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Needs Assessment
9176 EDTC 814
Advance Effective Models E-Learn
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The following are needs assessments that will support gathering information to make “data-driven and responsive recommendations about how to solve the problem South Range State College (SRSC) faces with declining undergraduate enrollment, decreasing review, and substandard online course performance reviews and Paul Seymour’s unfavorable feedback from students regard his teaching style. The following essential questions were partially adopted from Abbie Green & Timothy Green (2015)

Case Study #1 Needs Assessment:
South Range State College

Overview	
The following is an outline that will briefly outline the key information of SRSC to frame this needs assessment.	
Essential Questions	Analysis or Process
<ol style="list-style-type: none"> 1. What is already known? 2. Who are the key stakeholders? 3. What is the current state of skills? 4. What is the current state of knowledge 5. What is the current state of abilities 6. What are the organizational goals? 7. What is the climate of the organization? 8. What are the internal constraints? 9. What are the external constraints? 10. What are other important internal factors? 11. What are other important external factors? 12. What are key measurements? 13. What is affecting performance? 14. Who are the key stakeholders 	<ul style="list-style-type: none"> • SRSC is located in an urban region with negative socio-economic ramifications • SRSC’s mission aims to improve the surrounding community economically and socially • While undergrad enrollment falls, decreasing revenue for SRSC to increase tuition offset financial loss • The main revenue driver for SRSC are undergraduate students, which account for nearly 66% the student body • While online course reduce cost for students, they receive poor reviews and less professors • Due to constraints placed on the number of online classes a professor can on teach one online class per semester. • The climate of SRSC in one that is in need of improvement, financially. • Additionally, surveys show that the general attitude towards the course SRSC offers is unfavorable. • Key stakeholders include, SRSC’s students, faculty, administration, and surrounding community. • If SRSC continues to see declining undergrad enrollment and decreasing revenues, it may be forced to cut programs or close its doors – ultimate affecting all stakeholders.

Needs Analysis	
The following is a needs analysis that will be used to bring about change in students’ attitudes (Brown & Green, 2015, pg. 44) towards online courses, SRSC’s financial strength, and attainment towards the organization’s mission.	
Essential Questions	Analysis or Process

<ul style="list-style-type: none"> • What is the status of the environment? • Who is requesting the change? • Where will the change take place? • What are the possible solutions? • How can we measure this? • What are the potential impacts (monetary, emotional, social)? 	<ul style="list-style-type: none"> • SRSC is desperate to find a solution to improve undergraduate enrollment and increase revenues to offset the reduction in funding • With the departure of the Director of Online Learning, the long term vacancy of the position, teamed with poor enrollment, the Provost has requested proposals to solve the problems the university faces • There identifiable problem SRSC faces are 1) financial challenges due to decreasing revenues, 2) decrease undergraduate student enrollment, and 3) poor evaluation of online course by students. • In theory, given the socio-economic demographic that SRSC targets, offering more online course is a relatively affordable cost compared to traditional college course, will increase enrollment. • Studies show that online course are becoming less expensive to both students and universities than traditional on-campus courses (Raunch, 2015) • Additionally, due to the nature of online courses and the ability to add a greater number of students to online classes, SRSC could not only increase undergraduate enrollment but also its bottom line. • We can measure the impact of adding additional online courses by analyzing the change in number of undergraduate enrollment and increase in revenue. • This plan impacts SRSC from a monetary, as it stand to lower expenses, and from procedural
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<p>Task Analysis</p> <p>The following is a task analysis that will ensure that there is a clear understanding of what should be accomplished, knowledge should be gained, skills to be learned, and sequence to be used to implement a plan of action for SRSC. (Brown & Green, 2015, pg. 60)</p>	
Essential Questions	Analysis or Process
<ol style="list-style-type: none"> 1. What are the key pieces of information needed to understand SRSC's problems? 2. Who are the individuals involved to solve the problem? 3. Who is gathering the information? 4. What are the appropriate media for communication and gathering data? 5. What is the sequence in which data needs to be gathered? 6. How can we learn about key areas affecting enrollment of undergrad 	<ul style="list-style-type: none"> • Conduct a quantitative research study using online surveys • Review the data to identify the demand for low-cost undergrad online courses • If the demand exists, develop a proposal that targets specific online programs to implement • Solicit feedback on the draft proposal • Submit the final proposal to the University department chair • Why is the undergraduate enrollment decreasing? • What are the financial considerations for allowing professor to teach more than one online course per

<ul style="list-style-type: none"> ○ Interview a sample set of students of high school students in the area ○ Review enrollment data of a similar school <p>7. Why are online classes receiving negative reviews? (ex: review survey data)</p> <p>8. Is a Subject Matter Expert Available (SME)?</p> <p>9. Flow chart of task?</p> <p>10. What key tasks do individuals need to perform?</p>	<p>semester?</p> <ul style="list-style-type: none"> • Using survey tools, gauge the salient factors regarding student perception of online courses • Data can be collected through review of new and preexisting course surveys, current course description, and face-to-face conversations to professor, and student focus groups. • Consult with a Subject Matter Expert (SME) • Review enrollment data of a similar school • The new Director of Online Learning will be responsible guide his team, and key department to collect this information
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<p>Learner Analysis</p> <p>The Learner Analysis sections of the needs assessment is an important section that analyses the prerequisite knowledge, skills, and attitude SRSC stakeholders have towards the tasks to develop an effective solution. (Brown & Green, 2015, pg. 73)</p>	
Essential Questions	Analysis or Process
<ol style="list-style-type: none"> 1. What are the basic needs of the stakeholders (Physical, Mental, Emotional, and Spiritual)? 2. What is the demographic of the learners (Age, Ethnicity, etc..) 3. How do you gauge their current levels of importance? 4. How would you define your audience? 5. What are the social affects on key stakeholders? 6. How does the current nature of the environment impact the stakeholders? 7. What are the skills of the instructors? 8. What controls do administrators of SRSC have? 	<ul style="list-style-type: none"> • Student want affordable course that are in areas and fields in high demand • Professors want greater flexibility to teach a mixture of online and on-campus courses • To determine the demographic of the stakeholders, one would review a mix of university and census data for the area • By implementing this plan of adding more online undergraduate courses, the university stands a greater chance of living out its mission to improve the surrounding community • A financial weak university lack the ability to retain high quality professor, which in decrease the quality of instruction student can receive • Administrator of SRSC have the ability to approve policies that increase the number of online course offered and the amount on online course professor can teach

<p>Goals & Objectives</p> <p>The follow list the goals and objectives that follow the needs, task, and learner analysis phase to organize the events that provide the necessary intervention or solution to SRSC's problem. (Brown & Green, 2015, pg. 87)</p>	
Essential Questions	Analysis or Process
<ol style="list-style-type: none"> 1. What are your goals? 2. What are the objectives for this plan? 	<ol style="list-style-type: none"> 1. Goal: Improve undergraduate enrollment with affordable tuition

3. What are the expected changes in behavior and performance?	a. Increase revenue to sustain decreased funding from State and other sources
4. What are the economic cost and benefits of any proposed solution?	2. Goal: Increase the number and quality of online undergraduate courses
	a. Afford students with more affordable options to college courses
	b. Decrease expense to SRSC for courses

Case Study #2 Needs Assessment
A Dilemma Case in Teaching

Needs Analysis	
The following is an outline that will briefly outline the key information of Paul Seymour's instructional challenges to frame this needs assessment.	
Essential Questions	Analysis or Process
<ol style="list-style-type: none"> 1. What is already known? 2. Who are the key stakeholders? 3. What is the current state of skills? 4. What is the current state of knowledge 5. What is the current state of abilities 6. What are the organizational goals? 7. What is the climate of the organization? 8. What are other important internal factors? 9. What are other important external factors? 10. What are key measurements? 11. What is affecting performance? 12. Who are the key stakeholders 	<ul style="list-style-type: none"> • We know that Paul Seymour is a new molecular evolution professor with a passion for Science and teaching • We also know that surveys and with direct and indirect feedback indicate that students do not favor Paul's instructional style • Paul Seymour, 40 Junior pre-med students, Chairman David Montague, and other professors are key stakeholders • Paul Seymour has advance skills and abilities as he is accomplished in his career and academics • Student are skilled enough to take challenging pre-med courses • Paul is motivated by external experience of seeing great instruction achieved through collaborative learning • Internally factors such as juniors needed to be prepare for the MCAT, which requires certain facts, seem influences the prior of the students • Survey data shows that a majority of Paul's class does not favor his instructional style

Needs Analysis	
The following is a needs analysis that will be used to bring about instructional change to Paul Seymour's Molecular Evolution course to improve student perception and learning.	
Essential Questions	Analysis or Process
<ol style="list-style-type: none"> 1. What is the status of the environment? 2. Who is requesting the change? 3. Where will the change take place? 4. What are the possible solutions? 5. How can we measure this? 	<ul style="list-style-type: none"> • Student in Paul's class favor traditional forms of instruction in which information is shared and they are expect to retain this information • The students with Paul's are the primary requesters of change while Chairman David Montague as has a less direct reason for change

6. What are the potential impacts (monetary, emotional, social)?	<ul style="list-style-type: none"> • The core problem Paul is facing is that student's do not feel as though they are being adequately prepared for future courses and exams with the collaborative teaching model • The possible solution that Paul could implement a mix of traditional and collaborative teaching to balance the needs of the students and his teaching preference
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<p>Task Analysis The following is a task analysis that will ensure that there is a clear understanding of what should be accomplished, knowledge should be gained, skills to be learned, and sequence to be used to execute the plan to improve students perception and experience in Paul Seymour's Evolution course. (Brown & Green, 2015, pg. 60)</p>	
Essential Questions	Analysis or Process
<ol style="list-style-type: none"> 1. What are the key pieces of information needed to understand Paul's problems? 2. Who are the individuals involved to solve the problem? 3. Who is gathering the information? 4. What are the appropriate media for communication and gathering data? 5. What is the sequence in which data needs to be gathered? 6. How can we learn about the key instructional desires of students in Paul's class? 7. How do you gauge their current levels of importance to students 8. Is a Subject Matter Expert Available (SME)? 9. What key tasks do individuals need to perform? 	<ul style="list-style-type: none"> • To successful improve the student experience, Paul should identify the reasons why his student do not favor collaborative work • Paul can collect information by carrying out surveys, interviews with student and faculty to get objective information to devise a solution • Key individual involved in the data collection will be Paul students, professor, and subject matter experts (SMEs) • Paul should first gather inform from students, second from various colleagues, and third from SMEs • Paul should focus his questions on the key desires of students • Ideal Paul should aim to strike a balance between what they students desire from an instructional standpoint and collaborative learning • It will also be important for Paul to share the ideal of his instructional approach with his students to provide and understand of the potential learning outcomes

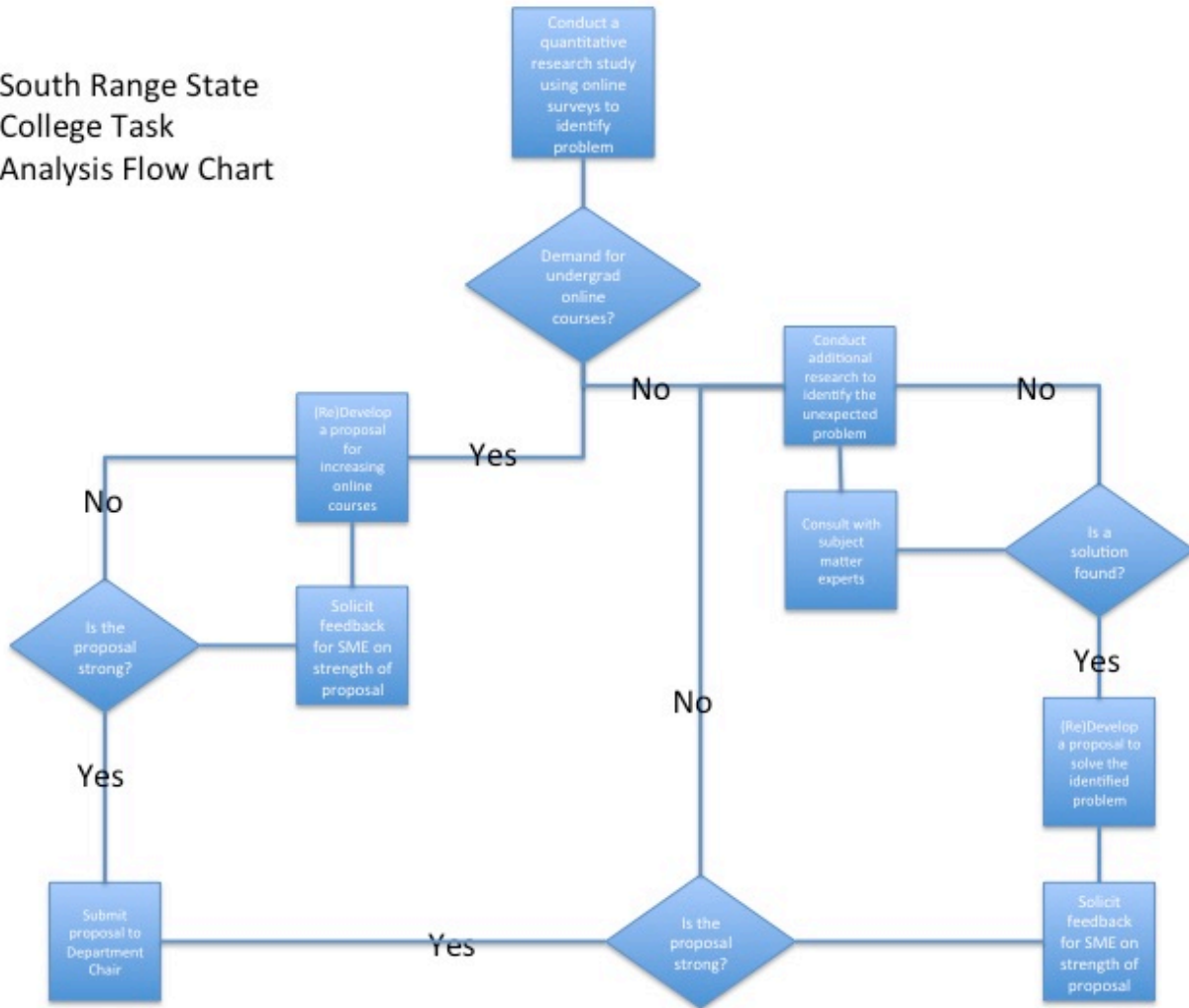
<p>Learner Analysis The Learner Analysis sections of the needs assessment is an important section that analyses the prerequisite knowledge, skills, and attitude stakeholders have towards the tasks to develop an effective solution. (Brown & Green, 2015, pg. 73)</p>	
Essential Questions	Analysis or Process

<ol style="list-style-type: none"> 1. What are the basic needs of the stakeholders (Physical, Mental, Emotional, and Spiritual)? 2. What is the demographic of the learners (Age, Ethnicity, etc..) 3. How do you gauge their current levels of importance? 4. How would you define your audience? 5. What are the social affects on key stakeholders? 6. How does the current nature of the environment impact the stakeholders? 7. What are the skills of the instructors? 	<ul style="list-style-type: none"> • Students seem to want information that will prepare them for future test and difficult coursework. • Paul's students consist of junior pre-med students that are at a critical point in the program as they look ahead to high stakes tests • The negative students have regarding Paul's instructional still may have a negative social impact on other students as they discuss the program with each other • Paul has a reflective and enthusiastic approach to teaching that may allow him to react accurately to the needs of his students
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<p>Goals & Objectives</p> <p>The follow list the goals and objectives that follow the needs, task, and learner analysis phase to organize the events that provide the necessary intervention or solution to SRSC's problem. (Brown & Green, 2015, pg. 87)</p>	
Essential Questions	Analysis or Process
<ol style="list-style-type: none"> 1. What are your goals? 2. What are the objectives for this plan? 3. What are the expected changes in behavior and performance? 4. What are the economic cost and benefits of any proposed solution? 	<ol style="list-style-type: none"> 1. Goal 1: Improve the experience student are having the Molecular Evolution course <ol style="list-style-type: none"> a. Balance traditional instruction with collaborative learning to meet the needs of the students 2. Goal 2: Improve student understand of the outcome and purpose of the collaborative instructional approach <ol style="list-style-type: none"> a. Share the purpose and research behind collaborative learning b. Design and carry out assessment to measure and shoe student achievement to improve confidence 3. By employing a balance instructional approach with the course, the economic impact will be relatively small 4. A qualitative study could be carried out to better understand the problem Paul is faced with when using collaborative approaches

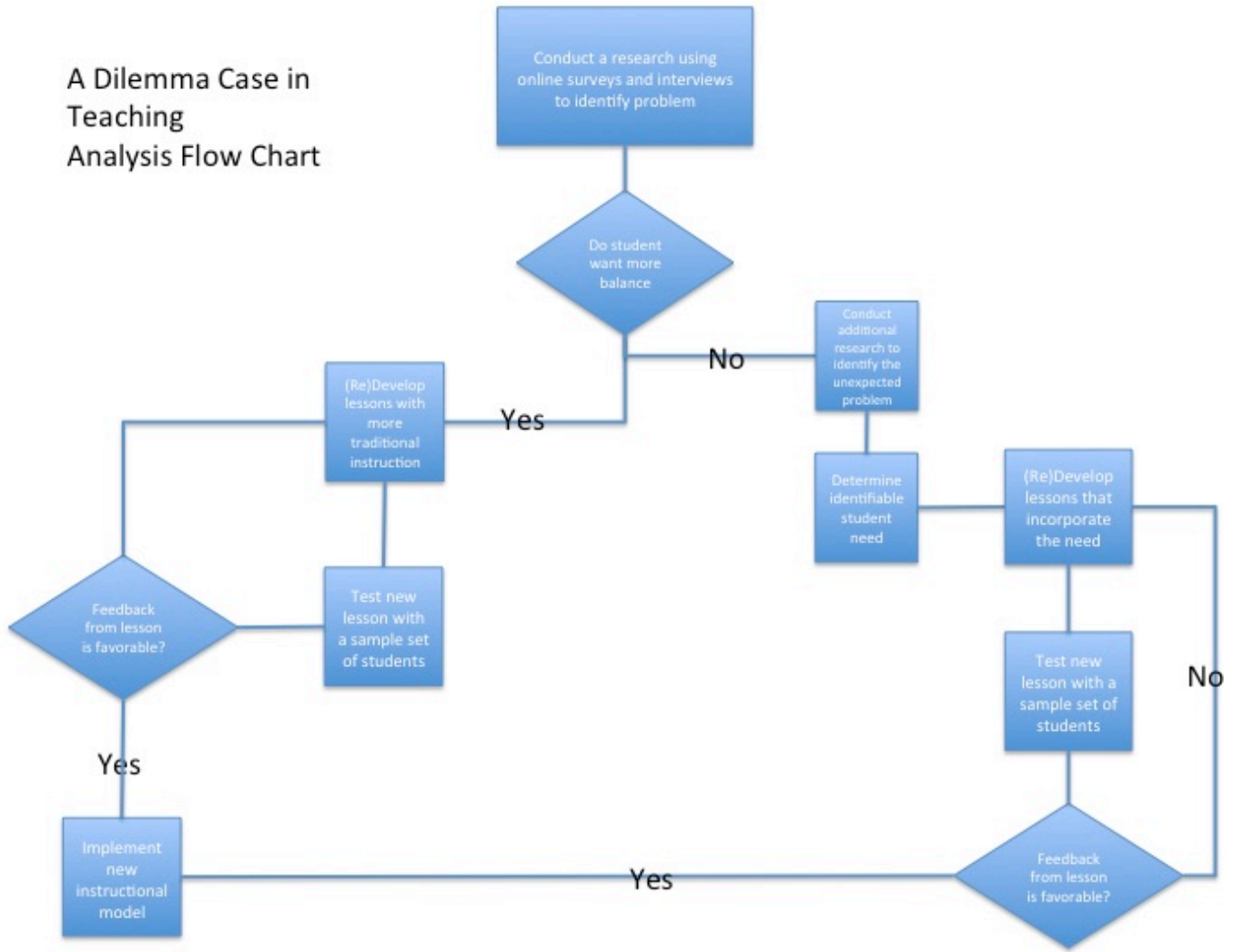
Appendix I: South Range State College Task Analysis Flow Chart

South Range State College Task Analysis Flow Chart



Appendix II: South Range State College Task Analysis Flow Chart

A Dilemma Case in Teaching Analysis Flow Chart



Reference:

- Abbie Brown; Green, Timothy D. (2015-06-26). The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice, Third Edition (p. 44). Taylor and Francis. Kindle Edition.
- Rauch, J. (2015, January 15). Online Education vs.Traditional Education: The Pros and Cons. Retrieved July 28, 2016, from <http://www.skilledup.com/articles/online-education-vs-traditional-education-the-pros-and-cons>