Electronic Learning

Office of Electronic Learning

Introduction

The mission of the Office of Electronic Learning is to support all facets of online learning and teaching with technology at McNeese State University--including faculty development, technical support, and serving as a liaison to third-party vendors who privde services that support e-learning initiatives.

Performance Objective 1   Assist with the implementation of iDesign partnership.

1 Assessment and Benchmark

Benchmark: Implement iDesign partnership in Nursing, RN to BSN program.

1.1 Data

2018-2019:
Developed a strategy with nursing leadership team, nursing faculty members and iDesign to redesign online nursing courses and general education courses in the RN to BSN program. Guided faculty through the course design process and shared effective practices, illustrative examples, and proactive recommendations.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Working with departments at McNeese to design courses for the RN to BSN program is an ongoing five-year project. We have completed the courses scheduled for the current year.

2 Assessment and Benchmark

Benchmark: Facilitate marketing of RN to BSN program through iDesign partnership.

2.1 Data

2018-2019:
Developed a marketing strategy in collaboration with iDesign and nursing department for RN to BSN program. We have completed the marketing strategy for the current year; published new content on web site, SEO marketing, new print publications, and started development of a new partnership MOU.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Collaborating with Nursing Department at McNeese to design new web pages, marketing publications, and partnership MOUs for the RN to BSN program is an ongoing five-year project.

Performance Objective 2   Facilitate professional development opportunities for faculty.

1 Assessment and Benchmark

Benchmark: eLearning will conduct professional development for faculty members from conferences attended and technology subscriptions through campus classroom training.

1.1 Data

2018-2019:
Developed and provided training of online instructional resources for College of Education faculty and College of Business faculty members. Developed online training for all faculty members on Respondus Browser and Respondus Monitoring. Two training sessions were held in Fall 2018 for COB faculty members. Twelve faculty and staff members attended the first training. All COB faculty members attended the second training session. The college of education also hosted 3 training sessions in Fall 2018. Four faculty members attended the first training, 10 faculty and staff members attended the second training and all College of Education faculty members attended the third training session.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
The eLearning department will partner with additional departments to deliver training for faculty members. eLearning will also be adding new topics to the existing professional development sessions provide. Sessions might include updating classroom and online course development using the strategies and curriculum design used in the iDesign RN to BSN courses. We also will be adding topics for new technology subscription features and upgrades.

2 Assessment and Benchmark

Benchmark: eLearning will provide on-demand online professional development training and resources for faculty members.

2.1 Data

2018-2019:
Developed online program for online Faculty Member professional development program. Six modules were developed in Moodle to provide advising training and resources for faculty members. eLearning provided online courses and resources for faculty members needing additional training through Moodle for Instructors and the Knowledge Management System.

This year eLearning published over 100 articles providing training and instruction to online faculty members and students.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Advising and retention strategies are an ongoing focus of McNeese's RNL sessions. Work on developing additional training and providing resources will continue into next year.

Performance Objective 3 Support faculty and students with learning technologies.

1 Assessment and Benchmark

Benchmark: Collaborate with departments to provide resources for faculty members to develop online courses and enhance online course quality.

1.1 Data

2018-2019:
Wrote CompeteLA ULS grant proposal and awarded three degree programs to market statewide. Wrote Board of Regents eLearning grant for $20,000 in funding for Live Chat, KMS and online tutoring services. Collaborate with RNL committee to develop enrollment and marketing strategy.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Grant proposals were completed. eLearning continues to work with the McNeese grant coordinator to identify opportunities to apply for future funding.

2 Assessment and Benchmark

Benchmark: Develop fully online student support resources to enhance student success in online courses.

2.1 Data

2018-2019:
Developed an online one-stop location for prospective students to increase enrollment and enhance online student services. Developed chat subscription with a branded chat tool, wrote over 30 responses to common questions, and coded communication business process for routing tickets to appropriate departments at McNeese.

Collaborated with General and Basic Students to develop an online student orientation for 100% online students. Launched a knowledge management system (KMS) and published over 50 articles. Developed two new website designs for eLearning web pages. Developed a process to inform students about how to be successful online. Developed a process to help students understand advising expectations.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Two knowledge management systems were built. Over 100 articles were written. Live Chat was not implemented this year. eLearning has been meeting with VP of Enrollment Management on a new timeline for activating service.

Performance Objective 4 Increase outreach to and enrollment of adult learners who have not yet completed a degree through the CompeteLA initiative.

1 Assessment and Benchmark

Benchmark: eLearning will partner with departments to re-engage adults (21-50) who have completed some college and provide them with an academic, financial, career, and social support structure that will assist them with obtaining a bachelor's degree.

1.1 Data

2018-2019:
Collaborating with the University of Louisiana System Office to develop a marketing strategy. Web site and mobile application were published.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
The marketing strategy was in the early stages at the end of this assessment period. eLearning received approximately 10 new student leads from the program.

2 Assessment and Benchmark

Benchmark: Through degree audits in the Department of Basic and General Studies, re-engage with adult learners who have successfully completed degree requirements for a creditional of value (Associate of General Studies degree) and assisting these students with re-enrollment in a bachelor's degree program.

2.1 Data

2018-2019:
eLearning partnered with the Department of General and Basic Studies to review over 1500 student records for students earning an Associate of General Studies. McNeese's marketing strategy is to contact students to award the AGS degree and encourage them to re-enroll to complete a bachelor's degree (BGS). Degree Works "what-if reports" were processed for over 1500 student records and over 400 records were audited by eLearning and the Department of General and Basic Studies for the AGS degree.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
From the audited records, over 250 students had completed the degree requirements for an Associate of General Studies. eLearning and the Department of General and Basic Studies are working with the provost to contact each student and provide them with information about receiving their diploma and to re-enroll to earn a bachelor's degree.