Annually beginning in January 2006, 2007 and 2008.</p>	<p>1. Technical Support Specialist</p>	<p>1. \$0</p>

Table D: Communication Plan

The Online Instruction Taskforce	
Faculty	Mary Westbrook
Staff	Steve Rossiter
Students	Cheri Philips
Administration	Betty Deirstein
Staff Development Specialist	Rob Tripp

The Change Management Team Members:

Planning/Advisory Team	
Faculty	Joel Campbell, Donna Reavis, Mary Westbrook
Staff	Steve Rossiter, Meredith Kennedy
Students	Chris Morrison, Tracy Murray, Cheri Philips
Administration	Betty Deirstein
Media Resource Specialist	Steve Rossiter
Special Needs Advocate	Betty Deirstein
Staff Development Specialist	Rob Tripp, Ashley Wallace
Technical Support	Steve Rossiter

Implementation Team	
Faculty Members	Rob Tripp, Ashley Wallace
Support Specialists	Steve Rossiter, Jocat Conner

Summative Evaluation Team	
Administration	Outside Consultant
Faculty Members	MMTC Faculty not involved with change

Team Member Responsibilities	
Faculty	Keep all other faculty informed
Staff	Compile Feedback form data, develop newsletter
Students	Keep other students informed
Administration	Presentations to large groups, formal reports/memos, public broadcasts and news releases
Media Resource Specialist	Develop and maintain program-related Web site
Special Needs Advocate	Ensure that all information is available to special needs groups
Staff Development Specialist	Ensure that faculty understand change process
Technical Support	Ensure that all technical needs are properly address with regards to communication.

Stage	Objective of the Communication	Stakeholder Group	Format	Vehicle	Frequency	Messenger
Vision	To communicate the vision of the change	Change Management Team	Verbal	Meeting (round-table, forum), presentation	Once	Online Instruction Taskforce
		Teachers	Online, e-mail, written	Webpage linked within e-mail, formal memo/report		
		Potential Funding Agencies				
		Community	Online, mass media	Web site, television, radio, newspaper		
		Local Businesses	Verbal, written, online, e-mail, mass media	Meeting, Webpage linked within e-mail, flyer, TV, radio, newspaper		
		Delta Education (central office)	written	Formal Report		
Goal Setting	To communicate the goals of the change plan	Change Management Team	Verbal	Meeting (round-table, forum), presentation	Once	Online Instruction Taskforce
		Teachers	Online, e-mail, written	Webpage linked within e-mail, formal memo/report		
		Potential Funding Agencies	Online, e-mail, written	Webpage linked within e-mail, formal memo/report		
		Community	Verbal, written, online, e-mail, mass media	Meeting, Webpage linked within e-mail, flyer, TV, radio, newspaper		
		Local Businesses				
		Delta Education (central office)	written	Formal Report		
Data Reporting	To communicate results of the current situation	Online Instruction Taskforce	Verbal	Meeting (round-table, forum), presentation	Once	Change Management Team
		Teachers	Online, e-mail, written	Webpage linked within e-mail, formal memo/report		
		Potential Funding Agencies				
		Community	Online,	Web site,	Upon	

		Local Businesses	Written	report	Request		
		Delta Education (central office)	written	Formal Report	Once		
Planning	To communicate the stages of the change plan; clarify goals with associated objectives, strategies and a timeline for completion	Online Instruction Taskforce	Verbal	Meeting (round-table, forum), presentation	Once	Change Management Team	
		Teachers	Online, e-mail, written	Webpage linked within e-mail, formal memo/report, Feedback form			
		Students		Web site, presentation, Feedback form			
		Potential Funding Agencies		Webpage linked within e-mail, formal memo/report			
		Community	Online, Written	Web site, report	Upon Request		
		Local Businesses					
		Delta Education (central office)	written	Formal Report	Once		
Implementation	To communicate the process steps of current implementation plan	Online Instruction Taskforce	Verbal	Meeting (round-table, forum), presentation	Continually throughout Phases	Change Management Team	
		Teachers	Verbal, Online, e-mail, written	Faculty meeting, presentation, e-mail, memo, Feedback form			
		Students		Faculty presentation, e-mail, newsletter, Feedback form			
		Potential Funding Agencies	Online, e-mail, written	Webpage linked within e-mail, formal memo/report			
		Community	Verbal, written, online, e-mail, mass media	Webpage linked within e-mail, flyer, TV, radio, newspaper			
		Local Businesses					
		Delta Education (central office)	written	Formal Report			
Evaluation	To communicate	Online	Verbal,	Meeting	Ongoing	Change	

	the results of both summative and formative measurements pertaining to change	Instruction Taskforce	written, online	(round-table, forum), presentation	throughout implementation for formative evaluation; bi-annually after implementation for summative evaluation	Management Team
		Teachers		Faculty meeting, presentation, e-mail, memo		
		Students		E-mail, website, newsletter		
		Potential Funding Agencies		Webpage linked within e-mail, formal memo/report		
		Community		Webpage linked within e-mail, flyer, TV, radio, newspaper		
		Local Businesses				
		Delta Education (central office)	Written	Formal Report		

Communication Plan Implementation Strategies/ Activities			
Goals and Benchmarks	Strategies/ Activities to Achieve Goals and Benchmarks	Timeline (Projected Date for Achievement)	Budget
Goal: All stakeholder groups will be kept continually informed using multiple methods. Benchmark: Stakeholders will receive the information at the appropriate time during all phases of plan.	<ul style="list-style-type: none"> • Web site • Presentations • Meetings • Reports/Memos • E-mail • Television • Radio broadcast • Newspaper • Newsletters 	Phase I: June 2005-May 2006 Phase II: June 2006-May 2007 Phase III: June 2007-May 2008	The cost associated with using all methods of communication will be incurred as part of normal operating expenses of college. Cost: \$0
Goal: All stakeholder groups will have access to current information, presentations and archived data. Benchmark:	<ul style="list-style-type: none"> • Web site 	Phase I: June 2005-May 2006 Phase II: June 2006-May 2007 Phase III:	Media Resource Specialist will establish and maintain Web site as part of normal job duties. Cost: \$0

Establishment and maintenance of Web site.		June 2007-May 2008	
Goal: All stakeholder groups will be active participants. Benchmark: Stakeholders will complete Feedback forms during planning, implementation and evaluation stages.	<ul style="list-style-type: none"> Feedback forms 	Phase I: June 2005-May 2006 Phase II: June 2006-May 2007 Phase III: June 2007-May 2008	Printing costs associated with Feedback forms will be incurred as part of the normal printing budget for college. Cost: \$0
Goal: A positive school and community spirit will be developed and maintained. Benchmark: Stakeholders will be made aware of advances in learning and curriculum development through multiple promotional means.	<ul style="list-style-type: none"> Newspaper Newsletters Television Radio 	Phase I: November 2005 December 2005 January 2006 Phase II: November 2006 December 2006 January 2007 Phase III: November 2007 December 2007 January 2008	The cost associated with using promotional methods will be incurred as part of normal operating expenses of college. Cost: \$0

Table E: Design of Infrastructure

Infrastructure Implementation Strategies/ Activities			
Goals and Benchmarks	Strategies/ Activities needed to Achieve Goals and Benchmarks	Timeline (Projected Date of Achievement)	Budget
Goal: Acquisition and configuration of new server. Benchmark: By May 5, 2005 server is purchased and configured	Server is purchased from Dell and configured by Technology Specialist.	May 2005	\$6000
Goal: Acquisition of software needed for online course development Benchmark: By May 6, 2005 software is purchased and installed	Adobe Photoshop is purchased from manufacturer and installed	May 2005	\$5000
Goal: Acquisition of Course Management System Benchmark: By May 10, 2005 Course Management System is installed and functioning.	WebCT license is purchased and system is functioning.	May 2005	\$15000/year
Goal: Acquisition of laptops for student use in online courses Benchmark: By December 2005, laptops are purchased and configured	Laptops are purchased from Dell and configured for student use.	December 2005	\$5000

Table F: Technology Support Plan

Goals(Outcomes)	Indicators	Benchmarks	Measures
Implementation (Process Outcomes)			
Phase One (Year 1)			
1. Technology support services will be established	1. Course Management software support established 2. Position created for on-site technology specialist to handle software and hardware problems/concerns 3. Help-desk created and staffed by work-study students	1. By July 2005, Miller-Motte will purchase site licenses of online course management system and implement that system 2. By July 2005, Miller-Motte will employ one technology support specialist to oversee and handle software and hardware problems 3. By July 2005, Miller-Motte will establish a technology help-desk through physical presence, email, and telephone contact to be available for students	1. Technology inventory shows course management software 2. Human Resource Personnel Records 3. Work Study Time Sheets 4. Support Log 5. Evaluation of Help-desk logs
2. Disability Support Services will be established	1. Student Disability Support Services established	1. By July 2005, Miller-Motte will include training current student disability support services staff to ensure students	1. Report from Student Disability Support Services shows number of special needs students being served

		are being met through ADA requirements	2. Staff Survey
Goals (Outcomes)	Indicators	Benchmarks	Measures
Implementation (Process Outcomes)			
Phase Two (Year 2)			
1. Technology support services continues to be offered	1. Online Course Management support services offers support 2. Technical support specialist provides technical support 3. Help-desk is offered using work-study students	1. By August 2006, Online support offered through online course management company 2. By August 2006, technical support specialist will maintain high quality of support. 3. By August 2006, desk will be available for staff and students	1. Technology inventory 2. Human Resources records 3. Work Study time sheets 4. Phone call record of remedies delivered to callers
2. Disability support services continues to meet ADA requirements for students	1. Student Disability Support Services maintains ADA requirements for students enrolled in online courses through Miller-Motte Technical College.	1. Miller-Motte updates training current student disability support services staff to ensure students are being met through ADA requirements	1. Exhaustive report from Student Disability concerning students needs being met 2. Summative evaluations
Goals	Indicators	Benchmarks	Measures

(Outcomes)			
Implementation (Process Outcomes)			
Phase 3 (Year 3)			
1. Continue software and hardware support services to the students, faculty, and staff at Miller-Motte Technical College	1. Online Course Management support services have been established and are continued 2. Maintain technical support specialist. 3. Maintain help-desk using work-study students	1. By August 2007, online support offered through online course management company 2. By August 2007, technical support specialist continues to maintain high quality of support. 3. By August 2007, help-desk continues to be available for staff and students	1. Survey of online support 2. Budget and Human Resource Records 3. Aggregated data of help-desk call log 4. Technology Inventory
2. Continue Disability support services by continually meeting ADA requirements for students	1. Student Disability Support Services maintenance of ADA requirements for students enrolled in online courses through Miller-Motte Technical College.	1. By August 2007, Miller-Motte continues to update training current student disability support services staff to ensure students are being met through ADA requirements	1. Report from Student Disability Support Services 2. Summative evaluations 3. Outside evaluator