

Assessment Cycle 2024-2025

Electronic Learning & Global Engagement (formerly Electronic & Continuing Education)

Division or Department: Academic Affairs

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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.

Electronic Learning & Global Engagement Mission. The mission of Electronic Learning and Global Engagement 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 Director of Electronic Learning & Global Engagement's designee and stored in secure digital format.
- (2) The 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 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	2024-2025
Number of Students Referred to University	347	175	91
Number of Students Enrolled in University	186	108	109
Conversion Percent	54%	62%	120%

Analysis.

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.

In AC 2024-2025, the conversion rate of Compete LA was over 100 percent. The reason for this is that Compete LA staff focused on converting inquiries from previous years. Even though we only had 91 new inquiries this year, Compete LA staff converted some from previous years who had not yet enrolled. Since the start of the program, the overall conversion rate is 66%. Electronic Learning staff believe that tracking the overall long-term conversion rate may be more useful than focusing on the yearly rate.

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Decision.

In AC 2024-25, the target was met. Based on the analysis of the AC 2024-25 data, staff will implement the following changes in AC 2025-26. Staff will focus on reaching out to step-out students, who are students who have paused their educational journey at NSU to encourage re-enrollment. Staff will also work to establish a scholarship to attract returning and/or transfer students. These changes will ensure that the current rate of conversion to enrolled 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 Electronic Learning will reach a minimum of 350 non-duplicated and 575 duplicated enrollments in non-credit classes.

Finding: The target was not met.

Session	Unduplicated Count	Duplicated Count
2021-2022	374	556
2022-2023	406	635
2023-2024	373	601
2024-2025	352	528

Analysis.

Based on the analysis of the AC 2022-23 results, six incumbent worker courses were provided to Alliance Compressors in 2023-24. Also, Drivers' Ed and Phlebotomy continued to be offered regularly. A Notary Public Exam Prep course was offered. Non-credit course offerings were advertised on Electronic Learning'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, totaling 601 enrollments. As a result of changes in 2023-2024, the target was met.

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In AC 2024-25, the non-duplicated count target was met, but the duplicated enrollment count was not. One potential impact to enrollment was the opening of a new driving school in Natchitoches. Staff had to cancel one section of Drivers' Ed due to lack of enrollment, and two sections had lower than usual enrollment of 7 students each. The phlebotomy training course has also not been offered since June 2024 due to loss of the instructor; 5 additional sections of phlebotomy would normally have been offered in a school year.

Decision.

In AC 2024-2025 the target was partially met. Based on the analysis of the AC 2024-2025 results, Electronic Learning staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Electronic Learning has plans to offer additional noncredit courses in an online format, such as a drone certification program. We also have plans to offer additional recreational courses, such as piano and guitar. New professional development courses such as a private Investigator training course and a TEAS Test Boot Camp will also be added to our catalog. Staff are working to reinstate the phlebotomy training program. Electronic Learning will continue to promote offerings through Facebook and the NSU News Bureau. Staff hope to continue the incumbent worker training program as well as seek additional partnerships. These changes will increase attendance in continuing education offerings, thereby promoting personal and professional improvement for community members.

SO2. Electronic Learning 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. Electronic Learning 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
2022-2023	2137	2151
2023-2024	1995	1962
2024-2025	2071	1948

Analysis.

In AC 2023-2024, the target was met. However, we did see a 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. This was

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partially a result of the university's effort to decrease the number of adjunct contracts for dual enrollment, which led to a decrease in the number of available online sections.

Based on the analysis of 2023-2024 results, in AC 2024-2025 the staff focused their efforts on enrolling students in dual enrollment courses. As a result, In AC 2024-2025 the target was met. Fall 2024 enrollment was slightly higher than fall 2023 (+76), while spring 2025 was slightly lower than spring 2024 (-16). Admission criteria for dual enrollment changed to require that sophomores could only enroll if they are on the AGS track. Sophomores also must meet higher GPA requirements than juniors and seniors. Also, counselor recommendations are no longer accepted for admission to the AGS track for juniors and seniors. Even with these increased standards, enrollment numbers remained about the same as last year. This was likely due to increased interest in dual enrollment programs in the state.

Decision.

To drive the cycle of improvement forward for dual enrollment, in AC 2025-26, Electronic Learning staff will work to recruit additional face-to-face instructors at high school campuses. We will also add new high school partners to our program. Staff will streamline processes to increase efficiency and improve communication with partner schools. Even though our tuition is increasing, staff anticipate that NSU will continue to be competitive with other institutions and increase enrollment in the dual enrollment program.

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

Measure 3.1. Electronic Learning provides quality professional development to our faculty that targets a range of course design topics that support 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	97%	3%	0%
Learning enhanced by knowledge of facilitator	98.5%	1.5%	0%
Comfortable with session pace	98.5%	1.5%	0%
Immediately applicable	95.5%	4.5%	0%
Recommend to others	98.5%	1.5%	0%

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(Data from June 1, 2024– May 31, 2025)

Analysis.

In AC 2023-24, staff responded to faculty feedback and worked 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.

Based upon the analysis of AC 2023-24 results, in AC 2024-2025 staff developed several new workshops and tested out a new “Bring your Own Laptop” format, where participants brought their own computers to the training lab in South Hall for face-to-face sessions. Overall satisfaction met the target, with only “information in this workshop will be immediately applicable” below a 97% rating (95.5%). That represented only 3 responses out of the 67 we received, and they were all for Moodle workshops. It is possible that there were some attendees who were not online teachers or that there were some skills covered that they were not yet ready to implement. Most responses were positive. The survey is sent to all participants after attending a session. This year, we received responses from 24.6% of the 272 total enrollments in Electronic Learning workshops.

Decision.

Based on the analysis of the AC 2024-2025 results, the staff will develop new workshops in AC 2026-2026 based on needs of faculty and staff and consider participant suggestions for adjustments in accordance with survey responses as Electronic Learning staff members prepare for future presentations. These changes will improve the relevance and quality of professional development sessions offered by Electronic Learning, thereby continuing to push the cycle of improvement forward.

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

Finding: Target was met.

Year	Duplicated Enrollment	Non-duplicated enrollment
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2020-21	500	200
2021-22	360	192
2022-23	187	97
2023-24	172	89
2024-25	272	152

Analysis.

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

Based on analysis of AC 2023-24 results, Electronic Learning staff developed two new workshops in AC 2024-25: Test Security in Moodle and Adding Quiz Questions to PowerPoint. We also introduced a new format, “bring your own laptop,” where participants bring their own computers to the training lab for face-to-face sessions. In AC 2024-25, we offered eight sessions in the new format, and only two of the offered sessions were attended, with one enrollment each. According to the 2025 Professional Development Needs Assessment, only 21% of the 128 respondents said that they would be interested in the format. Staff will re-evaluate the feasibility of continuing this format.

The largest driver of enrollments, however, was the Moodle upgrade, which led to a surge in attendance in *Moodle:What’s New* workshops, for a total of 87 enrollments (32%).

In AC 2024-25, we also offered several face-to-face workshops in departments. We made one trip to NSU-Alexandria to do a half-day workshop with the Nurse Anesthesia program faculty. We also did two workshops with Social Work faculty, two Lunch and Learns with the School of Business, and one face-to-face presentation at Faculty Institute. Those face-to-face offerings accounted for a total of 75 enrollments (28%) over the year.

Sixty-four percent of workshop presentations offered were attended by faculty or staff. This indicates that Electronic Learning may need to reconsider timing or subject matter being offered.

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Decision.

In AC 2024-25, the target was met. Based on the analysis of AC 2024-2025 results, the following changes will be implemented in AC 2025-2026. Development of new ways of delivering workshops and new topics to offer are always being considered. Over half of respondents to the Electronic Learning Professional Development Needs Assessment survey reported interest in having sessions delivered within their departments and that format was successful in AC 2024-25. Electronic Learning will explore additional opportunities to present to groups of faculty at departmental meetings.

Only 64% of workshops offered by Electronic Learning were attended by faculty or staff in AC 2024-25. This indicates that there is room to improve scheduling strategies, considering both topic selection and timing in AC 2025-26. Electronic Learning may also consider purchasing additional professional development that may be of interest to faculty. As a result of these changes, the rate of attendance in Electronic Learning-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 2024-2025. These changes are based on the knowledge gained through the AC 2023-2024 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 2024-2025, the conversion rate of Compete LA was over 100 percent. The reason for this is that Compete LA staff focused on converting inquiries from previous years. Even though we only had 91 new inquiries this year, Compete LA staff converted some from previous years who had not yet enrolled. Since the start of the program, the overall conversion rate is 66%. Electronic Learning staff believe that tracking the overall long-term conversion rate may be more useful than focusing on the yearly rate.
- (1.2) In AC 2024-25, the non-duplicated count target was met, but the duplicated enrollment count was not. One potential impact to enrollment was the opening of a new driving school in Natchitoches. Staff had to cancel one section of Drivers' Ed due to lack of enrollment, and two sections had lower than usual enrollment of 7 students each. The phlebotomy training course has also not been offered since June 2024 due to loss of the instructor; 5 additional sections of phlebotomy would normally have been offered in a school year.

SO2

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

- (2.1) In AC 2024-2025 the target was met. Based on the analysis of 2023-2024 results, staff continued efforts to enroll students in dual enrollment courses. Fall 2024 enrollment was slightly higher than fall 2023 (+76), while spring 2025 was slightly lower than spring 2024 (-16). Admission criteria for dual enrollment changed to require that sophomores could only enroll if they are on the AGS track. Sophomores also must meet higher GPA requirements than juniors and seniors. Also, counselor recommendations are no longer accepted for admission to the AGS track for juniors and seniors. Even with these increased standards, enrollment numbers remained about the same as last year. This was likely due to increased interest in dual enrollment programs in the state.

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SO3

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

- (3.1) Based upon the analysis of AC 2023-24 results, in AC 2024-2025 staff developed several new workshops and tested out a new “Bring your Own Laptop” format, where participants brought their own computers to the training lab in South Hall for face-to-face sessions. Overall satisfaction met the target, with only “information in this workshop will be immediately applicable” below a 97% rating (95.5%). That represented only 3 responses out of the 67 we received, and they were all for Moodle workshops. It is possible that there were some attendees who were not online teachers or that there were some skills covered that they were not yet ready to implement. Most responses were positive. The survey is sent to all participants after attending a session. This year, we received responses from 24.6% of the 272 total enrollments in Electronic Learning workshops.
- (3.2) Based on analysis of AC 2023-24 results, Electronic Learning staff developed two new workshops in AC 2024-25: Test Security in Moodle and Adding Quiz Questions to PowerPoint. We also introduced a new format, “bring your own laptop,” where participants bring their own computers to the training lab for face-to-face sessions. In AC 2024-25, we offered eight sessions in the new format, and only two of the offered sessions were attended, with one enrollment each. According to the 2025 Professional Development Needs Assessment, only 21% of the 128 respondents said that they would be interested in the format. Staff will re-evaluate the feasibility of continuing this format.

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Plan of action moving forward. The following reflects changes that will be implemented in AC 2025-26, based on the analysis of the results observed in AC 2024-25.

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- (1.2) In AC 2024-2025 the target was partially met. Based on the analysis of the AC 2024 -2025 results, Electronic Learning staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Electronic Learning has plans to offer additional noncredit courses in an online format, such as a drone certification program. We also have plans to offer additional recreational courses, such as piano and guitar. New professional development courses such as a private Investigator training course and a TEAS Test Boot Camp will also be added to our catalog. Staff are working to reinstate the phlebotomy training program. Electronic Learning will continue to promote offerings through Facebook and the NSU News Bureau. Staff hope to continue the incumbent worker training program as well as seek additional partnerships. These changes will increase attendance in continuing education offerings, thereby promoting personal and professional improvement for community members.

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- (3.2) Only 64% of workshops offered by Electronic Learning were attended by faculty or staff in AC 2024-25. This indicates that there is room to improve scheduling strategies, considering both topic selection and timing in AC 2025-26. Electronic Learning may also consider purchasing additional professional development that may be of interest to faculty. As a result of these changes, the rate of attendance in Electronic Learning-provided professional development will increase, thereby continuing to push the cycle of improvement forward.