



## SHSU Online Professional Learning Professional Skills Courses

### *Evaluation Summary*

This report contains summarized course evaluation data from SHSU Online Professional Learning's Professional Skills Course Catalog. This evaluation report focuses on the reaction component within Kirkpatrick's four-level evaluation model, addressing attitudes of learners toward the courses and seeks to determine if learners are satisfied (Roblyer, 2014).

### *Methodology & Data Collection*

This explanatory mixed-methods evaluation deployed surveys to learners in the conclusion module of each professional skills course. Quantitative and qualitative questions provided opportunities for learners to provide the OPL team with summative feedback about their learning experience. A list of professional skills courses and a count of evaluation responses can be seen to the right.

## ***Course Evaluation Responses by Course Title***

<b>Professional Skills Course Title</b>	<b>Responses</b>
OPL DASQL 01 Data Analysis and SQL Foundations 01	2
OPL TAB 1001 Tableau 101: In-Demand Skills 01	2
OPL MARK 1001 Marketing 101: In-Demand Skills 01	1
OPL SPSS01 IBM SPSS & Quantitative Analysis 01	1
OPL LERNAS 1001 Learn Articulate Storyline FUNdamentals 01	1
OPL ANTH 1001 Analytical Thinking 101: In-Demand Skills 01	1
OPL CHATAI 1001 Making AI Work for You	1
OPL OFFICE 1001 Surviving the Office 101: In-Demand Skills 01	0
OPL PHOTO 1001 Photography 101	0
OPL SALE 1001 Sales 101: In-Demand Skills 01	0
OPL SAS 1002 Prepare for SAS 9.4 Base Programming Certification Exam Pt. 2 01	0
OPL SAS 1001 Prepare for SAS 9.4 Base Programming Certification Exam Pt. 1 01	0
OPL OPER 1001 Operations 101: In-Demand Skills 01	0
OPL POWBI 1001 Microsoft Power BI Basics 01	0
OPL EXCEL 1001 Microsoft Excel Basics 01	0
OPL LERNTL 1001 Introduction to Technology Literacy 01	0
OPL DATAV01 Introduction to Data Visualization 01	0
OPL CONF01 Introduction to Conflict Resolution 01	0
OPL CALL 1001 Curiosity and Lifelong Learning 101: In-Demand Skills 01	0
OPL CREAT 1001 Creative Thinking 101: In-Demand Skills 01	0
OPL LERNAS 1002 Articulate Storyline Advanced Concepts 01	0

## Overall Feedback

The **Net Promoter Score (NPS)** is a key performance indicator used to gauge learner satisfaction by asking learners a single question: "On a scale of 0 to 10, how would you rate this overall course?" Based on responses, learners are classified into three categories:

1. **Promoters** (score 9-10): These are loyal enthusiasts who will keep returning to enroll in more courses and refer others, fueling growth.
2. **Passives** (score 7-8): These are satisfied but unenthusiastic learners who are vulnerable to competitive offerings.
3. **Detractors** (score 0-6): These are unhappy learners who can damage your brand and impede growth through negative word-of-mouth.

The NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The score can range from -100 to +100 (Reichheld, 2003).

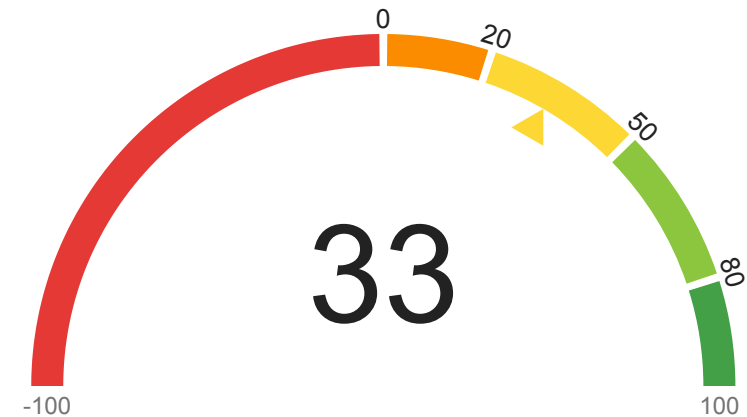
An NPS between 20 and 50 suggests that a significant portion of learners are Promoters, but that there are also Detractors. Specifically, it indicates that the percentage of Promoters exceeds the percentage of Detractors. Falling within this range is generally considered good, showing that more learners are satisfied and likely to recommend the learning experience. However, there's also healthy room for improvement. Interpretation can vary by industry. An NPS score in this range in a competitive industry might be excellent, whereas in an industry where high scores are the norm, it may be average.

Analysis of feedback gathered through additional questions can provide understanding behind learner's ratings, especially from detractors and passives. Focusing on resolving common issues and pain points highlighted by detractors is one way to plan improvement initiatives within the overall learning experience. Additionally, identifying ways to exceed expectations and turn passives into promoters by enhancing the learning experience is another strategy for improving the overall learning experience (Reichheld, 2003).

## How would you rate this course overall?

### Overall Net Promoter Score (NPS)

9 Responses



9 Responses



● Detractor ● Passive ● Promoter

## What was the most beneficial part of this course?

7 Responses

### Promoter

What was the most beneficial part of this course?

Being able to see experienced Storyline professionals using the software.

The Exercises

The course covered a lot of wide-ranging topics that were relevant to my work.

The walk-through videos that showed the example excersizes.

### Detractor

What was the most beneficial part of this course?

I enjoyed the structure, and the linked LinkedIn courses

The overview video on Tableau

### Passive

What was the most beneficial part of this course?

Learning the proper process

## What was the least beneficial part of this course?

7 Responses

### Detractor

What was the least beneficial part of this course?

All of the LinkedIn videos. As someone with no experience in this platform, it was difficult to learn with no way to practice what was being shown and the depth was a lot for a 101 course.

No interactives or opportunities to play.

### Passive

What was the least beneficial part of this course?

I liked all of the course

### Promoter

What was the least beneficial part of this course?

It was completely beneficial

Scheduling enough time to be able to watch the video content was a challenge.

Some of the features within LinkedIn Learning

There was a little bit of overlap between the two LinkedIn courses, which is to be expected because they are two different teachers.

## What improvements would you suggest for this course?

5 Responses

### Detractor

What improvements would you suggest be made in this course?

Adding some activities (ungraded) to practice using AI within the course would be great and data could also be collected on how staff and students engage in AI. opportunities to engage in what you are learning about

### Promoter

What improvements would you suggest be made in this course?

None. I was really grateful to have the opportunity to receive this training for free.  
n/a

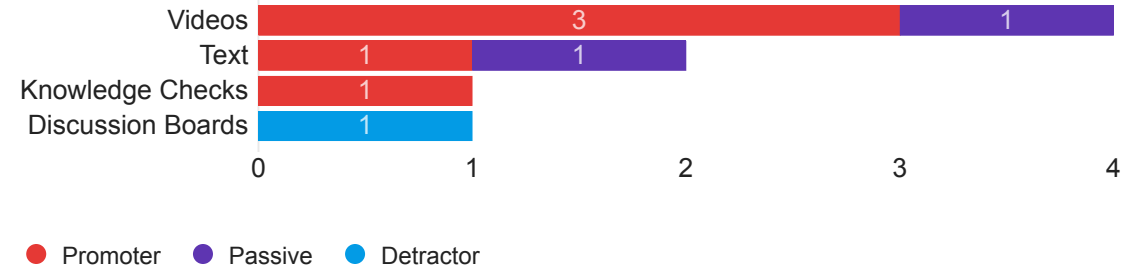
### Passive

What improvements would you suggest be made in this course?

none

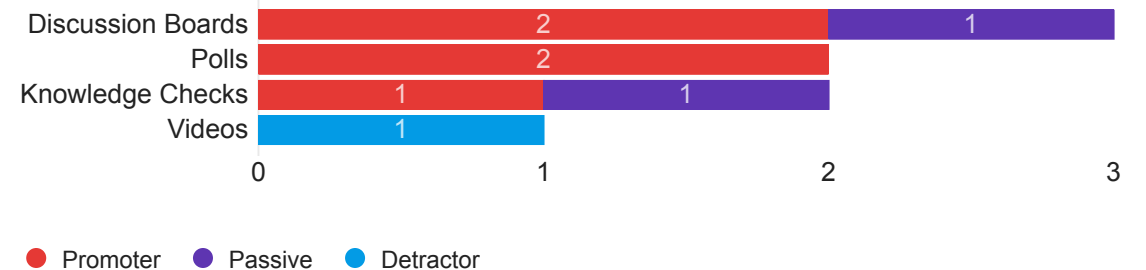
## What would you like to see more of?

8 Responses



## What would you like to see less of?

8 Responses



## *Analysis & Discussion*

In this explanatory mixed-method evaluation, we collected an overall quantitative measure, the Net Promoter Score, before collecting qualitative responses about learners' experiences in the course as a means to evaluate meaningfulness. The goal of this evaluation is to identify opportunities for improving the perceived quality of the learning experience.

The following analysis will examine themes found within feedback data collected through three categories of net promoter group perspectives. The promoter's perspective will provide insight into the learning experience's strengths. The passive and detractor perspectives will provide insight into the learning experience's weaknesses.

### **The Promoter's Perspective**

Promoters indicated the most beneficial parts of the courses were seeing relevant examples, learning exercises, and other professionals demonstrating the skill they were learning. They would like to see more video based instructional materials used throughout.

### **Passive's Perspective**

Passive responses indicated the most beneficial part of the course was learning proper process. They did not provide much criticism beyond wishing to see less discussion boards and knowledge checks across the learning experience.

### **Detractor's Perspective**

Detractors found the LinkedIn Learning content difficult to use and navigate. They expressed the coursework was more in-depth than expected and did not incorporate interactivity. They suggested adding additional activities and opportunities for engagement through discussion boards. They did not feel positively about video content within the course.

## **Opportunities for Improvement**

The following opportunities for ongoing improvement to the overall course experience could be considered to improve learners' perception about the learning experience:

### **1) Improve Quality/Quantity of Instructional Video Content:**

Refine the curation and creation of instructional video content through ensuring alignment with relevant examples and that real-world professionals are performing demonstrated skills.

### **2) Increase Interactivity & Skill Transfer:**

Identify and develop interactive activities that allow for learners to practice their skills and promote skill transfer to the real-world.

### **3) Plan Scaffolding & Additional Course Levels:**

Revisit course topics and objectives. Map more technical, software focused, courses out to ensure content is approachable and learners can find success and motivation as they navigate through each module.

## **References**

Reichheld, F. F. (2003). The One Number You Need to Grow. *Harvard Business Review*. <https://hbr.org/2003/12/the-one-number-you-need-to-grow>

Roblyer, M. D. (2014). *Introduction to Systematic Instructional Design for Traditional, Online, and Blended Environments*. Pearson Education.