

Planning and Evaluation Tracking

College Year: <u>2007-2008</u> Person Responsible:<u>Dr. Paul Matney</u> Person Responsible:<u>Robert Sloger</u>

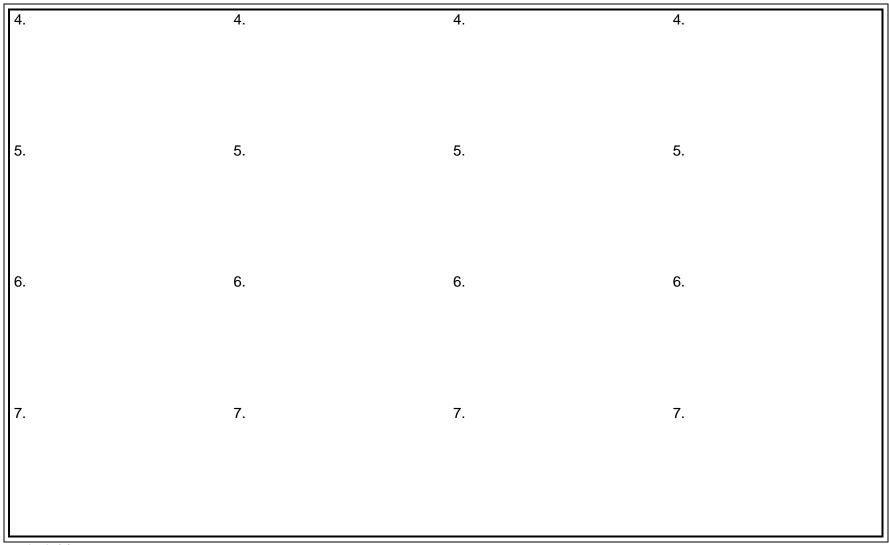
Division of: <u>Instruction</u> Department of: <u>eLearning</u>

Purpose Statement:

	Objectives/Outcomes	_	Use of Results
Goal Statements	(including assessment tools and standards)	Results	(including improvements and revisions)
 Explain the role of the eLearning Center. 	 Sending email to notify all AC faculty and staff about the presence of the eLearning Center website, will result in an average of 150 visits per month to the eLearning Center website, excluding hits to the Online Course Offering Form, which is currently required of faculty using WebCT. 	1. No data at this time.	 Time Frame: 2007-2008. We will track the number of hits to the eLearning Center web page over a 1-year period, as documented by HTML counter.
1a. Explain the role of the eLearning Center.			 Plan of Action: After six months, we will include a survey on the eLearning Center web page, to determine its effectiveness in explaining the role of the eLearning Center.

2. Empower faculty and staff	2. After completion of one or	2. N = 10 / 23 (43%)	2. Time Frame: 2006-2007.
who have never taught	more modules from the		Results are higher than
online to effectively use	online training "Online		expected.
instructional technologies and methodologies.	Course Development		Ecoulty are able to greate or
and methodologies.	Series," 25% of participating faculty and staff who had		Faculty are able to create or teach an online class after
	never previously developed		completing one or more
	or taught online will create		OCDS training modules.
	or teach an online class		OCDS training modules.
	within 1 year.		(Data was taken from a
			query of online courses
	Outcome based on a query		(Fall 2005 thru Fall 2007)
	through Colleague.		taught by 47 OCDS
	5 5		participants. 23 of the 47
			had not taught online
			previously.)
2a. Empower faculty and staff			2a. Plan of Action: When
who have never taught			migration to Blackboard
online to effectively use			CE6 is complete, and after
instructional technologies			OCDS training has been
and methodologies.			updated, we will measure
_			this outcome again.
			(During the migration
			process (2007-2008), the
			eLearning Center will
			conduct live training
			sessions to help faculty
			convert existing courses
			before Fall 2008.)

3.) Empower faculty and staff who have taught online to more effectively use instructional technologies and methodologies.	3. After completion of one or more modules from the online training "Online Course Development Series," 25% of participating faculty and staff who had previously developed or taught online will add at least one additional feature to their online class within 1 year.	3. N = 5 / 22 (23%).	 Time Frame: 2006-2007. Results slightly lower than expected because of low number of responses to survey in Summer 2007. Of 22 participants surveyed, only 7 responded. 5 out of 7 added at least one additional feature to their online class within 1 year.
	Outcome based on responses to survey delivered via email.		Faculty are able to add additional features to their online courses after completing one or more OCDS training modules.
3a. Empower faculty and staff who have taught online to more effectively use instructional technologies and methodologies.			3a. Plan of Action: When migration to Blackboard CE6 is complete, and after OCDS training has been updated, we will measure this outcome again.
			(During migration process (2007-2008), eLearning Center will conduct live training sessions to help faculty convert existing courses by Fall 2008.)



revised 8/1/05