

Assessment Cycle Plan 2018 – 2019

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 assessment period and, where needed, service changes.

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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 Not Met.

	Fall 2017	Fall 2018	Spring 2018	Spring 2019
New Online Student count	2382	2304	1583	1476
New Exclusively Online	1633	1492	1302	1111
Online Student Count Percentage Increase	+12.6%	-5.45%	+17.7%	-6.8%

Analysis: The 2017-2018 the target was met. Based on the analysis of the 2017-2018 results we attributed growth to the combined efforts of effective marketing strategies and advising methods. This combined effort proved to be an effective means of increasing student online enrollments. No changes were recommended for the following year with a continued target goal of 6% growth. Based on these actions in 2018-2019 the target was not met. New Online Student and Exclusive Student growth did not occur. Fall 2018 saw a decline of 5.45% and was followed by a decline in the Spring enrollment of 6.8%. Data analysis team for the ECE online programs has not been able to definitively identify a reason for the decline. When compared to the overall university enrollment, the university experienced a 3.85% growth in the Fall 2018 semester only to face a decline of 7.92% in the Spring 2019 according to the Office of Institutional Research data. Several points have been considered during the analysis. The low unemployment rate for the State of Louisiana and the increased competition for online students. The team even considered Louisiana’s forward momentum with the JumpStart program and the impact in the number of students shifting into a Career and Technical school. ECE is currently reviewing this data more in depth to determine a plan for 2019-2020 online enrollment.

Decision, action or recommendation: In 2018-2019 the target was not met. Based on the analysis of these results in 2019-2020 the following actions will be initiated. A more in-depth analysis will be conducted to determine a pliable cause for the decline in new online enrollment at Northwestern State University of Louisiana. This decline is not isolated to just this one program but to the campus enrollments overall. The current plan is to continue with the current established marketing strategies and advising methods and adjust as the team can determine factors that would positively impact our target goal of 6% enrollment.

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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)

Analysis: In 2017-18 the target was met. Based on the analysis of the 2017-2018 results we adjusted how we reported data for the class offerings. Data was to include all classes offered each semester. This included all classes within a category as well as classes conducted via Ed2Go and Gatlin. Based on these actions in 2018-2019 the target was met. The ECE department offered on average 20 non-credit courses per semester. In addition to counting all courses offered each semester, ECE also tracked how many courses had registrants. This data helps the department to more closely scrutinize the number of classes offered of a certain category and helps identify which semesters are prone to filling these offerings.

Decision, action or recommendation: In 2018-2019 the target was met. Based on the analysis of these results in 2019-2020 the following changes will be implemented. ECE will offer a minimum of 12 non-credit courses each semester, including Summer, to the community. It is recommended that ECE focus on advertising strategies that will garner more course participation so that a minimum of 12 non-credit courses will have registrants in all three semesters for 2019-2020 thus meeting and enhancing the target goal of 12 non-credit enrichment courses 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.

Dual Enrollment Count	Fall	Spring	Total
2015-2016	1134	1179	2313
2016-2017	1204	1212	2416

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2017-2018	1357	1427	2784
2018-2019	1617	1606	3223

Analysis: In 2017-2018 the target was met. Based on the analysis of the 2017-2018 results we determined that our joint practices with the Recruiting Department were effective in garnering above the minimum threshold target enrollments. Based on this action in 2018-2019 the target was met. High School Articulation visits and Counselor luncheons have proven to be a valuable factor in meeting this target goal. ECE dual enrollment counts were up by 19% in the Fall 2018 and 13% in the Spring 2019, for an overall increase of 16% for the 2018-2019 academic year. This is a positive upward trend since 2016. This year’s increase is partly attributed to our new partnership with University View Academy. This Academy is an online school. Our Northwestern State University partnership opened opportunities for these students to enroll in the dual-enrollment program.

Decision, action or recommendation: In 2018-2019 the target was met. Based on the analysis of these results in 2019-2020 the following will be implemented. ECE will enhance the current practices by continuing to seek out other opportunities to partner with high schools that are looking for quality online programs their students can participate for college credit. ECE will strengthen the partnership with the Recruiting Department and support new marketing efforts to attract other schools throughout the state. The minimum enrollment target goal of 1200 per semester will continue for the 2019-2020 academic year with a recommendation to consider an increase in this number.

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.

	Strong Agree	Agree	Neither Agree/Disagree	Disagree	Strong Disagree
Program met expectations	82.56 71	17.44 15	0	0	0
Clear visual Quality	91.86 79	8.14 7	0	0	0
Well Designed Visuals	90.70 78	8.14 7	1.16 1	0	0
Clear Audio Quality	94.19 81	4.65 4	1.16 1	0	0
Adequate length to cover material	87.21 75	8.14 7	2.33 2	2.33 2	0
Content Well Presented	91.86 79	8.14 7	0	0	0
Session Managed Well	93.02 80	6.98 6	0	0	0

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Content Organized and Sequenced	89.53 77	10.47 9	0	0	0
Objective clearly stated	88.37 76	11.63 10	0	0	0
Provide Major Concept examples	93.02 80	6.98 6		0	0
Knowledgeable Instructor	93.02 80	6.98 6	0	0	0

Analysis: In 2017-2018 the target was not met. Based on the analysis of the 2017-2018 results we found minimal changes were necessary to our presentations. We responded to comments by providing more examples during the presentation, adding completion badges, and adding a discussion board that was available beyond of the professional development. In addition, we adjusted the pacing of the presentation, shortened the opening introductions and offered a question and answer time at the end. Based on these actions in 2018-2019 the target was not met. A deeper analysis was necessary to make these evaluated qualities a more meaningful reflection. The team decided to group the individual component results in three categories: **technical quality**, **organization, delivery**, and **knowledge level** of the presenter. Technical Quality of the delivered programs included items that were subjective responses, such as “my expectations”, or “visual/audio quality”. These ratings are the client's point of view (“symptoms”), including feelings, perceptions, and concerns. The Technical Quality of the presentations during 2018-2019 rate 99.5% satisfaction.

The next group, Organization of the programs included the logistics of the presentation, such as “Length”, “Content Presentation”, “Management of the Session”, and “Organization and Sequence”. The “Organization” of the presentations rate dropped from 2017-2018 by 1% to 98.75%. The component with the greatest change and the only component with a score in the “Disagree” category is the Length of the Presentations. This component reflects 5% of the respondents (4) in 2018-2019 and 1% (1) of the respondents in 2017-2018 were less than satisfied with the length of the presentations for the material covered. The “Organization” rate did not meet the goal.

The last group to review is the Knowledge of the Instructor. This group included a clear stated objective, examples of major concepts, and instructor’s knowledge about the concept. This group rated 100% in all components.

By grouping the individual components into three categories, the results become more meaningful and allows the ECE department to receive a clearer picture of the results of their hard work. In addition, this also allows the individual components to have a stronger value rating towards the overall quality of the program. With improvement in the one component in organization, this SO 4.1 would have met their target rating of 100%.

Decision, action or recommendation: In 2018-2019 the target was not met. Based on the analysis of these results in 2019-2020 an adjustment to the length of the presentation will be reviewed in the organization of the presentation. Target goal for 2019-2020 is established for 100% satisfaction.

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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
Adjust Length/Pace	9	8
Face to Face	6	1
Provide More Examples	13	2
Additional Time/Practice		4
Record for Later Use	1	

Analysis: In 2017-2018 the target was met. Based on the analysis of the 2017-2018 results we responded with more examples during the presentation, added completion badges, and added a discussion board that was available beyond of the professional development. In addition, adjusted the pacing of the presentation, shortened the opening introductions and offered a question and answer time at the end of the presentation. Based on these actions in 2018-2019 the target was met. Satisfaction ratings improved and the number of suggested changes declined. Adequate length to cover material continues to be a weak link in the professional development. ECE diligently reviews comments following each presentation and implements adjustments, where feasible, for the next presentation.

Decision, action or recommendation: In 2018-2019 the target was met. Based on the analysis of these results in 2019-2020, ECE will review closely the comments from specific presentations to determine which session is requiring more time to adequately cover the material. Feedback from participants will be utilized for improvements and consideration for adjustments will be reviewed.

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

- We attributed New Online Enrollment growth to the combined efforts of effective marketing strategies and advising methods. This combined effort proved to be an effective means of increasing student online enrollments. No changes were recommended for the following year with a continued target goal of 6% growth.
- We adjusted how we reported data for the non-credit class offerings. Data was adjusted to include all classes offered each semester. This included all classes within a category as well as classes conducted via Ed2Go and Gatlin.
- Our joint practices with the Recruiting Department were effective in garnering above the minimum threshold target enrollments. High School Articulation visits and Counselor luncheons have proven to be a valuable factor in meeting this target goal.

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- ECE neared the 100% target goal for Faculty/Staff Satisfaction with Professional Development Workshops for the 2018-19 academic school year. Satisfaction survey data analysis grouped the individual components of the survey into one of three categories: Technical Quality, Organization, and Knowledge Level. By doing so, the information received became more meaningful and provided more usable feedback for improvements. The results showed improvements in all areas given the results for Adequate length to cover material.
- We found minimal changes were necessary to our presentations. We responded to comments by providing more examples during the presentation, adding completion badges, and adding a discussion board that was available beyond of the professional development. In addition, we adjusted the pacing of the presentation, shortened the opening introductions and offered a question and answer time at the end. We did determine a deeper analysis was necessary to make the evaluated presentation survey qualities a more meaningful reflection. The team decided to group the individual component results in three categories: technical quality, organization, delivery, and knowledge level of the presenter.

Plan of action moving forward.

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. Moving forward, a more in-depth analysis will be conducted to determine a pliable cause for the decline in new online enrollment at Northwestern State University of Louisiana. This decline is not isolated to just this one program but to the campus enrollments overall. The current plan is to continue with the current established marketing strategies and advising methods and adjust as the team can determine factors that would positively impact our enrollment.

In the meantime, ECE will offer a minimum of 12 non-credit courses each semester, including Summer, to the community. We will focus on advertising strategies that will garner more course participation so that a minimum of 12 non-credit courses will have registrants in all three semesters for 2019-2020. ECE will enhance our current dual enrollment practices by continuing to seek out other opportunities to partner with high schools that are looking for quality online programs their students can participate for college credit. We will strengthen the partnership with our Recruiting Department and support new marketing efforts to attract other schools throughout the state. The minimum enrollment of 1200 per semester is set for the 2019-2020 academic year with a recommendation to consider an increase in this target goal.

Last is the continuous effort to provide our faculty and staff quality learning opportunities that respond to the constantly changing needs of corporations, organizations, and individuals. Based on the analysis of these results in 2019-2020 adjustments to the length of the presentation will be reviewed in the organization of the presentation.