

APPENDIX 2

Distance Education Implementation & Monitoring Calendar

The information in this chart can be scheduled for more rapid implementation based on the availability of a faculty or staff member to carry out change activities. A single faculty member with a teaching schedule will have a more difficulty time implementing the change calendar than an employee focusing solely on change activities.

1. Increase Urgency					
Change Implementation Activity	Special Issues	Change Calendar	Conducted By	Completed? Yes/No/ Issues	
1.1	Expose faculty and staff to several forms of media to stir up urgency and awareness of the need to "change." Articles, school wide emails, memo's luncheon discussions.	Bi-weekly for two to three months.	Months 1-3	Change manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No Issues:
Change Implementation Activity	Special Issues	Change Calendar	Conducted By	Completed? Yes/No/ Issues	
2.1	Begin identifying faculty and personnel to invite onto the "guidance committee" and the smaller "change team" using Cohen's "criteria model. "	Runs concurrent with step 3.	Month 1	Change manager	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2	Begin creating an initial project management timeline	To be refined after change team is built and vision is crafted.	Month 1	Change manger and or project manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No

2. Build Guiding Teams					
Change Implementation Activity	Special Issues	Change Calendar	Conducted By	Completed? Yes/No/Issues	
3.1	All dept. and division chairs hold a focus group meeting on what CCC's relationship to distance education should be.		Month 3 (early)	Dept and division chairs.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Results of 3.1 meeting are turned in to change agent.	Turned in within a week of the meetings.	Month 3	Dept. and division chairs.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3	Submitted results from 3.2 are reviewed and built into an online survey.		Month 3	Change manager w/ IT staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.4	Faculty are emailed an invitation to the "distance education vision survey." Survey combines faculty input from earlier into a faculty wide review and response of other faculty thinking.	Within a month following results of 3.1 meetings. Faculty have a month to take survey.	Month 4 (early)	Change manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.5	Official vision for CCC's distance education program is formulated using data from 3.1.	Vision should be placed on website and emailed to all staff.	Month 4 (Week 2-4)	Change team	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.6	Staff web designers need to begin creating web space for distance education communication.		Month 4 (week 1-3)	IT staff in conjunction with change manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. Get the Vision Right.					
	Change Implementation Activity	Special Issues	Change Calendar	Conducted By	Completed? Yes/No/ Issues
4.1	Meet with CCC president, VP, and all faculty chairs. Introduce distance education vision.		Month 4 (Week 4)	Change manager and team members.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2	Schedule and record introductory video with CCC president and change team for new D.E. website page (see 4.4)		Month 5 (Week 1)	CCC president, IT staff, and change manager	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3	Meet with each college division to introduce distance education vision and explain the programs intended design		Month 5 (Weeks 2 – 3)	Change manger and available change team members.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4	CCC president circulates letter to all CCC employees announcing the commencement of the new DE program.	Letter invites all employees to view intro information on website. (Site should be up by end of month 5)	Month 5 (Week 4)	CCC president.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.5	Revisit progress of guidance committee and change/project team construction.	If team can not be assembled; postpone further change project until sponsorship is acquired.	Month 6 (week 1)	Change manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.6	Design ADKAR assessment for delivery to all faculty.		Month 6 (week 1)	Change manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.7	Design Faculty Concerns		Month 6	Change team.	

	Questionnaire and Teaching Online Knowledge Diagnostic		(week 1)		<input type="checkbox"/> Yes <input type="checkbox"/> No
4.8	Deliver ADKAR assessment online to all CCC employees.	Employees have a month to fill in ADKAR.	Month 6 (week 2-4)	Change team, and IT staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.9	Deliver Faculty Concerns Questionnaire and Teaching Online Knowledge Diagnostic (built in to these diagnostics are questions about faculty incentives preferences)		Month 6 (week 2-4)	Change team and IT staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.10	Data from all diagnostics is mined for a variety of answers.		Month 6 (Week4)	Change team.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.11	Staff web designers need to update web space for distance education communication.		Month 6 (week 1)	IT staff and change team.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.12	Select core change management and project management team (3-5 people) from larger guiding committee.		Month 7 (week 1)	Change team.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.13	Petition college for office space for a distance education office.		Month 7 (week 2)	Change sponsors and change manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.14	Discuss the issue of faculty ISD, and IT support.		Month 7 (week 2)	Change team w/ volunteer faculty	<input type="checkbox"/> Yes <input type="checkbox"/> No

4. Communicate for Buy-In

	Change Implementation Activity	Special Issues	Change Calendar	Conducted By	Completed? Yes/No/ Issues
5.1	Policy planning decision making	(Selection of LMS,	Months	Change	

	begins with the help of the large guiding committee and in line with D.E. vision.	creating a D.E. chain of command, training plans, funding issues etc..)	7-8	committee.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.2	Specific design of distance education program occurs.	Part of policy above.	Months 7-8	Assigned faculty or newly hired ISD staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.3	Have change team work through Jordan & Jameson's "Barrier Matrix" to begin identifying possible barriers to progress.		Months 7-8	Change team.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.4	Discuss the issue and need of appointing or hiring a distance education director.	Faculty input, and college budget will affect this decision.	Month 7-8	Change team with college admin.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.5	Create faculty incentive plan.	Use feedback from 3.1, 3.4, & 4.6.	Month 7-8	Change team.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Announce official distance education program design and policies to college faculty and staff. (Repeat steps 4.1-4.3 if necessary)	Disseminated through website, department chairs, and a second letter from the president.	Month 7-8	Change team member.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.7	Review diagnostic data in order to decide on faculty training needs. (see 4.6)		Months 7- 8	Change team.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.8	Meet with VP of Academic Affairs (and dept chairs) about cutting the course load of faculty who sign up for training in the Spring.	Decreased course load for faculty who teach online will be discussed during the policy planning phase (5.1)	Month 8 (week 4)	VP of Acad. Affairs	<input type="checkbox"/> Yes <input type="checkbox"/> No

5. Enable Action

Change Implementation Activity	Special Issues	Change Calendar	Conducted By	Completed? Yes/No/ Issues
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5.9	Select training solutions and/or hire trainer		During month 8	ISD staff or Change team.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.10	Develop a faculty training calendar. Schedule training dates for fall semester.	Put information on DE website regarding training opportunities. - Communicate dates through email and division chairs.	Month 9 (week 1)	Change team w/ project manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.11	Begin creating training courses for faculty in/on college LMS.	CCC has selected to use Blackboard as LMS.	Months 9-12	ISD staff or select faculty member.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.12	Ask all faculty, interested in teaching online, to sign up for spring semester training.	Data from 4.9 can be reviewed to help faculty sign up for necessary training.	Months 10-12	Change team member.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.13	Begin building an e-mentor list and sign up system for faculty.	E-mentors can be coordinated through DE website.	Month 9-11	ISD staff or change team member.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.14	Meet with directors of registration and academic advising, and course catalog to begin planning system for registering students online.		Month 10 (Week 1)	Change team members.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Create Short Term Wins					
	Change Implementation Activity	Special Issues	Change Calendar	Conducted By	Completed? Yes/No/Issues
5.15	Meet with librarian to discuss providing library services to distance students.		Month 10 (week 2)	Change team members.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.16	Check to see if sufficient faculty	Sufficient faculty refers to	Month 11	Change manager	

	have signed up for spring technology training.	all faculty needed to teach online masters classes by “go live” date of Summer semester.	(week 2)	or project manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.17	Meet with department chairs to discuss what classes each department is considering offering online in summer semesters.	Request dept chairs discuss this with faculty and decide before winter break (Month 12)	Month 11 (week 3)	Change manager or project manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.18	Coordinate the delivery of 5.17 decision with registrars office.		Month 12 (week 3)	Change manager or project manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.1	Set a go live date of CCC's online program. (Target Summer semester: month 16)	Date will be the 1 st semester following the training of all faculty needed for online prog.	Month 13	Project manager in connection with college admin & change team.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.2	Schedule specific milestones into the project management calendar for the purpose of celebrating “successes” along the change lifetime.		Month 13	Project manager	<input type="checkbox"/> Yes <input type="checkbox"/> No
Change Implementation Activity Special Issues Change Calendar Conducted By Completed? Yes/No/Issues					
6.3	Announce college decision on a director of distance education and office of distance education to all college staff.		Month 13 (week 1)	Change manager or college pres.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.4	Ensure faculty training stays on course to be completed by the end of spring semester.		Months 13-16	Change manager or project manager	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.5	Communicate with faculty and		Months 13-	Change team	

	department chairs about faculty satisfaction regarding training.		15	members.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.6	Make sure trainer guides faculty to commence creating their Summer online courses during the life of the training, so they will be available by “go live” date in Summer semester.		Months 14-15	Project manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.7	Confirm official course offerings with registrars office and department chairs.(see 5.18)		Month 14 (week 1)	Change team member.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.8	Ensure all faculty have created their online course materials/home pages.	Assign deadline for course homepage creation.	Month 15 (weeks 2-4)	ISD or D.E. trainer staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.9	Ensure faculty schedules have been appropriately lightened to allow for faculty teaching online to not be overloaded.		Month 14 (week 2)	Appropriate college admin and division chairs.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.10	Send out college wide request for “questions and concerns” to ensure all faculty and staff have major questions answered before go-live date.		Month 15 (week 1)	ISD, trainer or change manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.11	Send out email asking all summer online teaching faculty if they have and have contacted their e-mentor.		Month 16 (week 1)	ISD staff or trainer.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.12	DISTANCE PROGRAM GOES LIVE	May/Summer semester	Month 17	N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.13	Schedule “share sessions” (optional) for faculty to meet bi-weekly for coffee and discussions about difficulties or successes they	Send out request by email. Run meetings in computer lab months 17-19.	Month 17 (Week 1)	Change manager & project	<input type="checkbox"/> Yes <input type="checkbox"/> No

	are having in teaching their online courses.			manager.	
6.14	Collect formative feedback during share sessions to help with policy adjustment for fall semester.		Months 17-19	Change manager or new distance ed director.	<input type="checkbox"/> Yes <input type="checkbox"/> No

***Steps 6, 7, and 8 of Kotter’s model are not specific steps that follow linearly after steps 1-6. Creating Short Term Wins, Not Letting up, and Making it Stick, are iterative behaviors interspersed throughout the latter half of the change plan. Furthermore, due to the fact that Kotter’s model was created for corporate changes that differ from the change in this report, steps 7 and 8 have a limited application.**

Monitoring Calendar continues on into Summer semester in preparation for semester 2 online.