

Online Bibliographic and Electronic Resource

Instruction Program for CFCC



Mahnaz Moallem

MIT 522

Nick Syrpis

Watson School of Education

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MISSION

The mission of this program is providing sound quality education, in particular for those students who plan to continue there educations after completing their programs at CFCC, specifically by enhancing methods in teaching research skills and augmenting students' abilities in finding resources, creating bibliographies and avoiding plagiarism.

VISION

The vision of this program is to create a model of improved online learning for students that other two year institutions nationwide would be proud to adapt. This model will reverse the trend of student academic decline and help create more adept students that are better equipped to be successful in higher learning environments.

INTRODUCTION

This project is designed to shift library research and bibliographic instruction from live sessions to online modules and courses. It will focus on helping those students who will need this type of training the most moving forward on their academic and/or career paths. It will also be made available to any other student or faculty member who may wish to learn or teach more about it. The change will take place in three phases, which are designed to help alleviate any opposition to the change and also help strengthen the system changes being implemented. By the end of the three year program, online modules will be available to all students and faculty and a three credit hour online course will be provided to nontraditional students and those students in programs designed for transfer to four year institutions. Underlying it all is a minimal monetary investment required by CFCC and a marginal increase in revenues via student tuition through an additional course requirement for a number of students.

IMPLEMENTAION PLAN

Plan Duration

The technology plan will be a three year plan. In the first year, all required faculty will be fully trained, all online modules will have been created, all necessary infrastructure will be established and all relevant stakeholders will be informed of changes (see chart C1). In the second year, modules on using electronic resources and creating bibliographies will be made available to all faculty and students through Blackboard. 20 core individual classes in 20 different transfer programs will add these modules to their curriculum. At the end of the second year, student and faculty feedback who taught or took the modules will be gathered internally via surveys. In the third year, the online bibliographic instruction (BI) modulized course program will be fully available to all faculty and staff. A three credit hour course will be piloted and then become mandatory in all 20 transfer programs (see chart L1). Student and faculty feedback will be gathered at the end of the year, before policy change is finalized. Student advisers will be informed of changes and advise students accordingly (see chart C1 and L1).

An Unfreeze, Change, and Refreeze model will be used and the program will be phased in to alleviate potential opposition. Online BI will be phased in, where the second phase will have select modules being taught by certain classes (see L1) and the third phase will have a three credit hour course tested by CFCC students who plan to transfer to a four year institution. It should be noted that once the modules have been created and made available at the end of phase one, those modules will always be available and accessible to all CFCC students, faculty and staff. This will be true even after the program becomes cemented. This way, any student that needs a refresher or access to

information they have not received yet will always have it available upon logging into Blackboard 9. Likewise, any faculty who teach transfer credit courses who would want to do a refresher with students, or an faculty member that teachers courses outside the transfer program, can access the online modules as they see fit.

BUDGETS & TIMELINES

In developing the online BI program, hiring will be done by the beginning of the semester. Module development will run from November to April of 2011. Any adjustments suggested by Quality matters will be made thereafter. CFCC faculty, staff & administrators will be informed in May. The implementation of modules in core curriculum will take place in the summer of 2011, before the start of the 2011-2012 academic year. This phase will be piloted for the entire fall semester and half of the spring semester. In April, students and faculty will be surveyed and those results will be published.

Creation of three credit hour online BI course will begin in May and will be completed by July. Bulletins of program change will be posted in May. Advising for the fall of 2012 for new students would take place with the standard open enrollment date. Advising for nontraditional students for the spring of 2013 would begin at the pre-registration date. Feedback from students and faculty will be gathered at the end of each semester by the Student Success Committee. The policy change will take place in May of 2013, and all stakeholders will be notified of it (see chart C1). \$40,000 for the salary of for OBIPD will be provided for by grant from the Department of Education for the

first three years during implementation. All other budgetary needs are covered by pre-existing CFCC resources. See Appendix G1-3 for more details.

INFRASTRUCTURE

Stakeholders

Students are the target stakeholders of this plan. The goal is to strengthen their research skills and thereby make them better college students overall. This need has been created by two factors: the first being that there has been a steady decline in academic performance and research skills nationwide (Moore & Shulock, 2009), and the second being that paradigm shifts to online schooling are taking place nationwide and at all levels of education as well (Jenkins et al, 2009). During the implementation process, they will play a key part in testing each phase of development. They will also provide key feedback in the form of self analysis and performance analysis performed by their instructors. See Appendix A1 and G1 for further details.

CFCC library faculty will play the largest role in the development of this program. After getting trained, they will develop the modules to be utilized throughout the program. The modules will first be used by other CFCC faculty in the second year to test the impact they will have on students. Also in the second year, the library faculty will develop a three credit hour online bibliography course. In addition, they will receive further training in teaching online courses. In the third year, they will teach those online courses and provide feedback on student performances thereafter. See Appendices A1, G1 and G2 for further details.

The change management team, which will include members from the IT, DL and Special Needs departments, will be that backbone of this program. They will ensure that all local, state and federal regulations are adhered to throughout the process. They will direct all of the training and professional development. They will supervise the establishment of all infrastructure needs including hardware, software, networking, security and staff. They will also be responsible, in conjunction with the Student Success Committee, for conducting and analyzing all surveys and research. See Appendices A1, G1-3, M1 and T1 for further details.

Other stakeholders will have either a minimal contribution to the program or no contribution at all. The Student Development committee will help ensure that the change management team works under CFCC guidelines. Student advisors will proliferate the program by assigning specific students that are in certain programs to the courses (see Appendix L1). Parent involvement in the program only involves their potential enthusiasm for their children participating in such a program and college that provides it after they have been notified of it (see Appendix C1). Community non-profits will come in the form of Quality Matters, that will ensure the effectiveness of the online modules and course (see Appendix G1). Finally, since the hardware, software and related needs will be provided from companies off of the internet that are not local, local businesses will not be involved in this program as such (see Appendix T1).

Cape Fear Community College currently has 578 faculty and staff members and 8,860 Full Time Students. There are 22 Committees already in place at CFCC. One committee that would be useful in the Technology Change process would be the Professional Development committee. It stands to reason then that these committees will

play large role in the development of the change management team, that will be listed alongside the pre-existing committees as the Research & Plagiarism Committee (RPC).

Monitoring and Evaluation

The majority of these committees will play a role in monitoring and evaluating the program. For starters, the Committee on Committees will give the final approval for the formation for the RPC. The Curriculum Committee will approve the format and syllabus of the online modulized course that will be created at the end of phase II. The Professional Development Committee will ensure all related program members receive proper training as needed. The Student Success Committee will be responsible for performing and analyzing surveys and other performance data. And even the Board of Trustees will play a roll by approving the budget for this program. For a full list of all the committees available, see Appendix Y1.

Throughout the implementation of this program, the change management team or RPC will monitor the progress and workflow of all those involved. They will yield to other committees as necessary, as described above, and publish results appropriately. In other words, when the student success committee surveys students and faculty and analyzes those results, along with student academic progress, their findings will be reported to the RPC, the DL Committee and the Board of Trustees. Using both emails via GroupWise and live meetings will be required to ensure communication channels remain intact and efficient. See Appendix C1 for further details of the flow of communication.

In addition to this, online collaboration tools will be utilized to allow access to all stakeholders that will be involved with the implementation process to the creation of

modules and online course, including administrators. These tools will include online applications like Google Wave, Google Docs and Google Pages. This will be done so that feedback can be instantaneous and can be done at any time during the development process. Also, these online tools will help organize who did what and when, to avoid confusion that can be created by this type of access. Only those people who will be invited to the individual development projects will have access to them.

Professional Development

Currently, CFCC library faculty provide live training and tours of library resources and facilities. They are required to have a masters in library sciences upon hiring. They are also currently being trained on the learning management system (LMS), Blackboard 9. Just the same, they will require further professional development in order to create online teaching modules and facilitate online learning as instructors. This training will take place in different phases as needed. That is, they will receive further training in order to prepare them for upcoming tasks that they will have during the implementation of the program. Also, the results show that the professional library staff have not used development software such Camtasia, teaching guidelines and standards for online courses such as SCORM, Disability Compliance and Copyright and Fair Use requirements. The professional library staff may require more specific training on the best practices in designing online courses. See Appendices A1, G1 and G2 for further details.

The professional library staff will need to attend the Blackboard training sessions given through the Distance Learning Department such as Introduction to Blackboard, Grades, and Quizzes/Tests. The professional library staff will first take the online

Blackboard tutorial before attending any of the other Blackboard training sessions. Additional training provided by the Distance Learning Department will include course enhancement tools such as Camtasia, Snagit and podcasting. Through the Distance Learning department website, http://cfcc.edu/dl/faculty_resources/, you will find information regarding policies and procedures, plus links to external resources and events. Check the Distance Learning blog for updated information about DL training at CFCC and resources for your online courses. This website will provide additional information for the professional library staff to help create an effective Bibliographic Instruction Course program. Also, a Disability Services faculty member would need to come and explain the guidelines and standards when creating online content for the possibility students with disabilities could be enrolled in the BI courses.

A program director for the online bibliographic instruction program (OBIPD) will also be hired externally. He or she will be expected to have already earned a masters in library sciences, but will receive further training upon hiring and thereafter. The OBIPD will be required to know Blackboard 9 inside-out. This will give him/her the ability lead the program more effectively and troubleshoot on the spot. The OBIPD will also receive training from the Distance Learning (DL) department and the student development committee in order to learn how to be an effective online instructor. This last part of training will be required by the end of phase two. A grant from the department of education will cover the salary of the OBIPD during the first three years of implementation, but an annual budget of \$41,578.52 will be required for that position thereafter, with standard annual salary increases. For a list of clearer goals and specific implementation plan for providing professional development opportunities based on the

needs assessment and the curriculum component goals, benchmarks, and timeline, see Appendices A1, G1 and G2.

OBIPD with MA in Library Technology will be hired during the summer of 2010 and trained by IT & DL departments. OBIPD and Library faculty will collaborate and create online modules for Blackboard 9 using the L202 and the TTC L-210 facilities. Representatives of the IT, DL & Special Needs departments will ensure ADA and SCORM guidelines are adhered to. The modules will be created by them, with the collaboration of all implementation team members and feedback from Quality Matters. Module development will run from November to April of 2011. Any adjustments suggested by Quality matters will be made thereafter. CFCC faculty, staff and administrators will be informed in May. See Appendix G2 for further details.

During phase I, by the end of the fall semester of 2010, OBIPD will have earned certifications from Distance Learning department and IT department on LMS management and distance learning facilitation. The Distance Learning department will be responsible for the training for online facilitating. The IT department will be responsible for the training on how to use Blackboard 9. Online Facilitation training will begin in July of and end in November of 2010. LMS training will begin in October and end in November. No additional budget to those already existing and accounted for at CFCC will be necessary to achieve these goals.

In phases two and three of the plan, IT and distance learning departments will administer any new training required as technology advances dictate. Moreover, during the second phase, two additional faculty members will have been trained to teach online BI. Two library faculty members and the OBIPD will be trained by DL department in

teaching online courses. The library faculty will be responsible for teaching 12 separate online BI classes each. The OBIPD will be responsible for 10. The training for teaching the courses will be done during the spring semester of the second academic year. Any further training required by technological advances will be done as soon as possible by the IT department. \$12,000 (\$6,000 each) will be required for new salary rates as instructors for the two library faculty. This will be awarded at the start of 2012-2013 academic year. Implementation team members, along with the departments in which they represent, will ensure all guidelines and standards are adhered to and that the curriculum is developed effectively (see Appendix Z1). For more details on overall professional development, see Appendices A1 and G1-2.

Hardware, Technical Support & Software

The Technology Training Center (TTC L-210) located in the CFCC library, contains all of the hardware and software capabilities listed in Appendices T 1-3. It was created for training purposes for CFCC faculty, and will be available for the use of the change management team for all training purposes. It can also be used to create the online course. The Bibliographic Instruction classroom (L-202) also provides an ideal facility for creating the online modules described in Appendix Z1, and can be used for live sessions for exceptional special needs students. These facilities described above will be necessary and sufficient to support this new program for change.

The computers and peripherals in the TTC as well as the available face to face classroom get updated on a set and regulated schedule at CFCC library's request. There will be no need for additional funds on the behalf of the new program where that is concerned. The online capabilities of the facilities used also get funded by CFCC and

there will be no need for additional funds there. This also holds true for all software applications as well. A laptop for the DLL will be requested and a budget of \$1,436.23 will be required for it. More exact specifications on hardware, software and server components can be found in Appendices T 1-3 and TN 1-2.

Various security issues will be handled in a number of ways, and the Safety Committee will provide oversight and feedback. First, for the physical components of the program, there are is a contracted company called Regeant Security that patrols the campus 24/7. Also, the local Wilmington Police Department has officers patrol on a rotating basis. Enrollment (Datatel) Keeps academic & employment records and is compatible with Blackboard and Campus Cruiser. It is password protected in a closed system. Also, Novell provides additional security through a closed system that is also password protected.

Technical support will also be provided in a number of ways. The LMS Blackboard 9 offers a helpdesk that can help faculty and students with a number of problems. The CFCC IT department will help troubleshoot all hardware and software issues with campus equipment. The CFCC Maintenance department will also handle any problems involving the program facilities. Any issues that they are unable to correct will be addressed by an outside source. This list includes Progress Energy for power issues, Handyman for structural damage, and even Coastal Computers for further technical assistance. For more specific details on overall implementation plan on hardware, software and support services in terms of budgets, timelines, goals and benchmarks, see Appendices A1, T1-3, TN1-2 and G3.

COMMUNICATION PLAN

The communication goals are to use various communication tools to invite and recruit faculty members for committees. To inform all stakeholders of the importance of bibliographic courses, especially as it relates to online learning. To introduce and inform students and teaching faculty of what courses are consisted of. To communicate throughout planning, advisory and implementation process, with all stakeholders. Some communication barriers would be Use various communication tools to invite and recruit faculty members for committees. To inform all stakeholders of the importance of bibliographic courses, especially as it relates to online learning. To introduce and inform students and teaching faculty of what courses are consisted of. To communicate throughout planning, advisory and implementation process, with all stakeholders. The tools used to overcome those barriers include: email (Groupwise & Campus Cruiser), team meeting minutes, Wiki or blackboard site, meetings (weekly, monthly, once a semester), and face to face counseling. All of the mentioned tools will be utilized so that if one form of communication fails, the next will succeed. In addition, all stakeholders will be notified simultaneously in multiple ways as the need arise to ensure that all parties are well informed with the exact same message.

There are a number of methods in using those types of communication means. News bulletins are done through a number of means. These means include Student Handbook, Course catalog, Campus Cruiser Announcements, CFCC homepage announcements, Blackboard announcements, bulletin boards, and fliers posted throughout campus. These bulletins take place when a group of people need to be informed of an event or other information. They also take place as the events take place

or in preparation for an upcoming event. Students are notified through Campus Cruiser and faculty and administrators are notified through GroupWise. Faculty and administrators can also communicate to all students (mass email) through Campus Cruiser and to all (mass email) other administrators and/or faculty through GroupWise. For further information, see Appendix C1.

CURRICULUM

Student access to the online modules developed in phase II will be 24 hours a day, seven days a week. These modules will be published on the homepage of Blackboard 9 and will be available anytime a student or faculty member logs in. For those students who do not have computer access at home, they will be able to visit CFCC computer labs and library during normal operating hours to gain computer access. ESL students will also be able to get further assistance from the CFCC ESL department during their normal business hours. Special education students can be accommodated upon prior written request, but can also be helped individually during the Special Education department's normal operating hours.

Section IV of the North Carolina Professional Teaching Standards dictates that, "Teachers employ a wide range of techniques including informed and communication technology, learning styles, and differentiated instruction" (Williams, et al, 2008). The ESL and Special Needs departments help ensure those with different learning styles are accounted for. The Diversity and Global Education Committees will assist in formulating strategies that develop components that appeal to a diverse body of students. The fact that this program will still be available in a live format for special cases also

ensures that differentiated learning is addressed as well. Moreover, video and audio tutorials will be incorporated into the lesson modules, which will help those visual and audio style learners. In addition, any students that have literacy issues will be referred to the Adult Literacy program.

Adult Literacy Program

The Adult Literacy program at CFCC is a free program that is available to the community. Clients of the program typically enter it through referrals, but that is not necessary. It is also made available to some current and future CFCC students. That program can work collaboratively with the online BI program to further train and prepare individuals for a successful academic career. For those students already enrolled in CFCC that will be enrolled in the online BI course program, special consideration will be taken in the formulation of the individual modules in phase I and course curriculum in phase II. Voice-overs in addition to written word and an abundance of video tutorials will be utilized to help those students overcome their literacy deficiencies. In addition, no additional budgetary needs will be necessary.

Further Curriculum Consideration

Because students have become more computer savvy with each passing generation, the use of technology has become a necessity in education (Jenkins, 2009). This program appeals to that specific agenda. The ultimate goal of this program is shifting bibliographic instruction, which includes learning about library and electronic resources, to an online platform. A number of applications will be used to incorporate segments of instruction into the online modules (see Appendix T3). Applications such as Camtasia and Snagit will help module developers to create tutorials by capturing on

screen images in the form of video. This will replace face-to-face demonstrations. Camtasia also has editing abilities that will help make the tutorial clear and entertaining. To top that off, the CFCC Video Productions department will assist in creating tutorials on placement and use of library facilities. For further details, see Appendices A1 and G1.

During the implementation phase, CFCC committees will assist with evaluations and record keeping of student and program progress. The parents involvement in this process would be in the form of description notifications of the course through postal mail at the end of phase III, after the policy has been changed, and in student handbooks, in hopes of soliciting excitement. Rubrics will be created in collaboration with the Distance Learning and Student Development committees, along with Quality Matters, and will prescribed to achieve the goals in the North Carolina Professional Teaching Standards.

Feedback of program progress and success will be provided via postal mail to the North Carolina school board by the CFCC College Council, who will get that information from the Research and Plagiarism Committee. This will take place in the last month of each academic year in every phase. Also, assurances that goals, benchmarks, timelines and budgets will be adhered to will be provided by a chain of command that starts with the Committee on Committees, followed by the Board of Trustees and the CFCC College Council, and finally the North Carolina Board of Education. For further information on benchmarks, timelines and budget requirements, see Appendices A1, C1 and G1-2.

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- Special thanks to Melissa Raymer for her input and contributions.

APPENDICES

Implementation Goals

(Chart A 1)

Goals	Indicators	Benchmarks	Measures
Develop comprehensive modularized Bibliographic Instruction (BI) course program that will be available to all CFCC faculty and students online through Blackboard.	100% of CFCC students and faculty will have access to. Online BI modularized course program will enhance the students' research skills knowledge.	By 2011, faculty will be fully trained. All online modules will have been created. Stakeholders will be informed of changes (see chart C1). By 2012, modules on using electronic resources and creating bibliographies will be available to all faculty and students. 20 core program classes will add modules to curriculum. Student and faculty feedback will be gathered at the end of the year. By the Fall of 2013, the online BI modularized course program will be fully available to all faculty and staff. A three credit hour course will become mandatory in all 20 transfer programs (see chart L1). Student advisers will be informed of change and advise students accordingly. Student and faculty feedback will be gathered at the end of the year, before policy change is finalized.	Certifications on file and online BI availability on LMS. Publications and sent mail confirmations. Syllabi of all transfer program core classes will reflect use of BI modules. Research results of student and faculty surveys will be published. LMS will have online three credit hour BI course available. Student and faculty feedback through surveys will be published. Policy change published through various outlets (see chart C1).
Professional Development--- Program Director (OBIPD) will be certified and trained in Library Technology, LMS, and distance learning. Library	OBIPD and all library faculty will be successfully teaching online BI through LMS modules and three credit hour BI on Blackboard 9.	By the end of the fall semester of 2010, OBIPD will have earned certifications from Distance Learning department and IT department on LMS management and	All certifications will be on record for OBIPD and library faculty.

faculty will be trained same way. Future training will be monitored and administered by distance learning department and by the program director.		distance learning facilitation. By 2012, IT and distance learning departments will administer any new training required as technology advances dictate. By 2013, IT and distance learning departments will administer any new training required as technology advances dictate. Two additional library faculty members will have been trained to teach online BI.	
Infrastructure--- hardware & software Laptop for OBIPD will be purchased with all necessary software, networking and server needs established. Facilities for faculty training and module development will be in place. Security assurances will be established.	Workstation with laptop and accessories are set up in library. All necessary licensing will be purchased. Schedule for use of faculty lab for training and module development will be established. Login password security established on all applications and servers. OBIPD will be responsible for laptop security.	By 2011, all software and server licensing will be purchased. OBIPD workstation will be completely set up with all infrastructure needs. Security assurances will be in place. By 2012, all software and server licensing will be purchased. Security assurances will be in place. By 2013, all software and server licensing will be purchased. Security assurances will be in place.	All receipts for hardware purchases will be on record with the Purchasing Department. All licensing for servers and software will be on record with the IT department. Security schedule and reports will be on record with campus security. Any breach of server or network security will be documented (including resolution) by IT department.

Individual Goal Analysis

(Chart G 1)

Goal 1: Develop online Bibliographic Instruction (BI) program.	Activities	Timeline	Budget
Benchmark for 2011: Faculty will be fully trained. All online modules will have been	OBIPD with MA in Library Technology will be hired and trained by IT & DL departments.	Hiring will be done by the beginning of the semester. Module development will run	\$40,000 for salary of for OBIPD will be provided for by grant from the Department

<p>created. Stakeholders will be informed of changes (see chart C1).</p>	<p>OBIPD and Library faculty will collaborate and create online modules for Blackboard 9 using the L202 facilities. Representatives of the IT, DL & Special Needs departments will ensure ADA and SCORM guidelines are adhered to. The modules will be created by them, with the collaboration of all implementation team members and feedback from Quality Matters (Raymer).</p>	<p>from November to April of 2011. Any adjustments suggested by Quality matters will be made thereafter. CFCC faculty, staff & administrators will be informed in May.</p>	<p>of Education. All other budgetary needs are covered by pre-existing CFCC resources.</p>
<p><u>Benchmark for 2012:</u> Modules on using electronic resources and creating bibliographies will be available to all faculty and students. 20 core program classes will add modules to curriculum. Student and faculty feedback will be gathered at the end of the year. Stakeholders will be informed of changes (see chart C1).</p>	<p>Using the L202 facilities, OBIPD and DL representative will collaborate with 20 different instructors from core transfer programs on implementing BI modules into lesson plans. Representatives of the IT, DL & Special Needs departments will ensure ADA and SCORM guidelines are adhered to. One class from 20 different transfer programs will have added modules to their lessons. Involved students and faculty will be surveyed. Results will be published and shared with CFCC administration (see C1). Three credit hour online BI course will be created by implementation team. Student advisors, students and faculty will be informed that such course will be mandatory for transfer students in following year. Representatives of</p>	<p>The implementation of modules in core curriculum will take place in the summer of 2011, before the start of the 2011-2012 academic year. This phase will be piloted for the entire fall semester and half of the spring semester. In April, students and faculty will be surveyed and those results will be published. Creation of three credit hour online BI course will begin in May and will be completed by July. Bulletins of program change will be posted in May.</p>	<p>No additional budget necessary.</p>

	the IT, DL & Special Needs departments will ensure ADA and SCORM guidelines are adhered to. Feedback will be provided by Quality Matters.		
Benchmark for 2013: The online BI modularized course program will be fully available to all faculty and staff. Student advisers will be informed of change and advise students accordingly. A three credit hour course will become mandatory in all 20 transfer programs (see chart L1). Student and faculty feedback will be gathered at the end of the year, before policy change is finalized.	Up to 600 incoming students who will be entering transfer programs for four year institutions will be advised to take the online BI course in the fall. Existing non-traditional students would be advised to take these courses in the spring. Students taking the course and faculty members involved with those students will be surveyed. Effectiveness of program in terms of improvement in research capabilities will be measured. The results will be published for faculty and administrators (see chart C1). After viewing results, administrators will make policy change, making taking the online BI course mandatory for all students enrolled in transfer programs to four year institutions. The policy will also instruct student advisors to recommend the class as an elective for nontraditional students that are not in transfer programs.	Advising for the fall of 2012 for new students would take place with the standard open enrollment date. Advising for nontraditional students for the spring of 2013 would begin at the pre-registration date. Feedback from students and faculty will be gathered at the end of each semester. The policy change will take place in May of 2013, and all stakeholders will be notified of it (see chart C1).	No additional budget necessary.

(Chart G 2)

Goal 2: Professional Development	Activities	Timeline	Budget
Benchmark 2011: By the end of the fall semester of 2010, OBIPD will have earned certifications from Distance Learning department and IT department on LMS management and distance learning facilitation.	The Distance Learning (DL) department will be responsible for the training for online facilitating. The IT department will be responsible for the training on how to use Blackboard 9.	Online Facilitation training will begin in July of and end in November of 2010. LMS training will begin in October and end in November.	No additional budget necessary.
Benchmark 2012: IT and distance learning departments will administer any new training required as technology advances dictate. Two additional faculty members will have been trained to teach online BI.	Two library faculty members and the OBIPD will be trained by DL department in teaching online courses. The library faculty will be responsible for teaching 12 separate online BI classes each. The OBIPD will be responsible for 10.	The training for teaching the courses will be done during the spring semester of the second academic year. Any further training required by technological advances will be done as soon as possible by the IT department.	\$12,000 (\$6,000 each) will be required for new salary rates as instructors for the two library faculty. This will be awarded at the start of 2012-2013 academic year.
Benchmark 2013: IT and distance learning departments will administer any new training required as technology advances dictate.	Implementation team and IT department will monitor and administer and new training required by the advancement of technology.	Any further training required will be done as soon as possible and as needed by the IT department.	No additional budget necessary.

(Chart G 3)

Goal 3: Establish Infrastructure	Activities	Timeline	Budget
Benchmark for 2011: All software and server licensing will be purchased. OBIPD workstation will be completely set up with all infrastructure needs. Security assurances will be in place. Tech support will be provided by IT department and by Blackboard Helpdesk.	The CFCC purchasing department, in communication with the IT department, will be responsible of renewing all additional software and server licensing requirements for program, which is already covered by budget for L202 maintenance and upgrade schedules.	The license renewals take place as prescribed by technology schedules, on July 10 of every year. The purchase order for the laptop and peripherals will be placed on the July 10, 2010.	\$1,345.41 = Laptop \$100.40 = Peripherals \$1, 445.81 = Total

	Novell log on protections will also be provided for. They will also be required to purchase the laptop and peripherals for the OBIPD. A workstation in the library computer lab office will be prepared. A security guard is also in place for property surveillance.		
<u>Benchmark for 2012:</u> All software and server licensing will be purchased. Security assurances will be in place. Tech support will be provided by IT department and by Blackboard Helpdesk.	The IT department will renew all necessary licensing as prescribed by annual technology upgrade schedule. An upgrade to Windows 7 will be provided for all computers in the library, including those in L202. The OBIPD laptop will already come with Windows 7 installed on it.	The license renewals, software upgrades and operating system upgrade will take place as prescribed by technology schedules, on July 10 of every year.	Already covered by pre-existing budget schedule.
<u>Benchmark for 2013:</u> All software and server licensing will be purchased. Security assurances will be in place. Tech support will be provided by IT department and by Blackboard Helpdesk.	The IT department will renew all necessary licensing as prescribed by annual technology upgrade schedule. Computer hardware and peripherals will be upgraded for the faculty computer lab (L202), according to that upgrade schedule. Updated replacements will be provided by IT department through the purchasing department.	The license renewals, software upgrade and hardware purchases will take place as prescribed by technology schedules, on July 10 of every year.	Already covered by pre-existing budget schedules.

Communications Chart

(Chart C 1)

Stakeholders	Students	Teaching Faculty & Student Advisors	Administrators	Committees	Local Community
Communication needs	Email, Advising sessions, Bulletins, Phone	Email, Memos, Meetings, Phone, Intranet	Memo, Email, Meetings, Phone, Intranet	Memo, Email, Meetings, Phone, Intranet	Newspaper, News stations, mailings
Communication types	Campus Cruiser, Blackboard, On-campus fliers and posters, Postal mail	Inter-office mail, Groupwise	Inter-office mail, Groupwise	Inter-office mail, Groupwise	Star News, WECT, postal mail
Priority of Communication	Phases II, III & thereafter	All Phases	All Phases	All Phases	Phase III

Transfer Programs List

(Chart L 1)

1. General studies (AA)	2. Elementary Education	3. Political Science
4. General Studies (AS)	5. English & English Ed	6. Psychology
7. Art Education	8. History	9. Social Work
10. Business Administration	11. Information Systems	12. Sociology
13. Business & Marketing Education	14. Journalism	15. Special Education
16. Communication Studies	17. Middle Grades Education	18. Music Education
19. Criminal Justice	20. Nursing	

Change Management Team Members (RPC)

(Chart M 1)

Melissa Raymer. CFCC Reference Librarian/UNCW Graduate Student.	Team Leader, organizer of Library 101 course, creator of content, library staff liaison
Nicholaos Syrpis. UNCW Graduate Student	Feedback and Support
Liz Stover. CFCC Instructional Technologist	training support for faculty in course the management system
Larolyn Zylicz. Director of the CFCC Distance Learning Department	Oversees all Distance Learning Courses. Go between the college and the state, concerning regulations and guidelines.
Catherine Lee. Director of CFCC Library	creator of content, feedback, support
Phillip Jacobs. CFCC Humanities Instructor	feedback and support
Joyce Brothers. CFCC Information Technology (IT) Faculty Member	Technical support for authentication issues with course management system and proxy server for library electronic resources
David Sutton. CFCC English Instructor	feedback and support
Becky Fancher CFCC Assistant Registrar	Enrollment advocate
Susan Dermid Coordinator of Disability Support Services	Ensures course follows Disability regulations and guidelines

Existing & Required Technology Inventory

(Chart T 1)

Hardware	Software & Operating Systems	Server, Security & Support
(16) Dell Optiplex GX620	Windows XP	Novell
(16) 17" Dell Monitors	Adobe CS2	Blackboard
(16) HP 259 Headphones with Mics	Audacity	Datatel
(16) GE Flat Panel Web Camera	Snagit	Campus Cruiser
(16) Dell DP/N 07Z34 Keyboard	Camtasia	Unix
(16) Dell P/N 5188A mouse devices	2007 Professional Plus SP2	GroupWise 7

Latitude E 6500 Laptop	Macromedia Studio MX	Barracuda
	Net Term	TrendMicro
	Windows 7	Road Runner Business

**Detailed Inventory Descriptions
(Chart T 2)**

DESCRIPTION (All 16 Computers)		DATE PURCHASED	PRICE	OPERATING SYSTEM
Dell Optiplex GX620, 17" Monitor, DVD/CD-RW Drive, Pentium 4 processor 3.20 GHz, 3 1/2 floppy drive, 58.1 GB Hard Drive Free Space		11/2005	\$1,179.24	XP Professional SP3
NETWORK	SOFTWARE		INTERNET, ANTIVIRUS, FILTER/ANTISPYWARE, EMAIL	
Novell client 4.91 SP5, shared files/folders/drives, network printing, delivers applications	2007 Professional Plus SP2, Adobe CS2, Camtasia, Datatel, GroupWise, Impatica, Macromedia Studio MX 2004, Net Term, Snag It, IE 7.0 & Firefox 3.5		Road Runner Business, TrendMicro, Barracuda, Groupwise 7	
(1) PRINTER	PRICE	(1) PROJECTOR	PRICE	DATE PURCHASED
1 HP Laser Jet 4100	\$179.99	Sony XGA VPL-PX40	\$3,749.00	11/2005
(1) SYMPODIUM	PRICE	(1) SMARTBOARD	PRICE	DATE PURCHASED
ID 250 DTF 510 LCD Tablet	\$7,995.00	72" SB580	\$1,695.00	11/2005
OTHER PERIPHERALS		Total	Total = 16 sets	DATE PURCHASED
(16) HP 259 Headphones with Mic		17.99 each	287.84	11/2005
(16) GE FLAT PANEL WEB CAMERA Model:98656		39.95 each	639.2	11/2005

(Chart T 3)

DOWNLOADED SOFTWARE LICENCE	Purchase Date	PURCHASE PRICE
Adobe Creative Suite 4 Design Premium	11/2005	383.00
Camtasia/SnagIt	11/2005	62.83
Impatica	11/2005	499.00
MS Pro 2007 Office Suite	6/2008	52.58
Datatel	11/2005	State Contract
Groupwise	11/2005	State Contract
Novell	11/2005	State Contract
Trendmicro	11/2005	State Contract
Barracuda	11/2005	State Contract
Software used from offsite server		
Blackboard		state contract + college fee
Campus Cruiser		State Contract

Technology Needs
(Chart TN 1)

TOTAL QUOTE AMOUNT:	\$1,436.23		
Product Subtotal:	\$1,345.41		
Tax:	\$90.82		
Shipping & Handling:	\$0.00		
Shipping Method:	Ground	Total Number of System Groups:	1
GROUP: 1	QUANTITY: 1	SYSTEM PRICE: \$1,345.41	GROUP TOTAL: \$1,345.41
Base Unit:	Latitude E6500, Intel Core 2 Duo P8600, 2.40GHz, 1066MHz 3M L2 Cache, Dual Core (223-9150)		
Memory:	3.0GB DDR2-800MHz, 2 DIMMS for Latitude (311-9219)		
Keyboard:	Internal English Keyboard for Latitude E (330-0836)		
Keyboard:	Documentation (English) Latitude E-Family/Mobile Precision (330-1652)		
Video Card:	256MB NVIDIA Quadro NVS 160M for Black Latitude E6500 (320-6725)		
Hard Drive:	160GB Hard Drive 9.5MM,5400RPM for Latitude E6X00 (341-6965)		
Hard Drive Controller:	No Fingerprint Reader for Latitude E6X00 (311-8819)		
Floppy Disk Drive:	Brushed Metal Black Wide WXGA LED LCD for Latitude E6500 (320-7298)		
Operating System:	Windows XP PRO SP3 with Windows Vista Business License English, Dell Latitude (420-9610)		
Modem:	No Modem for Latitude E-Family (313-6507)		
TBU:	90W 3-Pin, AC Adapter for Latitude E-Family (330-0876)		
TBU:	US - 3-FT, 3-Pin Flat E-Family Power Cord for Latitude E-Family (330-0879)		
CD-ROM or DVD-ROM Drive:	8X DVD+/-RW for Latitude E-Family (313-6513)		
CD-ROM or DVD-ROM Drive:	Roxio Creator Dell Edition, 9.0 Dell Latitude/Mobile Precision (420-8010)		
CD-ROM or DVD-ROM Drive:	Cyberlink Power DVD 8.2, with Media, Dell Relationship LOB (421-0536)		
Sound Card:	Integrated VGA webcam with microphone for Latitude E6500 (320-7003)		
Processor Cable:	Dell WLAN 1397 (802.11b/g) 1/2 Mini Card for Latitude E/Mobile Precision (430-3085)		
Documentation Diskette:	No Intel vPro Technologys advanced management features for Latitude, Mobile		

	Precision (330-0884)
Bundled Software:	Intel Core 2 Duo Processor (310-8319)
Factory Installed Software:	Resource DVD with Diagnostics and Drivers for Latitude E6500Notebook (330-0863)
Feature	9-Cell/85-WHr Battery for Latitude E/Mobile Precision (312-0730)
Feature	Nylon Deluxe Top Load CarryingCase 15.4 inch for Latitude E/Mobile Precision (330-0858)
Service:	Dell Hardware Limited Warranty Plus Onsite Service Initial Year (991-3367)
Service:	Basic Support: Next Business Day Parts and Labor Onsite Response 2 Year Extended (989-2862)
Service:	Dell Hardware Limited Warranty Plus Onsite Service Extended Year(s) (991-3368)
Service:	Basic Support: Next Business Day Parts and Labor Onsite Response Initial Year (989-5570)
Installation:	Standard On-Site Installation Declined (900-9987)
Support:	Info, Complete Care (988-7689)
Support:	CompleteCare Accidental Damage Protection, 3 Year (989-3252)
Misc:	Integrated 2.0mp Vga Web Cam W/ Microphone For Wxga Lcd Latitude E6500 (313-7550)
Misc:	Dell Webcam Central Software for Dell Latitude/Mobile Precision (420-8666)
Misc:	15.4 inch Wide Screen WXGA LEDLCD for Latitude E6500 (320-7977)
Misc:	Black 15.4 inch Wide Screen WXGA LED LCD for Latitude E6500 (320-7978)
Misc:	Vista Premium Downgrade Relationship Notebook (310-9160)

(Chart TN 2)

Downloaded Software License	Purchase Price	
Adobe Creative Suite 4 Design Premium	383.00	
Camtasia/SnagIt	62.83	
Impatica	499.00	
MS Pro 2007 Office Suite	52.58	
Datatel	State Contract	
Groupwise	State Contract	
Novell	State Contract	
Trendmicro	State Contract	
Barracuda	State Contract	
Total Known Cost	997.41	
Software used from offsite server		
Blackboard		state contract + college fee
Campus Cruiser		State Contract
Peripherals	Total	Total
Micro Innovations Headphones with Mic MFG #: MM750H CDW #: 663674	1	17.95
Creative WebCam Live! Ultra	1	84.78
		102.73

CFCC COMMITTEES

(Chart Y 1)

List of Committees at CFCC	
1. Board of trustees	2. Learning resources committee
3. CFCC college council	4. Professional development committee
5. Committee on committees	6. QEP committee
7. Curriculum committee	8. Safety committee
9. Distance learning committee	10. Social committee
11. It committee	12. Student development committee
13. Institutional effectiveness committee	14. Athletic subcommittee
15. General education committee	16. Student success committee
17. Global education committee	18. Faculty association
19. Judicial board	20. Voc/tech advisory committee
21. Diversity committee	22. Campus cruiser ad-hoc committee

Curriculum Module Overview

(Chart Z1)

Module	Content
Electronic Resources	Learning what is available and how to use those resources
Online Resources	Learning how to find credible scholarly resources
Bibliographies	How to properly create them using different styles
Plagiarism	Methods on how to avoid it & learning how to citation tools