

VALENCIA COMMUNITY COLLEGE
Student Affairs Department Action Plan
WEAVE Online Form

Active Cycle (academic year): 2014 - 2015

Area (Department/Program): Career Center

Person Responsible: Evelyn Lora-Santos and Ed Holmes

	Plan
1. Goal -principal purpose of plan (include how this relates to serving students or increasing student success or supporting LifeMap)	Develop an online module for the online NSE courses scheduled to begin Summer 2015. Students enrolled in the online NSE course will be exposed to career development topics with the same learning outcomes as the face to face course. Goal: Met
2. Objectives -what will be accomplished and measured	Students enrolled in the face to face course are exposed to Holland Typology and receive an overview of the services offered by the Career Center. The online module will meet the same learning outcomes. Objectives: Met
3. Measures and Findings – How specifically measures will be conducted. How will we know the objective has been achieved?	An online module explaining Holland Typology and career selection will be ready by Summer 2015. The online module will also include an overview of the services offered by the Career Center. Goal: Met
4. Action Plan – what is the implementation plan?	A Career Center Cross Team will meet to establish the learning outcomes for the online module <ol style="list-style-type: none"> 1. Decide on the delivery (online workshop or video) 2. Create a power point and/or script 3. Embed formative and summative assessments 4. Schedule video and/or audio recording sessions. 5. Closed captioning of all videos, if applicable <p style="text-align: right;">Goal: Met</p>
5. Achievement Summary/Analysis -What was learned from the assessment results? What changes will you make in your initiative for the year to come?	Five online NSE courses were piloted in summer 2015 and the Faculty feedback was very positive. Some of the comments included: <ul style="list-style-type: none"> • “My students really liked doing this module. It seems that it was very reassuring to those who had a career in mind, and they were able to connect the results of the assessment to their stated career path. I watched the video and believe that the instructions were very clear.” • “I could tell which students completed the module and which students simply responded to the discussion topic. Your team did a fantastic job with the module!” <p>Four closed captioned videos were created and piloted in Summer 2015. The videos included both formative and summative assessments. This Fall we will be collecting aggregate data for two of the online sections, which will focus specifically on the completion of correct responses. We also learned that the skills and values assessment in My Plan, are not accessible to students who are visually impaired and therefore those two assessments were not required for the course. The Career Center will explore other informal skills and values assessments that Faculty can assign students if they chose to require 4 assessments in their course.</p>

	<p>Overall the student feedback was very positive. The students found the module well organized and easy to navigate. Some of the comments included:</p> <ul style="list-style-type: none"> • “I enjoyed the activities and found that the Interest Inventory generated a Holland code that confirmed their career decisions. In a couple of cases, students stated that even though they had a career in mind, that they were able to discover additional related or similar careers that were of interest.” • “ I love the assessments that we had to take and researching our career choices”
<p>6. General Education Learning Outcome</p>	<p>Critical Thinking</p>
<p>7. Strategic Plan Outcome</p>	<p>Learning Assured</p>