



**BARKLEYREI**



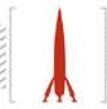
**CENTRAL PIEDMONT  
COMMUNITY COLLEGE**

**Proposal# 88-170047-JE  
Website Implementation Services**

May 19, 2017

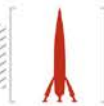
BarkleyREI  
2740 Smallman St. Suite 100  
Pittsburgh, PA 15222

Shane Pryal, Managing Director  
[spryal@barkleyrei.com](mailto:spryal@barkleyrei.com)  
412-298-5898



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## LETTER OF TRANSMITTAL

On behalf of our entire staff at BarkleyREI, I want to thank you for the opportunity to submit a proposal for the Web Site Development & Content Migration Services for Central Piedmont Community College.

Understandably, Central Piedmont Community College seeks a design firm that has experience working within Higher Education. For us, Higher Education is not only our primary industry vertical (over 80% of our client base is in Higher Education), it is our passion. Over the past 18 years, we have successfully completed dozens of full-scale website redesign projects for more than 85 universities and colleges throughout the U.S. including almost a dozen community colleges like *Northern Virginia Community College*, *Butler County Community College* as well as undergraduate and graduate institutions including *UC Berkeley*, *UC Irvine*, *Indiana University*, *Chapman University*, *Davidson College*, *Ross University*, *Willamette University*, among many others.

Beyond our years of experience specializing in higher education redesigns, there are a number of other reasons why we think we would be an ideal partner to lead your initiative within your timeframe.

- *Experienced Team.* Our successful track record in higher education over the past 18 years would not be possible without employing a very talented and seasoned team of specialists, each of whom has extensive experience not only in higher education, but also within their respective disciplines.
- *Proven Process.* Over the years, we have come to recognize that there are challenges with a website redesign that are specific to community colleges. We have honed our website redesign process to successfully overcome these challenges. We can credit our process for our track record of coming in on time and in budget.
- *Extensive Drupal Experience* – We have assisted with the assessment and implementation of 10 Drupal sites in recent years.
- *We Produce Exceptional Results.* Our clients will attest to the quality of the work, not to mention our work ethic. In the past few years, almost a dozen client websites have been recognized for excellence with prestigious awards from Case Institutional Awards, Cassie Awards, eduStyle, Webbys, ADDYs, Admission Marketing Awards, among others.

For all matters related to this proposal, please contact me by phone at 412-298-5898 or email at [spryal@barkleyrei.com](mailto:spryal@barkleyrei.com). Again, thank you for the opportunity to submit a proposal.

Sincerely,

Shane Pryal, Managing Director

BarkleyREI, LLC  
2740 Smallman Street, Suite 100  
Pittsburgh, PA 15222  
Phone: 412-298-5898  
Email: [spryal@barkleyrei.com](mailto:spryal@barkleyrei.com)

**EXECUTION**



**STATE OF NORTH CAROLINA  
Central Piedmont Community College**

Refer <b>ALL</b> Inquiries regarding this RFP to:  <b>Jennifer Ennis</b> <u>Jennifer.Ennis@cpcc.edu</u> 704-330-6089	Request for Proposal # 88-170047-JE
	Proposals will be publicly opened: May 23, 2017 at 2:00 pm
	Contract Type: Open Market
	Commodity No. and Description: Website Implementation Services
	Using Agency: Central Piedmont Community College
	Requisition No.: N/A

In compliance with this Request for Proposals, and subject to all the conditions herein, the undersigned Vendor offers and agrees to furnish and deliver any or all items upon which prices are bid, at the prices set opposite each item within the time specified herein. By executing this proposal, the undersigned Vendor certifies that this proposal is submitted competitively and without collusion (G.S. 143-54), that none of its officers, directors, or owners of an unincorporated business entity has been convicted of any violations of Chapter 78A of the General Statutes, the Securities Act of 1933, or the Securities Exchange Act of 1934 (G.S. 143-59.2), and that it is not an ineligible Vendor as set forth in G.S. 143-59.1. False certification is a Class I felony. Furthermore, by executing this proposal, the undersigned certifies to the best of Vendor's knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal or State department or agency. As required by G.S. 143-48.5, the undersigned Vendor certifies that it, and each of its sub-Contractors for any Contract awarded as a result of this RFP, complies with the requirements of Article 2 of Chapter 64 of the NC General Statutes, including the requirement for each employer with more than 25 employees in North Carolina to verify the work authorization of its employees through the federal E-Verify system. G.S. 133-32 and Executive Order 24 (2009) prohibit the offer to, or acceptance by, any State Employee associated with the preparing plans, specifications, estimates for public Contract; or awarding or administering public Contracts; or inspecting or supervising delivery of the public Contract of any gift from anyone with a Contract with the State, or from any person seeking to do business with the State. By execution of this response to the RFP, the undersigned certifies, for your entire organization and its employees or agents, that you are not aware that any such gift has been offered, accepted, or promised by any employees of your organization.

**Failure to execute/sign proposal prior to submittal shall render proposal invalid and it WILL BE REJECTED. Late proposals cannot be accepted.**

VENDOR: BarkleyREI, LLC		
STREET ADDRESS: 2740 Smallman Street, Suite 100	P.O. BOX:	ZIP: 15222
CITY & STATE & ZIP: Pittsburgh, PA 15222	TELEPHONE NUMBER: 412-683-3700	TOLL FREE TEL. NO:
PRINCIPAL PLACE OF BUSINESS ADDRESS IF DIFFERENT FROM ABOVE (SEE INSTRUCTIONS TO VENDORS ITEM #10):		
PRINT NAME & TITLE OF PERSON SIGNING ON BEHALF OF VENDOR: Shane Pryal	FAX NUMBER: 816-423-7501	
VENDOR'S AUTHORIZED SIGNATURE: 	DATE: 8/22/17	EMAIL: spryal@barkleyrei.com

Offer valid for at least 60 days from date of proposal opening, unless otherwise stated here: \_\_\_\_\_ days. After this time, any withdrawal of offer shall be made in writing, effective upon receipt by the agency issuing this RFP.

**ACCEPTANCE OF PROPOSAL**

If any or all parts of this proposal are accepted by the State of North Carolina, an authorized representative of Central Piedmont Community College shall affix his/her signature hereto and this document and all provisions of this Request For Proposal along with the Vendor proposal response and the written results of any negotiations shall then constitute the written agreement between the parties. A copy of this acceptance will be forwarded to the successful Vendor(s).

<p><b>FOR STATE USE ONLY:</b> Offer accepted and Contract awarded this <u>31</u> day of <u>August</u>, 20 <u>17</u>, as indicated on the attached certification, by <u>Jennifer Ennis</u> (Authorized Representative of Central Piedmont Community College).</p>
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### Solicitation Addendum

**Solicitation Number:** 88-170047-JE

**Solicitation Description:** Questions and Answers

**Solicitation Opening Date and Time:** 5/23/17 at 2:00PM

**Addendum Number:** 1

**Addendum Date:** 5/12/2017

**Purchasing Agent:** Jennifer Ennis  
[Jennifer.ennis@cpcc.edu | 704-330-6089]

1. Return one properly executed copy of this addendum with bid response or prior to the Bid Opening Date/Time listed above.
2. Following are questions received about the solicitation and the State's answers to the questions.  
See page 2 for the questions/answers

**Failure to acknowledge receipt of this addendum may result in rejection of the response.**

Check ONE of the following options:

- Bid has not been mailed. Any changes resulting from this addendum are included in our bid response.
- Bid has been mailed. No changes resulted from this addendum.
- Bid has been mailed. Changes resulting from this addendum are as follows:

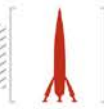
**Execute Addendum:**

**Offeror:** BarkleyREI, LLC

**Authorized Signature:** 

**Name and Titled (Typed):** Shane Pryal, VP/Managing Director

**Date:** 5/22/17



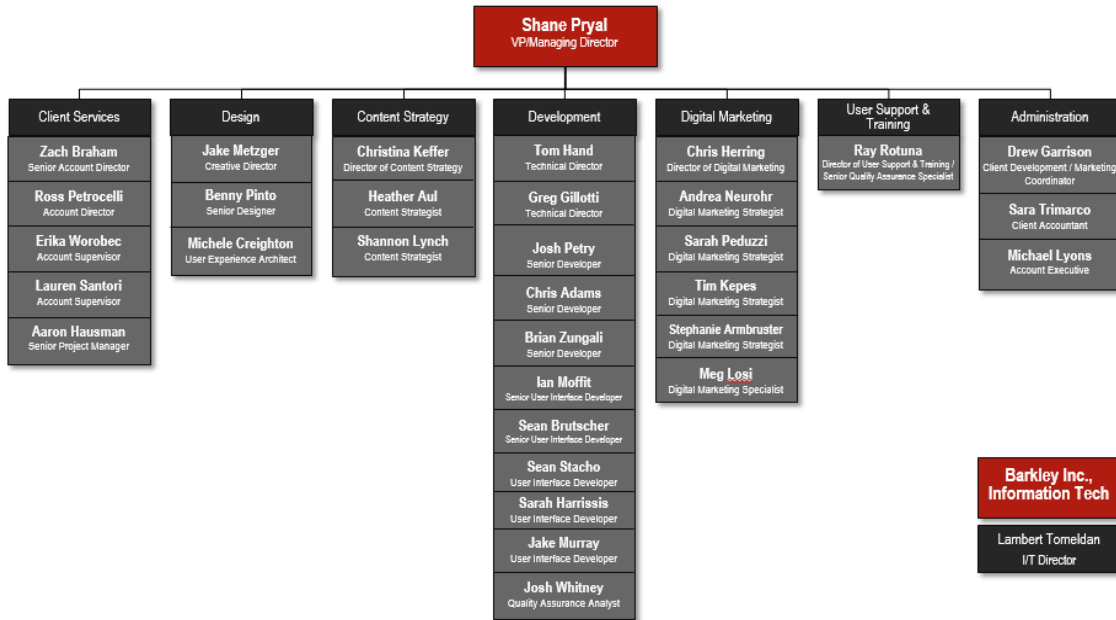
## BACKGROUND AND QUALIFICATIONS

Founded in 1998 in Pittsburgh, PA, BarkleyREI, ([www.barkleyrei.com](http://www.barkleyrei.com)), employs a staff of over 30 highly talented, full-time professionals.

Our track record within the higher education space spans more than 15 years, working with over 85 institutions on upwards of 100 successful, large-scale website redesign and development projects. Higher education website redesign comprises the majority of our business.

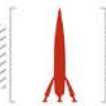
### Project Team

The project team will consist of approximately 8-10 professionals representing each agency department. All staff members have experience working with higher education clients. We have capacity to manage 20-25 concurrent projects at any one time, and we stagger our projects in a way that ensures resources and attention from our senior level staff is available at all times. Our impressive track record of delivering projects on time and in budget speaks to our capabilities in this area.

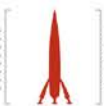


The following is a short list of our more recent higher education website design and development work and a partial listing of our education clientele:

- **Bridgewater College** ([www.bridgewater.edu](http://www.bridgewater.edu)) Website Strategy, UX Development, Design, Development Services, Content Migration, Support and Training
- **Davidson College** ([www.davidson.edu](http://www.davidson.edu)) Website Strategy, UX Development and User Testing, Design, Development Services, Content Migration, Support and Training



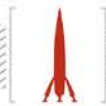
- **Duquesne University** ([www.duq.edu](http://www.duq.edu)) Website Strategy, UX Development, Design, Development Services, Content Migration, Support and Training
- **Goucher College** ([www.goucher.edu](http://www.goucher.edu)) Phase 1 includes: Website Strategy, Homepage Design, Development Services and Phase 2 includes: UX Development, Content Strategy, Design
- **Manhattan College** ([www.manhattan.edu](http://www.manhattan.edu) and [inside.manhattan.edu](http://inside.manhattan.edu)) Website Strategy, UX Development and User Testing, Design, Development Services, Support and Training
- **Northern Virginia Community College** ([www.nvcc.edu](http://www.nvcc.edu)) Website Strategy, UX Development, Design, Development Services, Content Migration, Support and Training
- **Ross School of Veterinary Medicine** ([veterinary.rossu.edu](http://veterinary.rossu.edu)) Website Strategy, UX Development, Design, Development Services, Content Strategy
- **Shippensburg University** ([www.ship.edu](http://www.ship.edu)) Website Strategy, UX Development, Design, Development Services, Content Strategy
- **Slippery Rock University** ([www.sru.edu](http://www.sru.edu)) Website Strategy, UX Development, Design, Development Services, Content Migration, Support and Training
- **UC Berkeley College of Engineering** ([www.engineering.berkeley.edu](http://www.engineering.berkeley.edu)) Website Strategy, UX Development, Design, Development Services, Content Migration, Support and Training
- **UC Irvine Admissions** ([www.admissions.uci.edu](http://www.admissions.uci.edu)) Website Strategy, Art & Video Direction, Design, UX Development, Content Strategy, Copywriting Services, Support and Training
- **University of Virginia** ([engineering.virginia.edu](http://engineering.virginia.edu)) Phase I included Website Strategy, Homepage Design and Phase II (ongoing) includes Content Strategy, UX Development, Design, Development Services and Content Migration
- **Washburn University** ([www.washburn.edu](http://www.washburn.edu)) Website Strategy, UX Development, Design, Development Services, Content Migration, Support and Training
- **Willamette University** ([www.willamette.edu](http://www.willamette.edu)) Website Strategy and Branding Development, UX Development, Design, Development Services, Content Migration



## Higher Education Client Roster

- Alabama State University
- Arkansas State University
- Baruch College
- Bridgewater College
- Butler County Community College
- California University of Pennsylvania
- Carnegie Mellon University
- Champlain College
- Chapman University
- Chemeketa Community College
- Community College of Allegheny County
- Cornell University
- Davidson College
- Drew University
- Duquesne University
- Fairleigh Dickinson University
- Florida Atlantic University
- Fordham University
- Franklin & Marshall College
- Georgetown University
- Goucher College
- Green Mountain College
- Hampden-Sydney College
- Heinz College
- IIT Chicago-Kent College of Law
- Indiana University - Kelley School of Business
- Indiana University, Purdue University-School of Science
- Indiana University, Sunapsis
- Kutztown University
- Manhattan College
- Michigan State University (Preferred Agency)
- Millersville University
- Normandale Community College
- North Carolina State University
- Northeastern Illinois University
- Northern Virginia Community College
- Pace University
- Pima County Community College
- Queens University of Charlotte
- Rider University
- Ross University School of Medicine
- Ross University School of Veterinary Medicine
- Rutgers University, Business School
- Saint Anselm College
- Seton Hill College
- Shippensburg University
- Slippery Rock University
- St. Ambrose University
- St. Bonaventure University
- St. Petersburg College
- St. Vincent College
- SUNY Plattsburgh University
- Susquehanna University
- Texas A&M University (Preferred Agency)
- Texas Woman's University
- UNC Fayetteville State
- University of Alaska - Anchorage
- University of California – Admissions
- University of California – Berkeley COE
- University of California – Irvine
- University of California – Santa Cruz
- University of Georgia – Law School
- University of Kentucky (Preferred Agency)
- University of Miami – Business School
- University of Missouri – Kansas City
- University of Missouri – St. Louis
- University of Notre Dame
- University of Rochester
- University of Texas – Austin
- University of Virginia (Preferred Agency)
- University of Wisconsin-Madison (Preferred Agency)
- University of Wyoming
- UVA College of Engineering and Applied Science
- UVA Curry College of Education
- Vanderbilt University – Owen Graduate School of Management
- Vanderbilt University, Law School
- Villanova University
- Wake Forest University
- Washburn Institute of Technology
- Washburn University
- Washburn University School of Law
- Washington & Jefferson College
- Washington University in St. Louis
- Willamette University
- Yale University, Rudd Center for Food Policy





## Capabilities:

BarkleyREI is a full service digital agency. Alongside our well-established website redesign and development practice, we also boast a flourishing digital marketing department. Integration of these areas of our practice allows us to position the websites we develop as central hubs within the broader marketing ecosystem.

With our full-service website design, development and digital marketing offering, we are capable of creating, managing and promoting an institution's full online presence and marketing efforts.

### Strategy & Consultation

- Website Audits and Expert Site Reviews
- Audience Research and Measurement
- Usability Testing
- CMS Assessments
- Web CMS Consultation
- Application and Database Development
- Web and Data Hosting Services

### Digital Marketing

- Digital Strategy
- Audience Research and Measurement
- Media Planning
- Digital Display Advertising
- Search Marketing
- Email Marketing
- Measurement, Reporting and Optimization

### Design and Development

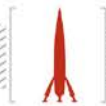
- User Experience Design
- Visual Design
- Frontend Development
- Backend Development
- Application and Database Development
- Intranet Design and Development
- CRM / System Integration Services

### Content Marketing and Search Engine Optimization

- Content Audit
- Strategic Recommendations
- Copy Development and Editing
- Content Implementation
- Measurement, Reporting and Optimization
- Search Engine Audit and Optimization
- Writing for the Web Consultation Services

In respect to our development capabilities, we employ a team of 10 developers and can offer full-stack development capabilities, including HTML5, CSS3, XHTML, SASS, LESS, JavaScript, jQuery, PHP, .NET (C#, VB.NET), ASP.net, SQL, AJAX, AngularJS, XML, XSLT, Apache Velocity, JSON, Java, SVN, Grunt.js, Node.js/NPM, Ruby, MS SQL, MySQL, Bootstrap, Foundation, and numerous other platforms and coding languages.

And as a [Barkley](#) partner company, we can provide services beyond our core digital offering in the fields of advertising, public relations, branding, traditional media buying and video production.



## REFERENCES

**Manhattan College** – [www.manhattan.edu](http://www.manhattan.edu)

Annie Chambliss  
Director of Web Communications  
Phone: 718-862-7235  
[annie.chambliss@manhattan.edu](mailto:annie.chambliss@manhattan.edu)

**University of California, Irvine** - <https://www.admissions.uci.edu/>

Joseph Hornig  
Project Leader / Marketing and Communications  
Office of Admissions & Relations with Schools  
949-824-9363  
[jhornig@uci.edu](mailto:jhornig@uci.edu)

**Chapman University** – [www.chapman.edu/discover/](http://www.chapman.edu/discover/)

David May  
Director of Web & Interactive Media  
714-628-2827  
[dmay@chapman.edu](mailto:dmay@chapman.edu)

**Chemeketa Community College** – *in development*

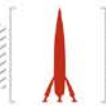
Greg Harris  
Director of Public Information, Marketing and Student Recruitment  
503-584-7153  
[greg.harris@chemeketa.edu](mailto:greg.harris@chemeketa.edu)

**Ross University** - <http://veterinary.rossu.edu/>

Belinda Blakely  
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**University of Virginia School of Engineering** - <http://engineering.virginia.edu/>

Elizabeth Mather  
Director of Communications  
University of Virginia School of Engineering  
434-924-1381  
[emather@virginia.edu](mailto:emather@virginia.edu)



## PROJECT TEAM

Among the web digital professionals who will work on your project are the following key team mates.



### **Shane Pryal - Managing Director**

Years of Experience – 21

As Managing Director, Shane is responsible for shaping the vision and growth strategy for the agency, cultivating and building client relationships as well as providing senior leadership to the entire REI staff.

Since joining REI, formerly Ripple Effects Interactive, in 2001, Shane has held a variety of positions within the agency. Spending the first three years as an account supervisor, Shane worked on a number of client accounts including Coca-Cola, Advocacy Online and the Pittsburgh Digital Greenhouse, before transitioning into the role of Director of Business Development in 2004. In the role of Director of Business Development, he was instrumental in building the agency's new business strategy, expanding from a single industry vertical focus to position the agency as a category leader in tourism & travel, higher education, non-profit and consumer lifestyle brands. Shane was promoted to Vice President in 2007, Executive Vice President in 2008 and VP/Managing Director in 2010.

Prior to joining BarkleyREI, Shane was a management consultant for First Consulting Group, one of the nation's leading publicly-traded healthcare information technology consulting firms.



### **Ross Petrocelli - Account Director**

Years of Experience – 14

As an account director, Ross will serve as the primary point of contact and client liaison throughout the duration of the project. Ross provides account and team management across multiple clients, as well as digital branding, strategy, and operational management support.

Prior to landing at BarkleyREI, Ross was managing digital marketing for International Law Powerhouse K&L Gates. Ross' unique blend of client and agency experience spans 14 years, having worked on national and global accounts such as Metlife, Union Pacific Railroad, US Customs Border Protection, Rite Aid Pharmacy, Cooper Tires, General Growth Properties, The Pennsylvania Lottery, All-Clad Metal Crafters, Planet Hollywood Hotel & Casino, Bryant/Carrier Dealers Association, and more.

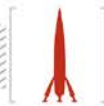
Ross holds BA Degrees in Marketing and English from Duquesne University, as well as certifications in Computer Science and Filmmaking. Outside of his Barkley duties, he is a photographer, Dad, and self-proclaimed top chef.



### **Jake Metzger – Art Director / Lead Designer**

Years of Experience – 10

Jake Metzger joined Barkley REI as an Interactive Art Director after working for MarketSpace Communications as a Creative Director. As Creative Director, Jake led the agency's creative team from a high-level strategic position, right down to the nitty-



gritty details in design. He prides himself on always staying at the forefront of emerging trends in our industry, both in design and digital, which he in turn infuses into client work to keep their brands ahead of the game.

Prior to working at MarketSpace Communications, Jake worked for Sheetz, Inc. as a Senior Designer. There, Jake was responsible for the continual progression of the brand through design, art direction and marketing and communication strategies, creating memorable brands such as M•T•O®, MTgo!™, Shweetz™ and much more.

In addition to Sheetz, Jake has directed design for other well-known clients throughout his career, including rue21, Homer Laughlin China, PPG, Children's Community Pediatrics / Children's Express Care of UPMC, Rich's Foodservice & many others. He has experience in print, web, interactive, radio and television. With an all-inclusive skill set, Jake has secured more than twenty design awards across various shows and categories. Jake's utterly obsessed with his profession, inside and outside of the office.

Jake is a 2005 Summa Cum Laude graduate of Pennsylvania College of Technology, (Penn State).



**Christina Keffer - Director of Content Strategy**

Years of Experience – 14

Christina guides our content strategy and search engine optimization efforts. She works closely with clients to create compelling content strategies that increase online visibility, user engagement and retention. Her group takes a data-driven approach to content creation and search engine optimization, with an emphasis on demonstrable, measurable results.

Her industry experience spans the healthcare, industrial, ecommerce, higher education, government and tourism. She has designed and implemented integrated digital marketing and content strategies for clients such as American Heart Association, University of Pittsburgh Medical Centers, Harvard Business School, Explore Minnesota Tourism and the Endocrine Society to name a few.



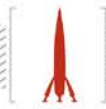
**Sarah Peduzzi – Digital Marketing Strategist**

Years of Experience – 7

Sarah is a member of BarkleyREI's Digital Marketing team working as a Digital Marketing Strategist. She graduated with a degree in English Writing from the University of Pittsburgh and now spends more time with numbers than she ever thought possible. Her creativity and fascination with all things internet, coupled with an obsession with the psychology behind search, led to a natural fit in digital marketing.

She has 4 years of combined experience in paid search, analytics, direct response web and landing page design, email marketing and public relations. Her marketing career began at University Bound, an online marketing agency that specialized in educational and healthcare verticals. While there, she worked on content and email strategy, paid search and managed several design processes. Before joining BarkleyREI, she cut her teeth at LunaMetrics, a web analytics company and Google Analytics Certified Partner.

Sarah lives in Pittsburgh, PA with her husband Mike. She has roots in Waitsfield, Vermont and Ft. Lauderdale, Florida and has a real love for the outdoors, especially running and hiking.



**Greg Gillotti – Technical Director**

Years of Experience – 9

Greg worked for nine years in the technical consulting world before coming to BarkleyREI. He has developed applications in the Healthcare, Finance and Manufacturing domains in a variety of projects ranging from enterprise process management to laboratory automation.

Greg is excited to be in an environment where one has to be agile to succeed. Whether desktop, web, or mobile, Greg is passionate about using collaboration and expertise to get the right solution for a problem in its context. Greg graduated from Carnegie Mellon University with a degree in Business Administration and minor in Computer Science.



**Ray Rotuna – Director of User Support & Training**

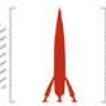
Years of Experience – 17

Ray's primary responsibilities include providing training, user support and troubleshooting for clients.

Before being promoted to his new role, Ray was the Senior Quality Assurance Analyst where his responsibilities included functioning as the Quality Assurance Team Lead; developing and maintaining test plans, cases and testing standards; cross browser/cross platform testing Web applications, HTML/XHTML templates and static HTML Websites; testing Flash/multimedia, HTML Emails, Rich Media Advertising Creative (PointRoll Flash Banners, etc.), Web application security, Web application stress and load; SEO (as pertains to HTML templates), running automated link scans; verifying compliance with project development specifications and wireframes, and participating in defining development standards.

Ray provides user support and training for all accounts that BarkleyREI develops.

Prior to joining REI, Ray worked for Lycos, Inc. in Pittsburgh and Massachusetts. Ray holds degrees from the University of Pittsburgh.



## TECHNICAL AND DESIGN REQUIREMENTS

Describe the process by which the cpcc.edu redesign would take place, detailing vendor responsibilities and CPCC responsibilities.

### WEBSITE REDESIGN PROCESS

Our website redesign process is one of our true differentiators. The steps may seem familiar: Discovery, Strategy, Design, Development, and deployment, but our deliverables and the expertise we put behind each step leads to truly usable, stunning websites. Below, you will find details about our process including where content strategy fits in, how design deliverables are developed and other questions and requirements that the Central Piedmont team had in section 5.2 and 5.3 of the RFP.

### DISCOVERY

Before we get started with site functionality, we take the time to get to know our clients starting with a research and discovery phase.

#### Research

As soon as the ink is dry on our contract, a team consisting an Account Supervisor and senior members of our UX, Content Strategy and Design, and development departments will begin researching Central Piedmont Community College.

A custom, well-crafted strategy is derived from true insights. We pride ourselves on our ability to tease out and capture these insights along with a solid understanding of Central Piedmont's overall digital marketing health, or position. To do this, we conduct a number of analyses such as evaluating how users are using the site by studying your website analytics (many of our staff are Google Analytics Certified.)

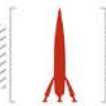
We also look at Central Piedmont's online reputation and how the external world views the school. We gather all the documentation we can get our hands on about your strategic plan, marketing strategies, programs, points of differentiation, style guides, brand guides, etc. and begin to coalesce a broad picture of Central Piedmont Community College's digital position and how the website fits into it.

#### **5.2.1. Describe the process for creating a site content inventory**

Depending on the situation, this is also the point at which we will begin doing a comprehensive audit of site content.

Our site content manager, Shannon Lynch will use the last year or so of Google Analytics data pulled in the form of a page report to capture all the pages that users have viewed in that period. She will export it to excel and compare the resulting list of URLs against what the current CMS reports and make adjustments or additions as needed. In addition to page URLs, she also pulls meta data where possible, including title tags and other information that gives context for what can be found on the page.

The result is a comprehensive, sortable, filterable list of pages on the site. We use this document to see where there are areas of the site or pages which suffer low visibility. Often, we can ascertain the dates pages were last viewed or published. All this information helps us understand what areas of the site need to



be culled, reorganized for better visibility or rewritten. It informs our content governance recommendations, our content migration recommendations, and helps keep everyone on the same page with the quantity and organization of the pages on the new site. It also informs questions we may ask during the stakeholder and focus groups.

### **Onsite Sessions: Stakeholder Interviews & Focus Groups**

In our experience, the most successful college and university website redesign projects include opportunities to get direct input and ideas from a wide range of website audiences and stakeholders such as the core web team, marketing and communications, senior leadership, prospective students, current students, faculty, department leads and other staff, content contributors, etc.

A small group of BarkleyREI senior team members including your account supervisor come onsite to facilitate two days of in-depth discovery sessions with these key stakeholders in the redesign project.

We use these sessions to gain further insights into the Central Piedmont Community College story, differentiators, and other vital information we need to create a successful website strategy. This inclusive approach to data-gathering also helps build consensus between stakeholder groups and gets everyone on the same page with regards to important strategic elements of the site such as audience prioritization, purpose, voice, etc.

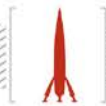
## **STRATEGY**

We come home after Discovery with our brains brimming with information and possibilities. The team hunkers down to synthesize what we learned on site with what we learned during our research phase. From the massive amounts of data, we coalesce a thorough, actionable website strategy which will govern all redesign efforts. Just as every client is different, so too is every strategy unique. However, the following are a few elements that we normally include as the basis of our website redesign strategy:

### **Institutional Overview**

We will summarize what we have learned about your organization to demonstrate that we have successfully developed an understanding of your school:

- **Who You Are:** Our interpretation of what we have learned of Central Piedmont's history, values, personality, traditions, points of pride, upcoming developments, and your current organizational goals and aspirations. This ensures that we capture who you are fundamentally on the site.
- **What You Offer:** including takeaways about the type of experience you provide to students and what differentiates your institution from other colleges and universities. This ensures we capture the value you add to the world on the site.
- **Marketing Insights:** These include an overview of your current communications strategy and how you communicate "who you are" and "what you offer" - and how this positions you against your competition. This ensures that the site is a seamless extension of current marketing efforts.



- **Target Audiences:** Locking down a working model for target audiences and the prioritization of audiences is essential to the success of the project. We build consensus and make sure everyone is on the same page before we start the redesign.
- **Digital Position:** Our goal is to provide clear ideas about where you are today and highlight the challenges or opportunities that should inform the redesign effort. Developing an understanding of your digital position will allow our team to define a “problem set” that will help shape our recommendations for moving forward.

## Strategic Recommendations

We will provide a vision for the new website and a set of specific supporting recommendations for how the new website should be designed to deliver on this vision.

While our recommendations will certainly be informed by everything that we’ve learned about your school, audience, and digital position, they will also be informed by a set of “higher education website fundamentals” that we have developed based on our experience.

This is also the phase in the project where we take what we know and recommend what specific page templates must be included and what special functionality and third party tool integrations need to be included. Template component functionality is developed in more detail during the Design phase.

Our strategy is documented in a comprehensive PowerPoint presentation that can be presented in person or remotely, depending on timeline and budget. This strategy is meant to align us with our clients, and ensure that, as we embark on design, we are all on the same page as to the problems the site is going to solve, the audiences for whom it is intended, and the way in which we intend to meet the needs of those audiences.

A successful strategy leads directly to fantastic information and user experience design that rarely needs huge revisions.

## DESIGN

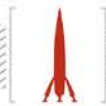
In the planning and design phase, our user experience architects, content and design teams begin to define the structure, appearance, content strategy, and functionality of the new website.

Our user experience architects, content strategists and visual designers have an impressive amount of experience in higher education website design including work on over 75 higher education clients including 15 more recent projects that involved responsive website design.

Their work is guided by a number of general digital best practices, best practices specific to higher education website design and the vision and guidelines provided in the redesign strategy.

We have provided an overview of our Design process below.





## Information Architecture

### 5.2.1 Describe the vendor's vision for best practices regarding optimal information architecture for a community college website.

Organizationally, community colleges are one of the most complex types of higher education institutions. The variety of locations and audiences who have entirely different motivations and needs, necessitates a more complex site structure and more comprehensive content than a small liberal arts college for instance.

During strategy, one of the things we endeavor to do is help our clients prioritize audiences. Once there is consensus on which audience or audiences most the content on the site is intended for, we have a mandate for how to create an organization and navigation tailored primarily to those audiences that will lead them through to the content they need to compel decision making. The real challenge comes in not sacrificing the user experience of other secondary and tertiary audiences.

Another consideration we take when developing IA is the implications the site organization has on SEO. The level of a piece of content within the hierarchy of a site has a lot to do with how it will rank in organic results. We strive to make program and other useful organic landing pages focal within the sites' hierarchy to enhance the changes these pages will rank for non-branded searches.

Some of the factors we take into consideration when re-architecting content on a website are:

- Where users *currently* land on the site vs. where we *want* them to enter
- How many users reach content which has been identified as decision-altering or in other ways important
- How often key pieces of content are consumed, and what affect that has on conversion or other high value interactions

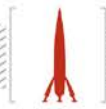
By combining the reality with the aspirations, we begin to develop an audience-oriented information architecture that is more intuitive, easier to use, and more effective at getting users to the content that will help encourage them to next steps.

Often, this process involves removing the institution's internal organization from the equation since, to the uninitiated, the internal organization of a higher education institution can be incredibly confusing.

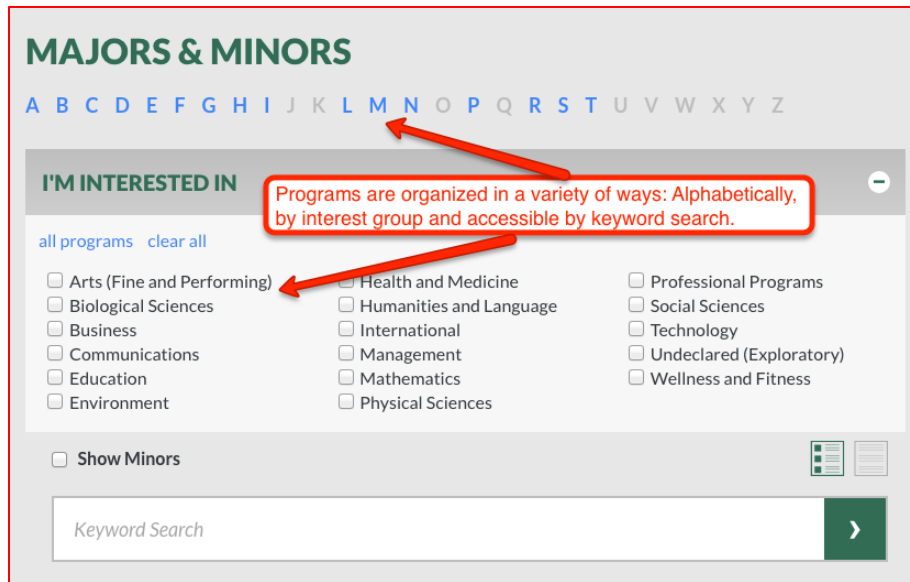
An example of a change we often find ourselves making is how programs are organized within a website. Many colleges and universities group programs under schools. For instance, at Penn State University, "Advertising and Public Relations" is in the College of Communication, and "Marketing" is in the Smeal College of Business.

A high school student interested in marketing in general and who does not understand the difference between the two programs might never think to look under the Smeal College of Business for marketing programs. They may see that the only thing offered under communications is Advertising and Public Relations and assume there is no marketing major.

In this case, we would recommend having a section of the site devoted to pulling all of those majors and minors out of their respective colleges and organizing them on one filterable page (please see the Slippery Rock University example below).



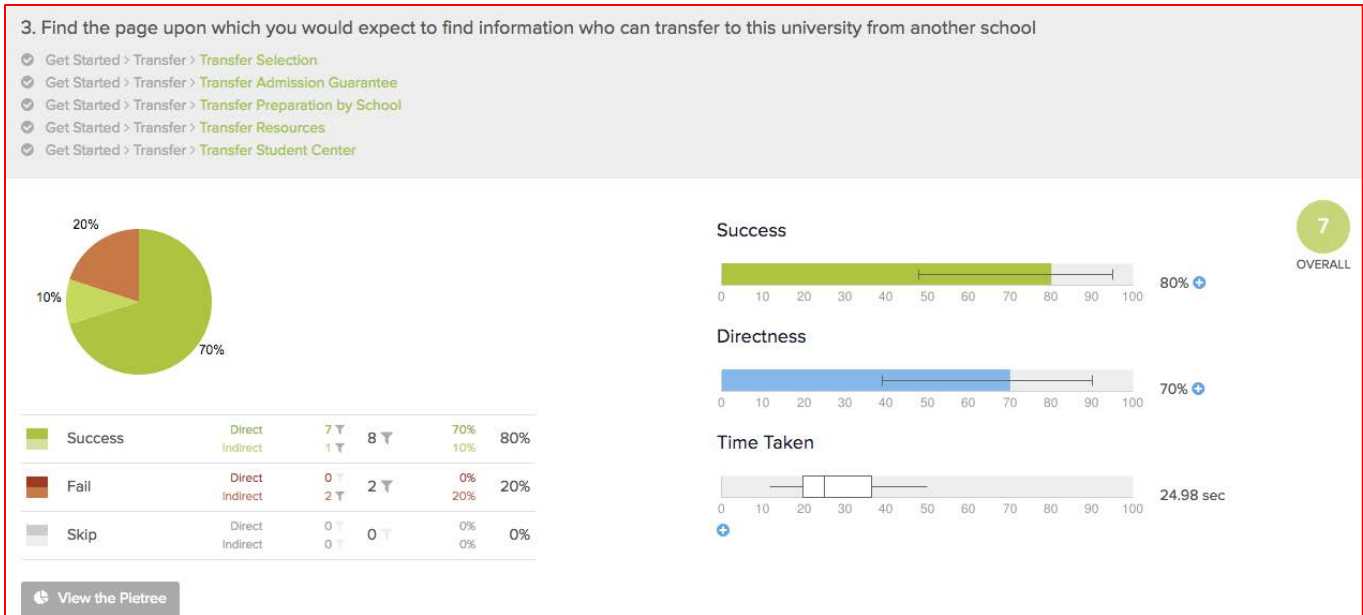
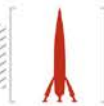
This has the added advantage of elevating program information so that it is not buried so deeply which has extreme SEO benefits.



Before our clients even see the sitemap to approve it, we conduct rigorous site tree testing to help eliminate possible navigation and findability issues. The testing is conducted online by way of assigning tasks to users that match your audience demographic and observing how they navigate through these tasks.

We take the feedback supplied by site tree testing regarding how many users ended up on the right pages, how directly they were able to get there, and the time taken to make their decisions, and iterate until the navigation structure and site organization is successful.

Below is a screen shot depicting the performance of a sitemap following site tree testing:



*Content Strategy Documentation (Optional – but recommended for incorporating SEO recommendations)*

## Content Strategy

### 5.2.3: Website Content Strategy- Describe the process by which the proposed solution will go about formulating content strategy for the cpcc.edu website.

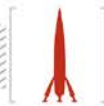
Once the high-level organization of a site has been approved, we get down to the business of documenting and organizing our content strategy. We understand that users of higher education sites tend to have a list of tasks they need to accomplish in their heads when they arrive at a site. The job of the content strategy is not only to identify where that content belongs, but also to discover how to imbue the user's expected journey with unexpected information that will help them make a positive decision. A great content strategy defines not only how you are communicating with your audiences, but maps out exactly what would be beneficial to communicate to them at which points during their journey.

For us, content strategy is both a strategic and tactical consideration. From a high level, we provide information on the audience(es.) We recommend modes of communication such as tone and voice and provide guidelines for how to approach storytelling and content creation from a perspective that will beguile those particular audiences. This information is documented in a Content Strategy Guide.

### 5.2.3 Describe your strategy for ensuring how content creators will maintain the integrity of the overall design, including training and/or best practices regarding voice and storytelling as well as WCAG 2.0AA and ADA requirements

We realize that this is far from enough, however. Because community colleges, like many other higher education institutions, have such diverse group of content contributors, creating consistently incredible content across the site can be a real challenge, both technologically and procedurally.

From a procedural point of view, this is where our page-by-page content strategy documentation comes into play.



We provide granular information on each page we envision being on the first and second levels of the new site, including program pages and other important areas of the site.

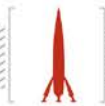
Then we go further and provide an in-depth audience analysis and help bring into focus what types of content, vocabulary, tone and voice would be most beneficial in reaching those audiences.

We decide what types of content, whether it be copy, video, imagery etc. is necessary to effectively deliver messaging on different areas of the site.

We use a program called Gather Content (<https://gathercontent.com/>) to document these recommendations. Gather Content allows us to build out the site tree in a content management system before templates are integrated within the CMS environment. It also allows us to work closely and collaboratively with our clients, providing a platform upon which our clients can make comments, enter information when it is necessary and even contribute content.

The following is an example of what part of a site tree looks like in Gather Content:

● ▼ 1.0 Academics	Custom
● ▼ 1.1 Majors and Programs	Placeholder Page
● ▼ 1.1.1 Undergraduate	Placeholder Page
● 1.1.1.1 Undergraduate Program Detail Page	Custom
● 1.1.1.2 Accounting	Undergraduate A...
● 1.1.1.3 Applied Physics or Engineering Dual 3+2	Undergraduate A...
● > 1.1.1.4 Art	Undergraduate A...
● > 1.1.1.5 Biology	Undergraduate A...
● > 1.1.1.6 Chemistry	Undergraduate A...
● > 1.1.1.7 Communication or Journalism	Undergraduate A...
● 1.1.1.8 Computer Engineering	Undergraduate A...
● > 1.1.1.9 Computer Science	Undergraduate A...



The following is an example of what a Gather Content page can look like. The types of information that we record on a page by page basis is high customizable based on client needs:

The screenshot shows a Gather Content page for 'Shippensburg'. At the top, there are two tabs: 'Content' and 'Copy'. A red callout box points to the 'Content' tab with the text: "Content strategy for a page is on one tab. We can also contribute copy on a page by page basis on another tab". Below the tabs, the 'Content Responsibility' field is set to 'Shippensburg'. The 'Template' field is set to 'Program Detail', with a red callout box stating: "Template, in this case, refers to the template that will be used on the new site".

**Content Responsibility**  
Shippensburg

**Template**  
Program Detail

**Audience**  
Prospective Students trying to figure out if Accounting is the right subject for them and decide on where they want to study.

**Key Message**  
Convince the prospective student that this is a wise subject choice and that Shippensburg is the place to study.  
Answer the following questions asked by the audience:  

- Why should I should I study this subject?

Why should I choose to study this subject at Ship?  

- Introduce the idea of concentrations, if there are any associated with the program
- Great/famous faculty?
- Great job placement?
- Awesome facilities?
- Extracurricular opportunities? (internships etc.)
- Other differentiators?

**Career Opportunities**  

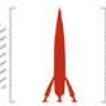
- List specific career opportunities
- Talk about job market
- Talk about potential salaries

Surface student success stories, if available.

**SEO Keywords**  
Study Accounting, Accounting Major, Accounting Program, Accounting PA, Accounting degree

**SEO Title**  
Accounting Degrees | Study Accounting | Shippensburg University

**SEO Meta Description**  
Explore your options as a Accounting major or minor. Find out about career opportunities and how studying < > at Shippensburg prepares you for success.



Imagine being a content writer with little website publishing experience and getting the request to create an accounting degree page like the one above without this level of information. It would be a daunting request. This strategy information can be exported and that export can serve as a very specific guideline that will enable a wide variety of content contributors to stay on-message and on-brand as they contribute content well into the future.

### *Programs as Products – and example of Content Strategy in Action*

Because program information and pages are so important to the prospective student's decision process, we spend a lot of time developing a great strategy for delivering that information as effectively as possible.

After having built over 85 higher education websites and interviewed countless prospective students, we have gained deep knowledge of what those kids want to find out about programs. They want to easily find the program and quickly understand the following:

1. Do you offer my subject?
2. Why should I study this subject?
3. Why should I study this subject with *you*?
4. What will I learn, specifically?
5. What will I be able to do with my degree?

Program pages must answer these questions quickly and go further: They need to surface related content that supports decision making that the student didn't even know they wanted to see.

This information can include concepts like the accessibility to transfer to obtain an undergraduate degree, the caliber or qualities of the faculty teaching this program, career and income expectations, the national ranking of that particular program, etc.

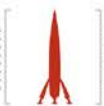
Delivering this related content is our technological approach to empowering a variety of users with different levels of web savviness to create dynamic, amazing pages as well as ensure content consistency across the site. This is a process we call COPE: Create Once, Publish Everywhere.

COPE is an approach to content authoring and contribution that takes advantage of tags and feeds to allow content creators to pipe in amazing, relevant content from other areas of the site. For instance, the content strategy for an Accounting page may stipulate "Support the message of ROI by showcasing a student success story." Through the COPE Approach, the content contributor can access a feed component on the page, choose an appropriate success story that has been published already elsewhere on the site, and pull in the image, headline, and story synopsis all packaged together with a compelling call to action without having to re-create the content.

### **Content Writing (Optional)**

As the content strategy comes into focus, it begins to become apparent how much new content will be required for the new site. Sometimes the volume of work exceeds our clients' abilities to produce content in time for site launch.

Fortunately, in addition to providing the content strategy for the core pages of the website, we are also exceptionally capable of creating that content for our clients. We utilize a large lineup of talented



copywriters, all with different styles of writing that fit specific needs. These writers have years of copywriting experience in higher education.

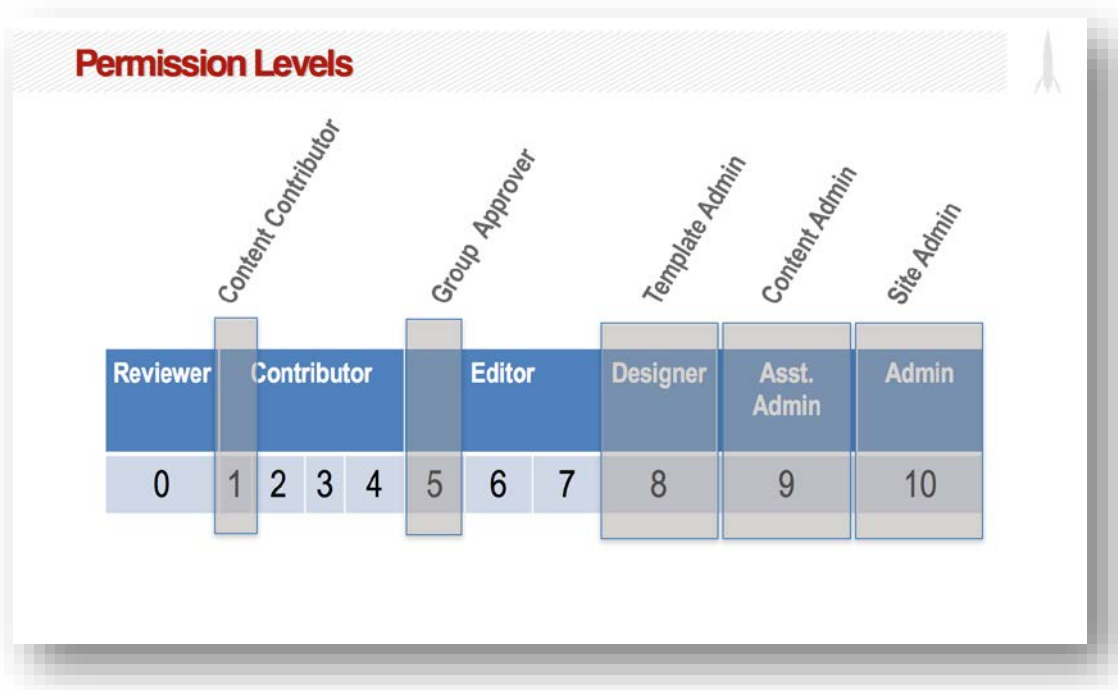
### Content Governance and Workflow Planning

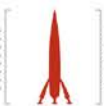
We have experience taking HR and personnel information into consideration and creating a governance plan that is sustainable over the long term. As the content strategy comes into focus, it becomes easier to plan where it will make sense for different types of content contributors to plug into the process.

It is at this stage that we will begin creating a governance and workflow guide. This guide will leverage the granular permissions settings available through Drupal. It will clearly delineate roles such as content author, content reviewer, and site administrator with a range of associated permissions.

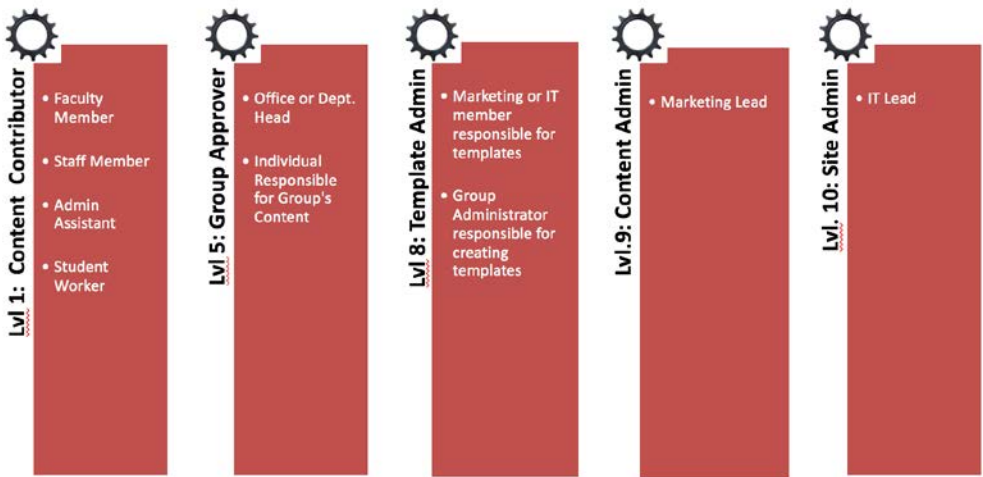
It will also provide guidelines for assigning those roles to various team members and plotting out often-performed website task workflows such as updating specific pieces of content like dates and deadlines, adding new content or components to a preexisting page, creating new pages, editing or moving sections of a site, creating new directories, etc.

The following is an example of possible roles and permissions that we have helped clients consolidate in the past.





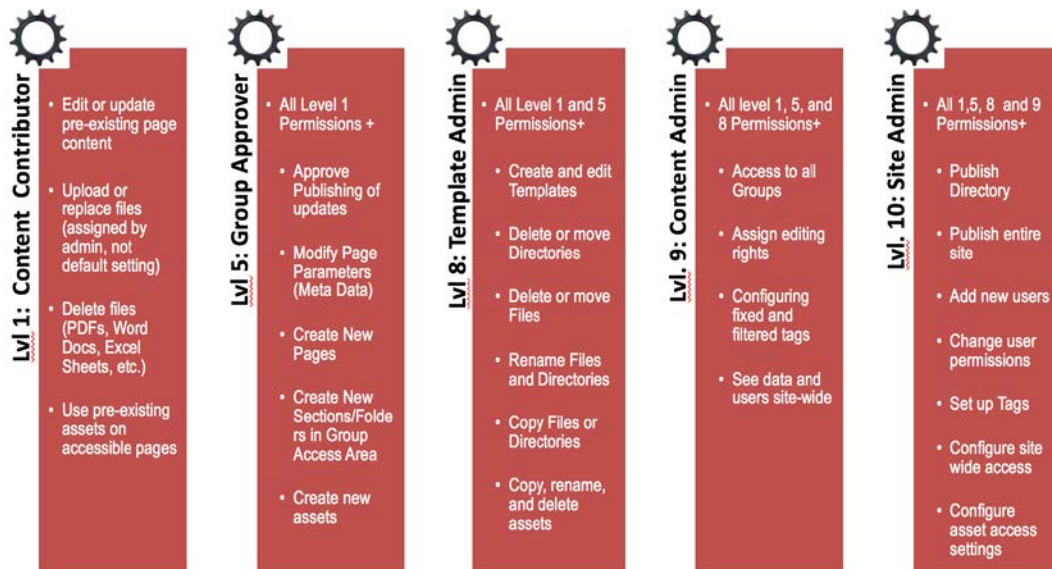
## Permission Titles



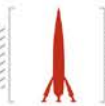
Permission titles refer in this case to the content contributor's official title and what types of content contributors may be appropriate to each level of permissions.

We went further to lay out the specific permissions granted in the system to users at each level.

## Permissions

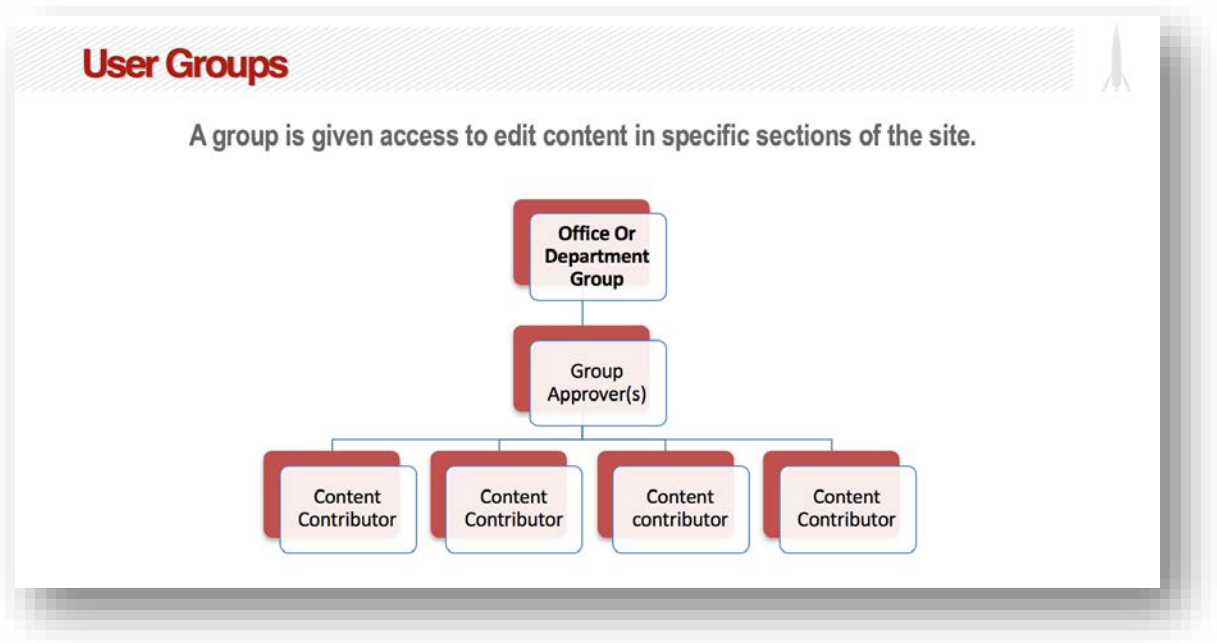






### 5.2.2 Describe the extent through which the proposed solution will provide centralized review and approval of content.

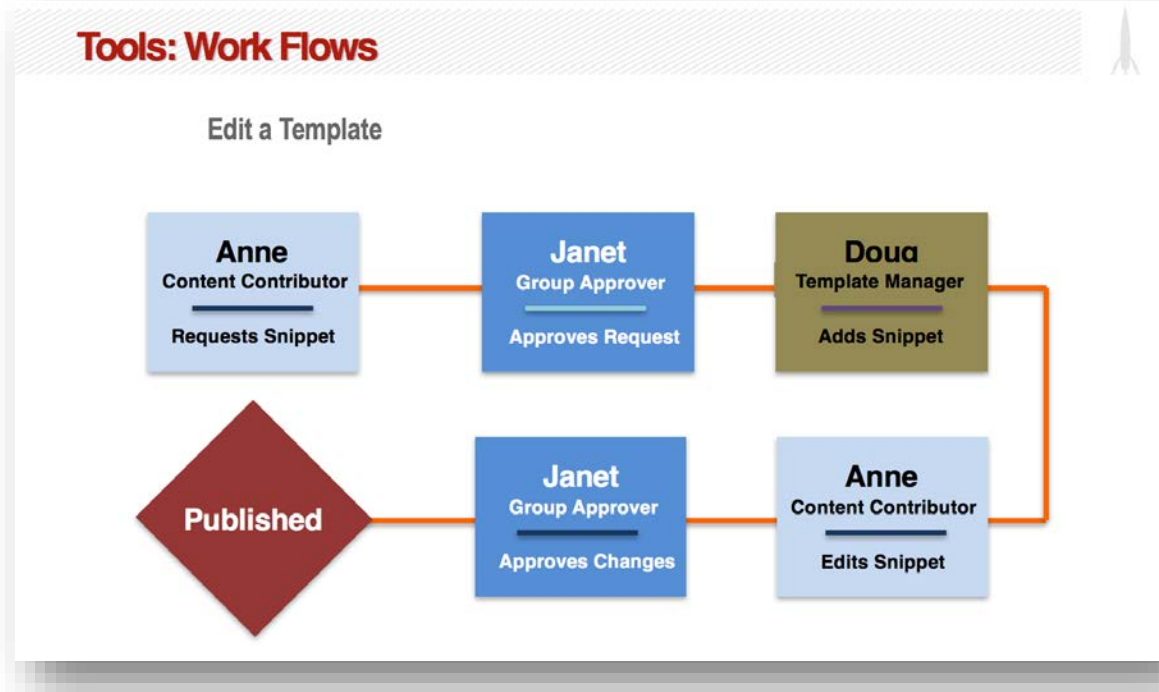
After we have picked the appropriate permissions options, we turn our attention to roles and workflows. Drupal provides granular role and group settings, so it is up to us to help our clients design and configure these solutions in a way that best fits their needs. The following is an example of a user group that can be assigned any type of content on the site. The hierarchy ensures that content contributors always have an approval process. The approver will be automatically notified when a change has been made on a page in their section so that they can review and approve it. Then we recommended user group organization so that there was always a level of oversight for content contributors.





**5.2.2 Workflow Describe the capabilities of the proposed solution in providing content review and approval workflows.**

Drupal offers robust workflow options. We map out up to 5 workflows for typical website tasks. Below is an example a workflow.



**5.2.2 On creation and editing of content, describe the capabilities of the proposed solution in automated checking of compliance and with accessibility standards.**

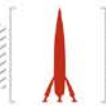
There are many plugins that can be added to Drupal core that perform this function. The correct choice of plugin to fit the specific needs of the site will be made during the development process, and take all other functionality of the site into consideration.

**Measurement & Analytics Reporting**

**5.2.2 Describe the process for ensuring proper Google Analytics implementation within the proposed solution**

Our Google Analytics certified professionals will ensure that Google Analytics is installed correctly across all domains and subdomains in scope with proper tracking and code tweaks as necessary to ensure clean data. We use Google Tag Manager to manage all tracking tags including Google Analytics.

As part of the new website launch, we will also provide a post-launch analytics report to showcase the changes in user behavior and overall site performance. We recommend a comparison window of 6 months (3 months pre-launch and 3 months post-launch). This report will detail:



- Changes in how people arrive at your website. For example, did organic search see a lift with the addition of new or revised content?
- Compare user behavior on important pages of the site that were previously identified in the audit as high value.
- Measure the performance of mobile traffic, pre- and post-launch
- Evaluate the performance of goal pages and forms.

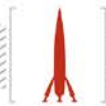
For additional fees, we can extend the measurement reporting and optimization period to provide long term support if needed.

Our post launch support is not limited to analytics alone. In fact, one of our key internal values is the idea that our client relationships don't begin and end with single a single website redesign project. We understand that the development of a great digital presence is an ongoing effort and always look for opportunities to help our clients maintain and improve upon the websites that we build.

While our immediate work together will primarily be focused on the redesign, we are a 30+ person full service digital provider that brings a comprehensive understanding of how colleges and universities can create effective, differentiating digital presences.

At a minimum, this will allow us to provide a holistic view of your digital position and website needs and potentially provides a convenient means for you to transition into website production and to take advantage of additional digital marketing opportunities that are identified as part of this process. Additional services that would be available include:

- We offer ongoing post-launch support for the websites that we have completed. To support this service, we have a dedicated Senior Support Specialist that is directly available to resolve and triage website issues or to provide ongoing training support CMS users.
- Our client service team will actively document and discuss any "Phase II" requests that aren't in scope of this project but might be worthwhile in the future. After the website launches, we typically walk our clients back through these requests and discuss if and how they can be addressed in the future.
- We offer a full range of digital marketing services including ongoing SEO services, paid search audits/optimization, online media strategy and planning, lead funnel automation, and analytics reporting.



## Visual Design

### Describe the standard design deliverables such as prototypes, mockups, wireframes, etc. that are created during the design process of the proposed solution.

As the content strategy is fleshed out, our User Experience experts, who have been part either the Discovery or Strategy process, or both, will re-join the project.

We feel strongly that it is very important to have our visual designers involved from the beginning of the project and through all phases of the project because we recognize that great creative doesn't happen in short bursts that are tucked into a project plan. For example, our visual designers are expected to contribute ideas to the redesign strategy, review all user experience deliverables (wireframes, sitemap, etc.) and even review all completed HTML templates to ensure that the work aligns with the original, approved creative.

Working with the content strategist, the user experience design and visual design team will work together to build two home page design comps. These comps are presented early in the Design phase, and the choice of one comp over the other will decide the creative and visual direction for level pages of the site.

We are somewhat different in providing only two comps, and have chosen this approach for several reasons: Providing two comps allows us to explore two entirely different directions in design and messaging. A third comp often becomes derivative of one of the first two. Also, it saves our clients a great deal in terms of budget.

Our design director is extremely proud of his ability to provide two incredible home page comps that are extremely difficult to choose between.

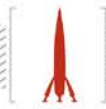
The specific creative solution that we will deliver will be strongly influenced by our "experience-first" approach by our creative. We do not focus our attention on just one piece or page of the website, but instead consider the entire experience and how it transitions from section to section and page to page.

While building this experience, we merge the branding, strategy and information architecture into the website's user interface. And, of course, we apply our "experience-first" approach to responsive web design as we not only focus on just one device or screen size, but instead consider the entire experience calculating how that experience will transition from device to device.

### 5.2.1 Describe visual elements that should be included on a community college website.

We focus on delivering a very immersive experience that tells a story "along the way" as visitors navigate throughout the website. In many cases, visitors aren't necessarily *looking* for "student stories" or "campus features" or looking to engage in social spaces, so our goal is deliver a visual design that increases the visibility of this differentiating content consistently and persistently.

We take the mobile experience into consideration when designing in visual and content elements. There are specific visual cues, elements and media that resonate especially well with various audience types. Once our design specialists have had the chance to interview prospective, current, and newly admitted students, they will be able to accurately assess what visual style, imagery, media and layout will appeal to those audiences the most.



### **5.2.2 Describe the accessibility and responsiveness of the design recommendations and templates for the Proposed Solution**

BarkleyREI is committed to designing and building elegant responsive sites which employ a design methodology that balances the needs of our client's and those of their target audiences.

We launched our first fully responsive website in 2012 and essentially every website after that has also been responsive. Because of this, we consider ourselves pioneers in developing responsive sites.

In doing so, we have revolutionized the process from single breakpoints to integration by means of technology offering the flexibility of responsiveness over many breakpoints allowing for a larger user set of devices in which the site appears with little to no degradation.

BarkleyREI will help to guide Central Piedmont to make smart content choices that help in reducing the number of odd content wraps, etc. to help in the preferred visual representation of the website on multiple screen sizes.

The following are screen captures of some recent responsive sites:



[www.peoples-gas.com](http://www.peoples-gas.com)

PEOPLES

MY ACCOUNT GET GAS STREET WORK ALL ABOUT GAS E-ACCOUNT

MAKING YOUR LIFE BETTER

LEARN MORE

A COMMITMENT TO MAKING YOUR LIFE BETTER

At Peoples, we are more than just a natural gas service provider. We are a company that is truly passionate about serving you. Take a look at the articles below to see what we are doing to improve your home, support your community, drive your business, and protect the environment. From our customer service commitment to cutting edge technology, there are many ways that Peoples is Making Your Life Better.

FILTER ARTICLES BY:

FEATURED HOME BUSINESS ENVIRONMENT COMMUNITY

COMMUNITY: Top 10 Fish Fries in Southwestern Pennsylvania

COMMUNITY: Local to Local: The Peoples Eat, Drink, Help Program

PRESS RELEASE: Peoples to Add 35,000 Natural Gas Customers in Kentucky

PRESS RELEASE: Delta Gas Enters Agreement to Be Acquired by Peoples Gas

ENVIRONMENT: 5 Fun Date Nights for the Outdoorsy Couple

COMMUNITY: Megan O'Brien on the Cool Down for Warmth

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HELP ME PAY SAFETY TAGS PEOPLES IN MY COMMUNITY

PEOPLES | MAKING YOUR LIFE BETTER

ABOUT NEWS EVENTS CAREERS SPONSORSHIP/MEDIA REQUESTS

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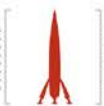
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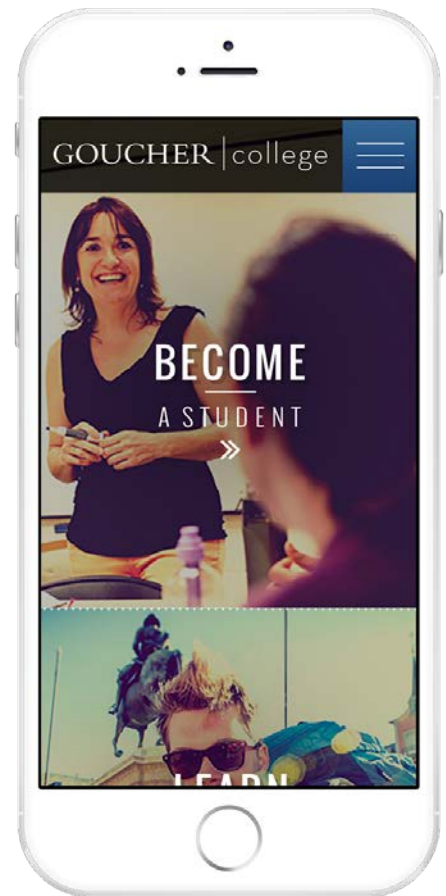
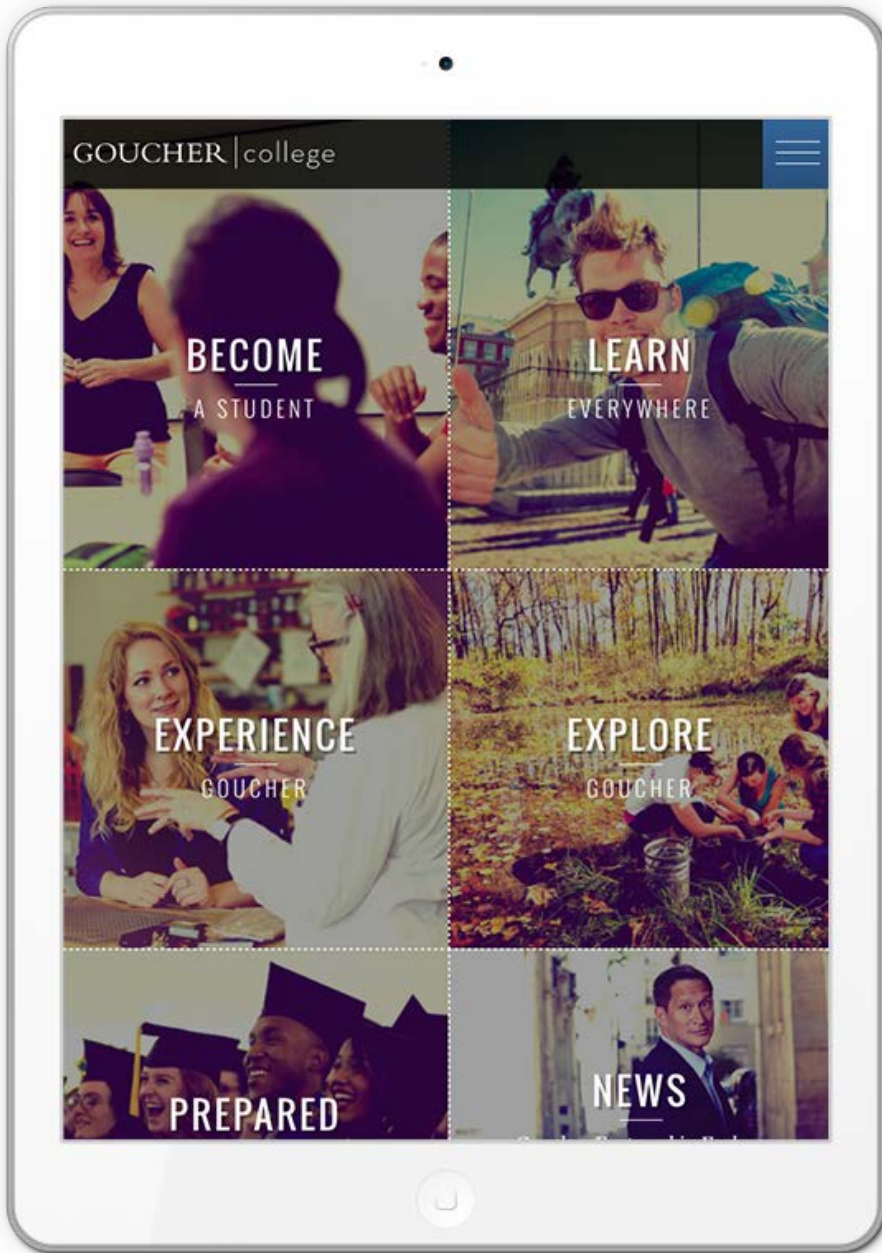
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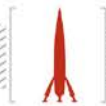
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## User Experience Design

Once a home page direction has been chosen, we move into the UX design phase of our project, during which we will develop the wireframes and visual designs for level pages of the site.

### 5.2.2 Describe the vendor's philosophy regarding user interface and user experience best practices

In our shop, form and function are equally important. All our design and user experience choices are driven by data-backed knowledge of usability best practices, and we never create functionality that does not inherently improve the overarching user experience.

We take the content needs of the site into consideration early in the design process, with the user experience design and content strategy professionals working in tandem to help bring the story and necessary messaging to life through dynamic template components.

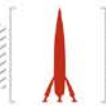
### 5.2.2 Templates and Templating Describe the process of supplying template designs for home pages, head category pages and other additional page additional pages of the proposed solution

We take a modular design approach or component-based approach to interior template design. This process ensures that there is strong continuity between home page concepts and internal pages and that the visual design executes the overarching strategy successfully regardless of what level of the site a user is viewing.

By providing a variety of components (think of these as content elements or building blocks of a page), along with easy to understand guidelines for which components should be used for what purpose, we walk the line between structure, which makes it much easier for content contributors to contribute content through the CMS, and flexibility, which allows them to tell their story to the highest possible technical capability. Our componentized approach also makes it easy to upgrade templates as new technologies become available, helping to ensure the current site design remains relevant long after the redesign and prolonging the "shelf life" of the website.

Rather than providing 15 discreet templates, which can be extremely expensive to produce, we strive to streamline the quantity of templates and provide higher level templates that can be used for a variety of purposes on the site. The following are the templates we foresee being necessary for Central Piedmont, based on a preliminary review of the site and our experience with Community Colleges:

- Home Page Template
  - For use on the home page only
- High Level Template
  - Components configured for Campus Landing Page
  - Components configured for High level pages (pages reached through main navigation)
  - Components configured for Academic Division pages
- Standard Level Template
  - Components configured for secondary and tertiary pages under offices, divisions, student services etc, faculty profile pages etc.
- Program Landing Page
  - Component would feature full list of program offerings, sortable and filterable by location, frequency (full, part-time, online,) academic subject, and/or any other applicable agent
- Program Detail Page



- Possibly a specific configuration of either the high level or standard level template. We will make that recommendation once we have ascertained what type of content can and should be featured.
- Search Results Template

**Please note, these are suggestions borne of high level research and provided to meet the requirements of this RFP. Our final template recommendations will likely change based on what we learn during discovery.**

All our templates feature components that empower content contributors to make full use of a variety of media opportunities, including videos, social media feeds (where strategically appropriate) and consuming AJAX calls to authenticated or unauthenticated REST APIs.

### Existing Content Migration Assistance

(Optional)

Managing the content acquisition and content migration efforts (publishing pages, links, images, copy etc. within the CMS) for a major redesign is very complicated and requires a significant amount of time and effort.

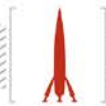
Our agency has managed dozens of large scale content migrations and we have developed a very complete, organized process for managing content migration.

Our dedicated, full-time content manager has developed a methodology that includes the use of 2 primary tools that we create and share with our client to ensure that the migration process goes smoothly:

- Content Inventory: We will create a custom content inventory that will serve as a very advanced checklist for the pages that need to be built on the website. It is built according to the content plan and is expanded to include all pages (to an agreed upon level) that will be on the new website. Each page is listed in according to its position in the site hierarchy and includes associated fields that specify who is responsible for providing the content, what source content will be used (often a URL from the existing website), what CMS template should be used to create the page and a status of the page ranging from “not started” to “content complete” to “page built.”
- Content Templates: We will also provide custom content templates that provide the requirements for each template in a word document format. So, for example, a content author who needs to create a page about financial aid will find the page in the tracker, identify what template should be used, then use the corresponding content template to begin the work. This provides guidance to content authors on how content should be organized for each template and each page on the website.

Beyond providing documentation, our content manager will act as a consultant that can advise your team on how to effectively manage this process.

In addition to our tried-and-true content migration process, we also have experience working with automated content migration tools with many of the Content Management Systems that we use on a regular basis.



## DEVELOPMENT

Our approach to development begins with the idea that our development team should be involved in planning the website that they are going to build. To support this, we ensure that senior members of our development team are involved from the beginning of the project (starting with the onsite sessions) and that they are involved in reviewing all major deliverables (such as wireframes) before they are delivered to the client.

Our 5 full time interface developers (note that our development team also includes 3 database programmers and 2 QA specialists) have collectively worked on dozens of CMS-driven higher education website projects including approximately 15 fully responsive higher education website with several more currently in progress.

### **5.2.2 Describe the level of compliance of the templates of the proposed solution to web standards, namely HTML5 and CS3**

Upon approval of the templates that will be used to build the website, our development team will begin utilize a range of technologies including HTML5, JavaScript, AJAX, jQuery, CSS3 to convert the design templates to functional website templates according to a set of internally developed coding standards that includes best practices related to responsive functionality and ADA compliance

The “statically” coded templates are then sent for review by our client services team, user experience team, and visual design team. This serves as a first pass to ensure the templates align with the approved templates designs.

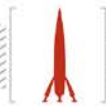
Upon internal approval of the static templates, our developers will begin to integrate the templates into the selected CMS. Because of our extensive CMS development experience, our development team understands how the front end requirements translate to the administrative side of the content management system. Accordingly, they are able to effectively deliver a very user-friendly set of methods and controls that help guide CMS users on how each template (or each element of each template) can and should be used.

This is not an aspect of the website design process that wins awards or garners praise from institutional leadership, but getting this right is absolutely critical to ensuring that the new website “holds up” over time as new content managers are introduced to departments, programs, centers and offices.

### **Test and Development Environments**

New projects will be coded, integrated, and tested by the developer/coder assigned to the task in our development hosting environment. Before migrating to a production environment, projects will be migrated to a QA environment for a formal round of QA.

Once migrated to the QA environment, and confirmed by the QA team, the product will be slated for a migration to the live production environment. Both QA and development will work closely after this migration to ensure that the project reflects its intended results. The responsibility of communicating and confirming the successful migration of tracking scripts will be shared between coding, QA, and management.



## Deployment & Testing Standards

We take pride in our incredibly thorough, progressive approach to quality assurance testing. We are able to test at a level that exceeds our clients' expectations partially because we have 3 full time quality assurance specialists.

They continually update our testing process to ensure that the solutions we deliver to our clients function as expected. Key areas of focus include:

- We go above and beyond to ensure consistent presentation and functionality across multiple browsers (including multiple versions of Chrome, Internet Explorer, Firefox and Safari) and multiple operating systems. We also have an impressive range of tablet and mobile devices in house (vs. relying exclusively on browser/device simulation software) that we use specifically for mobile quality assurance testing.
- Due partially to our extensive experience in higher education website design, we are well versed in accessibility standards and have integrated ADA compliance into our quality assurance testing methodology.
- We test the CMS user experience with the goal of “thinking ahead” about what CMS users might do that would result in problems or issues with specific website pages. In effect, our QA team picks up where our development team leaves off in working to ensure that the website is user friendly to CMS users.

We have provided a more detailed description of our supporting methodology below:

### I. Documents Gathering and Review

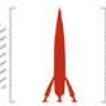
The Quality Assurance team, in collaboration with the Project Management, Design, and Development teams, gathers and reviews project documentation to prepare and develop test plans. The documents reviewed include:

- A. Website Strategy
- B. Creative Brief/Project Brief
- C. Wireframe Documents
- D. Composite Designs
- E. Multimedia Functional Specifications/Storyboards

### II. Authoring Quality Assurance Test Plans

After requirements are determined, the QA team develops test plans. The test plans define all site functionality to be tested and outline the specific testing tasks that will be executed to test functionality.

Test plans are based on a predefined structure that integrates standardized testing procedures, test cases, and testing scenarios which are then augmented with project-specific procedures, cases, and



scenarios to ensure a comprehensive testing approach. Test plans also incorporate W3C/Section 508 accessibility testing procedures.

Test plans are executed against Windows and Macintosh operating systems on the latest versions of the following browsers: Microsoft Internet Explorer, Mozilla Firefox, Google Chrome, and Apple Safari.

Mobile Websites are tested primarily against the Apple iOS and Google Android platforms. The default browsers for each platform are used for testing (Safari for iOS, Chrome for Android), except in the event of devices with outdated hardware. We then recommend that users download a browser from their respective app stores that receive regular updates.

### III. Template Integration Testing in the CMS

The section of the test plan specific to site templates and CMS integration is executed in the development environment. Site templates are tested in the CMS to ensure cross-browser compatibility, proper content mapping, navigation functionality, and accessibility.

### IV. Initial Site Functionality Testing

This section of testing deals with client-specific functionality and is performed against the development environment. All site features are tested to ensure cross-browser compatibility, correct functionality, proper error condition handling (application and user-initiated), and correct data capture.

During this time, performance and load testing is done against BarkleyREI's internal network to ensure that pages return in an acceptable amount of time. If the development site is not hosted by BarkleyREI, QA will work with Project Management and the client to coordinate testing on the host environment. Quality Assurance will work with the site to determine expected load levels.

At the conclusion of this step, the site is released to the client for review.

### V. Client Modification Testing

Following client review, the Quality Assurance team gathers all documentation of client-requested changes, and creates additional test cases or scenarios as needed. The modifications to the site are then tested.

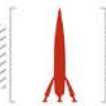
### VI. Site Regression Testing in the Development Environment

The Quality Assurance team performs regression testing against the site to ensure that any modifications and development work based on client requests have not adversely affected existing site presentation or functionality.

### VII. Deployment of Site to the Production Environment

When deploying the site to the production environment, a Go-Live test plan specific to site deployment is executed to ensure proper integration of the site into the live environment.

### VIII. Site Regression Testing in the Production environment



Following public release, the Quality Assurance team reviews the site in the production environment to ensure that the site and any supporting applications are functioning correctly. This review includes an automated link scan of the site to ensure all links in content and dynamic functionality point to the correct resources.

Upon conclusion of the testing phase, BarkleyREI will transition the project assets to the Client which will include any non-proprietary source code and files, templates and a design style guide BarkleyREI developed as part of the project and initiate the launch process or work with you to support the launch and to ensure any that may arise are resolved in a timely fashion.

We do not offer in-house hosting. However, we have helped almost all our recent clients set their site up with Amazon Web Services or a similar service which meets the request for Cloud-based hosting needs.

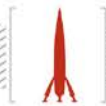
## TRAINING

CMS training is yet another service that we can offer to ensure that your new website launched on time and reflects the vision defined in the redesign plan. Your specific training needs will be ascertained during our discovery sessions, and we will plan site training accordingly.

In addition to on-site training, we will provide written documentation with step-by-step instructions for using all templates that we integrate. In addition, our technical team will prepare any documentation necessary for the web or IT teams in regard to custom applications we've developed, forms we've created, etc. and walk the Samuel Merritt University team trainers through them all via a 1-day onsite training workshop to ensure you are comfortable with your ability to modify them if ever needed.

In addition to CMS training, we will also offer a 2 hour web content creation best practice training session that will cover the content-specific aspects of maintaining compliance with WCAG 2 AA and ADA requirements as well as general web content creation best practices.

The training workshop will be in the form of a "train-the-trainer" fashion.

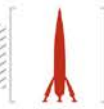


## TIMELINE

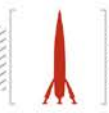
We expect the redesign process to take between nine and twelve months, depending on the alacrity with which we can move through revision cycles. The following is an estimated timeline based on a June kickoff.

Research and Discovery	Formally planned research and discussions to define requirements and inform redesign recommendations	<ul style="list-style-type: none"> <li>Detailed project plan</li> <li>Audience and client research</li> <li>Exploratory website review</li> <li>Onsite agenda and guide</li> <li>Onsite focus groups and working sessions</li> </ul>	June
Redesign Strategy	Comprehensive redesign plan that includes goals, audience insights and recommendations for how the new website will better support your university	<ul style="list-style-type: none"> <li>Competitive research</li> <li>Digital presence SWOT analysis</li> <li>Strategic plan including vision, goals recommendations and measurement</li> <li>CMS requirements outline</li> <li>Onsite presentation</li> </ul>	July
Experience Design	Establish architecture, navigation system and visual appearance	<ul style="list-style-type: none"> <li>Content audit</li> <li>Analytics audit</li> <li>Sitemap and navigation wireframes</li> <li>Visual design</li> <li>Onsite presentation</li> </ul>	Aug-Sept
Content Planning	Detailed plan that specifies what content should be included on key website pages. Also includes support on selecting a CMS.	<ul style="list-style-type: none"> <li>Content outline (2 levels)</li> <li>CMS recommendation and selection</li> <li>Content inventory</li> <li>SEO best practices guide (optional)</li> </ul>	Sept - Oct
Template Design	Development and presentation of individual template designs	<ul style="list-style-type: none"> <li>Template wireframes &amp; functional specifications</li> <li>Template designs (.jggs and .psds)</li> </ul>	Oct - Nov
Template Development	Build HTML templates and integrate into the CMS	<ul style="list-style-type: none"> <li>Template coding</li> <li>Additional database programming (if required)</li> <li>Content templates</li> </ul>	Nov - Dec
QA Testing	Test the completed templates on multiple browsers and multiple devices	<ul style="list-style-type: none"> <li>Review of each template</li> <li>Log issues</li> <li>Recheck issue to confirm templates are ready to be delivered to client</li> </ul>	Dec - Jan





CMS Training	Training on the new templates in the selected CMS	<ul style="list-style-type: none"><li>Documentation preparation</li><li>Training session</li></ul>	March-April
Content Migration	The website pages on the website will be built using the approved templates	<ul style="list-style-type: none"><li>Content tracker updates</li><li>Organize content submitted by the client</li><li>Build individual pages</li><li>Consulting on pages we are not directly building</li></ul>	Jan - Feb
Beta Review and Revisions	Client will have a 2 week period to provide final minor adjustments before the website is deployed.	<ul style="list-style-type: none"><li>Client review</li><li>Resolution of in scope issues submitted by client</li></ul>	February
Deployment	Website launch and testing	<ul style="list-style-type: none"><li>Website launch</li><li>Regression testing and monitoring</li></ul>	March
Assessment	Post-launch discussion	<ul style="list-style-type: none"><li>Review/feedback on redesign project</li><li>Discussion of Phase II opportunities</li><li>Pre and post-launch analytics report</li></ul>	April



## ATTACHMENT D: LOCATION OF WORKERS UTILIZED BY VENDOR

## ATTACHMENT D: LOCATION OF WORKERS UTILIZED BY VENDOR

In accordance with NC General Statute 143-59.4, the Vendor shall detail the location(s) at which performance will occur, as well as the manner in which it intends to utilize resources or workers outside of the United States in the performance of this Contract. The State will evaluate the additional risks, costs, and other factors associated with such utilization prior to making an award. Please complete items a, b, and c below.

a) **Will any work under this Contract be performed outside the United States?**  YES  NO

If the Vendor answered "YES" above, Vendor must complete items 1 and 2 below:

1. List the location(s) outside the United States where work under this Contract will be performed by the Vendor, any sub-Contractors, employees, or other persons performing work under the Contract:
  
2. Describe the corporate structure and location of corporate employees and activities of the Vendor, its affiliates or any other sub-Contractors that will perform work outside the U.S.:

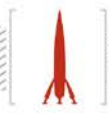
b) **The Vendor agrees to provide notice, in writing to the State, of the relocation of the Vendor, employees of the Vendor, sub-Contractors of the Vendor, or other persons performing services under the Contract outside of the United States**  YES  NO

NOTE: All Vendor or sub-Contractor personnel providing call or contact center services to the State of North Carolina under the Contract **shall** disclose to inbound callers the location from which the call or contact center services are being provided.

c) **Identify all U.S. locations at which performance will occur:**

BarkleyREI, LLC  
2740 Smallman Street, Suite 100  
Pittsburgh, PA 15222

*This Space is Intentionally Left Blank*



## ATTACHMENT E: CERTIFICATION OF FINANCIAL CONDITION

**ATTACHMENT E: CERTIFICATION OF FINANCIAL CONDITION**

Name of Vendor: BarkleyREI, LLC

The undersigned hereby certifies that: [check all applicable boxes]

The Vendor is in sound financial condition and, if applicable, has received an unqualified audit opinion for the latest audit of its financial statements.

Still undergoing our 12/31/2016 audit. Last complete audit was 12/31/2015.

Date of latest audit: Our audit is consolidated under Barkley, Inc.

The Vendor has no outstanding liabilities, including tax and judgment liens, to the Internal Revenue Service or any other government entity.

The Vendor is current in all amounts due for payments of federal and state taxes and required employment-related contributions and withholdings.

The Vendor is not the subject of any current litigation or findings of noncompliance under federal or state law.

The Vendor has not been the subject of any past or current litigation, findings in any past litigation, or findings of noncompliance under federal or state law that may impact in any way its ability to fulfill the requirements of this Contract.

He or she is authorized to make the foregoing statements on behalf of the Vendor.

**Note:** This is a continuing certification and Vendor shall notify the Contract Lead within 15 days of any material change to any of the representations made herein.

**If any one or more of the foregoing boxes is NOT checked, Vendor shall explain the reason in the space below:**



5/22/2017

Signature

Date

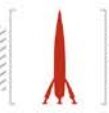
Shane Pryal

Managing Director

Printed Name

Title

**[This Certification must be signed by an individual authorized to speak for the Vendor]**



## ATTACHMENT F: IRAN DIVESTMENT ACT CERTIFICATION

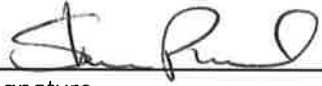
# ATTACHMENT F: IRAN DIVESTMENT ACT CERTIFICATION

## CERTIFICATION OF ELIGIBILITY Under the Iran Divestment Act

As provided in G.S. 147-86.59, any person identified as engaging in investment activities in Iran, determined by appearing on the Final Divestment List created by the State Treasurer pursuant to G.S. 147-86.58, is ineligible to contract with the State of North Carolina or any political subdivision of the State. The Iran Divestment Act of 2015, G.S. 147-86.55 *et seq.*\* requires that each Vendor, prior to contracting with the State certify, and the undersigned on behalf of the Vendor does hereby certify, to the following:

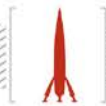
1. that the Vendor is not identified on the Final Divestment List of entities that the State Treasurer has determined engages in investment activities in Iran;
2. that the Vendor shall not utilize on any contract with the State agency any subcontractor that is identified on the Final Divestment List; and
3. that the undersigned is authorized by the Vendor to make this Certification.

Vendor: BarkleyREI, LLC

By:  5/22/17  
Signature Date  
Shane Pryal VP, Managing Director  
Printed Name Title

The State Treasurer's Final Divestment List can be found on the State Treasurer's website at the address <https://www.nctreasurer.com/inside-the-department/OpenGovernment/Pages/Iran-Divestment-Act-Resources.aspx>, which will be updated every 180 days. For questions about the Department of State Treasurer's Iran Divestment Policy, please contact Meryl Murtagh at [Meryl.Murtagh@nctreasurer.com](mailto:Meryl.Murtagh@nctreasurer.com) or (919) 814-3852.

\* Note: Enacted by Session Law 2015-118 as G.S. 143C-55 *et seq.*, but renumbered for codification at the direction of the Revisor of Statutes.



## APPENDIX

The following examples of our work demonstrate our deep experience redesigning complex yet elegant Web experiences for institutional clients. For each example, we were instrumental in the planning, design, development and deployment of their website. For many, we also continue to work with the clients to support, enhance and optimize their experiences.

### CASE STUDY NORTHERN VIRGINIA COMMUNITY COLLEGE – [WWW.NVCC.EDU](http://WWW.NVCC.EDU)

Begun in 1964, Northern Virginia Community College (NOVA) offers a quality and convenient educational experience at an affordable price. NOVA is the largest educational institution in Virginia and the second-largest community college in the United States, comprising of more than 75,000 students and 2,600 faculty and staff members. NOVA is also one of the most internationally diverse colleges in the United States, with a student body consisting of individuals from more than 180 countries.

Located near Washington, D.C., the College includes six campuses -- Alexandria, Annandale, Loudoun, Manassas, MEC (Springfield) and Woodbridge; along with four educational centers -- Arlington, Reston, Innovation Park and ELI. NOVA is accredited by the Southern Association of Colleges and Schools and offers more than 160 degrees at the associate's level and certificate programs. They also offer distance learning programs through our Extended Learning Institute and continuing education courses through Workforce Development.

#### **The Opportunity:**

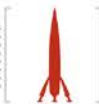
NOVA, having a reputation of one of the top community colleges in the nation, sought to create a single voice on the Web, delivering a unified presence that communicated the approachable, flexible and student-focused feel of the college. They also aimed to support and enhance their strategic vision to become the Gateway to the American Dream in Northern Virginia by 2015 as well as their overarching mission:

*With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.*

However, since the buildings themselves are geographically dispersed with multiple campuses and centers, each with their own set of faculty and personnel, and each campus and center has a unique personality it posed a challenge in creating a coherent look for the Website. In addition to a lack of brand messaging and unity, the institution struggled with some other common challenges facing many community colleges including but not limited to:

- Needing to speak to a broad audience base with varying needs
- Competing against the choice to not pursue higher education
- Perceived quality of academics is not in line with the actual quality of academics (i.e. being seen as the 13<sup>th</sup> grade instead of a higher education institution)
- Financial limitations for some students;
  - Some potential students lack awareness of the aid that is available
  - Some potential students are focused only on cost instead of the investment in their future





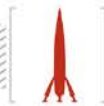
In addition to addressing these potential barriers first-hand in an engaging, positive way, NOVA really wanted to improve the site's ease of use and encourage their potential students to realize their future employment goals were realistic and attainable with the College's resources. Already an incredible source of information, the site needed a clearer path to empower potential students to find the relevant content to help them make the decision to invest in their future. The College also needed help reviewing and selecting a new content management system (CMS) that would be the best all-around fit and ultimately allow the back-end users to keep content fresh, organized and consistent with the look of the rest of the site.

### The Solution:

To fulfill the redesign, BarkleyREI highlighted a need to create a simplified, consistent navigation hierarchy, examine and streamline Web copy, centralize content, and execute a bold and uplifting homepage design that utilized the College's colors and provided a rotating main feature area to showcase imagery of the diverse student body and emphasize their real life success stories.

Initially each separate campus and center had its own distinct Website, designed with its own "look and feel", within the umbrella NOVA Website. As part of the strategy process BarkleyREI assessed these sub-sites and provided recommendations on how to unify their content and build a new unified section of the Website to keep the individuality of the different locations.





Beginning in 2014, NOVA reengaged BarkleyREI to lead a second comprehensive redesign to its main web presence. The previous website, while cutting edge when it launched in 2008, needed to be updated in a variety of ways.

The three Project Goals were to:

1. Recruit new students
2. Drive student success and retention
3. Enhance brand perception

BarkleyREI identified these key strategies to achieve those goals:

1. Create a student-centered user experience that balances the needs of current and future students
2. Illustrate NOVA's strategic vision and positioning as the "Gateway to the American Dream" via content throughout the website
3. Demonstrate the NOVA Experience throughout the website, with a special focus on life outside of the classroom.

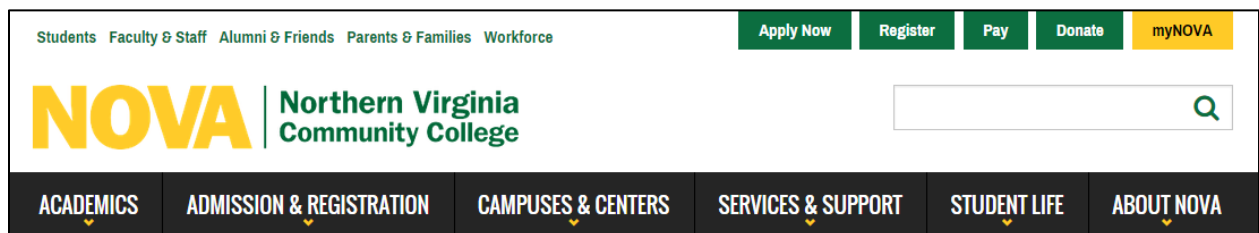
A major challenge was to provide both college-wide and campus-specific information. This included helping users sort through a vast amount of program/degree/certificate content. NOVA offers 170+ majors, programs, and certificates alongside a robust catalog of non-credit courses. With so many offerings across multiple campuses, the new website needed an interface to help students better find the programs and campuses they want and need.

Also, in order to provide a great user experience across all devices and screen sizes, we needed to use Responsive Web Design, which did not exist in 2008.

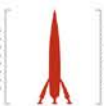
## Solutions

A student-centered site architecture was key for both recruiting new students and helping drive student success and retention. To that end, BarkleyREI:

- Directed the site's primary navigation bar towards prospective students
- Included supplemental audience navigation for other audiences (current students, faculty & staff, alumni & parents, etc.)
- Displayed key calls to action for both current and prospective students as top navigation buttons



A contemporary visual design was mandatory for enhancing brand perception. BarkleyREI created an engaging homepage that combined video and imagery with timely content to make a strong first impression.



Students | Faculty & Staff | Alumni & Friends | Parents & Families | Board of Trustees

Apply Now | Register | Pay | Account | NOVA

# NOVA Northern Virginia Community College

ACADEMICS | ADMISSION & REGISTRATION | CAMPUSES & CENTERS | SERVICES & SUPPORT | STUDENT LIFE | ABOUT NOVA

## CONGRATULATIONS NOVA GRADUATES!

The May graduation recognizes the culmination of students' hard work at NOVA.

GET MORE INFO

NOVA | ACADEMICS | ADMISSION & REGISTRATION | CAMPUSES & CENTERS | SERVICES & SUPPORT | STUDENT LIFE | ABOUT NOVA

Learn Online With E1  
NOVA's Enhanced Learning Institute gives you the flexibility to fit education into your busy lifestyle from anywhere in the world.

Guaranteed Admission Agreements  
Guaranteed admission to your preferred program.

Did You Know?  
Watch Videos

Connect With NOVA

On-Time Registration  
Register early once the session begins, registration is closed.

Fall Registration

### Check out our most popular transfer schools!

NOVA's selected faculty and low tuition make it a great place to take a first step toward a bachelor's or advanced degree. Source: NOVA Fall Book 2013-2014.

## TOP 5

Four-Year Schools NOVA Students Attend After Graduation

1. GMU
2. VCU
3. MARYMOUNT
4. UNL
5. VPI

### NOW AT NOVA

<b>Summer Registration</b> Summer 2015 registration is under way. Summer classes begin for 12 weeks, first a week and first 8 weeks on May 18.	<b>Fall Priority Registration</b> Fall 2015 priority registration begins April 14. Register early and pay for classes - once a session begins, registration is closed.	<b>Feature Program: Nursing</b> Nursing is an exciting and fulfilling career that offers a variety of ways to show commitment to helping others.
<b>Tuition Payments &amp; Deadlines</b> Tuition payment for Summer 2015 is due by 5 pm, three business days after you enroll.	<b>2015 Graduation</b> On Sunday, May 17, NOVA will hold two Commencement ceremonies at George Mason University's Purcell Center.	<b>Important Policy Changes</b> NOVA approved implementation of six policy changes that were introduced the Fall 2014 semester.

SHARE NEWS

### UPCOMING EVENTS

<b>MAY 13</b> Adult Career Pathways - College Access Workshop	<b>MAY 12</b> New Student Veterans Information Session & Orientation	<b>MAY 17</b> Information Session: Specialized Degree Programs for Busy Adults
--	---	---

QUESTIONS? call 703.323.3000 | Request Info | Email | Chat

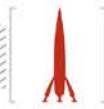
NOVA OFFICES | FACULTY & STAFF DIRECTORY | JOBS | CLOSURE & DISRUPTIONS | POLICE

FIELD STUDY | NEWS | NOVA AT... | YOUNG LEADERSHIP BOARD

Facebook | Twitter | YouTube | LinkedIn | Instagram | Google+ | RSS

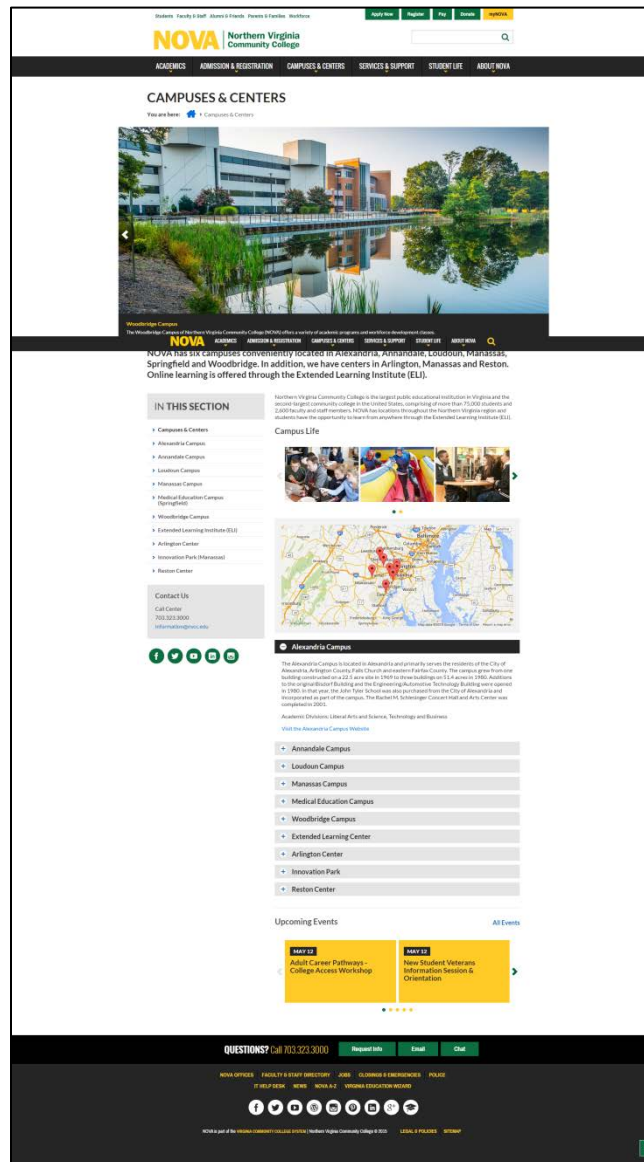
NOVA is part of the **COMMONWEALTH COLLEGE SYSTEM** (Northern Virginia Community College & CCC) | LEGAL & POLICIES | WEBSITE

However, many site visitors do not enter the site via the homepage. We also created compelling landing page templates. These templates allowed NOVA to fully convey the vast array of opportunities available to



students and illustrate NOVA's strategic vision and positioning as the "Gateway to the American Dream". Template components include:

- Masthead photo and video gallery
- Clean section navigation and callout boxes
- Supplemental photo galleries
- Map integration
- Expandable / collapsible accordion content regions
- The ability to pull in and display categorized events



We also made finding course and program information much easier. At NOVA, some programs are offered on multiple campuses, while others are not. Previously, the user had to search for a specific program within each campus's section of the site. If that campus didn't offer that program, the user had to try again on a



different campus's section. BarkleyREI created a centralized Disciplines pages to address this. Each Discipline page shows what degrees, certificates and specializations NOVA offers in that discipline, what campuses it is offered at, and what courses NOVA offers.

**NOVA** ACADEMICS ADMISSION & REGISTRATION CAMPUSES & CENTERS SERVICES & SUPPORT STUDENT LIFE ABOUT NOVA

### IN THIS SECTION

> Discipline List

## Accounting

Offered at:  
Alexandria; Annandale; ELI - Online Learning; Loudoun; Manassas; Woodbridge;

### Degrees, Certificates and Specialization

- Accounting A.A.S.
- Accounting Career Studies Certificate
- Bookkeeping Certificate

### Campus Program Information

Alexandria  
Annandale  
ELI - Online Learning  
Loudoun  
Manassas  
Woodbridge

### Courses & Course Content Summary

Description	Content Summary
ACC 95	Topics In:
ACC 115	Applied Accounting

(Alexandria campus section expanded)

## Accounting

Offered at:  
Alexandria; Annandale; ELI - Online Learning; Loudoun; Manassas; Woodbridge;

### Degrees, Certificates and Specialization

- [Accounting A.A.S.](#)
- [Accounting Career Studies Certificate](#)
- [Bookkeeping Certificate](#)

### Campus Program Information

Alexandria

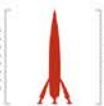
Accounting is part of the Science, Technology and Business Division at Alexandria

### Helpful Resources

- [AccountingNet - The complete online resource for accounting](#)
- [American Accounting Association \(AAA\)](#)
- [American Institute of Certified Public Accountants \(AICPA\)](#)
- [Big Four Accounting Firms - Current information about the top CPA firms.](#)
- [C.P.A. Certification - Virginia Board for Accountancy Rules for Certification](#)
- [Financial Accounting Standards Board \(FASB\)](#)
- [Internal Revenue Service \(IRS\)](#)
- [Rutgers University Accounting Web - Many other links to accounting information](#)
- [Tax Site Directory Exhaustive tax and accounting sites from Dennis Schmidt.](#)

### Division Contact

703.845.4261



Besides that, the new site features a searchable, alphabetical list of disciplines.

Students Faculty & Staff Alumni & Friends Parents & Families Workforce [Apply Now](#) [Register](#) [Pay](#) [Donate](#) [myNOVA](#)

# NOVA Northern Virginia Community College

ACADEMICS | ADMISSION & REGISTRATION | CAMPUSES & CENTERS | SERVICES & SUPPORT | STUDENT LIFE | ABOUT NOVA

## DISCIPLINE LIST

You are here: [Home](#) > [Academics](#) > Discipline Search

**IN THIS SECTION**

- > Discipline List
- > Search Programs of Study & Classes

Search Areas of Study & Classes by Name or ID

Explore NOVA's Academic Disciplines

Jump to: [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

- Accounting
- Administration of Justice
- Administrative Support Technology
- Air Conditioning and Refrigeration
- American Sign Language & Interpreter Education
- Arabic

In addition, BarkleyREI built a custom Disciplines/Programs/Classes search tool. This tool allows the user to filter NOVA's offerings by degrees vs. certificates, as well as by location, class term and day of the week.

Students Faculty & Staff Alumni & Friends Parents & Families Workforce [Apply Now](#) [Register](#) [Pay](#) [Donate](#) [myNOVA](#)

# NOVA Northern Virginia Community College

ACADEMICS | ADMISSION & REGISTRATION | CAMPUSES & CENTERS | SERVICES & SUPPORT | STUDENT LIFE | ABOUT NOVA

## SEARCH PROGRAMS OF STUDY & CLASSES

You are here: [Home](#) > Search Programs of Study & Classes

**Narrow Results (147)**

**Show**

- Degrees
- Certificates
- Classes

**Location**

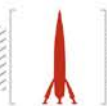
- Alexandria
- Annandale
- Innovation
- Loudoun
- Manassas
- Medical Education Campus
- Woodbridge

**Class Term**

- 2014 Fall

**Class Day**

Degrees	Certificates
<a href="#">Accounting A.A.S.</a> Credits: 66	<a href="#">Accounting Career Studies Certificate</a> Credits: 27
<a href="#">Administration of Justice A.A.S.</a> Credits: 66	<a href="#">Administration of Justice Certificate</a> Credits: 34
<a href="#">Administrative Support Technology Specialization</a> Credits: 69	<a href="#">Advanced Forensic Investigation Career Studies Certificate</a> Credits: 22-25
<a href="#">African-American Studies Career Studies Certificate</a> Credits: 21	<a href="#">Air Conditioning and Refrigeration A.A.S.</a> Credits: 67
<a href="#">Air Conditioning and Refrigeration Certificate</a>	<a href="#">American Sign Language Career Studies Certificate</a>



The new website also offers a term-specific class schedule search tool, so users can easily find all the pertinent what/where/when information about classes they are interested in.

### Search the Schedule of Classes

Term

Subject Area  Campus Center

Session  Day  Start Date

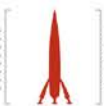
## SCHEDULE OF CLASSES - FALL 2015

### Search Results

ACC 211 - Principles of Accounting I				3.00 cr	Sixteen Week - Regular Academic Session		
Class #	Section	Days	Time	Room	Location	Instructor	
16186	001A	MW	9:30AM - 10:45AM	AA-0346	Alexandria	Mohamed Kargbo	
16190	002A	MW	11:00AM - 12:15PM	AA-0471	Alexandria	Raymond Cook	
16210	007A	M	7:30PM - 10:15PM	AA-0469	Alexandria	Jacob Millington	
ACC 211 - Principles of Accounting I				3.00 cr	Eight Week - First		
Class #	Section	Days	Time	Room	Location	Instructor	
17573	101A	MW	7:30PM - 10:15PM	AA-0346	Alexandria	Mohamed Kargbo	
ACC 212 - Principles of Accounting II				3.00 cr	Sixteen Week - Regular Academic Session		
Class #	Section	Days	Time	Room	Location	Instructor	
16222	002A	MW	12:30PM - 1:45PM	AA-0471	Alexandria	Raymond Cook	
ACC 212 - Principles of Accounting II				3.00 cr	Eight Week - Second		
Class #	Section	Days	Time	Room	Location	Instructor	
17841	201A	MW	7:30PM - 10:30PM	AA-0346	Alexandria	Mohamed Kargbo	
ACC 221 - Intermediate Accounting I				3.00 cr	Sixteen Week - Regular Academic Session		
Class #	Section	Days	Time	Room	Location	Instructor	
15570	001A	M	7:30PM - 10:15PM	AA-0454	Alexandria	Raymond Cook	

Combined, these tools give current and prospective students simple access to all the basic program, course and schedule information that they need to find the right fit for them.

The redesigned [nvcc.edu](http://nvcc.edu) website launched on May 12, 2015 as the latest in a series of successful NOVA/BarkleyREI partnership initiatives.

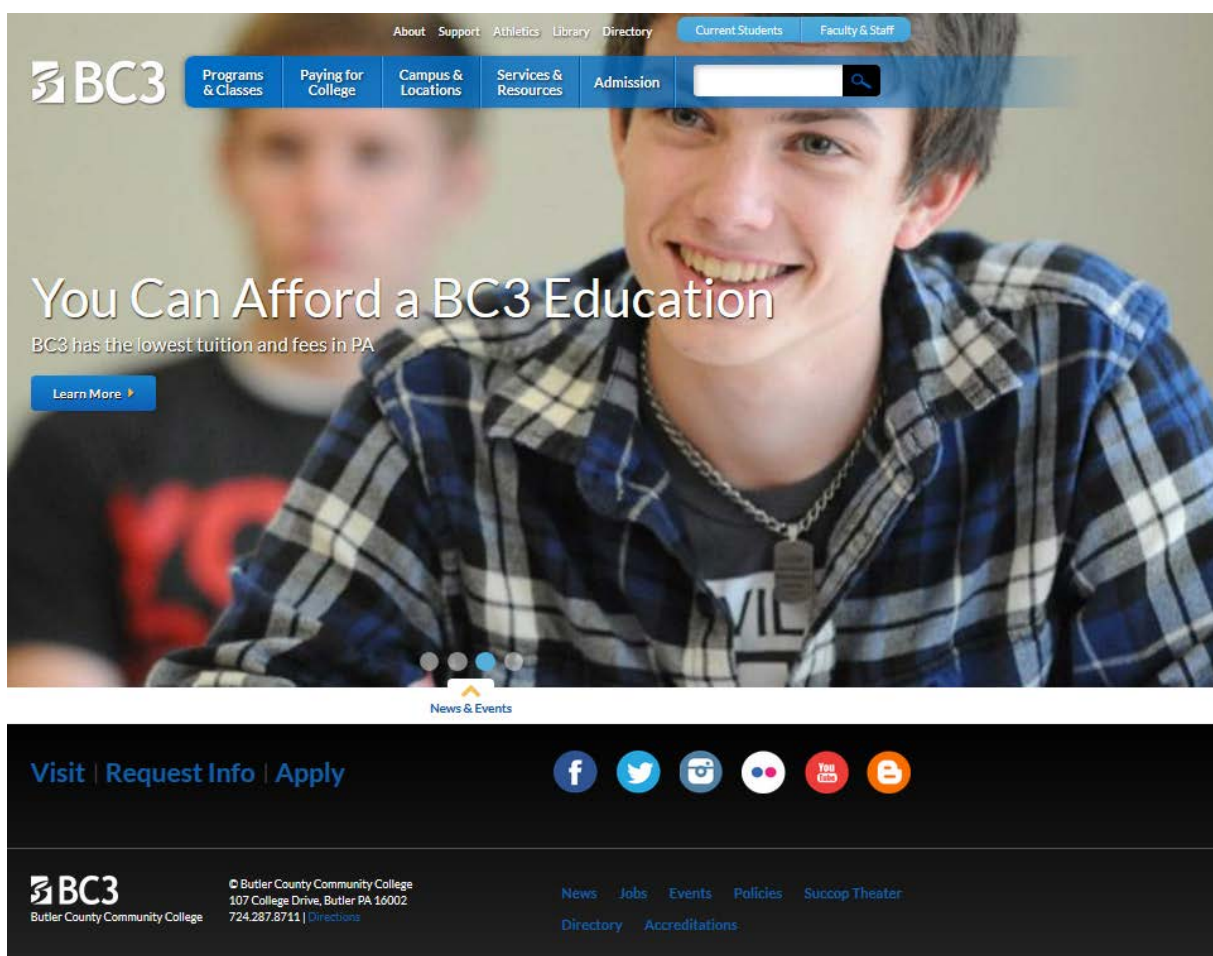


## CASE STUDY BUTLER COUNTY COMMUNITY COLLEGE – [WWW.BC3.EDU](http://WWW.BC3.EDU)

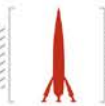
The original Butler County Community College (BC3) website was designed over six years ago. The website had approximately 550 active pages and was updated and refreshed over the years several times.

The top priorities of the redesign were to increase the website's ability to serve as a strong marketing tool for recruiting and retaining students, better communicate the brand and enhance the College's reputation, better integrate all services/aspects of the College represented on the website such as credit, noncredit, public safety, business and industry, Foundation and alumni, etc., and leverage responsive web design techniques to make the website accessible and usable on a wide range of devices.

Our redesign solution for BC3.edu delivered a more user-friendly and visually appealing website design that creates a sense of excitement about BC3 and showcases its personality, strengths and importance to Northwestern PA. We were responsible for strategy, UX, usability testing (using wireframe prototypes), design, coding & integration, application development, content migration, SEO, CMS set up & training, and QA. The site was built on OmniUpdate.







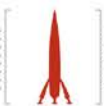
BC3 offers over 60 associate degree, career, and transfer programs encompassing hundreds of courses and thousands of classes across 4 different campuses. Needless to say, website visitors need a simple, easy to use way to search these offerings to find the ones that are right for them.

Our solution starts with a clean, easy to digest Programs & Classes page. This gateway page acts as a funnel to let visitors self-select whether they are interested in a Degree, Certificate, a single class or a training program.

### Programs & Classes page



After making a selection, the user is taken to their selection's landing page (e.g. "Degrees"). These landing pages include both a keyword search tool and a clear listing of topics for the user to choose from.



## Degrees landing page

[About](#) [Support](#) [Athletics](#) [Library](#) [Directory](#) [Current Students](#) [Faculty & Staff](#)

[Programs & Classes](#)
[Paying for College](#)
[Campus & Locations](#)
[Services & Resources](#)
[Admission](#)

[Programs](#) [Classes](#) [Degrees](#)

## Degrees

Butler County Community College offers 54 career and transfer degree programs. Earn your associate's degree in 2 years or complete your bachelor's degree at BC3 or another college in 4 years.

**Search Degrees**

**Choose a Topic**

Art & Media	Business	Criminology
Design & Drafting	Education	Emergency Services
Engineering	English	General Studies
Healthcare	Homeland Security	Human Services
HVAC	Marketing & Communications	Psychology
Parks & Recreation	Science & Math	Technology & Web

[View All Degrees](#)

[Visit](#) | [Request Info](#) | [Apply](#)

© Butler County Community College  
307 College Drive, Butler PA 16002  
724.287.8711 | [bc3.edu](#)

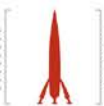
[News](#) [Jobs](#) [Events](#) [Publics](#) [Outside Theater](#)  
[Directory](#) [Accreditation](#)



Upon making a Topic selection, the user is taken to a Results page which clearly lists that Topic's results. The results page allows the user to narrow the results through filters for campus location, as well as for transfer-friendly and online offerings.

The screenshot shows a web interface for "Education" results. At the top, there is a breadcrumb trail: "Programs Classes > Degrees > Education". The main heading is "Education". Below this, there are two columns. The left column is titled "Narrow Results" and contains three filter sections: "LOCATION" with radio buttons for Butler (5), BC3 @ Armstrong (0), BC3 @ Brockway (1), BC3 @ Cranberry (1), BC3 @ Lawrence Crossing (3), BC3 @ LindenPointe (2), and Other (0); "TRANSFER" with a radio button for Transfer Friendly Degrees (4); and "ONLINE" with radio buttons for Fully Online (0), Includes Online Classes (5), and Includes Hybrid Classes (5). An "Update Results" button is at the bottom of the filters. The right column is titled "5 of 5 Results" and lists five degree programs, each with a blue header bar and a right-pointing arrow. The programs are: "Child Development Education, A.A.S." (Credits: 62, Location: Butler, Hybrid and Online options); "Early Childhood Education (Pre K-4), A.A." (Credits: 63, Location: BC3 @ Brockway, Butler, BC3 @ Cranberry, BC3 @ Lawrence Crossing, BC3 @ LindenPointe, Hybrid and Online options); "Physical Education - Exercise Science Option, A.S." (Credits: 65, Location: Butler, Hybrid and Online options); "Physical Education - Sport Management Option, A.S." (Credits: 66, Location: Butler, BC3 @ Lawrence Crossing, Hybrid and Online options); and "Secondary Education, A.S." (Credits: 62, Location: Butler, BC3 @ Lawrence Crossing, BC3 @ LindenPointe, Hybrid and Online options).

Once the user makes a selection (in this example, by picking an education degree) they arrive at an organized, easy to digest Degree Detail page which provides details about the degree, a description of it, and a complete list of required classes, as well as key calls to action (apply, request info).



## Degree Detail page

About Support Athletics Library Directory **Current Students** Faculty & Staff

[Programs & Classes](#)
[Paying for College](#)
[Campus & Locations](#)
[Services & Resources](#)
[Admission](#)

[Home](#) > [Programs Classes](#) > [Degrees](#) > [Education](#) > [Child Development Education, AAS](#)

[Apply to BC3](#)

[Request Info](#)

**Questions? Contact:**  
 BC3 Admissions  
 (724)248-8501  
[Admissions@BC3.edu](mailto:Admissions@BC3.edu)  
 8:00 a.m. - 5:00 p.m. M-F

**Recommended Links**

- [Academic Calendar](#)
- [Academic Success](#)
- [College Scholarships](#)

## Child Development Education, A.A.S.

From creating activities and curriculum, to understanding education law and philosophies, you'll be prepared to become a day care group supervisor, pre-school teacher or public school teacher assistant.

**Child Development Education**  
 Students choose from a variety of puppets to supplement their lesson for young children.

**Details**

**Credits:**  
62

**Outcome:**  
Associate in Applied Science Degree

**Location:**  
Butler

**Description**

**Classes**

[Visit](#) | [Request Info](#) | [Apply](#)

© Butler County Community College  
107 College Drive, Butler PA 16002  
724.287.8711 | [Website](#)

[News](#) | [Jobs](#) | [Events](#) | [Policies](#) | [Succop Theater](#)  
[Directory](#) | [Accreditations](#)

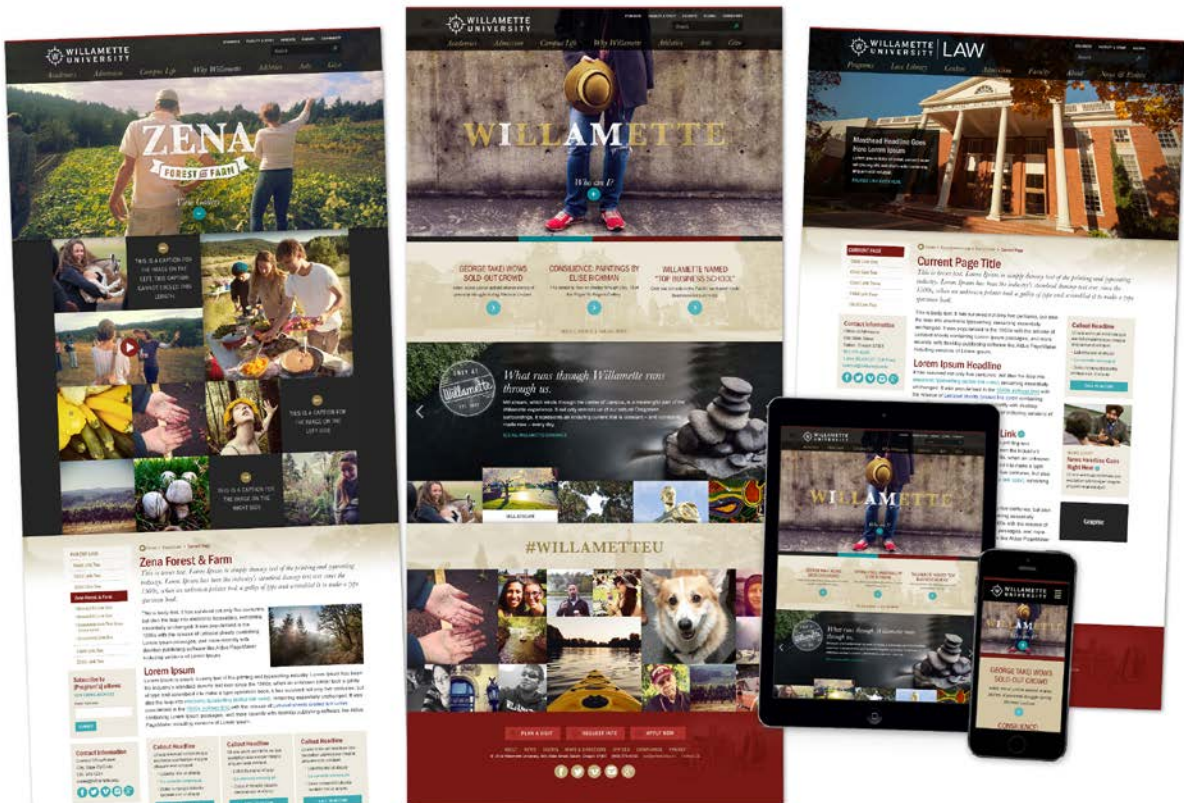
All of the results data is populated dynamically. BarkleyREI's custom-built system pulls data from the College's Datatel system.

Based on a solid information architecture foundation, the course/degree search tools that we have built for BC3 intuitively guides the user through the funnel to arrive at their destination.



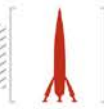
## CASE STUDY WILLAMETTE UNIVERSITY - [WILLAMETTE.EDU](http://WILLAMETTE.EDU)

Willamette is a nationally renowned, selective private liberal arts university in the quietly picturesque city of Salem, Oregon, just south of Portland. Founded in 1842, Willamette is the first university established in the western U.S. and has become a national leader in sustainability and civic engagement. The University hosts around 2,000 undergraduate and 800 graduate students, and features a residential undergraduate College of Liberal Arts and two professional graduate schools: the College of Law and Atkinson Graduate School of Management. The Pacific Northwest offers a unique American viewpoint on life, and this is reflected in the campus and culture of Willamette, as roughly 80% of their student base hails from Oregon, Washington, and California.



Willamette's Strategic Plan outlined the University's goal as becoming "the Northwest's leading institution for rigorous, personalized liberal arts and graduate professional education, attractive to students and faculty from across the nation and around the world." The importance of portraying a coherent and authentic brand identity for the University across the campus, schools, print and web materials was paramount to this goal. Willamette's culture attracts students are uniquely bright and talented, often contributors to the community, and possess a strong sense of civic responsibility that embodies the ideal of the Pacific Northwest US, and demonstrates lifelong value beyond the education.

BarkleyREI was challenged with creating a website that spoke to the depth, vibrancy, and service of the Willamette University culture and community. The site would lead a new branding effort, presenting a unified, cohesive message showcased through student stories and meaningful, authentic content. This content would provide clear critical pathways for prospective students to follow, and help them decide if they



were Willamette material, ultimately to request more info, schedule a visit, and apply (which these three calls-to-actions are always present in the footer).



From a technical standpoint, the site would require the latest coding techniques in responsive design to provide a rich, content-centric experience without being overwhelming and complex. The design needed to be fresh, yet still harken to Willamette's roots but in a completely modern way. BarkleyREI's Process included:

#### Information Design

- Develop content outline
- Develop information architecture and navigation system
- Develop content strategy recommendations
- Develop wireframe documents

#### Creative Design

- Fully Responsive Homepage and interior page design concepts
- Web Style Guide

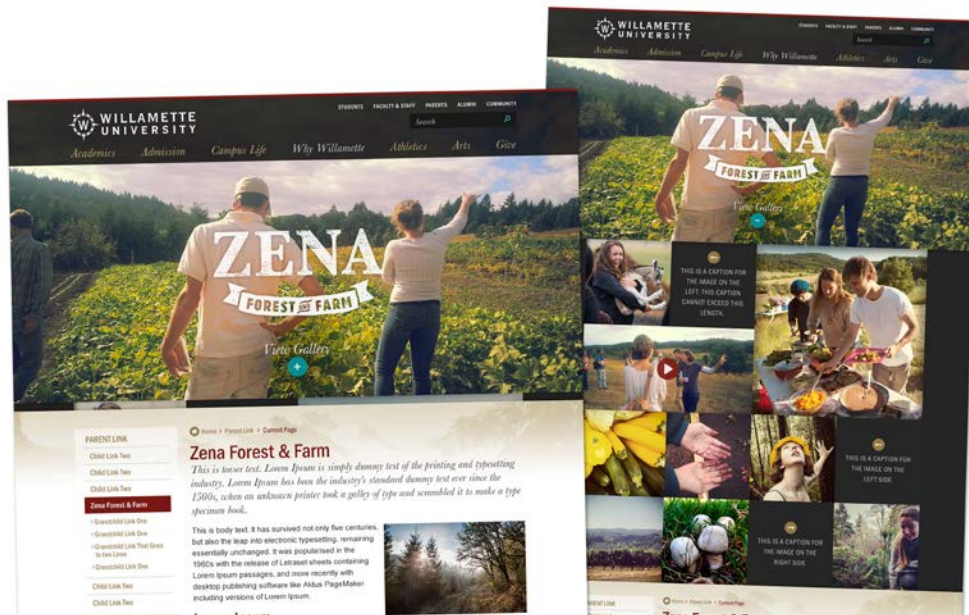
#### Interface Programming & Development

- Static CSS, HTML coding, XSLT, etc.
- Production art and design extensions
- Rigorous quality assurance testing and resolution
- Cascade Server CMS Implementation support

The key to addressing Willamette's challenges was through telling the story of the University by answering questions - Why Willamette? Who is Willamette? What is Willamette? The answer is within the culture, the research, the academics and the storytellers themselves: The Students. I Am Willamette.



BarkleyREI designed the template for the homepage to be flexible, expandable, and rich with the content that draws users in to explore the story of Willamette. Users can explore more of the story by reading the student stories, watching videos, flipping through photo galleries, and more to get a firm sense of place. These in-depth experiences are the soul of the University – And they're Only at Willamette. This design language is carried through the Interior Pages, which are flexible to include more depth for stories, but also include the necessary information that prospective students and parents are looking for, easily accessible and as few clicks away as possible. Related content is streamlined into the pages, showcasing clear pathways for the user to follow, all cohesive and consistent.





Student Profiles: Crafting a sense of place for prospective students is important in the decision making process. BarkleyREI helped demonstrate Willamette's lifelong value proposition through in-depth student stories and profiles that showcase outcomes. Taking into account how important these stories were, we saw a need to provide a better way for these highlights, awards and research projects, to be syndicated across the website. We added expanded student and faculty profiles organized by program to allow for prospective students and their parents to easily research and view faculty resources and peers within specific departments.



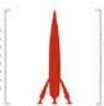
#### STUDENT STORIES

### Related Story Headline Goes Here >

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[VIEW ALL \[CATEGORY\] STORIES](#)





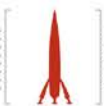
## CASE STUDY DAVIDSON COLLEGE – [WWW.DAVIDSON.EDU](http://WWW.DAVIDSON.EDU)

Davidson College is a prestigious liberal arts college located just North of Charlotte, NC established in 1837 with about 1900 students. Regarded as one of the top liberal arts colleges in the country, the Davidson Honor Code is central to student life at the college and the lives of graduates later in their careers. Davidson became the first liberal arts institution in the nation to replace loans with grants in all financial aid packages, giving all students the opportunity to graduate debt-free.



Their website, after about 6 years and 19,000 pages, had begun to feel disorganized and no longer effectively represented the direction and the character of the school. Similarly, there was a host of user experience issues that had to be overcome from standalone sites to content formatting. The website lacked the capability to host multimedia and was inaccessible to mobile devices and had overall become burdensome to manage and update.

BarkleyREI was brought on-board to create the new face of Davidson by redesigning and reorganizing the site using the latest technologies and practices. Creatively, BarkleyREI was tasked to design the site such that it reflects the beauty of the campus and the unique, honor-centric culture – to give prospective students a compelling sense of place. With that in mind, the interface and architecture are designed to help engage key stakeholders (recruits and alumni) while communicating Davidson's core values and unique personality via any web-enabled device.



### Key Features:

- Responsive Design
- Modular CMS-driven masthead components
- Integrated homepage social hub with feeds from Flickr, Facebook, and YouTube
- Integrated events using Dean Evans EMS with custom calendars for each department
- Site wide news syndication with department specific feeds
- Dynamic course listings

The screenshot shows the Davidson College website homepage. At the top is a navigation bar with the Davidson logo and links for Giving, Library, The Arts, and Directory. Below this is a secondary navigation bar with links for ALUMNI, PARENTS & FAMILIES, BUSINESS & COMMUNITY, and INSIDE DAVIDSON. A main navigation bar contains links for ABOUT, ACADEMICS, ADMISSION & FINANCIAL AID, STUDENT LIFE, ATHLETICS, and OFFICES & DEPARTMENTS.

The main content area features a large hero image of Tom Marshburn '82 in a red Davidson t-shirt floating in space. The headline reads "THE RIGHT STUFF DAVIDSON AND BEYOND" with a sub-headline: "Tom Marshburn '82 talks with his alma mater from aboard the International Space Station where he served for 144 days before returning to Earth in May." A "WATCH VIDEO" button is below the text.

Below the hero image are three sections:

- NEWS >>**: A grid of news items. One item features a photo of a group of people and the headline "Senate Confirms Anthony Fauci '03 as Transportation Secretary". Other items include "New Smith Scholar Will Focus Overseas Studies on Conflict Resolution and Reconciliation", "Rogien Course Examines Undeclared, Rarely Acknowledged Role of Clergy Wives", "Students' Fourth Annual Benefit Dinner for The Davidson Trust Nets \$70,000 for Scholarships", "Two Juniors Receive Annual Varn Fellowships to Study Medical Ethics at the Mayo Clinic", and "Artist Jaime Plensa Employed Many Languages to Create College's Latest Outdoor Sculpture".
- EVENTS >>**: A list of events, including "July 18, 12:30 PM - 01:00 PM Staff/Faculty Exercise - Yoga", "July 18, 01:00 PM - 03:00 PM July Experience Registration", "July 18, 03:00 PM - 11:00 PM July Experience Registration", "July 19, 06:00 PM - 07:30 PM July Experience Registration", and "July 19, 12:00 PM - 01:00 PM Artist Meet and Greet, Ambrice Miller Class of '09".

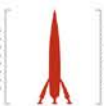
Below the news and events are two large feature boxes:

- ACADEMIC NEIGHBORHOOD**: A section titled "A NEW MODEL FOR LIBERAL ARTS EDUCATION IN THE 21ST CENTURY" describing a 10-year plan to restructure the main academic portion of campus to create learning spaces that foster new methods of interdisciplinary learning. It includes a map of the proposed buildings and a "LEARN MORE" button.
- ATHLETIC CENTER**: A section titled "JOIN IN THE EXCITEMENT AS WE PLAN FOR A NEW \$15 MILLION ATHLETIC CENTER." describing Davidson's vibrant athletics community and its commitment to support 21 Division I athletic programs. It includes a photo of the new athletic center and a "LEARN MORE" button.

At the bottom of the page is a "SOCIAL MEDIA" section with a photo of graduates and links to Facebook, Twitter, YouTube, and LinkedIn. To the right are two columns of social media feeds: "Alumna's Essay on Public Service Value of Presbyterian Education Wins @presoutlook Magazine Contest: bit.ly/11qIA1Y" and "Biology students' work shines again at this year's annual meeting of the Association of Southeastern Biologists. http://tinyurl.com/kummt8s".

The footer contains several utility sections:

- DAVIDSON**: 10272 University Center, Davidson, North Carolina, 704.894.2000, CONTACT US, MAPS & DIRECTIONS.
- RESOURCES**: FAST FACTS, CAREER DEVELOPMENT, JOB OPPORTUNITIES, IT SERVICES, CONFERENCE SERVICES, DINING SERVICES.
- ON CAMPUS**: NEWS, CAMPUS CALENDAR, COLLEGE STORE, ART GALLERIES, TICKET OFFICE.
- POPULAR LINKS**: WEB REDUCTION PROJECT, DIRECTLY DAVIDSON, HONOR CODE, THE DAVIDSON TRUST, SUSTAINABILITY.
- FOLLOW US >>**: Social media icons for Facebook, Twitter, YouTube, LinkedIn, and Instagram.
- REQUEST**: ADMISSION INFO, SCHEDULE A VISIT, APPLY NOW.



# Admissions



ADMISSION & FINANCIAL AID

## ADMISSION & FINANCIAL AID

- REQUEST INFORMATION
- HOW TO APPLY
- PLAN A VISIT
- FREQUENTLY ASKED QUESTIONS
- TUITION & FEES
- FINANCIAL AID
- CONTACT US

**ADMISSION & FINANCIAL AID**  
 p. 800-768-0380 (toll free)  
**Mailing Address**  
 Box 7156 - Admission  
 Box 7157 - Financial Aid  
 Davidson, NC 28035  
**Shipping Deliveries:**  
 209 Ridge Road  
 Davidson, NC 28035

SHARE

## ADMISSION & FINANCIAL AID

Davidson's liberal arts curriculum will challenge you while you are on campus and inform the rest of your life. Explore these pages to connect with the people, places and things that make Davidson so special, and learn about the admission process and financial aid opportunities available.

### APPLY TO DAVIDSON

Getting started is easy. Choose one of three ways to apply.

### PLAN A VISIT

The best way to learn about all that Davidson has to offer is to experience it in person. Plan your visit today, including scheduling your information session and campus tour.

### FINANCIAL AID

Davidson's commitment to affordability has never been stronger. Find information for prospective and current students, including applying for aid, scholarships and more.

### TUITION & FEES

Learn about our tuition and fees and utilize our net price calculator to gain a better sense of Davidson's affordability and unique aid awarding philosophy.

### FREQUENTLY ASKED QUESTIONS

Questions about Davidson? We have the answers.

### GET CONNECTED

Connect with Davidson to check your admission status, read about the Class of 2016 Profile, and discover podcasts, blogs and more.



### LEARN MORE ABOUT DAVIDSON

Complete our online request form to receive additional information about Davidson College.

REQUEST INFO



### THE DAVIDSON TRUST

Learn how The Davidson Trust can help meet 100 percent of your demonstrated financial need

LEARN MORE

<p><b>DAVIDSON</b>  <small>© 2013 Davidson College        Davidson, North Carolina        704-694-2000</small></p> <p>CONTACT US  <small>MAPS &amp; DIRECTIONS</small></p>	<p>RESOURCES</p> <p>FAST FACTS        CAREER DEVELOPMENT        JOB OPPORTUNITIES        IT SERVICES        CONFERENCE SERVICES        DINING SERVICES</p>	<p>ON CAMPUS</p> <p>NEWS        CAMPUS CALENDAR        COLLEGE STORE        ART GALLERIES        TICKET OFFICE</p>	<p>POPULAR LINKS</p> <p>WEB REDESIGN PROJECT        DISTINCTLY DAVIDSON        HONOR CODE        THE DAVIDSON TRUST        SUSTAINABILITY</p>	<p>FOLLOW US</p> <p>f t y i</p>	<p><b>REQUEST</b>  <small>ADMISSION INFO</small></p> <p><b>SCHEDULE</b>  <small>A VISIT</small></p> <p><b>APPLY</b>  <small>NOW</small></p>
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# Majors & Programs

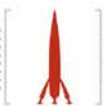
ACADEMICS | MAJORS & PROGRAMS

## MAJORS & ACADEMIC PROGRAMS

- MAJORS
- MINORS
- CONCENTRATIONS
- PROGRAMS
- DEPARTMENTS
- PRE-PROFESSIONAL PROGRAMS

### WHAT'S THE DIFFERENCE?

MAJOR	MINOR	CONCENTRATION	DEPARTMENT / PROGRAM
<input checked="" type="checkbox"/> Anthropology	yes	no	<a href="#">Anthropology</a>
<p>The anthropology major takes a holistic view of what it means to be human, considering the man's behavior and development across time from biological, social, cultural, linguistic and historical points of view. The field includes four sub-disciplines - physical anthropology, cultural anthropology, linguistics and archaeology. Think anthropologically about the values, belief systems, symbology and practices of human subcultures while conducting ethnographic research requiring disciplined methodologies, developing and testing hypotheses, empirical observation and recording and interpreting data. Prepare for any career requiring an appreciation of human diversity and social relations.</p> 			
<input checked="" type="checkbox"/> Art	no	no	<a href="#">Art</a>
<input checked="" type="checkbox"/> Biology	no	no	<a href="#">Biology</a>
<input checked="" type="checkbox"/> Chemistry	yes	no	<a href="#">Chemistry</a>
<input checked="" type="checkbox"/> Chinese Studies	yes	no	<a href="#">Chinese Studies</a>
<input checked="" type="checkbox"/> Classics	no	no	<a href="#">Classics</a>
<input checked="" type="checkbox"/> Economics	yes	no	<a href="#">Economics</a>
<input checked="" type="checkbox"/> English	no	no	<a href="#">English</a>
<input checked="" type="checkbox"/> Environmental Studies	no	yes	<a href="#">Environmental Studies</a>
<input checked="" type="checkbox"/> French and Francophone Studies	yes	no	<a href="#">French and Francophone Studies</a>
<input checked="" type="checkbox"/> Gender and Sexuality Studies	yes	no	<a href="#">Gender and Sexuality Studies</a>
<input checked="" type="checkbox"/> German Studies	yes	no	<a href="#">German Studies</a>
<input checked="" type="checkbox"/> Hispanic Studies	yes	no	<a href="#">Hispanic Studies</a>
<input checked="" type="checkbox"/> History	no	no	<a href="#">History</a>
<input checked="" type="checkbox"/> Interdisciplinary Studies	no	no	<a href="#">Interdisciplinary Studies</a>
<input checked="" type="checkbox"/> Latin American Studies	no	no	<a href="#">Latin American Studies</a>
<input checked="" type="checkbox"/> Mathematics	yes	no	<a href="#">Mathematics</a>
<input checked="" type="checkbox"/> Music	yes	no	<a href="#">Music</a>
<input checked="" type="checkbox"/> Philosophy	yes	no	<a href="#">Philosophy</a>
<input checked="" type="checkbox"/> Physics	no	no	<a href="#">Physics</a>
<input checked="" type="checkbox"/> Political Science	no	no	<a href="#">Political Science</a>
<input checked="" type="checkbox"/> Psychology	no	no	<a href="#">Psychology</a>
<input checked="" type="checkbox"/> Religion	yes	no	<a href="#">Religion</a>
<input checked="" type="checkbox"/> Russian Studies	no	no	<a href="#">Russian Studies</a>
<input checked="" type="checkbox"/> Sociology	no	no	<a href="#">Sociology</a>
<input checked="" type="checkbox"/> Theatre	yes	no	<a href="#">Theatre</a>



# Library

DAVIDSON Giving // Library // The Arts // Directory Search Davidson

ALUMNI PARENTS & FAMILIES BUSINESS & COMMUNITY INSIDE DAVIDSON

ABOUT ACADEMICS ADMISSION & FINANCIAL AID STUDENT LIFE ATHLETICS OFFICES & DEPARTMENTS

The Davidson College Library collections include over 600,000 print volumes and over 500,000 e-books and online resources. The Smith Rare Book Room houses t

LIBRARY

## LIBRARY

RESEARCH

SERVICES

ABOUT THE LIBRARY

ARCHIVES & SPECIAL COLLECTIONS

RECORDS MANAGEMENT

ASK A LIBRARIAN

REFWORKS

### LIBRARY

p: 704-894-2331  
e: [referencedesk@dauidson.edu](mailto:referencedesk@dauidson.edu)

**Mailing Address**  
Box 7200  
Davidson, NC 28035

**Shipping Address**  
209 Ridge Road  
Davidson, NC 28035

SHARE

## LIBRARY

The E. H. Little Library offers an extensive range of resources and services to support teaching and learning.

### SEARCH DAVIDSON COLLEGE AND BEYOND

EVERYTHING BOOKS VIDEOS

Keyword

Davidson College Library

SEARCH

ADVANCED SEARCH

### EBSCO SEARCH

EBSCO TOP ARTICLE DATABASES

Keyword

SEARCH

### NEWS

Prof. Wessner's New "Microbiology" Textbook Presents Microbes in Their Environmental Context »

Students Choose to Serve and Learn During Alternative Spring Break Trip to Selma »

New Smith Scholar Will Focus Overseas Studies on Conflict Resolution and Reconciliation »

Davidson's Math Whiz Kids Shine with "Jeopardy" Victory at Regional Mathematics Meeting »

NEWS STORIES

LIBRARY BLOG

## DAVIDSON

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704-894-2000

CONTACT US  
MAPS & DIRECTIONS

### RESOURCES

FAST FACTS  
CAREER DEVELOPMENT  
JOB OPPORTUNITIES  
IT SERVICES  
CONFERENCE SERVICES  
DINING SERVICES

### ON CAMPUS

NEWS  
CAMPUS CALENDAR  
COLLEGE STORE  
ART GALLERIES  
TICKET OFFICE

### POPULAR LINKS

WEB REDESIGN PROJECT  
DISTINCTLY DAVIDSON  
HONOR CODE  
THE DAVIDSON TRUST  
SUSTAINABILITY

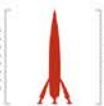
### FOLLOW US



REQUEST  
ADMISSION INFO

SCHEDULE  
A VISIT

APPLY  
NOW



# News Hub

[Giving](#) [Library](#) [The Arts](#) [Directory](#)

[ABOUT](#) [ACADEMICS](#) [ADMISSION & FINANCIAL AID](#) [STUDENT LIFE](#) [ATHLETICS](#) [OFFICES & DEPARTMENTS](#)

NEWS

NEWS STORIES

NEWS ARCHIVES

IN THE NEWS

SOCIAL MEDIA HUB

SHARE

## NEWS

◀ 1 2 3 4 ▶

**PROF. WESSNER'S NEW "MICROBIOLOGY" TEXTBOOK PRESENTS MICROBES IN THEIR ENVIRONMENTAL CONTEXT**

Professor of Ecology David Wessner has teamed with two colleagues at the University of Waterloo to coauthor the new textbook Microbiology.

**DAVIDSON IN THE NEWS** VIEW ALL

Folger Librarian Headed To The Harry Ransom Center

Alumnus Stephen Ennis '82 to become director of the Harry Ransom Center, one of the world's major literary depositories.

APRIL 08 2013  
Clinton Smith '10 Receives Maryland Teacher of the Year Award

MARCH 31 2013  
McKillop a master at Davidson

MARCH 20 2013  
Cell Therapy Shows Promise for Acute Type of Leukemia

MARCH 20 2013  
March Madness puts Davidson math professor in a bracket of his own.

**DAYBOOK** VIEW ALL

Art: Nature Or Nurture? Summertime Strolling On The Davidson Campus

"Have a great summer break" students enthuse toward the rest of us at the end of every academic year. Bless their hearts. Of course, college and campus continue through the summer months, albeit at a lower, slower pace. That pace, too, has its story, and summer is an outstanding time to enjoy the campus's wide open, shady spaces. Davidson's campus [ ... ]

Davidson Outdoors' Odyssey XXVIII Predicted to Remain "Best Thing Ever"

UPDATED - Spotted Fundraisers, Noon Deadline: Will Work for Fresh Bagels

David Brooks: "The Humanist Vocation"

Happy Birthday from Davidson College, Lula Bell Houston!

**REDESIGN BLOG** VIEW ALL

Launch Of New Website Scheduled For Week Of July 8

Changes to CMS Workflow & Implementation of New Digital Governance

New Social Media Hub

New In-Context Webpage Editing

New Site Offers Built-in Visitor Traffic Statistics

NEWS CATEGORIES

DAVIDSON JOURNAL

The quarterly, flagship publication of Davidson College including campus news, feature stories, alumni news and class notes, online features and athletics news.

VIEW NOW

PODCASTS

CORNELIUS DETERINGHED LECTURE: IN ECONOMICS: DAREN ACZEMOGLU

VIDEO CHAT WITH NASA ASTRONAUT DR. TOM WARDENBURG '82

NIRLI BEGLAR, "CHRISTIAN LOVE AND FORGIVENESS IN THE CONTEXT OF HUMAN CONFLICT"

ROBERT CARD: 2013 DONORNOOR LECTURE

MORE

DAVIDSON

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RESOURCES

FAST FACTS  
CAREER DEVELOPMENT  
JOB OPPORTUNITIES  
RE SERVICES  
CONFERENCE SERVICES  
DANAG SERVICES

ON CAMPUS

NEWS  
CAMPUS CALENDAR  
COLLEGE STORE  
ART GALLERY'S  
TICKET OFFICE

POPULAR LINKS

WEB REDESIGN PROJECT  
DISTRICTLY DAVIDSON  
HONOR CODE  
THE DAVIDSON TRUST  
SUSTAINABILITY

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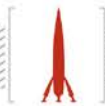
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REQUEST ADMISSION INFO

SCHEDULE A VISIT

APPLY NOW

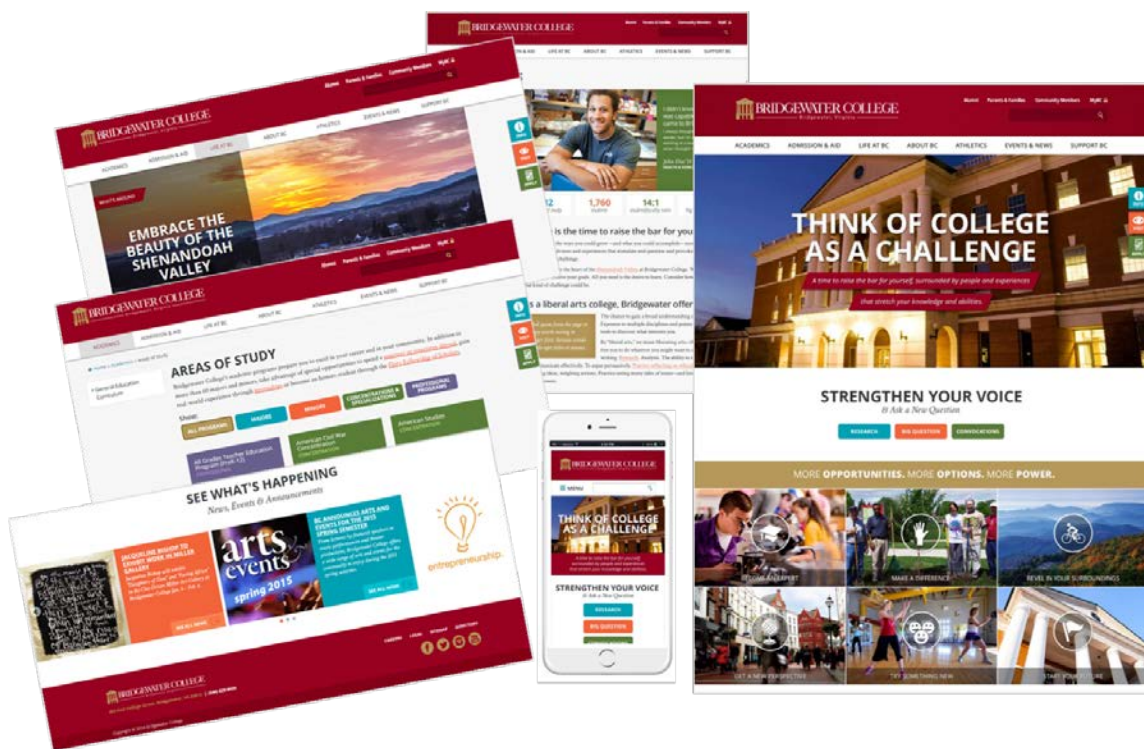
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## BRIDGEWATER COLLEGE – [WWW.BRIDGEWATER.EDU](http://WWW.BRIDGEWATER.EDU)

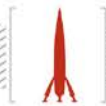
Bridgewater College is a private, residential, liberal arts college located in the picturesque Shenandoah Valley. The college provides students a choice of 62 undergraduate programs. The majority of Bridgewater students are from Virginia; however, the student body of approximately 1,800 full-time students represents residents from 28 states and 10 countries.

Founded in 1880, Bridgewater College was the first co-ed higher learning institution in Virginia. The college was founded by Daniel Christian Flory, a leader in the German Baptist Church, which was later renamed the Church of the Brethren. The Brethren ideals the college was founded on are still present in on-campus culture today. There is an overwhelming sense of morality among students and staff in addition to a strict adherence to codes of conduct. Bridgewater's goal as an institution is to educate the whole person, capitalizing on the value associated with a liberal arts education.



Challenged with communicating the benefits of their unique, value-rich approach to learning and their challenging curriculum Bridgewater asked our firm to redesign their website using the latest techniques in responsive design. The new site would use an updated version of their current CMS, Joomla, and also features:

- Modern web experience complete with;
  - Pages that could use multiple forms of media
  - An updated color pallet
  - A responsive design that works optimally on a variety of screen sizes



- Templates that showcase the college's value-rich educational experience and the opportunities students have to learn beyond the classroom
- Methods to market the benefits of a transformational liberal arts education to prospective students and their parents
- Their outstanding faculty and the close relationship they have to their students
- The beautiful Shenandoah Valley and the new facilities on campus
- Useful ways donations benefit student life
- Ways to promote public service and students' humanitarian success

Users visiting the redesigned Bridgewater.edu will experience intuitive navigation, omni-present CTA buttons, accessible content with space for multiple forms of media including large hero images that gave users relevancy and a sense of place. Additional features of the redesign include:

- Events calendar: Bridgewater has a very active student body. As a residential college, students are required to live on campus; making activities a vital part of student life. Before the redesign, the events calendar was cumbersome for all users. We streamlined the calendar that defaults to show all events on page load with the option to filter events by category.





**BRIDGEWATER COLLEGE**  
 Home Parents & Families Community Members MyBC

ACADEMICS ADMISSION & AID LIFE AT BC ABOUT BC ATHLETICS **EVENTS & NEWS** SUPPORT BC

Home > Events & News > Events & Convocations

## EVENTS & CONVOCATIONS

**JAN 03 2015**  
**Women's Basketball: BC vs. Salem College**  
 Come out and support the Bridgewater College women's basketball team as they compete against Salem College.  
 Category: Athletics

**JAN 05 2015**  
**Interviews Begin**  
 Category: Academic

**JAN 06 2015**  
**Women's Basketball: BC vs. Hollins University**  
 Come out and support the Bridgewater College women's basketball team as they compete against Hollins University.  
 Category: Athletics

**JAN 10 2015**  
**Men's Basketball: BC vs. Hampden-Sydney College**  
 Come out and support the Bridgewater College men's basketball team as they compete against Hampden-Sydney College.  
 Category: Athletics

**JAN 10 2015**  
**Women's Basketball: BC vs. Lynchburg College**  
 Come out and support the Bridgewater College women's basketball team as they compete against Lynchburg College.  
 Category: Athletics

**JAN 14 2015**  
**Dr. Gavin Lawson, associate professor of biology, and Dr. Clifford Harmon, instructor of history**  
 Drs. Lawson and Harmon, advisors to the BC Comitus Club, will explore swords - their design and use during the Middle Ages and into the Renaissance.  
 Category: Convocations

**JAN 16 2015**  
**Artist's Reception**  
 Meet Jacqueline Bishop, the artist who is exhibiting work in the Miller Gallery.  
 Category: Convocations

**JAN 17 2015**  
**Women's Swimming: BC vs. Notre Dame of Maryland and Guilford**  
 Come out and support the Bridgewater College women's swim team as they compete against Notre Dame of Maryland University and Guilford College.  
 Category: Athletics

**JAN 17 2015**  
**Men's Basketball: BC vs. Randolph College**  
 Come out and support the Bridgewater College men's basketball team as they compete against Randolph College.  
 Category: Athletics

**JAN 17 2015**  
**Women's Basketball: BC vs. Randolph College**  
 Come out and support the Bridgewater College women's basketball team as they compete against Randolph College.  
 Category: Athletics

Page 1 of 10

**BRIDGEWATER COLLEGE**  
 400 East College Street, Bridgewater, VA 22812 | (540) 836-8000

CAREERS LEGAL SITEMAP DIRECTORY

Facebook Twitter YouTube Instagram

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ACADEMICS ADMISSION & AID LIFE AT BC ABOUT BC ATHLETICS **EVENTS & NEWS** SUPPORT BC

Home > Events & News > Events & Convocations

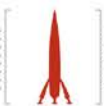
## EVENTS & CONVOCATIONS

**DEC 12 2014**  
**Don Glick Classic: BC Men's Basketball vs. Greensboro College**  
 The annual Don Glick Classic will take place at Bridgewater College on Friday and Saturday, December 12<sup>th</sup> and 13<sup>th</sup> in the newly renovated Nininger Hall. Bridgewater hosts Milligan, Greensboro and Eastern Mennonite in the final home games for the 2014 portion of the season. The Don Glick Classic honors Bridgewater Hall of Famer Don Glick who was a basketball player and track and field performer during his days at the College. Following his graduation, Glick was a high school basketball coach and teacher at a number of schools in Rockingham County.  
 Category: Athletics

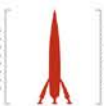
**DEC 13 2014**  
**Don Glick Classic: BC Men's Basketball vs. Milligan College**  
 The annual Don Glick Classic will take place at Bridgewater College on Friday and Saturday, December 12<sup>th</sup> and 13<sup>th</sup> in the newly renovated Nininger Hall. Bridgewater hosts Milligan, Greensboro and Eastern Mennonite in the final home games for the 2014 portion of the season. The Don Glick Classic honors

Show:  
 ALL EVENTS  
 ACADEMIC  
 ADMISSIONS  
 ATHLETICS  
 CAREER SERVICES  
 CONVOCATIONS  
 MUSIC  
 STUDENT ACTIVITIES

INFO  
 VISIT  
 APPLY



- Program Finder: Bridgewater's redesigned website was intended to cater to prospective students and their families. A question often asked by both incoming students and their parents is whether the school offers a certain major. Reorganizing the areas of study page to provide a simple display of all programs and an easy and intuitive method to filter by major, minor, concentration or professional program was a top priority to both Bridgewater and to us. The updated program finder features color coded buttons to filter the list of programs and majors allowing an easy and intuitive way to acquire information from the lengthy list of available courses.



- Marketing Convocations: Convocations are an important part of Bridgewater's curriculum. The college hosts over 60 world-class speakers per year. These sessions are open to the public and serve as an important tool for Bridgewater to establish themselves as a pillar in the community. There is also an academic requirement for students to attend convocations. Before the redesign, Convocations weren't showcased. BarkleyREI responded with optional page elements, like the dynamic slider at the top of the page and large flexible content area, both of which gave the client a better platform to advertise upcoming speakers and celebrate key speakers from the past.

BRIDGEWATER COLLEGE  
Alumni Parents & Families Community Members MyBC

ACADEMICS ADMISSION & AID LIFE AT BC ABOUT BC ATHLETICS EVENTS & NEWS SUPPORT BC

CONVOCATION SERIES  
AMAZING SPEAKERS AND ARTISTS TAKE THE STAGE AT BRIDGEWATER COLLEGE

**Robert Edsel, Author**  
Robert Edsel, author of *The Monuments Men*, shared the story about a group of men and women dedicated to saving art during World War II. Edsel spent more than 12 years doing painstaking and far-reaching research to discover how many monuments and great works of art survived the thefts and devastation of World War II.

**Judy Smith, Inspiration for ABC's Hit Television Show *Scandal***  
Judy Smith, leading crisis communications strategist and inspiration for ABC's hit television show *Scandal*, motivated Bridgewater College students to prepare themselves for the future.

**Sean Chen, Award Pianist**  
Sean Chen, the Crystal Award winner of the 14th Van Cliburn International Piano Competition at Bridgewater College.

Home > Academics > Convocations

Current Semester Convocations

## CONVOCATIONS

The spy who wrote the book *Argo*. The crisis communications specialist who inspired the character of Olivia Pope on *Scandal*. A world-famous child abduction survivor. The CEO of Geico. Best-selling authors. Renowned musicians. And the best talent BC has to offer.

You'll see it all. At convo.

Convocations are what we call our series of speakers and events at BC. You'll have more than 60 opportunities to attend a convo each semester. You're required to attend seven. See how easy it is? And there are so many you won't want to miss.

In the mornings, there will be convos featuring speakers from the BC community. What you need to know about PDP, study abroad, graduate school and so much more.

But the evenings are when it really gets exciting. We've had amazing speakers and artists take the stage:

- Elizabeth Smart, abduction survivor and child protection advocate  
[\[Watch on Our Youtube Channel\]](#)
- Jonna and Tony Mendez. Tony is the author of *Argo*, the book that inspired the 2012 Academy Award-winning film  
[\[Watch on Our Youtube Channel\]](#)
- Collins Tuohy, adoptive sister of Michael Oher. Her family was featured in the book and film *The Blind Side*  
[\[Watch on Our Youtube Channel\]](#)
- Robert Edsel, author of *The Monuments Men*
- Judy Smith, crisis communications specialist who inspired the television show *Scandal* and the character of Olivia Pope
- Sean Chen, the Crystal Award winner of the 14th Van Cliburn International Piano Competition
- James McBride, musician and author of *The Color of Water* and *The Good Lord Bird*
- Wil Haygood, author and producer of *The Butler* and *Washington Post* reporter

In addition, we showcase the films of other languages and cultures. Last year we held French and Spanish film festivals. In fall 2014, a German film festival will mark the 25th anniversary of the fall of the Berlin Wall.

Convos on the Road allow you to take trips to places such as Washington, D.C., Philadelphia and New York City.

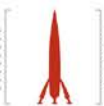
And you might be in a convo yourself! Theatre at Bridgewater College and Pinion Players put on productions for the community and the public. The concert choir and chorale, symphonic band and jazz ensemble all have concerts each semester.

Check out the [current semester convocations](#) for a list of all the great programs happening on campus.

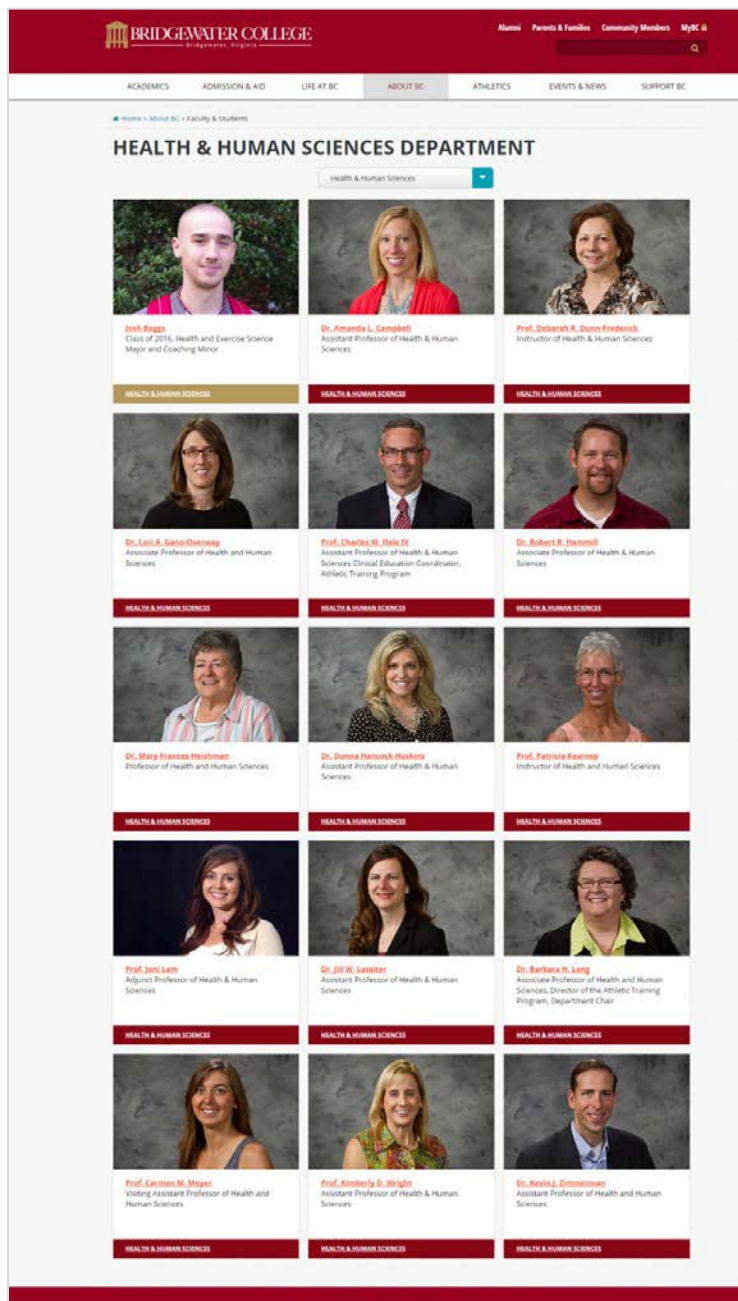
You won't believe who you get to see. Right here. At BC.

**For More Information Contact:**  
Dr. Jeff Pierson, Director  
540-828-5347  
jpierson@bridgewater.edu

More than 60 convocation opportunities each semester!



- Faculty & Student Profiles: The close faculty-to-student relationships are something Bridgewater prides itself on. These relationships provide a strong recruitment tool for those students looking to learn in a close-knit, family like atmosphere. Taking into account how important these stories were, we saw a need to provide a better way for faculty to highlight their training, awards and research projects, as well as to promote over-achieving students within specific departments. We added expanded student and faculty profiles organized by program to allow for prospective students and their parents to easily research and view faculty resources and peers within specific departments.





**Proposal# 88-170047-JE**  
**Website Implementation Services Financial Proposal**  
**Original**

**May 23, 2017**

**BarkleyREI**  
**2740 Smallman St. Suite 100**  
**Pittsburgh, PA 15222**

**Shane Pryal, Managing Director**  
[spryal@barkleyrei.com](mailto:spryal@barkleyrei.com)  
**412-298-5898**



Line	Description	Price
1	Dedicated Account Management <ul style="list-style-type: none"><li>• Discovery</li><li>• Strategy</li><li>• Status Meetings</li></ul>	\$75,000
2	Website Content Inventory	\$6,000
3	Information architecture recommendations (Including Sitemap)	\$7,000
4	Template Wireframes and Design for Home Page and Overall Site (Up to 8 Templates) <ul style="list-style-type: none"><li>• Home</li><li>• High Level</li><li>• Standard Level</li><li>• Program Landing</li><li>• Program Detail</li><li>• Search Results</li><li>• 2 Specialty Templates</li></ul>	\$53,000
5	Technical Implementation of up to 8 templates <ul style="list-style-type: none"><li>• Front-end coding of up to 8 page templates (HTML/CSS)</li><li>• Integration of up to 8 static templates within the Drupal CMS platform</li><li>• CMS set up, module selection/implementation and custom module development*</li><li>• Support for legacy systems integration, web application development, database and custom form creation and integration*</li><li>• Quality assurance testing and resolution*</li></ul> <p><i>* The final cost may be more or less than quoted as dictated by various factors</i></p>	\$96,000
6	Recommendations for setting up content governance workflow and implementation <ul style="list-style-type: none"><li>• Permissions Recommendations</li><li>• User Group Recommendations</li><li>• Workflow Recommendations</li></ul>	\$6,000



7	Training for web content best practices including WCAG 2AA and ADA requirements and CMS Training	\$10,000
8	Training and or best practices guidelines regarding voice and storytelling for the website <i>This refers to our Content Strategy deliverable for the first 2 levels of the site.</i> <ul style="list-style-type: none"><li>• Style/Content Guide</li><li>• Audience Description (HP plus two levels)*</li><li>• Main Message Description (HP plus two levels)*</li><li>• SEO Content Elements (up to 50 pages)*</li><li>• Content Roadmap (HP plus two levels)*</li></ul>	\$18,000
9	Site Modifications and Post Launch Support*  <i>These projects are typically scoped out during the website redesign process. Your client services lead will help develop a support package that fits your needs specifically</i>	\$150/hour
	<b>Total Project Cost</b>	<b>\$271,000</b>