



Electronic Learning

#3 Plan cycle - 3

Plan cycle 2020/2021

7/1/20 - 6/30/21

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 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 the 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.

2019-2020:

Implemented courses in the RN to BSN program and developed a strategy for expanding course shells to other campus departments. Held three training sessions for campus faculty members to adopt one of four new course shell templates. 28 courses adopted the new course shells.

2020-2021:

Collaborated with iDesign instructional designers to develop a Virtual McNeese Student Union for the RN to BSN nursing students. The Virtual Student Union includes a mandatory student orientation program which includes additional information for RN to BSN students; it also includes an Education Technology Hall, Student Success Hall, Dean's Hall, and Graduation Hall.

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.

2019-2020:

Developed 28 new online course shells for faculty based on the RN to BSN course shell model. eLearning will continue to work with faculty members to transition additional courses to new course formats.

2020-2021:

eLearning will collaborate with iDesign instructional designers to refresh and update all courses in the program to utilize new instructional strategies and new technology.

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.

2019-2020:

Implemented marketing strategy and increased enrollment in RN to BSN program to over 90 students. Collaborated with iDesign outreach team to create new promotion publications and created a list of leads from social media.

2020-2021:

Collaborated with iDesign marketing and nursing department faculty members to develop and implement a marketing plan promoting scholarships to select Louisiana parishes.

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.

2019-2020:

eLearning will continue to collaborate with iDesign and Nursing Department to expand marketing outreach and partnership opportunities to increase enrollment in the RN to BSN program.

2020 - 2021:

eLearning will continue to collaborate with iDesign and nursing faculty members to promote nursing scholarships to prospective students in select Louisiana parishes.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 Bachelors Degree in Spring 2021.

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 credential 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.

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.

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.

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.