

AY 2017 – 2018 Assessment

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 (both direct – indirect, quantitative and qualitative) are collected and returned to the Vice Presidents of Technology, Innovation, and Economic Development's designee and stored in secure digital format;
- (2) The Vice President 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 Vice President, in consultation with the staff and senior leadership, 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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Service Outcomes:

SO 1. *ECE will assist with marketing electronic learning programs and advising students who are enrolling in distance and non-credit programs.*

Measure 1.1. ECE will continue to see 6% increase in new online enrollment annually.

Finding: Target Met.

	Fall 2016	Fall 2017	Spring 2017	Spring 2018
Online Student count	2116	2382	1345	1583
Exclusively Online	1386	1633	1075	1302
Online Student Count Percentage Increase		+12.6%		+17.7%

Analysis: Based on data analysis from the 2016-17 academic year, there was an increase greater than 6% for online student enrollment for both the Fall and Spring semesters for the 2017-2018 academic school year. Online student growth increased 12.6% in the Fall 2017 semester as compared to the Fall 2016 count and increased 17.7% in the Spring 2018 semester as compared to the Spring 2017 count for an average increase of 15.15% increase over the 2016-2017 academic year. Increase in enrollment is attributed to the combined efforts of current marketing strategies and advising methods. This enrollment data shows that the 6% growth target is obtainable and sustainable. The Target Goal for the 2018-2019 academic year Online total enrollment of **4203** is established.

Action: Based upon the 2017-2018 results, the target goal to increase online enrollment by 6% in semester-to-semester comparisons will remain. Because the 6% goal was attained for 2017-2018, current marketing and advising methods will continue to be utilized to produce continued increases in enrollment.

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

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

Finding: Target Met.

Non-Credit Course Offerings	Summer	Fall	Spring	Total
2016-2017	13	12	11	36
2017-2018	19	22	21	62

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2018-2019				
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Analysis: Based upon data analysis from 2016-17, the department of Electronic Continuing Education was able to provide 36 non-credit course offerings to the community. Based upon survey reviews, the department developed new course offerings and adjusted the current offerings by adding more classes at various times and dates. According to the data collected from 2017-18, the ECE department offered on average 20 non-credit courses per semester. This is a 73% increase over the number of offerings from the 2016-2017 academic school year. Deeper analysis also revealed a change in the way courses were counted for this report. During the baseline academic year of 2016-2017, courses were counted solely by the type of course offered. This was not an accurate count of all the course offered each semester. For the 2017-2018 academic year, course offerings were counted by each session offered under each non-credit course offering. For example, a non-credit course in Art may have six sessions offered. Thus, six course offerings were counted for the 2017-2018 data collection. The department has also included Ed2Go and Gatlin online course offerings that were not included in the 2016-17 data. While new courses have been added to the list of non-credit course offerings, the data used for this department is to count each session offered.

Action: Based upon the data analysis for 2016-17 semester count of non-credit course offerings, this academic year, 2017-2018 was able to provide more course selections and session offerings. This was possible by adding new course selections based upon participant recommendations and by counting all the sessions offered under each category. ECE will continue providing the community with personal enrichment course offerings each semester to meet the needs of the community.

Moving forward, it is recommended that a second measure be developed for 2018-2019 assessment for this Student Outcome. A direct measure that provides a comparison of non-credit courses offered per semester and non-credit courses sessions that make per semester. By collecting this data, ECE will be able to target a specific number of sessions for each course to better meet the needs of the community it serves.

SO 3. *ECE will facilitate dual enrollment opportunities for high school students that allow them to achieve university and high school credit.*

Measure 3.1. ECE will maintain a minimum threshold of 1200 High School students enrolled in dual- enrollment each semester. This will be measured in a non-duplicated student count.

Finding: Target 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			

Analysis: Data collected since the baseline year of 2015-2016, show a steady growth in non-duplicated enrollment of students taking college credit courses while completing their high school requirements. Data reflects an increase of 9.5% in 2016-2017 total count and an 8.6% increase in 2017-2018 count. The dual enrollment data shows the minimum threshold of 1200 dual enrollment students was attained each semester beginning with the Fall 2016 semester. This is a joint effort with this department and the Recruiting Office. High School visits and Counselor luncheons have proven to be a valuable factor in meeting this target goal. This indicates that this threshold is reasonable, attainable, and maintainable.

Action: Based upon the 2016-2017 and 2017-2018 dual enrollment numbers, the threshold of 1200 dual enrollment students proved to be attainable and maintainable. The threshold will remain at 1200 minimum dual enrollment students for the 2018-2019 academic school year. It is anticipated that there will be new admission requirements for the 2018-19 school year that will impact enrollment; therefore, we are setting a goal to maintain enrollment rather than increase for the 2018-19 school year. Moving forward, the ECE department will continue to work with the Recruiting Office and High School Counselors to support quality high school academics and future work force.

SO 4. *ECE will facilitate professional development opportunities as well as instructional design and technical support to faculty.*

Measure 4.1. ECE will provide quality professional development opportunities as well as instructional design and technical support to faculty with 100% Faculty/Staff satisfaction.

Finding: Target not Met.

	Strong Agree	Agree	Neither Agree/Disagree	Disagree	Strong Disagree
Program met expectations	83.64 138	15.76 26	0.61 1	0	0
Objective clearly stated	89.09 147	10.91 18	0	0	0
Adequate length to cover material	83.64 138	15.15 25	0.61 1	0.61 1	0

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Provide Major Concept examples	89.09 147	10.30 17	0.61 1	0	0
Clear visual Quality	92.73 153	7.27 12	0	0	0
Well Designed Visuals	90.91 150	9.09 15	0	0	0
Clear Audio Quality	89.70 148	9.09 15	1.21 2	0	0
Knowledgeable Instructor	94.55 156	5.45 9	0	0	0
Content Well Presented	92.12 152	7.88 13	0	0	0
Session Managed Well	90.30 149	9.70 16	0	0	0
Content Organized and Sequenced	92.73 153	7.27 12	0	0	0
Total	89.86%	9.81%	0.28%	0.05%	0.0

Analysis: Based upon 2016-17 academic year data, the department finished stronger with a 2.67-point increase, thus indicating improvements in the development, delivery, and presentation of professional development workshops. This satisfaction rating shows most faculty/staff who have attended 2017-18 workshops, were satisfied with the quality, organization, delivery, and knowledge level of the presenter 99.67%. Based upon recommendations from the 2016-17 survey, changes were made in the presentation format, examples were included with the activities, and outside work assigned as application activities. The 2017-18 survey received 165 responses with less than 1% ratings below “Agree”. This indicates that these workshops are satisfactory and meeting the expectations of the attendees. To reach a score of 100%, every response must indicate “Agree” and “Strongly Agree”.

Action: Based on the results of this professional development satisfaction survey and the increase in the satisfaction score as compared to the 2016-17 academic year, the goal will remain 100% satisfaction as measured by the Professional Development Survey. ECE will continue to adjust for improvement to the presentation of the workshops based upon participant recommendations within the perimeters of the department’s ability.

Measure 4.2. ECE will solicit and utilize feedback from workshop participants to ensure professional development planning/offerings that are relevant and valuable.

Finding: Target Met.

	2017-18	2018-19
Adjust Length/Pace	9	
Face to Face	6	
Provide More Examples	13	

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Additional Time/Availability		
Record for Later Use	1	

Analysis: Based upon data analysis from 2016-17, feedback provided the impetus for presentation changes to the professional development workshops presented to Faculty/Staff for the 2017-18 academic year. This year's survey has also garnered some suggestions for improvement. While a majority of the responses were "N/A" or "No Improvement Necessary", a few themes were identified as noted in the table above. Each item has been addressed.

Adjust Length/Pace – Questions are asked during the presentation to help judge the pacing of the presentation. We have shortened the opening introductions and changed the manner of questioning to gauge the participants knowledge level of the topic.

Face to Face – Periodically advertised this past year; however, they have not been successful due to lack of enrollment.

Provide More Examples – Where appropriate, we have added more examples to the presentations, added outside completion of an activity and earn a related badge, and discussion board outside of the workshop have all been efforts to help the participants practice what has been learned.

Additional Time/Availability – We have adjusted out schedule to allow for a variety of time scheduled workshops.

Record for Later Use – Short tutorials are recorded and provided along with handouts on the ECE professional development website.

This survey also provided the participants the opportunity to suggest other professional development topics. These suggestions are reviewed periodically and taken into consideration for future development. Currently there have been 13 suggestions offered that this department is considering for development for the 2018-19 academic year.

Action: Moving forward, the ECE department will continue to offer professional development workshops for the Faculty/Staff. Adjustments have been and continue to be made to meet the satisfaction rating. The survey will continue to be provided to the participants for recommendations as well as suggestions/requests for additional professional development workshops in the future.

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

- Increase in the online enrollment is attributed to the combined efforts of current marketing strategies and advising methods. The department has been able to surpass the target growth with a 15.15% average increase. At this time current

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practices will continue.

- Based upon end of course 2016-17 online survey data, non-credit course offerings were increased, and sessions were added to meet the needs of participant's personal interests during the 2017-18 academic year. This garnered an increase of 73% over the number of offerings from the 2016-17 academic school year. The method in how these sessions were accounted changed. All sessions have been counted this academic year as well as Ed2Go and Gatlin online session offerings versus only course offerings. This change in accountability triggered a recommendation for next year's data analysis. ECE will include specific comparison data on number of sessions offered compared to number of sessions that make.
- Based upon the 2016-2017 and 2017-2018 dual enrollment numbers, the threshold of 1200 dual enrollment students proved to be attainable and maintainable. Joint efforts with the Recruiting Department and High School Counselors proves to be an effective recruiting strategy. However, it is anticipated that there will be new admission requirements for the 2018-19 school year that will impact enrollment; therefore, we are setting a goal to maintain enrollment rather than increase for the 2018-19 school year. The threshold will remain at 1200 minimum dual enrollment students for the 2018-2019 academic school year.
- ECE neared the 100% target goal for Faculty/Staff Satisfaction with Professional Development Workshops for the 2018-18 academic school year. Satisfaction survey revealed a 99.67% overall satisfaction rating, a 2.67-point increase over the 2016-17 academic year. Based upon recommendations from the 2016-17 survey, changes were made in the presentation format, examples were included with the activities, and outside work assigned as application activities. The 2017-18 data continues to provide improvement suggestions by its participants that will be implemented during the 2018-19 academic year.
- Professional Development Workshop participant recommendations has been a turn-point in workshop satisfaction according to the 2016-17 and 2017-18 data results. Adjustments were made this year based upon 2016-17 recommendations. Next year recommendations include, Adjust Length/Pace; Face to Face; Provide More Examples; Additional Time/Availability; and Record for Later Use. Additionally, 13 additional topics were suggested and will be considered for 2018-19 workshop presentations.

Plan of action moving forward.

The 2017-18 academic year has proven to be a successful year for the Office of Electronic and Continuing Education. Current practices for online enrollment will continue. Non-credit course offerings will continue to be provided in areas of personal interest with a slight adjustment in the method of accountability. Adding a new measure

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to compare sessions offered with those that make during the academic year. Dual-enrollment will follow the 1200 minimum enrollment per semester using recruiting strategies in place even though new admissions requirements is anticipated to impact enrollment. Professional Development workshops and improvements based upon participant recommendations will continue to be a focus for this department. 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. We are committed to creating and providing learning opportunities that respond to the constantly changing needs of corporations, organizations, and individuals.