Assessment Cycle 2022-2023

Office of Electronic and Continuing Education (ECE)

Division or Department: EDIO

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Office of Electronic and Continuing Education Mission. The mission of the Office of Electronic and Continuing Education is to strive to be regionally responsive, nationally prominent, and internationally engaged. We are committed to creating and providing learning opportunities that respond to the constantly changing needs of corporations, organizations, and individuals. The unit's primary business is to facilitate the design, development, and delivery of a variety of educational programs required to meet the learning needs of a diverse student population. Through credit and non-credit courses, conferences, and institutes, individuals are provided the opportunity to continue their education. To meet this obligation to provide educational opportunities, it is the unit's continuing responsibility to identify and remove constraints of time and place that might burden learners and limit access. With fully accredited on-line degree programs and a full array of support services, no student in need of an education should feel place or time bound.

Methodology: The assessment process includes:

(1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) are collected and returned to the Executive Director for Economic Development, Innovation, and Outreach's designee and stored in secure digital format.

(2) The Executive Director and support staff will analyze the data to determine whether the applicable outcomes are met.

(3) Results from the assessment will be discussed with the appropriate staff.

(4) Individual meetings will be held with staff as required to address found concerns.

(5) The Executive Director, in consultation with the staff, will determine proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes in response to assessment findings.

Electronic and Continuing Education

Service Outcomes:

SO1. The unit's primary business is to facilitate the design, development, and delivery of a variety of educational programs required to meet the learning needs of a diverse student population. Through credit and non-credit courses, conferences, and institutes, individuals are provided the opportunity to continue their education. ECE ensures an increase in student enrollment each academic year.

Measure 1.1 The ECE mission is that no student in need of an education should feel place or time bound. ECE sets a target goal of growth of new online student enrollment to be >5% as set by university standards.

Finding Target was not met.

	New Online Students	Fall Change	Spring Change	New Exclusively Online Students	Fall Change	Spring Change
Fall 2020	3208	+871		1567	+93	
Spring 2021	1557		+6	1048		-30
Fall 2021	2428	-780 (-24%)		1377	-190 (-12%)	
Spring 2022	1366		-191 (-12%)	865		-181 (-17%)
Fall 2022	2232	-196 (-8%)		1310	-67(-5%)	
Spring 2023	1316		-50 (-4%)	830		-35 (-4%)

Analysis

In 2021-2022 the target was not met. New student enrollment declined in fall 2021 by 24% and new exclusively online enrollment declined by 12%. Part of that decline was anticipated. Fall 2020 through Spring 2021 online numbers grew tremendously because of the push to online courses as mandated by Covid restrictions. The decline in new exclusively online students can partly be attributed to an overall decline in enrollment at NSU. This drop in university enrollments has been observed across the state with other state higher education institutions as well as in national statistical reports.

In 2022-2023 the target was still not met. However, the rate of decline slowed just a bit, with an 8% decline in new online students in the fall and a 4% decline in the spring. New exclusively online students declined by 5% in the fall and 4% in the

spring.

In 2022-23, ECE worked with Compete LA to generate online student enrollment. The partnership with EAB is set to end on June 30, 2023.

Decision

In 2022-2023 the target was not met. However, it has been decided that this is not a goal that can effectively push ECE's efforts, since ECE is not actively involved in wide recruiting efforts. ECE has decided to pivot to a new goal that focuses on converting individuals who inquire about the university via Compete LA to enrolled students.

Definition of Referred to Enrolled:

Total number of students sent to NSU from Compete LA (statuses: Referred to University, Applied, Admission Decision, Enrolled, Step-Out, Stop-out, Applied for Graduation, Graduated) divided by the total number of students in statuses: (Enrolled, Step-Out, Stop-out, Applied for Graduation, Graduated) equals the % of students that have moved forward in the funnel.

Total Number of Students Referred to University	Total Number of Students Enrolled in University	Conversion Percent
347	186	54%

Data shows that our current conversion rate is 54%. The new goal for the 2023-2024 assessment cycle will be: Maintain a minimum of 50% referred to enrolled conversion rate for Compete LA. We will employ a conversational recruiting practice to help build a relationship with the prospective student. This type of engagement will be more personal and authentic; thus, helping to maintain or increase the referred to enrolled goal.

Measure 1.2 ECE offers a minimum of 12 non-credit enrichment courses each semester for community members who are interested in pursuing areas of personal growth. The target is $\geq$12 courses will host registered participants each semester.

Finding Target was met.

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Non-Credit Course Offerings	Summer	Fall	Spring	Total (# sections)
2018-2019	11 (20)	14 (20)	13 (17)	(57)
2019-2020	12 (17)	12 (17)	11 (13)	(47)
2020-2021	7 (10)	13 (17)	21 (29)	(56)
2021-2022	18 (21)	15 (23)	22 (28)	(72)
2022-2023	18(38)	10(40)	19 (48)	(122)

(The numbers reflect the number of unique courses with numbers of sections in parentheses.)

Analysis

In 2021-2022, the target was met. There was growth in our numbers. Some of the growth was likely due to the lifting of Covid restrictions, which allowed for more face-to-face participation in the enrichment session activities. The "checkout" page has proven to be success and will continue to be a part of the recruiting/advertising process for non-credit courses enrollments. This change positively impacted the student's ability to enroll in the non-credit courses and increased the participation rate in our program offerings.

In 2022-2023, the target was met. Overall, even though in Fall only 11 courses were offered, there was an average across the terms of 15 classes per term. The increase in number of sections for the year was at least in part due to the ability to offer the third-party driving test, for which each test is a separate section with an enrollment of one student. We have increased efforts to market using social media, through the NSU Continuing Education Facebook page.

Decision.

In 2022-23 the target was met. Based on the analysis of the 2022-23 results the ECE staff will implement the following changes in 2023-2024 to drive the cycle of improvement.

It has been decided that it will be more helpful to monitor success by looking at enrollment numbers instead of numbers of classes offered. Several classes, such as Drivers' Ed and Phlebotomy, typically have high enrollment, and it is not an accurate measure of success to count those classes with high enrollment at the same level as courses that typically do not serve as many people. Also, when there are multiple sections of a course within a semester, we have been counting those as one "course." Monitoring enrollment will help us paint a more accurate picture of the success of our non-credit efforts.

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Session	Unduplicated Count	Duplicated Count
2019-2020	291	418
2020-2021	317	389
2021-2022	374	556
2022-2023	406	635

Our goal for 2022-2023 will be to reach a minimum of 350 non-duplicated and 575 duplicated enrollments in non-credit classes.

ECE has submitted new courses to HiRE, the Louisiana Workforce Commission's employment assistance program. This will increase exposure to non-credit programs offered by NSU and potentially increase enrollment in those programs.

ECE has entered into an agreement with Alliance Contractors to provide six incumbent worker training courses, several with multiple sections, for a total of ten sessions to be offered during the next school year.

ECE is constantly searching for new enrichment courses to offer the community. One potential offering for the fall is Salsa dancing.

SO2. ECE provides a conduit for high school students to have access to the University through a dual enrollment program. This program, with successful completion, provides high school students with college credits.

Measure 2.1. ECE complies with a minimum threshold of 1200 High School students, unduplicated count, enrolled in dual enrollment each semester.

Finding: Target was met.

Dual Enrollment Count	Fall	Spring
2020-2021	2090	1985
2021-2022	2207	2224
2022-2023	2137	2151

Analysis.

In 2021-2022 the target was met. Based on the analysis of the 2021-2022 results, we provide dual enrollment opportunities for high school students. The Board of Regents Emergency Policy has continued to allow enrollment criteria waivers through the 2022-23 academic year.

In 2022-2023 the target was met. In fall 2022, there was a slight decrease (-70) over fall 2021. In spring 2023, we exceeded the goal of 1200 but saw a slight decrease (-73) from spring 2022.

To maintain/increase enrollment, ECE worked to streamline enrollment processes to improve efficiency for students and counselors. A dual enrollment summit was hosted for high school counselors, district contacts and principals. The event was attended by 53 post-secondary institutional partners representing 37 different high schools.

The dual enrollment program was rebranded and is now referred to as deNSU Early College Access. The new name and image aims to make the program more attractive and successful in what is becoming a competitive market.

Decision.

To drive the cycle of improvement forward, ECE will promote the dual enrollment program with its new branding and improve support for school districts and students. We anticipate meeting/exceeding the enrollment goal from previous years due to no changes in admissions requirements. This is due in part to new schools coming on board; no change in tuition (remains $150/course, which is cheaper than other institutions), and due to the flexibility of our online AGS program which meets the BOR requirement for the Fast Forward initiative.

SO3. ECE structures professional development opportunities that provide both instructional design and technical support to university faculty.

Measure 3.1. ECE provides quality professional development to our faculty that targets a range of Course Design that supports online curriculum and technical presentations. The target is 97% satisfaction rating of the content and delivery of these workshops. Satisfaction Survey, Appendix A

Finding: Target was not met.

	Agree	Neutral	Disagree
Program met expectations	96.6%	1.7%	1.7%
Adequate length to cover material	94.8%	0%	5.2%
Learning enhanced by knowledge of facilitator	98.3%	1.7%	0%
Comfortable with session pace	96.6%	3.4%	0%
Immediately applicable	86.2%	12.1%	1.7%
Recommend to others	96.6%	3.4%	0%

(Data from June 1, 2022– May 31, 2023)

Analysis

In 2021-2022, the target was met, with five of the six areas scoring 97% or higher and only one (immediately applicable) scoring 95.4% Agree and 4.6% neutral.

In 2022-2023, the target was not met, but it was mostly met. ECE met 97% "agree" on four out of six of the areas surveyed. This year, there were fewer responses to the survey (58) than in previous years. The rate of return, at 31%, was higher than last year's rate of return at 24%. Overall, attendance in workshops was lower than recent years. Some of this can be attributed to the fact that no major changes related to technology happened this year. Dissatisfaction noted represents few individuals. For example, 1.7% dissatisfied is one response, while the 12.1% neutral on immediately applicable accounts for 7 individual responses of trainees who were otherwise happy with the sessions but unsure if they would be able to apply their learning right away. Three individuals would have preferred a slower pace in the workshops they attended. There is not enough of a pattern among responses to suggest a specific change. ECE staff will monitor results as they come in and adjust as appropriate, but 100 percent satisfaction is unattainable.

Decision.

Based on the analysis of the 2022-2023 results, the staff will develop new workshops based on needs of faculty and staff and consider participant suggestions for adjustments in accordance with survey responses as ECE staff members prepare for future presentations.

Measure 3.2. ECE ensures feedback from workshop participants is utilized to improve professional development planning and presentations.

Finding: Target was met.

	2020-21	2021-22	2022-23
Adjust Length/Pace	7	2	3
Face to Face		1	
Provide More Examples		1	
Content was immediately applicable			7
Additional Time/Practice	6	4	
Share PPts after workshop	1		

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Analysis.

In 2021-2022 the target was met. New workshops incorporated into 2022-23 offerings included Advanced Webex and Advanced Teams. Workshops introducing some of the more advanced Moodle content features were also offered.

In 2022-2023, suggestions for improvement were related to pacing of three of the Moodle workshops, where participants stated that they would have preferred more time for the subject matter. ECE staff will consider breaking down those workshops further or covering less material in each one.

Decision.

In 2022-23, the target was met. Upon discussion of this goal, it was decided that moving forward, it will be more helpful to look at enrollment numbers for professional development than to categorize written responses from the evaluations. Historical data from the past three years indicates that we have seen a decline in attendance, and we would like to ensure that we are engaging faculty as much as possible.

Year	Duplicated Enrollment	Non-duplicated enrollment
2020-21	500	200
2021-22	360	192
2022-23	187	97

2020-21 was the COVID year, where we saw an increase in the number of faculty who wanted training on Webex and working with Moodle. In 2021-22, sessions were offered to orient faculty to the Moodle upgrade. We saw a decline in 2022-23, partly because there was not a major change or upheaval this year. We also lost a trainer from the staff numbers. To increase attendance for the 2023-24 year, we plan to develop new workshop topics and to increase communication with department heads to address specific needs. To drive the cycle of improvement, we are setting a goal of 120 non-duplicated attendees for 2023-24.

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Comprehensive summary of key evidence of improvements based on analysis of results.

SO1
<u>5% New Enrollment Increase and Minimum of 12 Non-Credit Enrichment Courses</u>

(1.1) In 2022-2023 the target was still not met. However, the rate of decline slowed just a bit, with an 8% decline in new online students in the fall and a 4% decline in the spring. New exclusively online students declined by 5% in the fall and 4% in the spring.

In 2022-23, ECE worked with Compete LA to generate online student enrollment. The partnership with EAB is set to end on June 30, 2023.

(1.2) In 2022-2023, the target was met. Overall, even though in Fall only 11 courses were offered, there was an average across the terms of 15 classes per term. The increase in number of sections for the year was at least in part due to the ability to offer the third-party driving test, for which each test is a separate section with an enrollment of one student. We have increased efforts to market using social media, through the NSU Continuing Education Facebook page.

SO2
<u>Minimum of 1200 High School students, unduplicated, enrolled in dual enrollment</u>

In 2022-2023 the target was met. In fall 2022, there was a slight decrease (-70) over fall 2021. In spring 2023, we exceeded the goal of 1200 but saw a slight decrease (-73) from spring 2022.

To maintain/increase enrollment, ECE worked to streamline enrollment processes to improve efficiency for students and counselors. A dual enrollment summit was hosted for high school counselors, district contacts and principals. The event was attended by 53 post-secondary institutional partners representing 37 different high schools.

The dual enrollment program was rebranded and is now referred to as deNSU Early College Access. The new name and image aims to make the program more attractive and successful in what is becoming a competitive market.

SO3
<u>Professional Development with 97% Faculty/Staff satisfaction</u>

(3.1) In 2022-2023, the target was not met, but it was mostly met. ECE met 97% "agree" on four out of six of the areas surveyed. This year, there were fewer responses to the survey (58) than in previous years. The rate of return, at 31%, was

higher than last year's rate of return at 24%. Overall, attendance in workshops was lower than recent years. Some of this can be attributed to the fact that no major changes related to technology happened this year. Dissatisfaction noted represents few individuals. For example, 1.7% dissatisfied is one response, while the 12.1% neutral on immediately applicable accounts for 7 individual responses of trainees who were otherwise happy with the sessions but unsure if they would be able to apply their learning right away. Three individuals would have preferred a slower pace in the workshops they attended. There is not enough of a pattern among responses to suggest a specific change. ECE staff will monitor results as they come in and adjust as appropriate, but 100 percent satisfaction is unattainable.

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Plan of action moving forward.

SO1
5% New Enrollment Increase (Change to Compete LA conversion rate) and Minimum of 12 Non-Credit Enrichment Courses

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