School of Computer Science
Course 15-391

Spring 2006

Final Consulting Report

Community Day School

Kavita Arora

Final Consulting Report
Technology Consulting in the Community

Executive Summary

Name of Consultant: Kavita Arora
Organization: Community Day
Community Partner: David Piemme
Email: dpiemme@comday.org
Phone: 412-521-1100

Organization

Community Day is an independent K-8 Jewish day school serving the Western Pennsylvania community. It is dedicated to educating children from a wide range of Jewish backgrounds, practices and beliefs. They strive to nurture the students' curiosity, cultivate their imagination, and advance their initiative and critical thinking skills through a student-centered approach based upon a rich, integrated curriculum of secular, Hebrew language and Jewish studies. Their goal is to provide students with the tools to grow to their full potential as educated, committed and ethical members of society and with a strong bond to K'lal Yisrael (the Jewish People) and the State of Israel.

Community Day is located on a seven-acre campus in the heart of Squirrel Hill. The school is housed in a four floor building which consists of several classrooms, a gym, 2 computer labs and staff offices. Since Community Day is a K-8 day school, the programs it offers adhere to national and state education standards. It offers a K-5 academic curriculum and a Grade 6-8 academic curriculum. In addition, Judaic and Hebrew studies are offered from kindergarten onwards focusing on Jewish texts and Jewish practice.

David Piemme, the Technology Director of Community Day is in charge of all technology responsibilities. He has set in place a technology committee, which consists of parents, donors and school board members. He generally maintains the overall technology infrastructure on a day-to-day basis. In addition to his responsibilities as Technology Director, he is also a teacher and coach. His duties include technology planning for the organization, information management and managing the current website.

Scope of Work

Initially, the main objective for this consulting project was to revamp the existing organization website and advance it's role within the community. Not only have

preparations been made to redo it, an additional component was added to the original goal. Introducing a series of web training classes for teaching staff of the school, has helped the organization progress towards a model of sustainability, where technology has been introduced to aid the classroom experience.

Outcomes

The outcomes that will be observed from replacing the old school website with a brand new design:

- Greater visibility of organization amongst students, parents, current and potential donors: branches out to a wider audience
- Better formatting and content update due to new and improved content management system
- Eye-catching interface
- User friendly interface for staff, parents and developers
- Better search ratings online, heightened visibility on major search engines

The outcomes observed from introducing web design classes for teaching staff:

- Proliferates the idea of technology beyond the classroom
- Enables teachers to include many more diverse options with regards to classroom instruction by creating class websites.
- Serves as a central sounding board for classroom announcements as well as providing rich data collected on curriculum related topics.

Recommendations

Recommendation 1 – Keeping new school website updated

In order to sustain the organization's image within the community, it is essential that the newly constructed website be kept constantly updated, with fresh information pertaining to a wide audience. It is essential that an organization which deserves recognition for its particular strenghts continues to uplift itself by creating a positive image online.

Recommendation 2 – Building on previous web design training for teaching staff

Being technology literate, teachers are promoting technology and bringing real world meaning to classroom tasks. In order for this trend to progress, it is essential that staff build on their recently acquired skills and sustain their web development knowledge to continue adding on the extra dimension to the classroom experience. This can be accomplished by continuously practicing what they have learnt and update their knowledge by consulting web based tutorials online and seeking help from each other as well as similar student consultants.

The Consulting Situation

This section is divided up into the following sub-sections:

- Task
- Problem/Opportunity being addressed
- How this problem/opportunity impacts mission of organization
- Approach/Solution employed
- Expected Outcomes for approach/solution
- How task has impacted and will impact organization's environment

Tasks
The school is looking to advance their website into a larger role in the community. The website has been very stale, and they would like to improve its usability so that it can serve as an effective marketing tool for the school.

The school would also like to give its teaching staff a means by which they are introduced to Internet technology, specifically in the arena of designing web sites to facilitate classroom learning ,as well as enhancing the overall curricula to support the school's mission.

Problem/Opportunity being addressed
By tackling the issue of turning the website into an effective marketing instrument, the organization is spreading its name and image in the community. It will be able to attract more parents, visitors and potential donors to the school, which will ultimately enhance its business development.

By allowing teachers to create their own classroom websites, they are enhancing the classroom learning experience, by going beyond the traditional model of pen and paper based methods. A virtual link between home and school is created which serves as a bridge that fosters a spirit of communication, cooperation, and community among the school's parents, teachers, and students.

How the problem/opportunity impacts Mission
By fixing the current issues with the organization's website, the school is enhancing its communication all across its community. Parents, school staff, students and administrative bodies are seen to be better off due to increased awareness of organization activities that will be better kept track of, with the delivery of an improved website.

As teaching staff progress in their class website development they are pointing to information on the larger Web - identifying the best resources the Web has to offer an educational family, those most likely to support the curriculum and the kinds of investigations likely to be undertaken by staff and students alike.

Approach/Solution employed

After reviewing information gathered from regular weekly meetings and staff interviews, a strategic approach to the problem was to draw out a detailed Request for Proposal (RFP), which stated exactly the requirements that needed to be met by a prospective company that would be in charge of delivering an end-to-end solution for the new school website.

An agenda was devised in order to outline a series of six sessions consisting of mini lectures followed by working sessions, where the basics of HTML was introduced to participants of the web training initiative. Also included was a high level description of why there was a need to carry out such an initiative, so that teachers could appreciate the benefit of being involved in this endeavor.

Expected outcomes

The expected outcome for this approach/solution will be a cleaner, more usable website. The outcome will be measured by how visible the website becomes and whether its search ratings improve. Success will be determined based on how many people are driven towards the site. As of now, there is no real current measure. The old website was initially created due to the need of just having one. There was no real purpose or plan behind it, and so subsequently, there were no measures that were defined.

Once teachers begin to get adept at adding new information to their website, they will be able to engage students in diverse learning initiatives and complement their instruction. After having sat through the web training sessions, teachers admitted they were fascinated with how much they could do with their newly acquired web design skills, and have already started to host their websites off the school's web server.

How tasks will impact and has impacted different aspects of organization

- Organization
    - The website will be more visible to the community
    - Teachers will be empowered to learn more about technology

- Facilities
    - Visitors to the school will be able to take the "virtual tour" of the school online and get a good idea of the facility layout

- Programs
    - Teaching staff will be able to deploy websites as an instructional tool for students in their classes

- Technical Environment
    - It will help the overall computer system used in the school

- Technology Planning

- o A more sustainable infrastructure will be in place where additional features will be able to be installed without too much hassle
- o More people from different backgrounds will be able to get involved with overall development of technology resources for school.

- Internal and External Communication
  - o Mass communication within the community will be better managed and will have a structure to it.

- Information Management
  - o It has been easier to control content and flow of information traveling between interested parties

Outcomes and Recommendations

This section is divided into two parts: an analysis of outcomes and a set of recommendations that follow it. A list of observable points have been outlined for the sake of clarity and comprehensiveness.

Analysis of Outcomes

Outcomes observed from improving website and helping to formulate requirements for it:

- Greater visibility of organization amongst students, parents, current and potential donors: branches out to a wider audience
- Better formatting and content update due to new and improved content management system
- Eye-catching interface
- User friendly interface for staff, parents and developers
- Better search ratings online, heightened visibility on major search engines

Outcomes observed from setting up introductory web designing classes for teachers:

- A lot of the teaching staff had expressed interest in picking up basic web page building to employ them as teaching aids for their classes
- The technology director agreed that having the student consultant formulate a 3-4 session web training seminar would be beneficial for the teaching staff to get a good handle on having a sustainable model to maintain the new website in the future.

Before the consulting partnership began, David Piemme, the organization's technology director was consulting with a variety of sources of how he was going to tackle the website problem. Once a student consultant was assigned to address this particular issue, weekly meetings prompted further discussion about what options there were, in order to execute an effective solution to bring about changes that would beneficially impact the

organization's web presence. This led to further brainstorming of what the website should encompass, what features it needed, both to make it aesthetically pleasing as well as structurally sound. What happened as a result was, the technology committee, led by the technology director of the school, drafted up a Request for Proposal (RFP), which was distributed to different vendors for quotes. A decision has been made, which has led to the suitable selection of the most appropriate vendor, based on previous experience with school website design in the Jewish community and pricing structure.

In addition, before the web training classes were initiated, teachers did not possess the knowledge to create custom websites as teaching aids. Now with the introduction to HTML working sessions, they are able to harness the power of not only pointing to various references on the web, but customizing curriculum content for their students to refer to classroom announcements, homework updates and many more virtual classroom features. Parents of the students are also gaining an appreciation of what their child is learning in class, and it is helping to make the parent-teacher connection less transparent.

These outcomes have indicated increased capacity to meet the organization's mission by effectively increasing the school's purpose within the community. The new school website will serve as an effective marketing tool and will increase awareness of the organization's particular strengths. Once the old website is replaced and teachers begin to add greater resources to their classroom websites, more and more people will recognize the valuable resources contained within the school, and how through it's academic curriculum and extra curricular activities, the school goes about furthering its mission.

In order for these outcomes to be sustainable, guidelines must be set by the technology director to update and maintain the new website upon completion. Furthermore, certain members of staff should be involved in also playing a part to keep the website fresh and content-accurate, by getting some hands on training. The few risks which might result in the outcome not being sustainable is that if structural problems occur internally with the new design of the website, and example being where the content management system is unsuccessfully interfaced with the front end of the website, leading to the same problem that currently exists with the present, outdated content management system.

If teachers do not stay current on their web design skills, they will risk losing the ability to update their newly created classroom websites, resulting in student and parent disinterest.

These outcomes have supported a new vision of how technology can support the school's mission. By increasing awareness of the organization through the new marketing abilities of the website, the school is adhering to the standards stated in it's mission. By improving the usability of the website to the technology director and future staff, the project is retaining its sustainability, and will commit to spreading it's mission within the community.

By setting up HTML (web) training classes for the schools teachers, a model for sustainability is being established. Current teaching staff want to learn how to create their

own class websites and have started to launch them off the original school's web server, after gaining some proficiency in basic web designing. These websites will eventually be launched of the new school website, once it has been delivered. These training classes will not only allow teachers to promote their coursework outside the classroom, they will enable the teachers to make use of technology and deploy them as a useful teaching aid each term/semester their class is held, thereby allowing teaching to extend beyond the pencil and paper realm.

Recommendations

Recommendation 1 – Keeping new school website updated

In order to sustain the organization's image within the community, it is essential that the newly constructed website be kept constantly updated, with fresh information pertaining to a wide audience. The school website aims to attract visitors to the organization and showcase its strengths within the community. It is essential that an organization, which deserves recognition for its strong points, continues to uplift itself by creating a positive image online. The installation of periodic new features is also a good idea, where users associate changes to the front end of the site, with beneficial ideas about the organization.

Recommendation 2 – Building on previous web design training for teaching staff

By introducing a series of first time web design classes teaching staff now know that they have the ability to create "beyond the classroom" experiences for their students. Being technology literate, teachers are promoting technology and bringing real world meaning to classroom tasks. In order for this trend to progress, it is essential that staff build on their recently acquired skills and sustain their web development knowledge to continue adding on the extra dimension to the classroom experience. This can be accomplished by continuously practicing what they have learnt and update their knowledge by consulting web based tutorials online and seeking help from each other as well as having similar student consultants come in and give a refresher course on web site development. It is important that teachers realize the impact of updating their websites and building on their own learning experiences by frequently consulting resources on the internet, seeking guidance from fellow teachers, or even having another student consultant come in and give a refresher course on web site development.

About the Consultant – Kavita Arora

I am currently working as full time staff within the School of Computer Science at the Language Technologies Institute. My current duties involve working with systems scientists and PhD students in the area of speech recognition technologies based on artificial intelligence (AI) models. I graduated with a B.S. in Electrical and Computer Engineering in 2004, and I plan to pursue a Masters degree in Information Technology this upcoming year. I have had numerous work experiences in the area of web development for various sized companies in the Middle East, Mexico and the U.S. I

enjoy traveling and aspire to be a part of connecting the world's vast knowledge pools together by understanding as much there is to know about technology and the Internet.

Appendix – Course Syllabus for Web Training Sessions

Community Day Web Training Classes
Instructors: Kavita Arora, Student Consultant, Carnegie Mellon University
Coordinator: David Piemme, Technology Director, Community Day

Syllabus

As a result of a recommendation jointly made by, David Piemme, Technology Director of Community Day, and Kavita Arora, a student technology consultant from Carnegie Mellon University, we will be offering a series of web training classes to the teaching and administrative staff of Community Day.

These web training sessions are designed to encompass key issues in basic web site building, and hope to fulfill the following aims:

- To enable hands on training for Community Day staff to create basic class websites, using the HTML markup language.
- To educate staff on how and why websites are an effective learning tool for the classroom
- To address certain issues of publishing web pages on the World Wide Web and techniques to maintain a website.

These training sessions are planning to be divided into six separate classes – four of which will last 1.5 hours each, and two working sessions lasting 3 hours each. Each Monday/Wednesday session will focus on a half and hour lecture.

Schedule:

Session	Topics	Activities
Monday April 24th 2006 [1.5 hrs]	HTML Basics - Why design a web page? - What is a web page and how does it relate to a website? - Sample class websites from the simple to the complex - Kinds of web pages	Basic HTML outline of a web page o Adding text o Adding a picture o Some layout rules
Wednesday April 26th	- Copyright issues	More web designing

2006 [1.5 hrs]	- Developing your website: Six easy steps - Hosting your website (explanation)	o Creating multiple pages for a site o Formatting of web pages
Sunday April 30th 2006 [3 hrs]	Practice Session designing class websites, question and answer session	Articles and Handouts for discussion
Monday May 1st 2006 [1.5 hrs]	- Top ten mistakes in web designing - Hosting your newly created website (practice) - Evaluating your web pages	Site Design: o Using interactive DHTML to animate sites o Hosting your site
Wednesday May 3rd 2006 [1.5 hrs]	Advanced topics: - Introduction to web authoring software and it's uses - Web Topology and structure of the Internet explained	Using Dreamweaver, handouts on HTML, history of the internet
Sunday May 7th 2006 [3 hrs]	Practice Session designing class websites, question and answer session	Articles and Handouts for discussion

Notes:

- Sample working folders will be provided on workstations
- Lectures will be given using Microsoft Powerpoint
- Articles and Handouts will be passed around for discussions
- Other reference materials will also be available

Past Community Partners

4 Kids Early Learning Centers
Addison Behavioral Care, Inc.
Alafia Cultural Services
Alcoa Collaborative
Allegheny Co. Housing Authority
Allegheny General Hospital Pastoral Staff
American Association of University Women
Animal Friends, Inc.
ASSET, Inc.
ASTEP-Grace Memorial Presbyterian Church
Auberle
Auberle In-Home Services
Bedford Hope Center – Resident Council
Bedford Initiatives
Bethany House Ministry
Bishop Boyle Center
Bloomfield-Garfield Corporation
Borough of Crafton
Boys & Girls of Wilkinsburg
Braddock Carnegie Library & Community Center
Brashear Association, Inc.
Breachmenders
BTC Center
CADA-Citizens to Abolish Domestic Apartheid
Career and Workforce Development Center East
Carnegie LIbrary of Homestead
Carnegie Library of Pittsburgh
Carnegie Science Center – Hill House
        Association
CART-Consumer Action Response Team
Center Avenue YMCA
Center Avenue YMCA, Allequippa Terrace
Center for Creative Play
Center for Hearing and Deaf Services, Inc.
Center of Life
Central Academy
Central New Development Corporation
Children Youth Ministry
Children's Museum
Christian Life Skills
Community Day
Community Day School
Community Human Services Corporation
Community Technical Assistance Center
Competitive Employment Opportunities
Conflict Resolution Center International
CONTACT Pittsburgh
CTAC-Community Technical Assistance Center
East End Cooperative Ministries
East End Neighborhood Employment Center
East End Neighborhood Forum
East Liberty Development
East Liberty Presbyterian Church
East Side Community Collaborative
Eastminster Child Care Center
Eastside Neighborhood Employment Center
Education Center
Every Child, Inc.
Fair Housing Partnership
Faison Development & Opportunities Center

FAME
Family Services of Western PA
First Charities/First United Methodist Church
Friendship Development Association
Garfield Jubilee Association, Inc.
Gateway to the Arts
Glen Hazel Family Reading Center
Greater Pittsburgh Community Food Bank
Greater Pittsburgh Literacy Council
Greenfield Senior Center
Gwen's Girls
Hazelwood Senior Center
Hazelwood YMCA
Hill House Association
Hill House Association – After School Program
Hill/Oakland Workforce Collaborative
Hope Academy of Music and the Arts
Hosanna House
Housing Alliance of Pennsylvania
Hunger Services Network
Jane Holmes Residence
Jewish Family & Children's Service
Jewish Residential Services
Joy-Full-Gospel Fellowship After School Program
Just Harvest
Kingsley Association
Lawrenceville Development Corporation
League of Young Voters
Light of Life Family Assistance Program
Madison Elementary School
Manchester Academic Charter School
McKees Rocks Terrace
McKeesport Collaborative
McKelvy Elementary School
Methodist Union of Social Agencies
Miller Elementary School, Principal's Office
Mon Valley Initiative
Mon Valley Providers Council
Mon Valley Resources Unlimited
Mon Valley Unemployment Committee
Mon Yough Community Services
Mount Ararat Community Activities Center
NAACP National Voter Fund
NAMI Southwestern Pennsylvania
National Association of Minority Contractors /
        Black Contractors Association
Negro Educational Emergency Drive
New Beginnings Learning Center
New Penley Place
Northside Coalition for Fair Housing
Northside Institutional Children Youth Ministry
Northside Leadership Conference
Northview Heights Family Support Center
OASIS Senior Center
Opera Theater of Pittsburgh
Operation Better Block
Orr Compassionate Care Center
Outreach Teen & Family Services
Parental Stress Center
Pennsylvania Biodiversity Partnership
(This list is continued on the next page…)

Past Community Partners (continued)

Pennsylvania Low Income Housing Coalition
People's Oakland
Pittsburgh Action Against Rape
Pittsburgh Citizens' Police Review Board
Pittsburgh Health Corps
Pittsburgh Mediation Center
Pittsburgh Social Venture Partners
Pittsburgh Vision Services
Pittsburgh Voyager
POISE Foundation
Program for Health Care to Underserved
Populations
Providence Family Support Center
Radio Information Service
Reading Is Fundamental Pittsburgh
Regional Coalition of Community Builders
River Valley School
Rodef Shalom
Rodman Street Missionary Baptist Church
Ronald McDonald House Charities of Pittsburgh
Rosedale Block Cluster
Rx Council of Western PA
Sacred Heart Elementary School
Salvation Army Family Crisis Center
Schenley Heights Community Development
Center
Second East Hills Social Services Center
Sharry Everett Scholarship Fund
Southwest Pennsylvania Area Health

St. James School
St. Stephen Elementary School
Sustainable Pittsburgh
The Community House
The HUB Downtown Street Outreach Center
Thomas Merton Center
Three Rivers Center for Independent Living
Three Rivers Youth
TLC-USA
Turtle Creek Valley Council of Governments
Tzu Chi Wen Chinese School
Union Project
United Cerebral Palsy
Urban League of Pittsburgh
Urban Youth Action
Ursuline Services
Vintage Senior Center
Weed & Seed Program, Mayor's Office
Wesley Center
West Pittsburgh Partnership
Wireless Neighborhoods
Women's Enterprise Center
Working Order
YMCA McKeesport
YMCA Senior AIDE Center
Youth Fair Chance
YouthBuild
YWCA Bridge Housing
YWCA of McKeesport

Community Partner Information FAQ
(continued from back cover)

7. What does it cost to be a Community Partner?

The cost for participating in this experience is your time and your commitment to follow through as agreed. As leaders of community organizations, we know your time is of premium value. Those who have made this investment of time have reaped returns many times over.

8. What does the Community Partner have to offer Carnegie Mellon students?

- Students learn to structure unstructured problems. Community organizations are complex environments with complex problems. Your organization provides excellent environments in which to practice the art of structuring problems.
- Students come from different cultural backgrounds and most have never been in a nonprofit organization. They are practicing how to communicate across cultural differences and across technical knowledge differences. They need to be able to make mistakes and learn from them. Community partners provide a supportive relationship in which students can take risks and learn about how to communicate, how to relate, and how to maintain professionalism.
- Students get the opportunity to practice process consulting. They are learning that expertise is only as valuable as the ability to help others solve authentic problems. You provide a context in which students can practice these skills.
- We've found that Community Partners are very appreciative for the students' assistance. There is nothing more rewarding than to experience your efforts as valuable and rewarding for others. You provide that experience for students.
- Finally, you offer a glimpse into career opportunities in the nonprofit arena. Students learn to appreciate those who work in the nonprofit sector, and they grow to appreciate the role and function of community organizations. We hope this appreciation not only informs the choices they make in life, but also encourages them to care and give back to the community throughout their professional careers.

9. How do I become a Community Partner

Contact an instructor, Joe Mertz or Scott McElfresh. Send your contact information: name, title, name of organization, address, phone, fax, location of organization and your interest in being a Community Partner. You will have a telephone conversation and possibly an on-site visit. All organizations are considered, though preference is given to organizations providing services to a low-income community or a community at risk for falling into the "digital divide."

Send email to
instructors@tcinc.org
(email preferred)

Or call
Joe Mertz: 412.268.2540
Scott McElfresh: 412.268.4859

10. Caveats

- We do our best to ensure that students who sign-up for the class are committed to completing the class, however, occasionally, a student ends up withdrawing from the class during the semester. Typically, this happens when a student has under estimated the time they need for this class. We do our best to advise students so this does not happen. When it does happen, there is nothing we can do except to invite the Community Partner to participate in the following semester.
- The semester is short and the student has to do a lot of work in a short amount of time. For this reason, it is critical that you keep your scheduled appointments, do the work you agree to do, and maintain communication with the student. The student will need your feedback on reports quickly, often the next day. When we get to the final consulting reports, we will need fast turnaround time from Community Partners because we also need to get the reports published in time for the Community Technology Forum.
- If there is any chance that you think you will not be able to follow through with the requirements of this partnership, please wait until such time as when you are able to do it. Since the Community Partner is the focus for the student's learning, it is essential that the partnership be sustained for the semester.

Community Partner Information FAQ

1. What is the goal of the partnership in this course?

The goal of this class is to expand the capacity of the Community Partner to use, plan for, and manage technology, administratively and programmatically. The student is learning process consulting, project management, communication, relationship management, problem identification, and analysis.

2. As a Community Partner, what can I expect to happen?

Once you match with a student consultant, you will set a meeting schedule that you and the student will keep for the remainder of the semester. The student comes to your location for 3 hours a week. During this time you and the student work together. This is not an internship in which the student merely works on site. Rather, it is a consulting partnership in which you must work together to achieve your technology goals. The student facilitates a process that moves from assessment, to analysis of problems and opportunities, to defining a scope of work, to developing a work plan, to analyzing outcomes and finally presenting that analysis. As the Community Partner, you are the consulting client. You provide information and discuss that information with the student. But you are more than a client; you are also a learner. In process consulting the client "owns the problem" as well as its solution. The consultant facilitates the client in achieving that solution. The consultant doesn't "do for" the client. Rather, the consultant works with the client.

3. What types of activities are typically included in a scope of work?

Each scope of work is unique and depends solely upon the specific needs and opportunities of the individual Community Partner. Partnerships have focused on a wide range of activities, including: personal information management (how to use Windows, organize files, backup files, use various software packages, use time managers, use Palm Pilots and other personal information management tools, e-mail, etc.), developing a plan for how to train staff and how to incorporate knowledge and skill into job description, designing a local area network, implementing Internet connectivity, designing and developing a web site, determining effective data storage methods, analyzing the needs for an information database, designing and implementing a database, solving technical problems, designing a public community technology access center, determining the specifications for computers, developing disaster recovery plans, and more.

4. Who can be a Community Partner?

This course target individuals playing an administrative or programmatic leadership role within a community organization. Typically Community Partners are Executive Directors, Directors, Assistant/Associate Directors, Coordinators, and Managers. But, we make the selection based on the organization and the role that the individual plays within that organization, regardless of title.

5. Why do you focus on organizational leaders?

For an organization to use information technology effectively, its leaders must have a vision for how it can support the organization's mission, they must be comfortable enough to integrate technology into their personal work practices, and they must know enough to budget, staff, and subcontract appropriately. By partnering one-on-one with a student consultant, the leader has a unique opportunity to build that vision, comfort, and knowledge, no matter where they are starting from.

6. What are the requirements for being a Community Partner?

- Hold a leadership role within your organization.
- Have a computer in your office or one you could or do use in your job.
- Reliably meet with the student consultant 3 hours per week, every week, for about the 13 weeks.
- Come to an on-campus gathering 2 times during the semester. Once at the beginning and once at the end.
- Share information about your organization with the student consultant.
- Read project reports prepared by the student and give the student immediate feedback.
- Complete a brief response form after reading each report and return to the instructor.
- Keep a log of consulting sessions and send to instructors twice during the semester.
- Read the final consulting report. Give feedback to the student immediately.
- Make a brief presentation at the end of the semester (with the student) at the Community Technology Forum. (This is the 2nd on-campus gathering you are required to attend.)