



## Office of Electronic Learning

#6 Plan cycle - 6

Plan cycle 2023/2024

7/1/23 - 6/30/24

## **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 provide services that support e-learning initiatives.

## **Performance Objective 1 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**

2019-2020:

Developed training sessions for over 50 faculty members across campus to enhance skills using Moodle, BigBlueButton, Respondus, and ProctorU. Trained over 20 College of Education faculty members to transition courses to new course shells. During Covid-19, trained and/or provided all campus faculty members with resources to transition in-person on-campus courses and Dual Enrollment courses to online courses during the stay at home order.

2020-2021:

eLearning collaborated with campus departments to transition all courses online following Hurricanes Laura and Delta. During recovery, eLearning trained and/or provided all campus faculty members with resources to transition in-person on-campus courses and Dual Enrollment courses to online-only formats.

2021-2022:

- Launched Online Learning Consortium (OLC) training sessions.
- Built informative and sign-up sites on Moodle, SharePoint (two sites) and MS Forms (four sites).
- Published Call-to-Action button on Moodle dashboard for all users.
- Contacted faculty to verify selection and to add additional workshops. Six faculty members enrolled in Advanced Online Teaching Certification, 14 faculty members enrolled in Online Teaching Certification, seven faculty members enrolled in 8 Mastery series courses, and over 65 faculty members enrolled in 130 workshop sessions.

2022-2023:

Collaborated with dean of student services to build and deliver training for Power-Based Violence to faculty members and Hazing Prevention Training for students. Built Title IX and Power-Based Violence training in Moodle. Compressed and reformatted videos to 100MB MP4. Created video thumbnails. Reformatted and organized SCORM package within the course.

eLearning hosted and co-presented SmarterProctoring training for Faculty in Spring (three sessions) and Summer (two sessions) 2022. The director of eLearning presented group Moodle Training at McNeese Week faculty training sessions in Fall 2022. Met with McNeese Faculty Senate for Q&A and training in Spring 2022 at a Faculty Senate Meeting.

Collaborated with Undergraduate Nursing Department to build and deliver 15 SCORM training packages in Moodle for Clinical students and faculty that are required to complete OSHA training on 15 different topics.

Developed site on SharePoint and with Microsoft Forms for faculty to select and sign-up for Online Learning Consortium (OLC) training. The director of eLearning also enrolled faculty members in over 100 workshops and 26 Mastery and Certificate programs in Spring, Summer and Fall of 2022, and Spring 2023. Faculty members attending the OLC training presented knowledge gained from OLC training sessions at on-campus training meetings hosted by Academic Affairs.

Delivered training in Development of Online Textbooks to committee members and faculty members of the Course Materials and Bookstore Committee in Fall 2022.

Met with faculty for one-to-one personalized training sessions as requested in Spring, Summer, and Fall 2022 and also in Spring 2023. In Summer and Fall 2022, the director of eLearning added several new sections and updated information in eLearning's on demand Distance Education for Faculty Excellent Training that is available in Moodle for the upgrade to Moodle 3.11 that also included in introduction to new features; she also added a new topic to the training course for faculty who are interested in creating no cost textbooks in their online courses; this aligns with a Board of Regents initiative to reduce textbook costs for students. In Fall 2022,

the director of eLearning added content to the test proctoring topic of the online training to help faculty provide better instructions for students who need to use Respondus, SmarterProctoring or ProctorU in Moodle.

Director of eLearning met with SACSCOC President Dr. Belle Wheelan and Vice President Dr. Linda Thomas-Glover several times via email, phone and Zoom to review McNeese's compliance with SACSCOC guidelines for online faculty and students; we discussed the SACSCOC Distance Education and Correspondence Course policy statement and reviewed McNeese's records and compliance with the policy. Created development and sandbox course shells for faculty members redesigning courses to meet SACSCOC and QEP guidelines. Director of eLearning provided reports to administration verifying that faculty teaching online courses completed training.

2023-2024:

Director of eLearning provided Moodle training for faculty members provided through an online course on the Moodle dashboard and in face to face personalized sessions with eLearning as requested. The faculty Moodle training included: Classroom Management, Course Design Best Practices, Online Classroom Management Strategies, Using the Knowledgebase, Faculty Advising, Textbook Services and developing online textbooks, New Moodle features, Advanced Moodle Usage, and Test Proctoring.

In addition, the eLearning office has provided faculty members with a voucher to enroll in online training through the Online Learning Consortium. The director of eLearning created and maintains an online form with all of the OLC workshops and available dates for faculty members to request training. The form is accessible through the Moodle dashboard throughout the year. To date, approximately 100 workshops have been completed by approximately 75 faculty members and visiting lecturers. This year, approximately 100 faculty members will receive additional training from OLC. Faculty members who complete a certificate program or a workshop are invited to give a presentation at the Provost's McNeese Week professional development workshops so they can share their new skills and best practices with their peers.

The director of eLearning collaborated with undergraduate nursing faculty members and a 3rd party vendor, Evolve, to create OSHA training for undergraduate nursing students. eLearning uploaded and setup 15 SCORM packages for OSHA training in: Bloodborne Pathogens, Cultural Competency, Diversity and Inclusion, Ethics, Fire Safety and Emergency Evacuation, Hand Hygiene, Hazard Communication, HIPAA Privacy and Security, Personal Protection Equipment (PPE), Infection Control, Patient Rights, TB Protection, Preventing Needlestick Injuries, and Preventing Workplace Violence. Faculty members are able to develop completion certificates for each of the SCORM OSHA training programs and run completion reports from the shell. The director of eLearning also meets with undergraduate nursing program faculty as needed each semester to discuss support and training.

The eLearning department also updated the Moodle shells for clubs and work groups and then refreshed the enrollments in each of the groups. eLearning continues to partner with the McNeese Athletic department and the NCAA Grade Compliance Advisors to monitor the academic progress of student athletes at the University.

The director of eLearning is the CompeteLA Lead for McNeese and this office meets monthly with the ULS CompeteLA Director and the ULS Student Success Coach. The director of eLearning also collaborated with ULS campus leads in a quarterly meeting to discuss program support and strategy for the CompeteLA program statewide.

#### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

eLearning will continue to provide training and resources to faculty members to support in-person, hybrid, and online courses to meet the needs of faculty members and students during Covid-19.

2020-2021:

eLearning will continue to update and refresh training and resources for faculty members to deliver hybrid and online-only courses to meet the needs of faculty members and students during recovery from two major hurricanes and a late winter ice storm.

2021-2022:

eLearning will develop opportunities for faculty members to earn in-house completion certificates for

teaching online courses. The department will track the completion of the training in online training reports.

2022-2023:

eLearning will continue developing and offering training and resources to faculty to support in-person, hybrid, and online courses, addressing the needs of both faculty and students.

2023-2024:

eLearning will keep updating and enhancing training and resources for faculty to effectively deliver hybrid and online-only courses, catering to the needs of faculty and students.

## **2 Assessment and Benchmark**

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

### **2.1 Data**

2019-2020:

Developed a one-stop student center with iDesign team. Developed advisor toolbox for faculty members and advisee toolbox for students in Moodle with campus advising committee. Published over 150 new articles in the eLearning knowledgebase to provide professional development training and resources for faculty members and students.

2020-2021:

Developed hybrid and online instructional delivery strategies for faculty members. The training was developed and published on eLearning's Knowledge Management System which is accessible through Moodle.

2021-2022:

- Built Virtual Student Union training in Moodle.
- Compressed and reformatted videos to 100MB MP4.
- Created video thumbnails.
- Reformatted and organized SCORM package within the course.

2022-2023:

Contract with iDesign partnership ended March 2023.

2023-2024:

Contract with iDesign partnership ended March 2023.

#### **2.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

The eLearning department will continue to develop resources and provide updated training for faculty members as technology is updated. The department will also continue to provide resources and training for faculty members as needed to meet the transition and flexibility of course modalities due to Covid-19.

2020-2021:

eLearning will add additional hybrid and online instructional training through the Knowledgebase and Moodle. The department will also continue to provide resources and training for faculty members as SWLA continues to recover from 3 major natural disasters.

2021-2022:

eLearning will collaborate with Student Services to build training courses to support student and faculty member success at McNeese. eLearning will update training as Moodle and other online tools are updated to new versions.

2022-2023:

Contract with iDesign partnership ended March 2023.

2023-2024:

Since McNeese no longer has a contract with iDesign, effective 2024-2025, we will no longer assess this benchmark.

## **Performance Objective 2 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**

2019-2020:

Four new course shells were created for faculty members to use for Moodle courses. Each of the course shells was built to enhance student learning outcomes, student engagement, and student success. Over 50 articles were written and added to the faculty knowledgebase to address course pedagogy, student engagement, and student support.

2020-2021:

eLearning wrote and published a "Getting Started with Moodle" training for faculty members in the Knowledge Management System that is accessible through Moodle. The training includes online and hybrid pedagogy best practices in the "Course Design Best Practices" training. eLearning also wrote and published "Classroom Strategies" training.

2021-2022:

Collaborated with multiple departments to build Life 101 development course shell and active course shell in Moodle. Launched active course shell in Fall 2021 and enrolled over 4500 students. Of those, 835 students attempted the course, and 785 students completed 100% of the course activities.

2022-2023:

Director of eLearning met with SACSCOC President Dr. Belle Wheelan and Vice President Dr. Linda Thomas-Glover several times via email, phone, and Zoom to review McNeese's compliance with SACSCOC guidelines for online faculty and students; we discussed the SACSCOC Distance Education and Correspondence Course policy statement and reviewed McNeese's records and compliance with the policy. Created development and sandbox course shells for faculty members redesigning courses to meet SACSCOC and QEP guidelines. Director of eLearning provided reports to administration verifying that faculty teaching online courses completed training.

2023-2024:

The director of eLearning reorganized all of McNeese's Moodle course shells from prior semesters, and club and organizational group shells and professional development training shells into new categories labeled with the years 2008-2018. The new soft archived categories have approximately 16,800 shells. There are also approximately 102,960 user accounts on McNeese's Moodle site. By archiving outdated course shells and removing inactive users, the Moodle site's structure becomes more streamlined and efficient, enhancing user experience and navigation. In addition, archiving course shells frees up valuable storage space, optimizing resource utilization and potentially reducing associated costs for additional storage solutions.

Removing unused user accounts reduces the risk of unauthorized access to sensitive information, thus bolstering data security and compliance with privacy regulations. Removing users and content no longer needed on the site will lead to improved system performance and faster response times, ensuring a smoother learning experience for active users. These changes will also make it easier for administrators and instructors to focus on current courses and provide better support to active users.

eLearning created a one-stop shell for all faculty and employee training. The topics include Quarterly Safety Training, HR Compliance Training, Title IX Power-Based Violence Responsible Employee Training, SEI training, ULS hosted training, AI Prompt Training, Online Learning Consortium Training, Quality Matters, CAEL Training, Moodle Training, RedShelf, Turnitin, BigBlueButton, SmarterProctoring, and Response Training.

#### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

eLearning will continue to collaborate with faculty members to improve professional development resources and training opportunities that increase student success in online courses.

2020-2021:

eLearning will collaborate with faculty members to develop training for updated instructional strategies and test proctoring solutions.

2021-2022:

eLearning will work with departments to build resources and tools to support student success at McNeese. eLearning will meet with Student Services to develop training about hazing and will also meet with the Nursing Department to develop mandatory training students are required to complete.

2022-2023:

eLearning will work with faculty to create training focused on updated instructional strategies and test proctoring solutions.

2023-2024:

eLearning will partner with multiple campus departments to develop resources and tools that promote student success at McNeese.

## **2 Assessment and Benchmark**

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

### **2.1 Data**

2019-2020:

Over 20 new articles were written to provide students with training and resources for advising and student support. eLearning also collaborated with faculty members to develop a one-stop student virtual student center.

2020-2021:

eLearning changed the look and feel of the Knowledgebase Management System for instructional and training information so that online students could find information easier and so that information would be organized in an intuitive format.

2021-2022:

Rebuilt Athlete Grade Compliance site for advisors of student-athletes. The refreshed dashboard is easier to navigate and is less confusing for advisors. This saves advisors time sorting through unneeded data so that they can spend more time assisting students.

2022-2023:

eLearning met with Faculty Senate and NCAA Grade Compliance advisors eLearning to enhance professional development resources and training opportunities that promote student success in online courses.

2023-2024:

eLearning worked with faculty to create training focused on updated instructional strategies and test proctoring solutions. In addition, eLearning partnered with each campus department to develop resources and tools that promote student success at McNeese.

#### **2.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

eLearning will continue to collaborate with faculty members and students to improve professional development resources and training opportunities that increase student success in online courses.

2020-2021:

eLearning will collaborate with students to add training for online students to the Knowledge Management System.

2021-2022:

eLearning will collaborate with advisors to build resources and tools to enhance advisors' success in supporting students. Providing enhanced tools for advisors will allow them to spend more time assisting students.

2022-2023:

eLearning will partner with students to integrate training specifically for online learners into the Knowledge Management System.

2023-2024:

eLearning will work alongside faculty and advisors to develop resources and tools that improve their effectiveness in supporting students. By equipping faculty members and advisors with improved tools, they will be able to dedicate more time to assisting students.

### **Performance Objective 3 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**

2019-2020:

Implemented marketing and outreach from campus at Preview Days events, student/parent orientation events, gameday tailgating activities, SWLA Women's Conference sponsorship and booth, signs posted in the community, and through social media outreach.

2020-2021:

McNeese hosted Preview Days and social media outreach following social distancing COVID-19 guidelines to promote the CompeteLA programs to prospective students.

2021-2022:

eLearning collaborated with ULS campus leads and the UL System office to promote the CompeteLA program in SWLA and statewide. eLearning met with campus leads monthly and ULS staff leads to review and implement a marketing plan to reach prospective students through CompeteLA partners.

2022-2023:

Conducted marketing and outreach initiatives on campus during Preview Days, student and parent orientation events. The eLearning department collaborated with McNeese's Data Analyst and the ULS CompeteLA Vice President and ULS Success Coach to link McNeese's data to the System Office CompeteLA CLASS CRM for seamless, timely, daily reporting of enrollment funnel.

2023-2024:

eLearning held monthly meetings with campus leaders and ULS staff to assess and execute a marketing strategy aimed at engaging prospective students through CompeteLA partners.

##### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

McNeese gained over 100 new student applications this year from outreach to these adult learners.

2020-2021:

McNeese gained new student applications for the program and had two students graduate with a bachelor's degree in Spring 2021.

2021-2022:

eLearning will continue to collaborate with ULS campus leads and the UL System office to identify partnership opportunities for the CompeteLA program. eLearning meets bi-weekly with ULS CompeteLA



leads and monthly with campus leads to identify possible partnerships.

2022-2023:

McNeese received an increase in new student applications as a result of targeted outreach to adult learners. The eLearning department working in collaboration with ULS System President, Dr. Henderson, ULS Administrators and the CompeteLA Success Coaches. 72 students were referred to McNeese through the program, 29 enrolled and 29 students graduated from McNeese through CompeteLA. McNeese's CompeteLA program was recognized for excellence for having a streamlined admission process, in addition to timeliness of responses to requests for students and ULS success coaches, and quick evaluations of degree programs. A McNeese student from the CompeteLA program was featured in a news story and on social media that led to a significant increase interest in the CompeteLA program statewide and a significant increased interest in McNeese's degree programs from prospective students.

2023-2024:

eLearning conducts bi-weekly meetings with ULS CompeteLA leaders and monthly sessions with campus leads to explore potential partnerships.

## 2 Assessment and Benchmark

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

### 2.1 Data

2019-2020:

Students that had completed the degree requirements for an AGS were contacted and awarded their degree. Several of these students also chose to reenroll at McNeese to complete their bachelor's degree.

2020-2021:

McNeese had two students graduate through the CompleteLA program for Spring 2021.

2021-2022:

eLearning collaborated with the ULS campus leads and the UL System office to re-build the CompeteLA CRM from Zoho to CLASS system. The new CRM has enhanced reports and analytics. This new system also assisted McNeese with its goal to track prospective students from interest to enrollment to increase overall university enrollment.

2022-2023:

CompeteLA changed their business process and expanded the programs offering to all degree programs on campus. The ULS success coach meets directly with campus advisors that are aligned with the degree program the prospective student is applying to for admission.

2023-2024:

The previous year, CompeteLA changed their business process and expanded the programs offering to all degree programs on campus. The ULS success coach meets directly with campus advisors that are aligned with the degree program the prospective student is applying to for admission.

#### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

eLearning collaborated with the CompeteLA ULS staff to update the contact information on the list of stop-outs we identified. We will continue marketing to this list of graduates to accept their AGS diploma and to pursue the completion of their bachelor's degree.

2020-2021:

McNeese will continue to market the CompeteLA program and monitor student's progress to graduation.

2021-2022:

eLearning will collaborate with McNeese Student Central and the UL System office student success coach to update student records and communication in the new CLASS CRM.

**2022-2023:**

CompeteLA changed their business process and expanded the programs offering to all degree programs on campus. The ULS success coach meets directly with campus advisors that are aligned with the degree program the prospective student is applying to for admission.

**2023-2024:**

The previous year, CompeteLA changed its business process and expanded its program offering to all degree programs on campus. The ULS success coach meets directly with the McNeese CompeteLA lead and advisors to align with the degree program the prospective student is applying to for admission. Reports from CLASS CRM show that 80% of CompeteLA applicants prefer online degree programs.