

Assessment Cycle 2025-2026

Electronic Learning & Global Engagement

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.

Assessment Cycle 2025-2026

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. Electronic Learning 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	2025-2026
Number of Students Referred to University	347	175	91	52
Number of Students Enrolled in University	186	108	109	85
Conversion Percent	54%	62%	120%	163%

Analysis.

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 was 66%. Electronic Learning staff believe that tracking the overall long-term conversion rate may be more useful than focusing on the yearly rate.

Based on the analysis of the AC 2024-25 data, in AC 2025-2026, Compete LA staff focused on reaching out to step out students. Students were assisted through their financial aid and registration processes. The approaches developed by the CLA program were implemented. As a result, a higher percentage of students who were referred through the Compete LA program enrolled at NSU. As a result of the changes in AC 2025-2026 the target was met.

In AC 2025-2026, the target was met. The conversion rate of Compete LA was again

Assessment Cycle 2025-2026

over 100 percent, because Compete LA staff focused on converting inquiries from previous years as well as new inquiries. Even though we only had 52 new inquiries this year, Compete LA staff converted some from previous years who had not maintained enrollment. Since the start of the program, the overall conversion rate is 73%.

Decision.

In AC 2025-26, the target was met. Based on the analysis of the AC 2025-26 data, staff will implement the following changes in AC 2026-27. Compete LA staff will reach out to stop out students, who have not been enrolled in over six months. Electronic Learning staff offer support to students who enroll at NSU, guiding them through enrollment and advising. This will drive the cycle of improvement forward by enrolling or re-enrolling adult students into NSU programs.

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 met.

Session	Unduplicated Count	Duplicated Count
2022-2023	406	635
2023-2024	373	601
2024-2025	352	528
2025-2026	471	638

Analysis.

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

Assessment Cycle 2025-2026

2024 due to loss of the instructor; 5 additional sections of phlebotomy would normally have been offered in a school year.

In AC 2025-26, both the non-duplicated and duplicated targets were met. One impact to enrollment was the offering of a new Education certification prep course. Electronic Learning continues to be affected by Take 5 Driving School, reducing enrollment in drivers' ed classes. We introduced a new online drone certification program, but enrollment has not met our expectations. On a positive note, our Phlebotomy Technician Training Program has been reinstated, with our first session held in March 2026. We were also approved to provide incumbent worker training for local industry, but after the current training manager was replaced, we faced challenges in scheduling the training.

Decision.

In AC 2025-2026 the target was met. Based on the analysis of the AC 2025 -2026 results, Electronic Learning staff will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Electronic Learning will search for additional online non-credit programs. Electronic Learning will 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:

The target was met.

Dual Enrollment Count	Fall	Spring
2022-2023	2137	2151
2023-2024	1995	1962
2024-2025	2071	1948
2025-2026	2043	2055

Assessment Cycle 2025-2026

Analysis.

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. In addition, 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 the previous year. This was likely due to increased interest in dual enrollment programs in the state.

In AC 2025-26, the target was met. In fall 2025, there was a decrease of 28 students from fall 2024. In spring 2026, there was a increase of 107 students from spring 2025. This was partially a result of adding some new participating high schools to the program.

Decision.

To drive the cycle of improvement forward for dual enrollment, in AC 2026-27, Electronic Learning staff will work to add additional new high school partners to our program. Staff will work with department heads to increase the number of online sections offered. Dual enrollment schools will soon be required to have the same tuition rates; therefore to remain competitive, we will need to increase the number offered.

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:

The target was met.

	Agree	Neutral	Disagree
Program met expectations	98.1%	1.9%	0%
Adequate length to cover material	100%	0%	0%

Assessment Cycle 2025-2026

Learning enhanced by knowledge of facilitator	100%	0%	0%
Comfortable with session pace	100%	0%	0%
Immediately applicable	96.2%	3.8%	0%
Recommend to others	100%	0%	0%

(Data from June 1, 2025– May 31, 2026)

Analysis.

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. In AC 2024-25 we received responses from 24.6% of the 272 total enrollments in Electronic Learning workshops.

In AC 2025-26, the target was met. Staff responded to faculty feedback and worked to improve the number and quality of professional development sessions. As a result of these changes, the target was met. Averaging the “Agree” responses equates to an overall satisfaction of 99.05% among attendees who completed surveys. Participants who respond “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 an extremely low 15% (52 out of 337 enrollments). This was due, in part, to not sending the survey out to participants of in-person workshops at departmental meetings. Staff will make a more concerted effort to send the survey to any participants in professional development activities in AC 2026-27.

Decision.

Based on the analysis of the AC 2025-2026 results, the staff will develop new workshops in AC 2026-2027 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. Staff will offer additional opportunities for departmental meetings and training sessions. 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.

Assessment Cycle 2025-2026

Measure 3.2.

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

Finding:

The target was met.

Year	Duplicated Enrollment	Non-duplicated enrollment
2020-21	500	200
2021-22	360	192
2022-23	187	97
2023-24	172	89
2024-25	272	152
2025-26	337	197

Analysis.

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 re-evaluated 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 indicated that Electronic Learning may need to reconsider timing or subject matter being offered.

In AC 2025-2026, the target was met. Ninety-five workshops were offered, encompassing 28 unique topics. Data from the Professional Development

Assessment Cycle 2025-2026

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 2025-2026, the target was met. One hundred ninety-seven individuals attended professional development sessions offered by Electronic Learning. The surge in attendance was largely due to the Title II ADA mandate; faculty and staff needed to learn how to make their materials accessible. Electronic Learning Staff hosted webinars and made visits to departments to reach as many faculty as possible.

Decision.

Based on the analysis of AC 2025-2026 results, the following changes will be implemented in AC 2026-2027. Development of new ways of delivering workshops and new topics to offer are always being considered. In AC 2025-26, Electronic Learning made slight shifts to program planning, with more workshops on Mondays and Fridays. We also visited department meetings to share information. Due to the success of departmental offerings, Electronic Learning will continue to pursue opportunities to present to departments either in person or via web conferencing.

In AC 2026-27, Electronic Staff will look for ways to connect with faculty where they are, continuing to offer to visit departments to present on various topics, as well as exploring ways to deliver more content asynchronously to drive the cycle of improvement forward.

Assessment Cycle 2025-2026

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 2025-2026. These changes are based on the knowledge gained through the AC 2024-2025 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 2025-2026, the target was met. The conversion rate of Compete LA was again over 100 percent, because Compete LA staff focused on converting inquiries from previous years as well as new inquiries. Even though we only had 52 new inquiries this year, Compete LA staff converted some from previous years who had not maintained enrollment. Since the start of the program, the overall conversion rate is 73%.
- (1.2) In AC 2025-26, both the non-duplicated and duplicated targets were met. One impact to enrollment was the offering of a new Education certification prep course. Electronic Learning continues to be affected by Take 5 Driving School, reducing enrollment in drivers' ed classes. We introduced a new online drone certification program, but enrollment has not met our expectations. On a positive note, our Phlebotomy Technician Training Program has been reinstated, with our first session held in March 2026. We were also approved to provide incumbent worker training for local industry, but after the current training manager was replaced, we faced challenges in scheduling the training.

SO2

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

- (2.1) In AC 2025-26, the target was met. In fall 2025, there was a decrease of 28 students from fall 2024. In spring 2026, there was a increase of 107 students from spring 2025. This was partially a result of adding some new participating high schools to the program.

SO3

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

- (3.1) In AC 2025-26, the target was met. Staff responded to faculty feedback and worked to improve the number and quality of professional development sessions. As a result of these changes, the target was met. Averaging the "Agree" responses equates to an overall satisfaction of 99.05% among attendees who completed surveys. Participants who respond "Neutral" on "I will be able to immediately apply what I learned" took the workshops

Assessment Cycle 2025-2026

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- (3.2) In AC 2025-2026, the target was met. Ninety-five workshops were offered, encompassing 28 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 2025-2026, the target was met. One hundred ninety-seven individuals attended professional development sessions offered by Electronic Learning. The surge in attendance was largely due to the Title II ADA mandate; faculty and staff needed to learn how to make their materials accessible. Electronic Learning Staff hosted webinars and made visits to departments to reach as many faculty as possible.

Plan of action moving forward. The following reflects changes that will be implemented in AC 2026-27, based on the analysis of the results observed in AC 2025-26.

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- (1.1) In AC 2025-26, the target was met. Based on the analysis of the AC 2025-26 data, staff will implement the following changes in AC 2026-27. Compete LA staff will reach out to stop out students, who have not been enrolled in over six months. Electronic Learning staff offer support to students who enroll at NSU, guiding them through enrollment and advising. This will drive the cycle of improvement forward by enrolling or re-enrolling adult students into NSU programs.
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Assessment Cycle 2025-2026

community members.

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