

VALENCIA COMMUNITY COLLEGE
Annual Division Action Plan (DAP) to Assess Student Learning Outcomes

This form provides a documentation template for annual Division Action Plans (DAPs) designed to assess student learning outcomes. Initial information and projections describe the **PLANNING PHASE** of the process. At the conclusion of the project/activity time frame initial information and projections will be updated by completing an **EVALUATION PHASE** including modifications, outputs and outcomes. Both planning and evaluation information will be organized according to parallel criteria including: (1) a formal goal statement, (2) outcome measures, (3) collaboration with stakeholders, (4) evaluation methods and (5) use of results for improvement of learning.* The overall process will effectively review and document specific measures of educational effectiveness.

 *These criteria are also employed by the Instructional Affairs Committee (IAC) to review proposals requesting funds for learning assessment-enhancement projects.

DIVISION: Business, IT & Social Sciences - Osceola

DEPARTMENT/UNIT (as appropriate):

DEAN: Dale Husbands

EXTENSION: 4841 MAIL CODE: 6-8

DATE: 19 April 2005

TITLE OF PLAN: Evaluation of On-line Orientations versus In-class Orientations

SUPPORTED BY COLLEGE FUNDS (If applicable, please provide approved amount): \$

CRITERIA	PLANNING PHASE Initial Information and Projections	EVALUATION PHASE Modifications, Outputs, Outcomes
1. Goal-principal purpose and objectives of plan	To analyze the effectiveness of online orientations versus in-class orientations for SYG 2000 and POS 2041 courses in relations to student completion rates in those courses.	Based on the results of the study, the completion rates of students who enrolled in SYG 2000 and POS 2041 which had on-line course orientations and in-class orientations, will be analyzed and the orientations modified to achieve greater student retention.
2. Outcome Measures-how plan will be reviewed and measured	Data will be analyzed to determine if online orientations are more effective in retaining students in an on-line course. Two sections of each selected online course will be taught by the same instructor and will use the same instructional materials.	Each session for the school year 2006, the data that shows the number of student who attend the orientations will be compared to the data showing the number of students who successfully completed the selected courses.
3. Collaboration with Stakeholders-individuals and groups involved in the planning and implementation	Instructor for the selected courses with online and in-class orientations and the department dean, faculty and Osceola Campus Faculty Resource Center will conduct the planning phase.	The department dean and selected faculty will collaborate on the evaluation process.
4. Evaluation-process employed to evaluate effectiveness	Data that shows the number of students enrolled at the start of the session in the selected SYG 2000 and POS 2041 courses will be compared to the data that shows the number of students who completed the courses and received passing grades	Course data will be obtained from the instructors and the Office of Institutional Research and examined. Recommendations will be made and if needed modification to the orientation process will be conducted in order to have a greater impact on student retention and learning
5. Use of Results-how plan will/has impacted learning and improvement of the educational program	Examine the results to determine the more effective orientation process	If the results indicate that online orientations are more effective in achieving higher student retention rate in online classes, online orientations will be incorporated in other online offering in the Business, Information Technology and Social Sciences Department.

