

Assessment Cycle 2023-2024

Office of Electronic and Continuing Education (ECE)

Division or Department: EDIO

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Approved by: Mrs. Laurie Morrow

Date: 6/10/24

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.

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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 Maintain a minimum of 50% referred to enrolled conversion rate for Compete LA.

Finding: The target was met.

	Prior to Summer 2023	2023-2024
Number of Students Referred to University	347	175
Number of Students Enrolled in University	186	108
Conversion Percent	54%	62%

Analysis.

In AC 2023-23, it was decided that the CompeteLA conversion percentage would replace the goal of enrollment of new online students. ECE is more closely involved with the CompeteLA activities than with overall enrollment of online students. A baseline was established of an overall historical conversion rate of 54%.

Based on the analysis of the AC 2022-23 data, in AC 2023-2024 ECE staff took a more direct approach in contacting those students who were referred to the University to assist with their actual enrollment and any Admissions processes that may be delaying their registration into classes each semester. The CLA program, as implemented via the ULS office and its coaches, has devised new and improved ways of matching students with programs and institutions as well as their recruiting and marketing efforts. As a result of the changes in AC 2023-2024, the target was met. Sixty-two percent (108 of 175) of referred students were moved to enrollment in the university.

Decision.

In AC 2023-24, the target was met. Based on the analysis of the 2023-2024 data, staff will work on the referrals of the students in AC 2024-2025 who qualify for the CompeteLA program and have shown interest in NSU as their school of choice that are sent by the System office. Attention will be given to the unmatched students

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(ones that were referred but never applied) to hopefully move more students into the enrolled category. These changes will ensure that the current rate of conversion of referred to enrolled students is maintained or increased.

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.

Measure 1.2 ECE will reach a minimum of 350 non-duplicated and 575 duplicated enrollments in non-credit classes.

Finding: The target was met.

Session	Unduplicated Count	Duplicated Count
2021-2022	374	556
2022-2023	406	635
2023-2024	373	601

Analysis.

In AC 2022-2023, the decision was made to change the non-credit goal from number of courses to number of students. Some classes, such as drivers' ed and phlebotomy, typically average many more students than recreation classes, and we wanted to be sure that we were looking at the most meaningful data point. In AC 2022-2023, we looked at past numbers to establish a baseline.

Based on the analysis of the AC 2022-23 results, six incumbent worker courses were provided to Alliance Compressors. Also, Drivers' Ed and Phlebotomy continued to be offered regularly. A notary Republic Exam Prep course was offered. Non-credit course offerings were advertised on ECE's NSULA Continuing Education Facebook page, news stories, and by word of mouth. In AC 2023-24, 373 students enrolled in non-credit courses. Some students enrolled in more than one of our course offerings or sections, to total 601 enrollments. As a result of changes in 2023-2024, the target was met.

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Decision.

In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results the ECE staff will implement the following changes in AC 2023-2024 to drive the cycle of improvement in AC 2024-2025. The focus will be on increasing enrollment in our non-credit programs. The NSULA-Continuing Education Facebook page, a platform that has proven effective in attracting attendees, will be leveraged. Our Army Credentialing Assistance Program through CareerStep will be promoted. The NSU News Bureau will be utilized to disseminate information about our programs. Additionally, active engagement with our school districts, reaching out when offerings that may interest them are available, will be prioritized. Lastly, partnerships with businesses and industries to provide a comprehensive learning experience will be fostered. These changes will increase attendance in continuing education offerings, thereby promoting personal and professional improvement for community members.

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
2023-2024	1995	1962

Analysis.

In AC 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.

Based on the analysis of the AC 2022-23 results, staff continued efforts to enroll students in dual enrollment courses. However, the goal for the dual enrollment program changed from increasing enrollments to working toward increasing student success and maintaining stability of the program. The number of adjunct contracts issued by the university for dual enrollment courses was decreased due to

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budgetary constraints. As a result of the changes in AC 2023-2024, the target was met. However, we did see another decrease in enrollment. In fall 2023, there was a decrease of 142 students from fall 2022. In spring 2024, there was a decrease of 189 students from spring 2023.

Decision.

To drive the cycle of improvement forward for dual enrollment, a shift has been made for AC 2024-2025 regarding admission criteria to enroll a better prepared and more qualified student. It is anticipated that these changes, combined with the reduction in adjunct contracts, will result in a decline in enrollment; therefore, different measures will be evaluated in the future.

The more stringent admission criteria for academic year 2024-2025 include the following:

- Subject-specific minimum scores on approved assessments must be submitted for BESE Approved Home Study students instead of a counselor recommendation.
- 10th graders entering the program must meet at 3.5 high school cumulative GPA (as compared to 2.5 high school cumulative GPA for 11th & 12th graders); meet subject-specific minimum scores on approved assessments; and must be working towards an Associate of General Studies degree. These students will be assigned an academic advisor to ensure satisfactory academic progress is achieved.

Based on the upcoming admission criteria changes, it is projected that there will be a reduction in the number of students earning letter grades of D (poor), F (failing) or W (withdrawn). It is also predicted that the average NSU cumulative GPA of high school dual enrollment students will slightly improve.

	FA 23	SP 24
Number of students earning a D or F	92	63
Number of courses in which the student earned a D or F	184	123
Number of students who earned a W	91	59
Number of courses in which the student earned a W	108	74
Average NSU Cumulative GPA	3.41	3.54

These measures will indicate the preparedness of high school students taking college level courses for dual enrollment credit.

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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.

Finding: Target was met.

	Agree	Neutral	Disagree
Program met expectations	100%	0%	0%
Adequate length to cover material	98.6%	0%	1.4%
Learning enhanced by knowledge of facilitator	100%	0%	0%
Comfortable with session pace	100%	0%	0%
Immediately applicable	91.3%	8.7%	0%
Recommend to others	100%	0%	0%

(Data from June 1, 2023– May 31, 2024)

Analysis.

In AC 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. There were fewer responses to the survey (58) than in previous years. The rate of return, at 31%, was higher than the previous year’s rate of return at 24%. Overall, attendance in workshops was lower than in recent years. Some of this can be attributed to the fact that no major changes related to technology happened within the year.

Based on the analysis of the AC 2022-2023 results, staff continued to respond to faculty feedback and work to improve the number and quality of professional development sessions. As a result of these changes in AC 2023-2024, the target was met. Averaging the “Agree” responses equates to an overall satisfaction of 98.3% among attendees who completed surveys. One “disagree” response was entered for “adequate length to cover material.” That individual would have preferred a longer workshop presented at a slower pace. Most who responded “Neutral” on “I will be able to immediately apply what I learned” took the workshops because they wanted to learn more about the topic, but just were not planning to apply the skill right away. The response rate for the survey was 40% (69 out of 172 enrollments), which was a higher rate of return than for AC 2022-2023. The changes that were made had a direct impact on satisfaction with the sessions provided.

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Decision.

In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 results, the staff will develop new workshops in AC 2024-2025 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. These changes will improve the relevance and quality of professional development sessions offered by ECE, thereby continuing to push the cycle of improvement forward.

Measure 3.2. ECE maintains a goal of 120 non-duplicated attendees per year in professional development sessions.

Finding: Target was not met.

Year	Duplicated Enrollment	Non-duplicated enrollment
2020-21	500	200
2021-22	360	192
2022-23	187	97
2023-24	172	89

Analysis.

In 2022-2023, ECE looked at previous enrollment numbers in professional development sessions to provide a baseline for the new goal. 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. Previous spikes in attendance were related to specific occurrences. 2020-21 was the pandemic emergency shift to online instruction, and in 2021-22 we saw our last Moodle upgrade.

Based on the analysis of the AC 2023-2024 results, new workshops were developed and presented in AC 2023-24. Those workshops included the following:

- Creating Turnitin Assignments in Moodle
- H5P Interactive Video
- Creating Groups in Moodle
- Stream Interactivity
- Microsoft Clipchamp

In AC 2023-2024, 120 workshops were offered, encompassing 32 unique topics. Data from the Professional Development satisfaction survey as well as from the

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annual Professional Development Needs Assessment survey, as well as direct requests from faculty, were considered in decisions about what to offer. As a result of the changes, in AC 2023-2024, the target was not met. Only 89 individuals attended professional development sessions offered by ECE. Attendance was slightly down from the previous year, even though several new workshops were developed and offered. The rate of workshops offered that were also attended went slightly up from last year; 65% of workshops advertised in AC 2023-24 attracted enrollment, while 63% of workshops offered last year were attended.

Decision.

In AC 2023-24, the target was not met. Based on the analysis of AC 2023-2024 results, the following changes will be implemented in AC 2024-2025. Development of new ways of delivering workshops and new topics to offer are being considered. Average rates of attendance in workshops that are offered (65% in 2023-24) indicate that there is room to improve scheduling strategies, considering both topic selection and timing. A Moodle upgrade is scheduled to occur prior to AC 2024-25; this is likely to increase attendance. Professional development on artificial intelligence topics is being developed in response to indications of interest from faculty. Expansion of offerings related to video development is also being considered. Because comments on our annual professional development needs assessment survey indicated that some faculty are unaware of ECE and the professional development that we offer, plans to better promote current offerings by reaching out to individual departments are being developed. As a result of these changes, the rate of attendance in ECE-provided professional development will increase, thereby continuing to push the cycle of improvement forward.

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Comprehensive summary of key evidence of improvements based on analysis of results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2023-2024. These changes are based on the knowledge gained through the AC 2022-2023 results analysis.

SO1

Minimum 50% conversion rate for CompeteLA referrals and minimum number of 350 non-duplicated and 575 duplicated enrollments in non-credit courses.

- (1.1) In AC 2023-23, it was decided that the CompeteLA conversion percentage would replace the goal of enrollment of new online students. ECE is more closely involved with the CompeteLA activities than with overall enrollment of online students. A baseline was established of an overall historical conversion rate of 54%.

Based on the analysis of the AC 2022-23 data, in AC 2023-2024 ECE staff took a more direct approach in contacting those students who were referred to the University to assist with their actual enrollment and any Admissions processes that may be delaying their registration into classes each semester. The CLA program, as implemented via the ULS office and its coaches, has devised new and improved ways of matching students with programs and institutions as well as their recruiting and marketing efforts. As a result of the changes in AC 2023-2024, the target was met. Sixty-two percent (108 of 175) of referred students were moved to enrollment in the university.

- (1.2) In AC 2022-2023, the decision was made to change the non-credit goal from number of courses to number of students. Some classes, such as drivers' ed and phlebotomy, typically average many more students than recreation classes, and we wanted to be sure that we were looking at the most meaningful data point. In AC 2022-2023, we looked at past numbers to establish a baseline.

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SO2

Minimum of 1200 High School students, unduplicated, enrolled in dual enrollment

- (2.1) In AC 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.

Based on the analysis of the AC 2022-23 results, staff continued efforts to enroll students in dual enrollment courses. However, the goal for the dual enrollment program changed from increasing enrollments to working toward increasing student success and maintaining stability of the program. The number of adjunct contracts issued by the university for dual enrollment courses was decreased due to budgetary constraints. As a result of the changes in AC 2023-2024, the target was met. However, we did see another decrease in enrollment. In fall 2023, there was a decrease of 142 students from fall 2022. In spring 2024, there was a decrease of 189 students from spring 2023.

SO3

Professional Development with 97% Faculty/Staff Satisfaction and minimum 120 non-duplicated attendees each year

- (3.1) In AC 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. There were fewer responses to the survey (58) than in previous years. The rate of return, at 31%, was higher than the previous year’s rate of return at 24%. Overall, attendance in workshops was lower than in recent years. Some of this can be attributed to the fact that no major changes related to technology happened within the year.

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Plan of action moving forward. The following reflects changes that will be implemented in AC 2024-25, based on the analysis of the results observed in AC 2023-24.

SO1

Minimum 50% conversion rate for CompeteLA referrals and minimum number of 350 non-duplicated and 575 duplicated enrollments in non-credit courses.

- (1.1) In AC 2023-24, the target was met. Based on the analysis of the 2023-2024 data, staff will continue to work on the referrals of the students who qualify for the CompeteLA program and have shown interest in NSU as their school of choice that are sent by the System office. Attention will be given to the unmatched students (ones that were referred but never applied) to hopefully move more students into the enrolled category. These changes will ensure

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- (2.1) To drive the cycle of improvement forward for dual enrollment, a shift has been made for AC 2024-2025 regarding admission criteria to enroll a better prepared and more qualified student. It is anticipated that these changes, combined with the reduction in adjunct contracts, will result in a decline in enrollment; therefore, different measures will be evaluated in the future.

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