

Assessment Cycle 2019-2020

Office of Electronic and Continuing Education (ECE)

Division or Department: TIED

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Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

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 adult 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 (direct & indirect and quantitative & qualitative) are collected and returned to the director and stored by the director 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 and reported to the Vice President of Technology, Innovation, and Economic Development.
- (4) Individual meetings will be held with staff as required to address identified concerns.
- (5) The director, in consultation with the staff and senior leadership, will determine proposed changes to measurable outcomes, assessment tools for the next

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assessment period and, where needed, service changes.

Electronic and Continuing Education

Service Outcomes:

SO 1. ECE ensures marketing of Electronic Learning programs and advising to students who are enrolling in distance and non-credit programs.

Measure 1.1. ECE exceeds the University Student enrollment goals of 5% increase with a goal of 6% increase in a semester to semester new online enrollment annually.

Finding: Target was Met.

	Fall 2018	Fall 2019	Spring 2019	Spring 2020
New Online Student count	2304	2337	1476	1551
New Exclusively Online	1492	1474	1111	1078
Online Student Count Percentage Increase	-5.45%	+0.5%	-6.8%	+1.6%

Analysis: In 2018-2019, the target was not met. Based on the analysis of the 2018-2019 results ECE was not able to define a reason for the decline in online enrollment but strongly relate it to the increase in competition for students within the state. In accordance with the plan of action from 2018-2019, in 2019-2020 ECE partnered with our Education Advisory Board helped to identify leads from which we can work through the enrollment funnel. The approach was modified to better align our recruiting strategies with a market that is more likely to be interested in attending NSU online. We also partnered with University of Louisiana System to promote and support the CompeteLA to generate more online enrollments. As a result, in 2019-2020 our target was Met.

Decision, action, or recommendation: Based on the analysis of the 2019-2020 results, in 2020-2021, the ECE will push online enrollment by focusing on the CompeteLA population and continue to use EAB leads to help us modify better recruiting strategies with a applicable market for our programs. The target for enrollment will continue to strive for 5% increase in new online enrollment annually.

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SO 2. ECE ensures a variety of non-credit enrichment courses offered for community members who are interested in pursuing areas of personal interest.

Measure 2.1. ECE offers a minimum of 12 non-credit enrichment courses each semester for community members who are interested in pursuing areas of personal interest.

Finding: Target was Met.

Non-Credit Course Offerings	Summer	Fall	Spring	Total
2016-2017	13	12	11	36
2017-2018	19	22	21	62
2018-2019	20 (11)	20 (14)	17 (13)	57 (38)
2019-2020	17 (12)	17 (12)	13 (11)	47 (35)

Analysis: In 2018-2019 the target was met. Based on the analysis of the 2018-2019 results with the change in how we reported data, an average of 20 non-credit courses were offered per semester allowing the department to closely scrutinize the number of classes offered of a certain category and help identify which semesters are prone to filling these offerings. In accordance with the plan of action from 2018-2019, in 2019-2020 ECE was able to provide a minimum of 12 courses per semester for all three semesters, Summer, Fall, and Spring. Advertising Strategies utilized included online brochure and listing on our “checkout” page. We also submitted a monthly schedule to the NSU News Bureau for news stories to be run which also includes surrounding parish newspapers as well as marketing in the Natchitoches Parish Journal. As a non-credit course offering, all the marketing is free and unfortunately may not be publicized depending on space available. Please note that several Spring courses were cancelled due to the COVID-19 Stay at Home orders.

As a result, in 2020-2021, the target will continue to follow the 2019-2020 plan to measure the full impact of the whole academic year.

Decision, action, or recommendation: Based on the analysis of the 2019-2020 results, in 2020-2021, ECE will continue to offer a minimum of 12 non-credit enrichment courses for community members to pursue their areas of personal interest with a recommendation to focus on 12 courses actually hosting participants each semester.

SO 3. ECE facilitates opportunities for dual enrollment for high school students that allows them to achieve university and high school credit through the one course.

Measure 3.1. ECE complies with a minimum threshold of 1200 High School students, unduplicated count, enrolled in dual-enrollment each semester.

Finding: Target was Met.

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Dual Enrollment Count	Fall	Spring	Total
2015-2016	1134	1179	2313
2016-2017	1204	1212	2416
2017-2018	1357	1427	2784
2018-2019	1617	1606	3223
2019-2020	1611	1598	3209

Analysis: In 2018-2019 the target was met. Based on the analysis of the 2018-2019 results, ECE determined that a joint effort with Recruiting was effective in garnering above the minimum threshold target enrollments. In accordance with the plan of action from 2018-2019, in 2019-2020 ECE Dual Enrollment Specialist attended eight counselors' luncheons in the Fall 2019. We attended luncheons in Baton Rouge, Covington, New Orleans, Natchitoches, Lafayette, Monroe, Shreveport, and Alexandria. We added two new schools to our Spring 2020 rotations, Central Private High and De Le Salle High. Outreach events were to take place in Spring 2020 but were interrupted due to COVID-19. Data reflects a steady growth in our Dual Enrollment program. We are experiencing an average growth of 3.6% in non-duplicated counts.

As a result, in 2020-2021 the target will continue to comply with a minimum threshold of 1200 High School students, unduplicated count, enrolled in dual-enrollment each semester.

Decision, action, or recommendation: Based on the analysis of the 2019-2020 results, in 2020-2021 ECE will comply with a minimum threshold of 1200 High School students, unduplicated count, enrolled in dual enrollment each semester by continuing to service our current partners. Outreach efforts will consist of Face-to-face and digital strategies. ECE will retrace steps with the action plan of 2019-2020 in order to implement the outreach events for the Spring semester.

SO 4. ECE ensures professional development opportunities as well as instructional design and technical support to university faculty.

Measure 4.1. ECE complies with providing quality professional development opportunities as well as instructional design and technical support to university faculty with 100% Faculty/Staff satisfaction. Satisfaction Survey, Appendix A

Finding: Target was NOT Met.

	SY 2018-2019	Strong Agree	Agree	Neither Agree/Disagree	Disagree	Strong Disagree
Program met expectations	82.56 71	91.14 72	8.86 7	0	0	0
Clear visual Quality	91.86 79	92.41 73	6.33 5	1.27 1	0	0

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Well Designed Visuals	90.70 78	91.14 72	7.59 6	1.27 1	0	0
Clear Audio Quality	94.19 81	92.41 73	7.59 6	0	0	0
Adequate length to cover material	87.21 75	89.87 71	7.59 6	2.53 2	0	0
Content Well Presented	91.86 79	94.94 75	3.80 3	1.27 1	0	0
Session Managed Well	93.02 80	96.20 76	3.80 3	0	0	0
Content Organized and Sequenced	89.53 77	94.94 75	3.80 3	1.27 1	0	0
Objective clearly stated	88.37 76	94.94 75	3.80 3	1.27 1	0	0
Provide Major Concept examples	93.02 80	92.41 73	7.59 6	0	0	0
Knowledgeable Instructor	93.02 80	94.94 75	5.06 4	0	0	0

Analysis: In 2018-2019 the target was not met. Based on the analysis of the 2018-2019 results, ECE categorized the data into meaningful chunks so that we could target our Technical Quality, Organization and Delivery, and/or Knowledge Level into meaningful information from our participant survey. This helped our department focus on specific components of our professional development presentations. In accordance with the plan of action for 2018-2019, in 2019-2020, ECE focused on our lowest performing area, Organization and Delivery. Last year results had two responses score Disagree. This year ECE did not have anything less than Neither Agree/Disagree. Organization and Delivery continues to have the largest number of neutral responses.

More noted this year was the response rate for this survey. Partly due to the interruption with COVID-19, this year's response was less than 28% with 284 duplicated attendees. Thus the Neither Agree/Disagree category is questionable based upon the duplicated attendance. As a result, the 2019-2020 target was met. In 2020-2021 the target will remain 100% satisfied with instructional design and technical support with our profession development opportunities.

Decision, action, or recommendation: Based on the analysis of the 2019-2020 results, in 2020-2021, ECE will target the Organization and Delivery of our professional development. Even though Adequate Length to cover material was not a significant issue this year, it still garnered comments in the open-ended questions on our survey. In addition to program presentation, participants are requesting additional time/practice within our sessions. For 2020-2021 ECE plans to offer practice with faculty after the session if they chose to stay. Some of the courses are offered in a WebEx format and the ability to practice is not feasible. We also offer an assignment that can be completed after the workshop is over and the faculty can submit the completed assignment back to our department. More importantly is the response rate of our survey by our participants. To secure more participant responses ECE plans to change the method of sending the survey to participants. We will start emailing the survey link after the workshops within

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the follow up emails that also include workshop handouts. This will go directly to the individual with a request for compliance.

Measure 4.2. ECE ensures feedback from workshop participants is utilized to improve professional development planning and offerings that are relevant and valuable.

Finding: Target was Met.

	2017-18	2018-19	2019-2020
Adjust Length/Pace	9	8	4
Face to Face	6	1	
Provide More Examples	13	2	
Additional Time/Practice		4	3
Record for Later Use	1		
Enlarge Font			1
Send PowerPoints after workshop			1

Analysis: In 2018-2019 the target was met. Based on the analysis of the 2018-2019 results, respondents were requiring more time to adequately cover the material, additional time/practice, and provide more examples. In accordance with our 2019-2020 plan, we accommodated these requests in our presentations by adjusting the content as we noticed problems with timing. We added or removed material as necessary to make sure the workshops flow smoothly in a logical order and not overwhelm participants with too much information. As a result of these adjustments, the target was met. Pacing continues to be an issue and will require more refinement as it is juggled with more time for practice. This year two new requests appeared. In 2020-2021 ECE will actively polish the presentations based upon responses received from our survey.

Decision, action, or recommendation: Based on the analysis of the 2019-2020 results, in 2020-2021, ECE will focus on length/pace; additional time/practice; and technical adjustments to the presentation along with possible distribution of PowerPoint slides following the professional development.

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

5% Enrollment Goal

- Partnered with Education Advisory Board to help identify leads and modified to meet a market more likely interested in NSU online
- Partnered with University of Louisiana System to promote and support CompeteLA

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Minimum of 12 Non-Credit Enrichment Courses

- Minimum of 12 courses in Spring, Summer, and Fall were met with additional offerings for a total of 47 offerings with 35 courses that had attendees
- Advertising Strategies included online brochure, listing on our “checkout” page, monthly schedule submitted to NSU News Bureau for publication which included surrounding parish newspapers, and marketing in the Natchitoches Parish Journal when space is available.

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

- Dual Enrollment Specialist attended eight counselors’ luncheons, Baton Rouge, Covington New Orleans, Natchitoches, Lafayette, Monroe, Shreveport, and Alexandria
- Added two new schools to our Spring 2020 rotations
- Scheduled Outreach events for Spring2020, interrupted due to COVID-19

Professional Development with 100% Faculty/Staff satisfaction

- Focus was on Organization and Delivery. Focus on the presentation of the professional development so that they were adequate in length, Organized and Sequenced
- Less than 28% response rate with 284 duplicated attendees
- Adjusted content as timing issues were identified
- Added or removed material as necessary to better sequence the presentation and maintain logical order and not overwhelm participants

Plan of action moving forward.

5% Enrollment Goal

- Push online enrollment by focusing on CompleteLA population
- Continue to use EAB leads and modify to better meet our marketable population and programs

Minimum of 12 Non-Credit Enrichment Courses

- Moving forward with 12 non-credit offerings
- Recommendation to focus on 12 courses hosting participants each semester

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

- Focus on unduplicated count enrolled in dual enrollment
- Follow Action Plan of 2019-2020 to compete Spring Outreach

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Professional Development with 100% Faculty/Staff satisfaction

- Target Organization and Delivery focusing again on Adequate Length and additional time/practice when practical
- Practice with faculty after the session when practical
- Provide an extra assignment that can be submitted after the workshop
- Change the method of sending our surveys to participants. Begin emailing the survey link directly to each participant with workshop handouts.
- Provide PowerPoint slides, when appropriate, following the professional development workshop