

Running head: iLearn Communication Plan: OLC

Marist College iLearn Strategic Communication Plan: Organizational Leadership and
Communication Program (OLC)

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Executive Summary

The purpose of this proposal is to create and execute a strategic communication plan introducing the new innovative learning environment and research network (iLearn) to students and faculty of Marist College's Organizational Leadership and Communication (OLC) program.

Introduction

Our team consists of ten communication students with diverse backgrounds in the fields of public relations, journalism, radio, television, film, and cultural communication studies. Our team has studied and analyzed the four phases of Guth and Marsh's (2005) strategic communication process: research, planning, communication, and evaluation. Using this process our group recommends the best way to reach our target audience of the OLC program at Marist College.

Situation Description

Sakai iLearn is a course management system that provides teachers and students with modern applications including wikis, blogs, and podcasts, in addition to traditional supplemental teaching tools. Marist College is currently updating their educator platform by phasing out their former system, e-Learning, and replacing it with Sakai's iLearn. The Marist College Academic Technology group has given this semester's COM 471L Capstone course the opportunity to design a communication plan to transition our audience, the OLC program, to the new platform. OLC is a continuing education program for adult students who have prior college credits and want to obtain a Bachelor of Science degree within two years. The program is divided into cohorts, each consisting of approximately 20 students. Our group's objective is to assist the transition to iLearn for faculty and the incoming students of 2009.

Research

The strategic communication proposals created by last spring's COM 471L Public Relation's Case Studies courses at Marist College provided the groundwork for the college's transition from eLearning to iLearn. Reviewing the data provided by these courses acted as a catalyst for our research phase. In order to obtain further information, our next step was to develop questions and interview Director of Academic Technology and eLearning, Josh Baron, and Dean of the School of Continuing Education, Dr. Lauren H. Mounty. Also, formal research was conducted by attending an OLC faculty meeting when the iLearn platform was introduced. Additional interviews were conducted with Viviane Lopuch, lecturer of integrative studies (OLC), and Dede Hourican, an OLC student and support specialist of academic technology and eLearning.

Planning

We have established several goals to be obtained through our communication plan. Our primary goal is to have 80% of OLC students fully aware of iLearn and its capabilities without any additional assistance by the end of the initial six-week course. Our secondary goal is for 65% of OLC faculty members to use iLearn to its fullest capacity and be comfortable enough to use its new features by the end of the same six-week period. The goals we have set for our team coincide with the goals stated in Marist College's strategic plan. To obtain these goals, and to make the transition to iLearn successful for OLC students and faculty, our team has developed three tactics to inform our audience of what iLearn has to offer.

In order to familiarize the incoming 2009 cohorts with the iLearn platform, we will provide an informative postcard. Prior to the first class meeting, an introductory e-mail will be sent to the students by their professors giving them ample time to explore their class site. The

e-mail will include Web tutorials and contact information for the Help Desk, a computer assistance group on campus, in case they experience any difficulty. Our final tactic is the distribution of a Universal Serial Bus (USB), a portable storage device, also known as a flash drive. These will be given to the 2009 cohorts and will include information to help the students navigate the new course management system, as they will be using this system extensively throughout their program. By utilizing the postcard, the e-mail, and the USB flash drives as our three tactics, our group will be able to successfully achieve our proposed goals.

Communication

Through interviews with members of the OLC program, including Mouny, Lopuch, and Student Services Coordinator for OLC, Jennifer Becker, we were able to identify the most effective means of communication. In addition to faculty, we also spoke with OLC students who identified the Internet as their primary channel of communication.

Our methods of communication are designed to reach students and faculty through various channels. The postcard is printed media that will promote awareness and be included in the students' orientation packets. It is a tangible item that will catch the attention of our audience to introduce the idea of iLearn. E-mail is fast, efficient, and is the primary method for the OLC program to stay connected. The USB drives are electronic ports that will contain information catering to the needs of the students in each cohort. Our diverse methods ensure that all members of our audience are reached.

Introductions

Our team consists of individuals with experiences ranging from internships abroad, participation on athletic teams, and elected positions in student government. Composed of ten senior communication majors at Marist College with concentrations varying from public

relations, to journalism and communication studies, our team is familiar with various tactics of communication. They are Margaret Brittle, Nicole Dacchille, Sara Gretschel, Marissa Guercio, Caitlyn Heinzinger, Marion Herbert, Julie Lavin, Amanda Marangiello, Katelin McCahill and Danielle Mozeleski (Appendix A).

Margaret is a communication studies major with dual minors in global studies and anthropology. With study abroad experience in Spain, she possesses a unique perspective on inter-cultural communication. Having worked with Toyota Motor Sales USA to develop their online education material, she has experience in computer mediated education.

Nicole brings a new form of technology experience to the team with her background of studies in radio, TV and film. With a position with an international logistics company in New York City, Nicole has proven to be hard working and driven, and is willing to tackle any challenge given to her.

Sara has gained excellent event planning and business relations skills after spending three summers working with the Actors' Equity Association, a nonprofit professional stage manager and actors union. Currently she is serving as the treasurer on the Marist College Council on Theater Arts (MCCTA) executive board where she is developing her financial and management abilities.

Marissa is graduating in the spring with a double concentration in public relations and journalism. Marissa has amerced herself in Marist College, working in the alumni office for two years. She was responsible for publishing and editing entries for a biannual publication, the *Marist Magazine*, which is distributed to the entire Marist community.

Caitlyn's appearance on the Dean's List since her freshman year confirms her appreciation for education and the qualities that drive her to become successful. While interning

and freelancing at A|X Armani Exchange, Caitlyn was able to develop leadership qualities, which are important to the functioning of our team.

Like Caitlyn, Marion has also been placed on the Dean's List consecutively since freshman year. Her experience with magazines while interning with Foresight Communications in Dublin, Ireland sharpened her writing and editing skills, while allowing her to work with a diverse group of people.

Julie is fully committed to all she undertakes as evidenced by her successful two-year-run as the Class of 2009 Vice President from 2005 to 2007. Currently the Class of 2009 President, Julie is also a member of Lambda Pi Eta, the communications honor society, and Marist's National Residence Hall Honorary. This past summer, Julie also interned for the Food Network in their Internet ad sales/marketing department and learned crucial marketing skills that she has been able to bring and utilize at Marist College.

Amanda is an advertising major with a certificate in art and advertising. She is a member of various campus organizations such as Communication Arts Society, Advertising, and Resident Student Council. She has spent six years working for her town as an intern for the Commissioner of Parks, where she designed and created signs and programs for the different summer events in the park.

Katelin spent her summer interning at Summit Training Source, the nation's number one manufacturing safety provider. There she learned a variety of both marketing and sales skills that are vital to the completion of our team's goals. She is also currently interning at American Cancer Society in public relations and event management, which are valuable skills for the implementation of our project.

Danielle has strong management and organizational skills that have earned her a spot on the Dean's List each semester throughout her three years at Marist College. She has worked in London as a fundraiser for the charity organization, Help a London Child, where she learned to maintain strong working relationships with clients and key publics.

Situation Description

Marist's former course management system, eLearning, is being replaced by Sakai iLearn. This system contains wikis, blogs, podcasts, and other features that can benefit students and faculty alike. This new system gives teachers supplemental teaching tools and provides students with the ability to access their course work while connecting with other students outside of the classroom.

Marist College Director of Academic Technology and eLearning, Josh Baron, in addition to his dedicated staff, has given Associate Professor of Communication, Dr. Mark A. Van Dyke's communication capstone courses the opportunity to assist during the college's transition to iLearn. Using the guidelines set forth by Guth and Marsh, we will help create awareness of iLearn to the college community, with the specific task of developing and implementing a plan for the OLC program at Marist College.

For the sixth year in a row, Marist has been recognized by *The Princeton Review* as one of the nation's best institutions for undergraduate education, and is featured in their guide, *The Best 368 Colleges, 2009 Edition* (Public Affairs, 2008). Marist has also risen nine spots in *Kiplinger's Personal Finance Magazine's* annual review of the "100 Best Buys in Private Colleges in the U.S.," and is currently ranked 41 in the category, "private universities," (Public Affairs, 2008). Also, in 2006, Marist was recognized by *Forbes* magazine as being among the

"25 Most Connected Campuses" in America, which identifies U.S. universities and colleges with the most cutting-edge technology in education (Noer & Ewalt, 2006).

The OLC program offers students the “flexibility to obtain a B.S. degree in as little as two years while continuing to work and manage personal responsibilities” (OLC, 2008). This program is divided into different cohorts that are made up of approximately 20 adult students who stay together throughout the program’s two-year duration. While balancing their work and personal life, OLC students enroll in six-week long courses that meet once a week for four hours at either the Fishkill or Kingston locations. iLearn will be an integral part of the OLC program in order to connect students and faculty as well as provide instant access to course work and resources.

As a team, our quantifiable goals are to have 80% of OLC students fully aware of iLearn and 65% of OLC faculty members to use iLearn by the end of the six-week module.

Strategic Program Description

Research

According to Wilson (2000) research is important because “it provides information that clarifies the problem, identifies and creates understanding of the publics, and assists in the development of the best strategies and tactics to send the most appropriate messages to those publics at the best time for an acceptable cost.” Last spring, the Marist College public relations case studies course laid the foundation by creating communication proposal plans for the school’s transition between the current educator system, eLearning, to the new iLearn platform. The iLearn platform is, “a product of Sakai, an online collaboration learning environment fostered by a free and open-source consortium of institutes” (The Sakai Project, 2008). As stated, in the research completed by the spring 2008 information technology public relations case

studies team, Sakai, released in 2005, encourages participating institutions to develop and distribute original software applications using a community-source approach (The Sakai Project, 2008).

Our team used this previous research to conduct secondary analysis, providing us with valuable insight allowing us to launch our research phase. Guth and Marsh (2005) describe the research phase as the information-gathering phase. “Through formal and informal research methods, practitioners gather data on the client, the environment in which it operates, and its stakeholders.” After reviewing their proposal plans, we were able to adapt their findings and apply it to our key public, the OLC program.

The next step in our research phase was to develop questions for Josh Baron and Dean Lauren MOUNTY (Appendix B). Based on their responses, we determined students as our primary audience and faculty as our secondary. Furthermore, we established our intervening audience as Mark Van Dyke and MOUNTY who both contributed in introducing this case to our class. Baron and MOUNTY’s answers helped our team to determine communication tactics, create a tentative timeline, and establish where our efforts could most effectively assist Baron and the Marist College Academic Technology group.

On October 6, 2008 members of our group attended an OLC faculty meeting, where the transition to iLearn was first announced. Marist plans to begin transitioning the OLC program by March 2009. During the meeting we interviewed OLC staff and faculty, which enabled us to prioritize their issues and needs. The incoming cohorts will be use iLearn extensively throughout their classes and need to be educated on the many tools and features. To confirm the effectiveness of our potential tactics, we met with Dede Hourican, an OLC student and support specialist of academic technology and eLearning, along with Viviane Lopuch, lecturer of

integrative studies (OLC) who approved and provided the positive feedback we needed to begin implementation.

Planning

According to Guth and Marsh (2005), it is important to decide what kind of plan to use before establishing the goals that will guide the action for a given situation. They explained that a standing plan is "an ongoing and long-term plan to nurture a relationship." A standing plan is the most appropriate method for the OLC program to implement. In order for a smooth transition of course management systems, it is crucial for the Academic Technology group to work closely with the OLC program. Our team has created tangible and measurable goals that contribute to the goals set in Marist College's overall strategic plan.

Marist College's overall strategic plan states:

The goals contained in this plan focus on several key areas: 1) maintaining a distinctive and high-quality education in all programs; 2) increasing diversity at the College; 3) strengthening the sense of community at Marist; 4) becoming a recognized leader in using information technology; 5) expanding our network with external organizations; 6) broadening the financial resource base of the College; and 7) becoming a more effective and efficient educational institution (Murray, 2008, ¶ 3).

The two goals our team has set directly relate to goals three, four, and seven of the Marist College strategic plan. Our first goal is for 80% of OLC students to be fully aware of iLearn and its capabilities without any additional assistance by the end of the first six-week module. Our second goal is for at least 65% of OLC faculty members to use iLearn to its fullest capacity and become comfortable using its new features by the end of the same six-week module.

Through the creation of these goals our team will be able to assist in attaining Marist's strategic plan goals of, "strengthening the sense of community at Marist, becoming a recognized leader in using information technology, and becoming a more effective and efficient educational

institution” (Murray, 2008, ¶ 3). Introducing iLearn to the OLC program is one way to strengthen the sense of community at Marist. iLearn will allow students, faculty, and staff the ability to connect no matter what campus location they are at. iLearn will assist in the process of becoming a recognized leader in using information technology, and becoming a more effective and efficient educational institution because it “is an online collaboration and learning environment that is an open source product built and maintained by the Sakai community” (Sakai Project, 2008).

iLearn is used as a supplement to face-to-face learning and for online courses, and provides the most up-to-date applications. This then sends the message to the OLC program as well as the rest of the Marist community, of the schools ability to be the most effective and efficient educational institution. Our message to OLC program is that Marist provides high quality, technologically advanced education for students (Murray, 2008). The OLC program will know of the changes being made and will be able to use this technology to enhance their education.

Communication

“In the communication phase, the plan is transformed into action” (Guth & Marsh, 2005). In accordance with the principles of Marist College and the Academic Technology group, iLearn is a system that “best enables teaching and learning innovation, as that is core to Marist's mission of educational excellence” (rSmart, 2008). In order to assist Baron in successfully introducing and educating the OLC program about its new online educator system, our team identified the most effective communication channels intended for our intended audience.

Through discussions with OLC faculty members we identified the Internet as the primary channel for communication. Based on the lack of a centralized campus we targeted our

audiences primarily through various forms of technology. To serve the needs of all the members within our audiences we included one form of print media, designed to reach non-tech savvy individuals. After gathering this research, our team designed three tactics that would achieve the most desired results. Quantity and price estimations for these tactics are included in the resource section of our paper.

Before each cohort begins, accepted students will receive a welcome packet at orientation which will contain an iLearn postcard as our first tactic (Appendix C). The postcard will include a brief introduction and description of iLearn. It will include the Web site for iLearn so students can get a head start on its functions and features. This will give students a chance to explore and understand iLearn before their first class.

An introductory e-mail to be sent from faculty to their students will serve as our second tactic (Appendix D). The e-mail will explain that students will be using iLearn, a new course management system adopted by Marist College to create an effective means of communication and organization throughout the course. It will be sent out following their orientation, and before classes begin. The e-mail will include a link for web tutorials, along with the Marist College Help Desk phone number in case they need further assistance. By doing this, students will become familiar with the site's content, format and tools.

Our third tactic is the creation and distribution of USB flash drives to OLC students enlisted in the spring cohorts (Appendix E). These drives will have various types of preloaded information on them in order to satisfy the needs of our audience. After contacting Russell Salk, vice president and chief operating officer of Salk Marketing Group (USBSMG, 2008), we determined this company would best suit our budget. The Salk Marketing Group provided us a mock-up of our design request. Based on our interview with Hourican we decided to attach key

chains to the flash drives, allowing OLC students to carry it with them as they travel, permitting them to obtain iLearn tutorials whenever needed. She also informed us that many OLC students commute by train, providing them with full accessibility to all iLearn resources.

The channels and messages we provided are consistent with the mission of Marist College, which is “committed to the exploration and execution of ways that academic excellence can be enhanced through information and communication technology” (eLearning, 2008). By identifying the values and needs of our key publics we were able to assist in the education, knowledge, and expansion of iLearn.

Evaluation

Evaluation, according to Guth and Marsh (2005), “measures to what degree the campaign was successful.” It is important to identify “how its success or failure can be evaluated.” While our team made tactic proposals with the intent of implementing them, our timeline did not match the OLC program’s timeline. This issue was based on the fact that each cohort has different start dates, which do not begin until the early months of 2009. Our plan then became a proposal for OLC to implement at the start of each individual cohort.

In our proposed plan, we suggested that an exit survey be distributed to the OLC program in order to determine how effective our tactics were in raising iLearn awareness. Through the use of the Internet, our primary channel of communication, we have designed two exit surveys, one intended for the OLC students (Appendix F) and another for faculty members (Appendix G) that will be available on their iLearn course site. These surveys will determine whether or not 80% of OLC students are fully aware of iLearn and its capabilities without any additional assistance by the end of the first six-week module. The second goal of the survey is to determine if 65% of OLC faculty members use iLearn to its fullest capacity and become comfortable

enough to use its new features at the conclusion of the same six-week module. Although our team cannot physically follow-through with each of our tactics, we can still evaluate the expected results and the degree to which they will be successful in achieving our goal of promoting awareness of iLearn to the OLC program.

Resources

COMMUNICATION TACTIC	MATERIALS	AMOUNT NEEDED	BUDGET	MANPOWER/ HRS OF LABOR
iLearn Postcards Distributed in orientation/admission packets	5X7 glossy post cards	250	250 - \$70.00 0.56 cents per sheet for 125 sheets	- Postcard design (1-2 hrs.) - Placing each postcard in orientation/admission packet (1-2 hrs. depending on staff)
iLearn USB Drives Includes front and back images, full color, selected style of USB, key chain, information upload	USB drives; 1GB; key chains; information to upload (tutorials, etc.)	100	\$9.70 ea. + 0.25 (key chain) = \$995.00 *taxes and shipping included	Manual information upload (2 hrs. with work evenly divided among OLC team members)
iLearn Introductory E-mail Sent from faculty members to their students prior to first class meeting	Team OLC draft of iLearn introductory e-mail	75 (may vary depending on number of students in each cohort)	---	---

While developing a strategic communication plan, it is important to keep in mind the resources that are needed in order to set realistic goals and execute them effectively. Our group served as communication consultants for the Marist College Academic Technology group over the course of the fall 2008 semester. After calculating, we determined each consultant has dedicated 60-70 hours of labor without compensation to developing this plan. The hours we contributed are based on classroom and team meetings in addition to assignments we worked on independently. Additionally we calculated that 65 hours of labor at \$20 an hour would put the total our total salary \$13,000. The following chart includes our communication tactics designed to educate students and faculty in the OLC program at Marist College about iLearn and the resources they require, including specific materials, manpower, labor and a budget to support them as well.

Evaluation

Guth and Marsh (2005) proposed a Reverse Engineering Case Analysis Process (RECAP), which uses steps to measure the effectiveness of a plan. Keeping in mind their method and using our own thorough analysis, we can evaluate the strengths and weaknesses of our strategic communications plan in our team's research, planning and communication tactics.

Research

The question that is addressed in the research phase, according to Guth and Marsh (2005) is, "What research was used to identify problems, opportunities, solutions and values, and did research identify key publics?" Our team was given the OLC program at Marist College as an audience. Our responsibility was to carry out further research and determine which audiences required the most attention within the program.

One of our team's strengths was the ability to establish and maintain positive working relationships with Josh Baron and Dean Lauren Mouny, in addition to other academic

technology and OLC program faculty members. These contacts were vital to our research because as we developed questions and conducted interviews, we were given insight into the problem areas and the key publics within our audience. These interviews were our main source of information for developing our communication tactics. Through contact with Mouny, we were able to rule out OLC faculty as our primary public, since programs had already been set up for them. This shifted our focus to educating the students about the iLearn system.

We established ourselves as communication consultants committed to helping the OLC program by attending faculty meetings, brainstorming and presenting ideas, and communicating through phone and e-mail messages on a regular basis. This built our credibility as we contacted company representatives, members of the OLC program and administration at Marist College. We received positive and enthusiastic feedback for our ideas, and the tactics we developed were all approved.

Although there were many strengths to our research, there were also areas of weakness. Since OLC students will not be transitioned to iLearn until March 2009, we concluded the existing familiarity of the system was near 0%. As a result, we did not produce quantifiable data in the beginning stages of our research stage. Also, the accessibility of students and faculty in the OLC program was very limited due to the location of class meetings, and the strict time constraints for classes. Our team had minimal contact with OLC students making it nearly impossible to obtain information on their perspectives.

Planning

In the planning phase, it is important to evaluate whether our desired outcomes and targeted messages were articulated clearly (Guth and Marsh, 2005).

Our planning phase proved to have many strengths. One of the major strengths was having direct communication with Dean Mouny, and the staff in the academic technology group. By having direct communication with these two resources, our group was constantly updated about the newest information on iLearn. Dean Mouny provided us with current information that was going on in the OLC program and was very open-minded. Having this kind of information was very beneficial while creating our plan.

Another strength our planning phase encompassed was having a copious budget. As professionals, we developed a budget we felt was reasonable and approached Dean Mouny to ask for her approval. Gratefully she accepted and granted us the appropriate funds for this communication plan.

With ten team members in our group, having diverse backgrounds has been considered a strength to our planning process as well. Four members have previous experience with the iLearn project, which provides the team with familiarity on the background and development of iLearn and the strategic communication plan process. Although six other members have no previous iLearn experience, this too was a strength to our planning phase. These newcomers provided fresh outlooks and suggestions about iLearn that were not initially considered.

Our group encountered some weaknesses with our planning phase along with strengths. One of our biggest limitations was that the academic technology group has been understaffed and faced major health issues throughout this semester. Josh Baron having surgery as well as influenza going around the department has hindered our ability to clear up any questions or problems we had about our strategic communication plan.

A second weakness our team ran into was the delay in clarifying who our target audience was. Unfortunately our team began planning for the mistaken primary audience and created a

strategic communication plan for that audience. Our audience was eventually changed by the academic technology group. After clearing up this miscommunication we were then challenged with the task of recreating our plan.

Another weakness we were faced with was getting an official approval of our budget and placing the USB flash drive order. Although Dean Mouny granted us the funds, we were unaware of the process that the invoice papers had to go through before the order was actually placed. After figuring out how to go about this process, we will be placing the USB flash drive orders but unfortunately will not receive them before the semester ends.

Receiving the notification from Josh Baron that put a hold on all orders and distribution of materials within both capstone course sections created a mass amount of confusion (Appendix H). This led to another weakness in our planning phase. The confusion that set in occurred when our team was about purchase the materials needed to create our tactics. Although our tactics were approved by the academic technology group in the beginning of the semester, their staff had to reapprove the information we created before it was sent out to our target audiences. Having decided from the beginning of the semester that our tactics would not be distributed to our target audience until 2009, we were unclear of what our next step would be in creating this plan.

Communication

According to Guth and Marsh (2005) evaluating the communication phase requires you to determine whether appropriate media and tactics were used. The postcard, the USB and e-mail all possess various strengths and weaknesses.

Sending out a postcard is another form of alerting the new and current OLC students about the change to iLearn. This is the first time the students will hear about the change. The

postcard will be included in the welcome packet that students will receive at orientation. This guarantees that all new OLC students receive the postcard. A mass mailing would not ensure that each student would receive it, as problems may occur during delivery. Such problems include changes of address and late applications. Since the postcard includes important information about the OLC program, students are more likely to read the description on the back, which encourages them to explore the iLearn site. In addition, the postcard serves as a tangible resource for students to easily refer to.

During the printing process a few difficulties arose. While searching for a printing company, we came across discrepancies with prices that were within our budget. In using the postcard as a tactic, we run the risk of students possibly discarding them without reviewing the information.

Distributing USB flash drives to OLC students was one of our main approaches. The capabilities of the USB flash drives prove that this is a strong and effective communication method. The flash drives are custom made and include both the Marist College and OLC logos. There is a two-fold effect of branding our flash drives with these logos. Not only does it make students feel a part of the main campus, but it serves as advertising and marketing for the college and the OLC program. The flash drives are personal and each student can upload their own work to it in addition to the iLearn tutorial and class syllabus. The Internet is not needed to use a flash drive and therefore they can be accessed on any computer. The addition of the keychain makes the flash drives handy. Students will do a large amount of their work online and will need to save documents to their flash drive. They can consistently refer to the iLearn materials on their USB until they are comfortable with navigating the site.

The USB flash drives have some limitations as well. Customizing each flash drive and buying 100 in bulk forced our team to investigate businesses beyond that of Marist College. After deciding to buy from USBSMG.com, our team began the process of obligating the money from the OLC program budget, which proved to be a difficult task. Our team had to obtain the invoice and pass it on to the OLC program, contact the Marist College Business Office, acquire the purchase order, have it approved by Mounity, and finally have it mailed to the company. The entire process totaled two weeks, putting our team behind on our scheduled timeline. We do not anticipate the USB drives to be delivered in time for our final presentation. However, we were successful in ordering them and they will reach the OLC office shortly thereafter. An additional weakness with the use of a USB flash drive is that they may not be user-friendly to non tech-savvy students.

Using an e-mail service provides many benefits. It is an efficient way to send a message at no cost, as opposed to sending a letter that requires a postage fee. The same message can be sent to hundreds of people instantaneously. In keeping with the modern technology being introduced along with iLearn, e-mail serves as an effective tactic because it exemplifies this innovative change.

Unfortunately, there can be negative aspects of e-mail as well. Some people may not readily check their messages, or they may have blocks on unfamiliar addresses. If an unfamiliar address sends out an e-mail, it could easily be bypassed or deleted. Another negative aspect is that there is no way for a sender to check if the e-mail was delivered, opened, or read, making it difficult for us to determine whether or not the audience was reached.

Conclusion

Working together on this communication proposal plan allowed us to develop, plan, and execute tactics that we believe will introduce the new course management system, iLearn, to Marist College. According to Chaffee (2004), “When you think critically and actively you are engaged in the process of achieving goals, making decisions and solving problems.” Through extensive research and critical thinking our team was able to create a strategic communication plan for the implementation of iLearn to the OLC program.

By switching from eLearning to Sakai’s new course management system, iLearn, Marist College continues to uphold their reputation as one of the “25 Most Connected Campuses” (Noer & Ewalt, 2006). The college is also adhering to its mission statement, which is, “to help students develop the intellect and character required for enlightened, ethical, and productive lives in the global community of the 21st Century” (Marist, 2008). As a communication team, our group was assigned to devise a strategic proposal plan in introducing iLearn to the Marist OLC community, focusing primarily on the audience of students.

After analyzing the research, planning, communication, and evaluation stages from previous case studies courses, as well as through our own research, we were able to create three vital tactics to assist Josh Baron in the introduction of iLearn to the OLC program. Furthermore, we were able to develop recommendations to better inform and educate incoming OLC cohorts.

As a first recommendation we have created an exit survey in order to analyze the success of our communication strategies. The survey directed to OLC students will be completed at the end of the first six-week module. The survey directed to OLC faculty will be completed at the same time. Their answers will present critiques on how well they were informed about iLearn, the effectiveness of the postcard, e-mail, and USB tactics, along with future recommendations.

This will provide significant feedback for Baron and the Marist College Academic Technology group. The survey will be an effective form of research because it allows focused responses, immediate feedback, and anonymity. This survey will help to determine whether or not we achieved our goals.

We also suggest an additional training session intended for the OLC faculty. We advise that this training be held every six months to ensure that faculty remains up to date and educated on the updated features and tools of iLearn.

Currently Marist College provides an iLearn help session once a week where faculty can bring their problems and concerns with the platform to the Academic Technology group. Our team suggests a similar session be held once a month for the OLC program. In doing this, the Academic Technology group will be able to maintain a strong relationship with the OLC faculty as well as monitor their progress.

According to Mouny, the OLC program's long term goal is to offer their program globally. To do this we suggest that they create a full-time academic technology position. This person would act as a liaison between Baron's office and Marist College OLC. This position would be created to help assist in any troubles the OLC faculty have with iLearn on a daily basis. This role will also be crucial in launching OLC internationally.

In conclusion, this project has given us valuable insight into a real world working environment. Although we were faced with challenges, our group was able to come together to produce effective communication tactics and assist the Academic Technology group in the transition to iLearn. It is our hope that our capstone class has assisted Marist College during this implementation. As a group we feel very accomplished and are happy to have made a difference that benefits the college community as a whole.

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Appendix A

Team Résumés

Margaret Brittle

10 Whispering Woods Drive
 Flanders NJ, 07836
 (862) 432 – 7368
 Margaret.Brittle1@marist.edu

Education	<p><u>August 2005 – May 2009</u> <u>Marist College</u> <u>Poughkeepsie, NY</u></p> <ul style="list-style-type: none"> - Major: Communication Studies - Minors: Global Studies & Anthropology - Cumulative GPA: 3.5, Dean’s List <p><u>January 2008 – May 2008</u> <u>Universidad de Alicante</u> <u>Alicante, Spain</u></p> <ul style="list-style-type: none"> - Major: Communications Studies
Work Experience	<p><u>September 2008 – Present</u> <u>Toyota of Wappinger Falls</u> <u>Wappinger Falls, NY</u></p> <p>Parts and Service Cashier</p> <ul style="list-style-type: none"> - Responsible for handing financial aspects of the dealership - Furthered customer service skills <p><u>June 2008 – August 2008</u> <u>Toyota Motor Sales USA</u> <u>Torrance, CA</u></p> <p>Corporate Summer Intern – University of Toyota</p> <ul style="list-style-type: none"> - Project manager for creation of the “Sales Mastery Test” a nationwide test for all Sales Associates - Worked on a team charged with re-design of eShowroom, Toyota’s internal educational site - Analyzed possibility of social networks as learning tools <p><u>November 2008</u> <u>National Communication Association</u> <u>Chicago, IL</u></p> <p>Group Presenter</p> <ul style="list-style-type: none"> - Selected nationally to present original work at 93rd annual conference <p><u>August 2006 – Present</u> <u>Marist College</u> <u>Poughkeepsie, NY</u></p> <p>Resident Assistant</p> <ul style="list-style-type: none"> - Planned and implemented social, academic, and cultural activities for residents - Acted a resource, mentor, role model, and community leader for incoming freshman and Upper-class students <p><u>May 2007 – August 2007</u> <u>Mercedes Benz of Morristown</u> <u>Morristown, NJ</u></p> <p>Client Care Representative</p> <ul style="list-style-type: none"> - Handled incoming sales calls, and redistributed the leads to Sales Associates - Worked heavily with clientele and developed customer care and communication skills. <p><u>May 2006 – January 2007</u> <u>Toyota Parts Distribution</u> <u>West Caldwell, NJ</u></p> <p>Summer Intern</p> <ul style="list-style-type: none"> - Responsible for picking and shipping automotive parts - Worked overtime re-shelving depleted inventory. - Gained a great deal of work experience and knowledge of warehouses
Languages	Working Fluency in Spanish
Computer Skills	Microsoft Office, Adobe, PhotoShop, CRM, Net-Star, ADP
Leadership	Marist College Retreat Leader, Campus Ministry, Lambda Pi Eta Communication Honor Society, Advisor to Resident Student Council, Global Outreach to Mexico - Team Leader.

Nicole M. Dacchille

Nicole.Dacchille1@marist.edu

College Address:

3399 North Road MSC 10877
Poughkeepsie, NY 12601
845-863-4157 (cell)

Home Address:

21 Somerset Drive
Washingtonville, NY 10992
845-497-7037 (home)

OBJECTIVE

To obtain an internship in the communications field during the spring 2009 semester.

EDUCATION

Marist College, Poughkeepsie, NY

Bachelor of Arts May 2009
Major: Communications, TV/Radio/Film Minor: Psychology
Cumulative GPA: 3.37
Honors: Deans List fall 2006

Marist College Study Abroad Program Spring 2008

Deakin University, Melbourne, Australia

RELEVANT COURSEWORK

TV Production
TV Theory & Criticism
Writing for the Media
Broadcasting
Art of Film

Communication Principles
Communication in Society
Gender, Culture, Communication
Sports, Culture, Communication

COMPUTER SKILLS

Microsoft Office Word
Microsoft Office Excel

Microsoft Office PowerPoint
Microsoft Office Publisher

EMPLOYMENT

Computer Technician, <i>Malca-Amit Armored Security</i>	New York, NY	(July 2005 - Present)
Sales Associate/Cashier, <i>Modell's Sporting Goods</i>	Harriman, NY	(June 2003 - August 2005)

VOLUNTEER WORK

Puppies Behind Bars	Relay for Life
Habitat for Humanity	Basketball Camp Counselor
Blooming Grove Humane Society	5k Mad Dash

CERTIFICATION

Lifeguarding/First Aid	CPR/AED
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ACTIVITIES

Marist College Women's Rugby	Intramural Basketball & Volleyball
Fashion Club, Asian Alliance, Math Club, Campus Ministry	Student Programming Council

References Available Upon Request

Sara A. Gretschel
Sara.Gretschel1@marist.edu
(516) 384-1799

OBJECTIVE	To further my experience in arts administration
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EDUCATION	MARIST COLLEGE , Poughkeepsie, New York Bachelor of Arts in Communication – concentration in Public Relations Anticipated Graduation Date: May 2009 Minors: Psychology/Music Current GPA: 3.5
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HONORS	Dean’s List: First Honors for all semesters Awarded Marist College Scholarship Marist Abroad Program Spring 2008
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EXPERIENCE	<i>Development Intern: SECOND STAGE THEATRE</i> , New York, New York Summer of 2007 - Presented a Theatre Festival proposal at the Time Warner building and contributed to a written outline for the play “Peter and Jerry” by Edward Albee - Participated in staff meetings, internship forum, Equity Principle Auditions, and planned events for shows and for trustees - Gained experience in event planning, script reports, grant writing, and fundraising for nonprofit organizations <i>Office Receptionist: ACTORS’ EQUITY ASSN.</i> , New York, New York Summer of 2006-2008 - Various types of clerical work on the administrative and membership floor including phone calls/transfers, greeting and assisting all clients, filing, and trusted handling all types of mail and contracts - Helped process concessions with the National Director of Membership <i>Office Assistant: MARIST COLLEGE</i> , Poughkeepsie, New York September 2005-May 2007 - Involved in the Office of Advancement work for all alumni affairs such as filing, organizing, and inputting data about alumni donations, answering phones, and responsible for handling alumni phonathon paperwork
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ACTIVITIES	<i>Marist College Council of Theatre Arts</i> - Executive Board Member – Treasurer - Assistant directed musical “Children of Eden” - Involved through performance, publicity (press release: “Nonsense”), and building, painting, and striking sets <i>Communication Arts Society</i> - Attended the New York Women in Communication Conference – Nov. 2006 - Attended interactive tour of NBC studios – Nov. 2007 <i>Marist Singers</i> as well as in auditioned choir: <i>Chamber Singers</i> <i>Dance Club</i> - Performer
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COMPUTER	Familiar with Microsoft Word, Power Point, Excel, the Internet, and Mainframe databases
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Marissa A. Guercio

marissa.guercio1@marist.edu

Home Address

107 Foster Boulevard
Babylon, New York 11702
Home (631)587-5553

Campus Address

Marist College MSC 11440
3399 North Road
Poughkeepsie, NY 12601
Cell (631)697-3581

OBJECTIVE

To obtain an internship in the field of communications, with attention to public relations.

EDUCATION

Marist College, Poughkeepsie, NY
BA Communications, May 2009
Major: Communication Arts
Major GPA 3.6 Cumulative GPA 3.5

Scuola Lorenzo de' Medici, Florence Italy
Marist Study Abroad Program, Spring 2008
Concentrations: Public Relations / Journalism
Expected date of graduation: May 2009

HONORS AND AWARDS

Dean's List: Spring 2008, Spring 2007, Fall 2007, Spring 2006

EXPERIENCE

Contributor, *The Circle*, Marist College Student Newspaper (September 2007 – Present)

- Volunteer journalist for the student run weekly newspaper
- Focus articles on international programs, political campaigns, and current events
- Clippings available upon request

Student Assistant, Marist College Alumni Office, Poughkeepsie, New York (September 2006 – December 2007)

- Assisted in planning alumni events both on campus and in New York City
- Edited entries for alumni publication, *Marist Magazine*

EMPLOYMENT

Tour Guide, Marist College Admissions Office, Poughkeepsie, New York (September 2006 – Present)

Optical Technician, Adam T. Nomberg M.D. P.C Ophthalmology, Plainview, New York (June 2003 – Present)

Camp Counselor, Hampton Country Day Camp, East Hampton, New York (June 2008 – August 2008)

Student Assistant, Marist College Advancement Office, Poughkeepsie, New York (January 2006 - May 2006)

PROFESSIONAL AFFILIATIONS

Public Relations Student Society of America (PRSSA)

SKILLS / STRENGTHS

Competent in Spanish and Italian languages.

Skilled in Microsoft Word, PowerPoint and Excel.

Exposure to Microsoft Access and Publisher.

Public speaking, organizational, and communication skills.

Excellent verbal and written communication skills. Make presentations to large audiences during college tours.

ACTIVITIES

Secretary of Resident Student Council

Communication Arts Society

Student Programming Council

Campus Ministry

Caitlyn Heinzinger

Caitlyn.Heinzinger@Marist.edu

Cell- (845) 591 9601

OBJECTIVE To obtain an internship that enables me to determine the direction of my post-graduate employment.

EDUCATION

Marist College, Poughkeepsie, NY

Bachelor of Arts, May 2009

Major: Communications, Public Relations Concentration; Minor: Business Administration. CUM.GPA 3.5

Marist College Study **Abroad Program**, June 2006

Concentration: Art History – Rome, Florence, Tuscany, and Assisi

HONORS

Dean's List all semesters, Marist College Ambassador, National Society of Leadership and Success Member

RELATED EXPERIENCE

Dress for Success Worldwide, New York, NY

(June 2008- Aug. 2008)

Intern

- Classified publicity materials in corporate office
- Arranged informational materials for The Professional Women's Group Success Summit
- Organized promotional materials for distribution at the 2008 Dress for Success Worldwide Gala

Corporate Armani Exchange, New York, NY

(June 2007- Jan. 2008)

Public Relations and Event Marketing Department Intern/Freelancer

- Assisted in planning events for: ESPA "Offsprung" Event (SoHo, NYC), International Buyers Conference (Corporate Office, NYC), DJ Tiesto's North American Tour (official retail sponsor)
- Researched and booked venues, DJ's and entertainment
- Created travel itineraries, booked flights and hotel accommodations
- Set up International Buyer's Conference fashion show, assisted models
- Worked with editors and stylists from magazines regarding product samples and information
- Organized press kits and promotional media

Olympus Fashion Week, New York, NY

(Sept. 2006, Sept. 2008)

Volunteer

- Assisted in the construction and design of runways
- Greeted and ushered fashion show guests
- Worked at CIA. Maritima, Nanette Lepore, Vivienne Tam, and Carmen Marc Valvo shows

EMPLOYMENT

Bartender, **The Mad Hatter Tavern Inc**, Poughkeepsie, NY

(March 2007- Present)

- Assist with sales, inventory, and customer service in a fast-pace environment

Assistant Manager, **Pizza Mia**, Highland, NY

(July 2005- August 2006)

- Spearheaded the marketing development for: fundraiser/discount card program and launch of Pizza Mia MySpace.com page
- Attended industry conferences and researched trade magazines, generating new promotional techniques

ACTIVITIES

- Model in Marist College's 20th, 21st, 22nd, and 23rd Annual Silver Needle Fashion Show
- Staff Producer, Actress, and Voice Talent for MCTV29 Entertainment show "Stuck In Reverse," and on-air station promos (08/2006- 09/2007)

COMPUTER SKILLS

Microsoft Office, Adobe Audition 3.0, new media savvy

Marion Herbert

Marist College MSC# 11513
Poughkeepsie, NY 12601
Marion.Herbert1@marist.edu

27 Branch Road
Harwinton, CT 06791
(860) 459- 4280

Objective

To obtain a career in the field of communications, with attention to journalism.

Education

MARIST COLLEGE, Poughkeepsie, New York

Bachelor of Arts in Communication, May 2009

Concentration in Journalism

Minor in Political Science

Honors: Dean's List: Honors for all semesters/ Academic scholarship awarded by Marist

Overall GPA: 3.53 Major GPA: 3.64

Related Work Experience

- *IBM*, Armonk, New York
Oct. 2008 – Present
Communications intern for the Global Technology Services Marketing Intelligence Team. Created data summaries, quarterly newsletters, power point packages, maintained a team blog.
- *IBM*, East Fishkill, New York
May 2008- August 2008
Mid Hudson Valley Site Communications Intern. Wrote articles for the East Fishkill and Poughkeepsie site newsletter, web writing, planned upcoming site events and internal advertising.
- *Foresight Communications*, Dublin, Ireland
January 2008- April 2008
Intern for Foresight Communications as a sub-editor for www.oxygen.ie and a contributor to *The Spanner* magazine. Composed and edited articles, press releases, web design and wrote for the web, creative development of the magazine, and event planning for the company's annual Student Media Awards held April 15 in Dublin.

Related Media Experience

- *The Circle* – Reporter for the Marist College newspaper.
- *Marist College Television* – Former member of the Marist College television station, *MCTV*. Have written stories for their newscasts, reported on camera, and have filmed for both their news shows and entertainment series.
- *Communication Arts Society of Marist College* – Hands on work organizing projects and special events in the communication field.

Computer Skills

- Software: Proficiency with Microsoft Word, PowerPoint, Excel, Windows Movie Maker, Adobe PhotoShop
- Web 2.0 skills: Podcasts, blogging, creating wikis

Julie A. Lavin

Current Address

Marist College
3399 North Rd. MSC 12030
Poughkeepsie, NY 12601
Cell: (516) 428-5909

Julie.Lavin1@marist.edu

Permanent Address

19 Shoredale Dr.
Manhasset, NY 11030
(516) 365-1657

OBJECTIVE: To secure a job that will allow me to combine my interpersonal skills with my academic background in a service related industry.

EDUCATION **Marist College**, Poughkeepsie, NY
Bachelor of the Arts, May 2009

Major: Communication Public Relations, Business Minor, Cumulative GPA: 3.8

*Short-term abroad study program to London, Paris and Madrid for “Intercultural Communications”

*Short-term abroad study program to Italy for “The Church of Rome”

HONORS AND AWARDS

- Marist College Dean’s List- Every Semester at College
- Academic Scholarship awarded by Marist College
- Awarded National Residence Hall Honorary- Top one percent of collegians recognized for outstanding leadership and dedication.
- Recipient of Silver M Award- Most prestigious honor given to any graduating Manhasset Senior who has attained leadership roles in at least three activity areas

WORK

Food Network, Internet Ad Sales Marketing Department Intern: Summer 2008

EXPERIENCE

Marist College Advancement Office, Event planning Intern: Fall 2008

New York Institute of Technology, Event Planning Intern: Summer 2007 & 2008

Marist College Campus Tour Guide, Poughkeepsie, NY, Fall 2006-Present

Fleur de Lis, Retail Store Manager, Manhasset, NY, June 2003 – Present

ACTIVITIES

- President and Senator of Class of 2009 Fall 2007-Present
- Vice President of Class of 2009 Fall 2005-Spring 2007
- Communications Honor Society; Lambda Pi Eta Fall 2008-Present
- Reporter and Anchor for Marist Television Fall 2005-Present
- Marist Singers and Chamber Choir Fall 2005-Present
- St. Jude’s Children Hospital; helped lead community service events 2005-2008
- Community Service: Pre-school teacher’s helper Fall 2006

COMPUTER SKILLS

Proficiency in Microsoft Word, PowerPoint, Excel, and Outlook
Internet Research Skills
Working knowledge of the Spanish language

References: available upon request.

Amanda Marangiello

School Address:

Marist College
MSC# 12253
3399 North Rd.
Poughkeepsie, NY, 12601

Home Address:

4 Fairview Ave
East Williston, NY 11596

Education:

MARIST COLLEGE, Poughkeepsie, New York
Bachelor of Arts in Communication, May 2009
Major: Advertising Certificate: Art and Advertising
Cognate: Photography

Experience:**Town Clerk of North Hempstead**

- Intern June 2003- August 2004 (summer Job)
- Organized the meeting sheets from past years
- Made up own system for organization

Commissioner of Parks and Recreation of North Hempstead

- Intern July 2005-August 2005 (Summer Job)
- Made all the flyers for the upcoming concerts

Clinton G. Martin Park

- Recreation Aid July 2005- Present (Summer Job)
- Sign up people for the pool
- Control the daily funds the pool makes

Marist College-Special Services

- Proctor January 2007- Present
- Watching over Marist Students with Learning Problems while they take tests.

Activities:

Member of Communication Arts Society since 2007
Member of Campus Ministry since 2005
Member of RSC since 2006
Member of Social Work since 2007
Member of Habitat for Humanity since 2006

Honors and**Achievements:**

Marist College Student Art Show 2005- present
(shown my work in Photography, and Art)

Katelin N. McCahill

Katelin.McCahill1@marist.edu

13 Hudson Heights
Poughkeepsie, NY 12601
(616)745-1776

110 Mercer St
Grand Rapids, MI 49506
(616) 456-9534

OBJECTIVE: To secure a job that will allow me to combine my interpersonal skills with my academic background in a service related industry.

EDUCATION: **Marist College**, Poughkeepsie, New York
Bachelor of the Arts, May 2009
Major: Communications, Concentration, Public Relations
Minor: Business Administration *Cumulative GPA:* 3.1 *Major GPA:* 3.4

Lorenzo Di Medici, Florence, Italy
Marist College study abroad program: Fall Semester 2007

AWARDS AND HONORS:

- Division I Athletic Scholarship award by Marist College for water polo
- Spotlighted in Sports Illustrated Faces in the Crowd
- Marist College Dean's list
- MAAC Most Outstanding Player 2008, All MAAC 06'08, All American nominations
- Competed for 2006 and 2008 NCAA National Championships
- Team captain 2007 and 2008 seasons

COMPUTER SKILLS: AS400, Adobe, Excel, Microsoft Applications, Mac, PowerPoint, Windows XP

RELATED EXPERIENCE:

American Cancer Society, Poughkeepsie, NY
Public Relations Intern

Current 2008

- Head of Public Relations, oversee all media relations
- Event management and logistics for special fundraising events
- Assistant in state funded cancer screening program, New York State Healthy Partnership Living

Summit Training Source, Grand Rapids, MI
Marketing Assistant & Sales Intern

Summer 2008

- Assisted with writing, sending and coordinating new product press releases, news releases and product advertisements
- Assisted in international nonprofit movement of *ICE (In Case of Emergency)*
- Project management, work directly with vendors such as graphic designers and printers
- Tracked marketing expenses and assisted in updating company website

Marist College Athletic Department, Poughkeepsie NY
Student Aid to Athletic Director

Fall 2006

- Organized and oversaw hospitality and athletic alumni events
- Assisted in perpetrations and operations of spring break plans for baseball, softball was water polo 2009 seasons

ACTIVITIES: Member of Marist College Captain's Counsel, Senior Class of 2009 Gift Planning Committee, DOVE self esteem program at Hagen Elementary School, Member of Campus Ministry

DANIELLE MOZELESKI

43 Jordan Boulevard, Delmar, New York 12054

(518) 527-3896 • Danielle.Mozeleski1@marist.edu

EDUCATION	Marist College, Poughkeepsie NY Bachelor of Arts in Communications, May 2009 Major: Communications/Public Relations Minor: Psychology Cumulative GPA: 3.5 Major GPA: 3.5 Minor GPA: 3.9		
HONORS AND ACHIEVEMENTS	Marist Academic Scholarship Dean's List Marist Abroad Program – London FIE Fall 2007		
RELEVANT COURSEWORK	Organizational Communication Interpersonal Communication Public Relations Case Studies	Communication and Society Intercultural Communication Research Strategies and Method	Public Relations Organizational Writing Public Presentation
WORK EXPERIENCE	<p>Capital Radio 95.8 - Help a London Child September 2007 – December 2007 Fundraising Intern</p> <ul style="list-style-type: none"> ▪ Worked 24 hrs/wk. ▪ Assisted charity with organizing and planning events ▪ Developed and maintained strong, working relationships with employees, clients and sponsors through communication on a daily basis ▪ Gathered press clips for press boards and press books ▪ Became familiar with using databases as means of building and maintaining contacts and updating event information ▪ Developed communication and interview skills while assisting reporters and radio personality's at concerts, film premieres and in-studio sessions <p>ALDO Groupe, Guilderland NY/Poughkeepsie NY May 2006-Present Sales Associate</p> <ul style="list-style-type: none"> ▪ Work 25 hrs/wk. ▪ Assist customers on the sales floor ▪ Aid managers with generating sales in order to fulfill weekly goals ▪ Maintain strong, working relationships with customers and employees <p>Marist College Student Athletic Enhancement Center January 2006-Present Student Proctor</p> <ul style="list-style-type: none"> ▪ Work 15 hrs/wk during school ▪ Responsible for logging student athlete's hours ▪ Arrange records and files while maintaining confidentiality <p>CVS/Pharmacy, Delmar NY September 2003-May 2005 Pharmacy Technician</p> <ul style="list-style-type: none"> ▪ Worked 10-20 hrs/wk. ▪ Filled customer's prescriptions quickly and accurately, ensuring high quality of service. ▪ Effectively handled insurance, patient and customer calls ▪ Assisted customers at the register ensuring the use of appropriate privacy policies 		
ACTIVITIES	Marist Singers Campus Ministry		
SKILLS	Microsoft Windows, Word, PowerPoint, Excel, Macintosh/MacOS, Internet research skills		

Appendix B

Questions for Dean Mouny & Josh Baron:

What is your exposure to iLearn?

How many OLC faculty members are at Marist?

How many faculty/students are currently using eLearning?

How many students are enrolled in OLC now?

Are students for January already enrolled? Is there a deadline for enrollment?

Is there an orientation for students starting in January?

Will there be time available for new students to learn how to use iLearn?

Will there be time for them to use tutorials?

Is there enough time to force students to use learn how to use iLearn?

How many OLC faculty/students are on this campus?

On average, how far do students commute?

Is Marist too far to meet with them? Is Fishkill better?

Does the OLC program have a budget?

Can we please have a contact list for faculty?

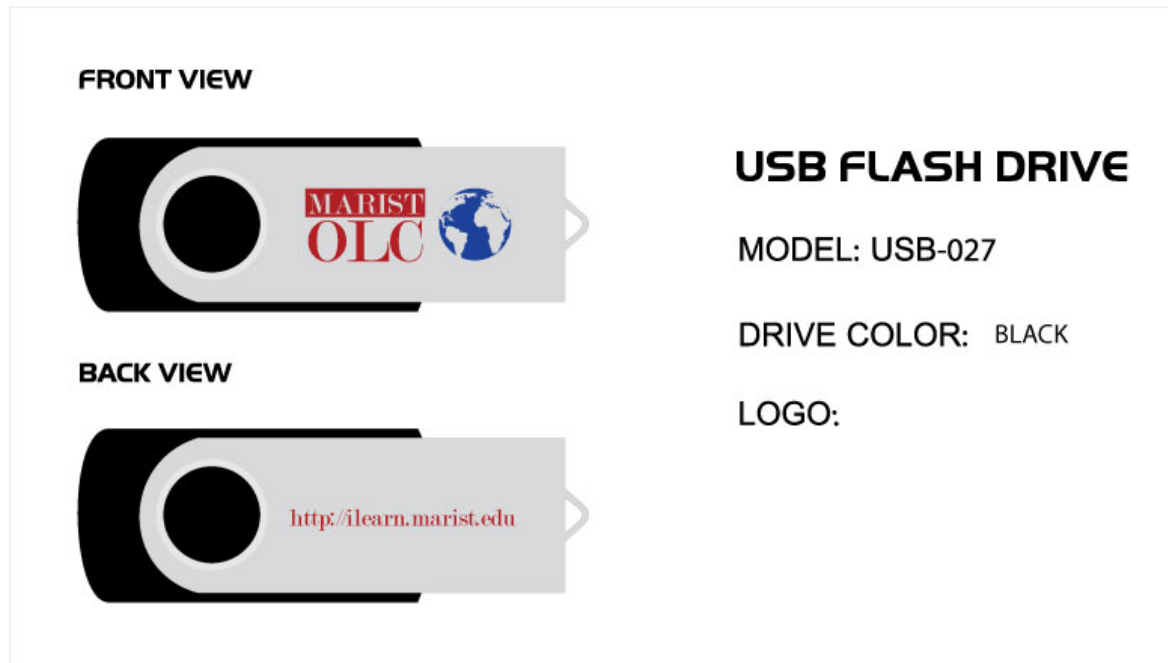
Is there a facility with technological equipment at the Fishkill campus where we could hold a meeting and/or an information session?

Do you know how many people will at Monday night's meeting?

Is there an activity hour or something similar for OLC students and faculty?

Appendix C

USB Mock-Up:



Appendix D

Introductory iLearn course e-mail – DRAFT:

Welcome to [COURSE TITLE].

Marist College has adopted a new online course management system, iLearn (innovative learning environment and research network), which we will be using for this course.

Please visit the iLearn course site prior to our first class meeting in order to familiarize yourself with the format. To log on, visit the website, ilearn.marist.edu, and enter in your Marist user account and password. Make sure to pay special attention to the links on the left-hand side of the page and explore all communication links (announcements, calendar, messages, etc.) and course tools (syllabus, lessons, assignments, etc.). You can view a Web tutorial located on the iLearn login page, or click:

<http://academic2.marist.edu/ilearntest/tutorial/sakai25overviewstudent062008.html>.

If you need help or technical support while using this system, click on the “Help” link in the bottom left-hand corner of your iLearn page. If you need additional assistance, contact the Marist Help Desk at (845) 575-HELP.

We will discuss each resource and tool on the iLearn website as it pertains to the course. This online course management system will be beneficial in providing effective means of communication and organization for our class.

I look forward to meeting you and getting started with our course.

Regards,
[PROFESSOR’S NAME]

Appendix E

Postcard:

Front Image:



Back Image:



Appendix F

Exit Survey for OLC Students:

In order to help us familiarize future students with the iLearn platform, we would like to ask you to please take a moment to complete this brief survey. All information provided is confidential and will only be used to future the iLearn support system. Thank you!

1. What features of iLearn did you experience the most difficulty using?

- Forums
- Calendar
- Wiki
- Chat room
- Accessing the Syllabus
- Resources
- Gradebook
- Assignments
- Other (Please specify _____)

2. Did you receive a USB drive prior to the beginning of your course?

- Yes
- No (Please skip to question 5)

3. How helpful was the information on this USB? Please circle your response.

Not Helpful

Somewhat Helpful

Helpful

Moderately Helpful

Extremely Helpful

4. What materials on the USB did you find to be the most helpful?

- Tutorials
- PowerPoint on iLearn
- Syllabus
- Other (Please specify _____)

5. What other suggestions do you have for information to be included on the USB's in the future?

6. How confident are you in navigating the iLearn system?

Not Confident

Somewhat Confident

Confident

Moderately Confident

Extremely Confident

7. How likely is it that you will seek further assistance using iLearn and its features?

Not Likely

Somewhat Likely

Likely

Moderately Likely

Extremely Likely

Appendix G

Exit Survey for OLC Faculty:

In order to help us familiarize future faculty and students with the iLearn platform, we would like to ask you to please take a moment to complete this brief survey. All information provided is confidential and will only be used to future the iLearn support system. Thank you!

1. What was the class's general familiarity with iLearn at the beginning of the class? Please circle your response.

Not Familiar

Somewhat Familiar

Familiar

Moderately Familiar

Extremely Familiar

2. What applications did you use most often? (Check all that apply)

Forums

Calendar

Wiki

Chat room

Accessing the Syllabus

Resources

Gradebook

Assignments

Other (Please specify _____)

3. How helpful was the information on the USB's in familiarizing students with the platform?

Not Helpful

Somewhat Helpful

Helpful

Moderately Helpful

Extremely Helpful

4. What other suggestions do you have for information to be included on the USB's in the future?

5. How comfortable do you feel navigating the system on your own?

Not Comfortable

Somewhat Comfortable

Comfortable

Moderately Comfortable

Extremely Comfortable

6. How likely is it that you will seek further assistance using iLearn and its features?

Not Likely

Somewhat Likely

Likely

Moderately Likely

Extremely Likely

Appendix H

E-mail from Josh Baron:

Subject: Special Announcement - Josh Baron Message

From: Mark Van Dyke

Date: Nov 21, 2008 12:54 pm

Message:

Dear COM 401 Students,

First, I would like to congratulate all of you on all that you have accomplished this semester and the significant contributions you have made to the College's transition to iLearn. I recognize that I have not been able to be very directly involved in your work, which I regret, but I have been kept informed by Dr. Van Dyke and the other staff in my office so I know you've all worked very hard on these projects. I hope you all feel proud of what you've accomplished and learned from this past semester's work.

As many of you know, I have asked that those groups who have content or communications to distribute to hold off on doing so at this time. I felt that this was necessary not because of poor work on your part or a lack of effort going into the materials but simply a need for myself to have time to review the materials in more detail than I have had time to do. I also feel that my office needs to help make sure that those receiving these materials understand the overall context of the iLearn transition which is not something other offices with whom you may have been working with on campus can do.

I recognize that some of you may feel disappointed or frustrated if the materials do not go out right away. Please don't ... if there are delays it will be due to a lack of time on my part and not a reflection of your performance. Dr. Van Dyke has agreed not to penalize anyone's grade for such delays. If anything, I think it would be valuable for you to look at this as a great real-world learning opportunity as I am sure you will encounter these types of issues once you leave the classroom and begin your careers in the communications field.

Thanks again for all of your efforts.

Josh