

Assessment Cycle 2020-2021

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 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 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 President 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, 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:

SO 1. 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. ECE ensures an increase in student enrollment each academic year.

Measure 1.1. The ECE mission is that no student in need of an education should feel place or time bound. ECE sets a target goal of new online student enrollment to be $\geq 5\%$ as set by University standards.

Finding: Target was met.

	New Online Students	Fall Change	Spring Change	New Exclusively Online Students	Fall Change	Spring Change
Fall 2019	2337			1474		
Spring 2020	1551			1078		
Fall 2020	3208	+871		1567	+93	
Spring 2021	1557		+6	1048		-30

Increase in number of NEW online students: 23% more in 2020-21 than in 2019-20

Analysis.

In 2019-2020, the target was met. During 2019-2020 ECE partnered with our Education Advisory Board (EAB) to better align our recruiting strategies with a market more likely to be interested in attending NSU online. Additionally, we partnered with University of Louisiana System to promote and support the Compete LA to generate more online enrollments. Online enrollment did increase with these two strategies. Twenty-six percent of EAB inquiries were converted to online enrollment at NSU. Compete LA enrolled 71 students in the Fall 2020 and 70 in the Spring 2021. Most notable is that 53 of the Fall enrollments returned in the Spring semester. NSU only lost 18 Fall Compete LA students but enrolled 17 new students for Spring 2021.

Based on the analysis of the 2019-2020 results the ECE staff made the following changes in 2020-2021 to drive the cycle of improvement. With the movement of the nation returning to more "normal" face-to-face class operations, ECE is continuing to pursue enrollment partnerships while monitoring the enrollments of online students to determine where our next focus needs to begin.

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In 2020-2021 our target was met. Our 2020-2021 enrollments increased by 23% and by 2% in our exclusive online students. Enrollment spiked largely as a result of the movement to online delivery as a result of Covid. It is necessary to monitor another year enrollment partnership to determine if these practices are long term gains for NSU. These changes had a positive direct impact on the enrollment numbers for NSU.

Decision.

In 2020-2021 the target was met. Based on the analysis of the 2020-2021 results the ECE staff will implement the following changes in 2021-2022 to drive the cycle of improvement. We anticipate that the spike in online enrollment this past year was an anomaly due to Covid. In anticipation of the return to more “normal” operations, the goals set for 2021-2022 will need to reference back to 2019-2020 numbers.

Measure 1.2 ECE offers a minimum of 12 non-credit enrichment courses each semester for community members who are interested in pursuing areas of personal growth. The target is ≥ 12 courses will host registered participants each semester.

Finding: Target was met.

Non-Credit Course Offerings	Summer	Fall	Spring
2018-2019	11 (20)	14 (20)	13 (17)
2019-2020	12 (17)	12 (17)	11 (13)
2020-2021	7 (10)	13 (17)	21 (29)

(The numbers reflect number of unique courses with numbers of sections in parentheses.)

Analysis:

In 2019-2020 the target was met. This measure was listed as Measure 2.1 in the 2019-2020 assessment. The measure was shifted to SO1 since it reports enrollment data on the non-credit courses offered each semester for community members pursuing areas of personal growth. Advertising Strategies included online brochures and listings on our “checkout” page. The “checkout” page provided a monthly schedule to the NSU News Bureau which included surrounding parish newspapers and marketing in the Natchitoches Parish Journal proved to positively impact the enrollment and participation in our non-credit courses even amidst the COVID restrictions.

Based on the analysis of the 2019-2020 results the ECE department made the following changes in 2020-2021 to drive the cycle of improvement. The use of the “checkout” page is proving to be a positive source for reaching non-credit students. Most semesters since 2018-2019, ECE has been able to meet the target goal of 12 or more courses with participation in each offering.

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As a result, in 2021-2022, the target was met. ECE was able to offer a total of 36 non-credit courses with 56 various and filled sections. Use of the “checkout” page has proved to be a positive move in notifying and reaching participants in our community.

Decision.

In 2020-2021 the target was met. Based on the analysis of the 2020-2021 results the ECE staff will implement the following changes in 2021-2022 to drive the cycle of improvement. ECE is developing programs that can be offered to Assisted Living Residents. These classes will be offered in a compressed version and residents will be able to travel to the campus to complete the projects.

This change will improve the community’s ability to participate in personal growth activities with NSU, thereby continuing to push the cycle of improvement forward.

SO 2. 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 the high school student 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
2018-2019	1617	1606
2019-2020	1611	1598
2020-2021	2090	1985

Analysis.

In 2019-2020 the target was met. The Dual Enrollment Coordinator and the Dual Enrollment Specialist conducted outreach activities and established partnerships with school districts across the state in efforts to meet target enrollment every semester. The Dual Enrollment Specialist attended eight counselor’s luncheons during the academic year. As a result of outreach, two new schools were added for the Spring 2020 semester.

Based on the analysis of the 2019-2020 results and changes implemented by the Board of Regents Emergency Policy due to the COVID-19 pandemic, in 2020-2021 the significant increase in enrollment occurred because certain enrollment criteria were waived. Students were able to participate based on having a minimum 2.5 GPA and counselor recommendation. The emergency policy was implemented due to the cancellation of standardized testing across the state as well as postponement of ACT testing nationwide.

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Decision.

In 2020-21 the target was met. Based on the analysis of the 2020-21 results, the Dual Enrollment Coordinator and the Dual Enrollment Specialist will implement the 2019-2020 plan in 2021-2022 to network and establish partnerships across the state in efforts to meet target enrollments.

SO 3. 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 100% satisfaction rating of the content and delivery of these workshops. Satisfaction Survey, Appendix A

Finding: Target was not met.

	Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
Technical Quality					
Program met expectations	87.16% 95	10.09% 11	1.83% 2	0	0.92% 1
Clear visual Quality	94.5% 103	4.59% 5		0	0.92% 1
Well Designed Visuals	94.5% 103	3.67% 4	0.92% 1	0	0.92% 1
Clear Audio Quality	92.66% 101	5.50% 6	0.91% 1	0	0.92% 1
Organization and Delivery					
Adequate length to cover material	88.07% 96	9.17% 10	0.92% 0	0.92% 1	0.92% 1
Content Well Presented	93.58% 102	2.75% 3	1.83% 2	0.92% 1	0.92% 1
Session Managed Well	93.58% 102	2.75% 3	1.83% 2	0.92% 1	0.92% 1
Content Organized and Sequenced	93.58% 102	2.75% 3	1.83% 2	0.92% 1	0.92% 1
Presenter Knowledge Level					
Objective clearly stated	91.74% 100	6.42% 7	0.92% 1	0	0.92% 1
Provide Major Concept examples	93.58% 102	2.75% 3	2.75% 3	0	0.92% 1
Knowledgeable Instructor	88.99% 97	9.17% 10	0	0.92% 1	0.92% 1

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Analysis

In 2019-2020 the target was not met. Overall satisfaction as reported on the satisfaction survey was 97.4%. This is slightly lower than last year's overall satisfaction of 98.4%. Survey results are still shy of the 100% target.

Based upon the analysis of the 2019-2020 results ECE staff agreed to focus on the Organization and Delivery of their workshops. Following survey comments, participants were requesting additional time/practice within our sessions. In response, ECE offered assignments that could be completed independently after sessions and emailed back for comments.

Results of the survey could be more reliable with a higher return rate. The return rate of responses for 2019-2020 was less than 28%. To increase participation, ECE changed the method of sending the survey to participants and began emailing them to each individual participant. The number of survey responses in the 2020-2021 workshops increased to 109. However, the return rate of surveys decreased to 25%. ECE staff will make additional changes to the survey delivery in 2021-22 to try to increase the rate of return.

Decision.

In 2020-2021 the target was not met. Based on the analysis of the 2020-2021 results the staff will implement the following changes in 2021-2022 to drive the cycle of improvement. The staff has concurred that the survey itself needs to be adjusted to provide more actionable data. The staff has consulted and agreed a shorter survey sent out by email directly to the participants would garner more responses. Additionally, the number of satisfaction choices would be limited to three: Agree, Neutral, Disagree. Upon further discussion, the 100% attainment is not obtainable. Based upon the results of previous years, it is more reasonable and practical to work towards a 97% satisfaction target.

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3. Please answer these questions about the workshop you just completed *

	Agree	Neutral	Disagree
This program met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The length of the program was adequate for the material covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My learning was enhanced by the knowledge of the facilitator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was comfortable with the pace of the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to immediately apply what I learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this training to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These changes will improve the participant’s ability to take only a few minutes to answer the questions and submit the survey thereby continuing to push the cycle of improvement forward.

Measure 3.2. ECE ensures feedback from workshop participants is utilized to improve professional development planning and presentations.

Finding: Target was met.

	2017-18	2018-19	2019-20	2020-21
Adjust Length/Pace	9	8	4	7
Face to Face	6	1		
Provide More Examples	13	2		
Content was Applicable	N/A	N/A	N/A	
Additional Time/Practice		4	3	6
Record for Later Use	1			
Enlarge Font			1	
Share PPTs after workshop			1	1

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Analysis.

In 2019-2020 the target was met. In accordance with our 2019-2020 plan, we accommodated requests by adjusting workshop content Length and pace that was causing problems with timing and practice. We added or removed material as necessary to make sure the workshops flowed more smoothly in a logical order and not overwhelm participants with too much information.

Based on the analysis of the 2019-2020 results the staff made the following changes in 2020-2021 to drive the cycle of improvement. Faculty suggested new workshops to be added to our current presentations. Five new workshops were added into the online environment: *Course Design Best Practices*, *Facilitating Online Communication*, *Engagement Tools for Synchronous Online Courses*, *Teams Meetings*, and *Microsoft Forms*. Timing and Practice as well as Length and Pace continue to be areas where some attendees would like to see adjustments.

As a result of these changes, in 2020-2021 the target was met. These changes were driven by the comments of the participants and helped improve our presentation of concept examples and supported our presenters overall Organization and Delivery methods.

Decision.

In 2020-2021 the target was met. Based on the analysis of the 2020-2021 results the staff will implement the following changes in 2021-2022 to drive the cycle of improvement. In conjunction with SO 3 Measure 3.1 ECE staff will continue to develop new workshops that meet the needs of NSU faculty and staff, as well as work to improve current offerings. Changes will be made to the survey to encourage a higher rate of response, so we can be better informed regarding satisfaction with workshops. These changes will encourage the participant's participation in the satisfaction survey, thereby continuing to push the cycle of improvement forward.

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

SO1

5% New Enrollment Increase and Minimum of 12 Non-Credit Enrichment Courses

ECE continued to pursue enrollment partnerships to determine where our next focus needs to begin. Enrollments increased by 23% and by 2% in our exclusive online students. Enrollment spiked largely from the movement to online delivery.

Advertising Strategies for Non-Credit Enrichment Courses included online brochures and listings on our "checkout" page. This page provided a monthly schedule to the NSU News Bureau which included surrounding parish newspapers and marketing in the Natchitoches Parish Journal.

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SO2

Minimum of 1200 High School students, unduplicated count, enrolled in dual enrollment
Board of Regents Emergency Policy waived certain enrollment criteria,
canceled standardized testing and postponed nationwide ACT testing.
Students were able to participate based on having a minimum 2.5 GPA and
counselor recommendation.

SO3

Professional Development with 100% Faculty/Staff satisfaction

Changed method of sending surveys to participants. Began emailing them to
each individual participant.

Added five new workshops to the online environment: Course Design Best
Practices, Facilitation Online Communication, Engagement Tools for
Synchronous Online Courses, Teams Meetings, and Microsoft Forms to
our current presentations.

Plan of action moving forward.

SO1

5% New Enrollment Increase and Minimum of 12 Non-Credit Enrichment Courses

Monitor new online enrollments as we move back to face-to-face classes and
continue our partnership with EAB and Compete LA potential students.

Offer programs in our non-credit courses specific to needs of Assisted Living
Residents in the Northwest area.

SO2

Minimum of 1200 High School students, unduplicated count, enrolled in dual enrollment
Implement the 2019-2020 plan to network and establish partnerships across the
State.

SO3

Professional Development with 97% Faculty/Staff satisfaction

Shorten the survey, limit choices to three: Agree, Neutral, and Disagree, adjust
to a more reasonable and practical satisfaction target of 97%.

Active development of new workshops according to the recommendations of the
participant survey comments. Adjust the current survey to encourage a
higher rate of response.