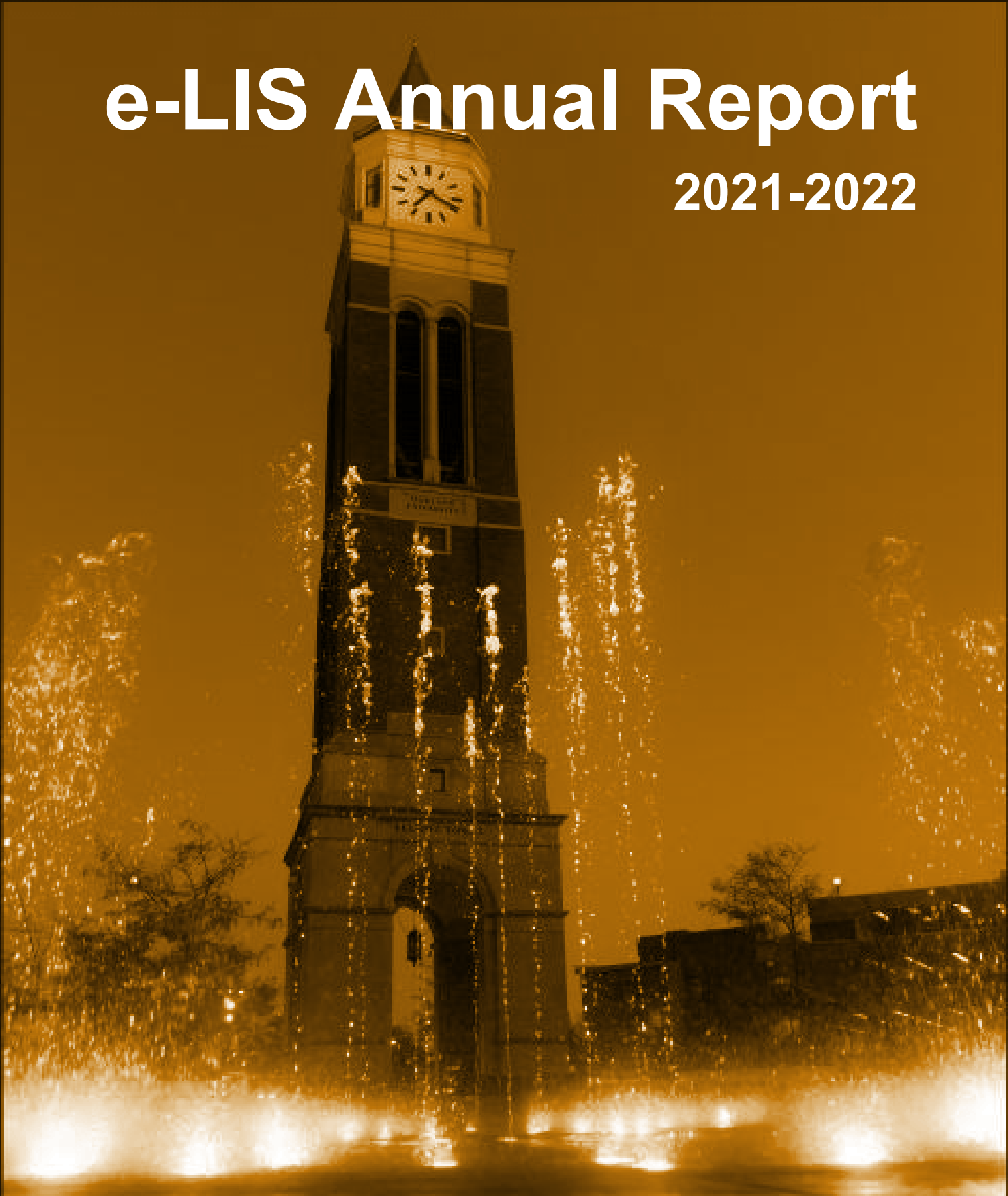


e-LIS Annual Report

2021-2022



This report covers highlights and data ranging from July 2021 - June 2022.

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Executive Summary

The e-Learning and Instructional Support (e-LIS) department had another busy year supporting the campus's online teaching and learning environment. We had an early completion of our online strategic enrollment management plan by raising the number of students enrolled in online programs past 700, exceeding the goal by over 200 students. We worked with the deans and Professional and Continuing Education (PACE) to launch 11 new online programs in 2022, bringing the total up to 51 online programs: 37 degree programs (4 bachelors, 3 undergraduate certificates, 14 masters, 12 graduate certificates, 4 doctoral), and 14 continuing education (non-credit). We participated in the OU Advance initiative to research and write situation analyses and explore a university backed online marketing and enrollment plan to promote new and existing online programs. Thanks to generous support from the Provost's Office, e-LIS was able to expand capacity in instructional design (ID) to support program quality and assist in the design of online program courses. We piloted an Academic Unit Outreach program, as well as an online teaching observation guide, which is now live. We implemented and updated many softwares and services, including Zoom to Panopto integration, new Moodle product integrations, and new Moodle tools and features.

Alongside all of these advances, e-LIS had nearly as busy a year as during the height of the pandemic. We planned and supported online instruction of nearly double the traditional amount of online courses (1,899), with 49% of faculty teaching online, 77% of students taking at least one online class, and online and hybrid course credit hours making up 45% of total OU credit hours. While we had returned to a somewhat normal year in terms of pre-pandemic practices with many face-to-face courses opening back up, our numbers this year are only slightly less than last year, and the percentages are almost exactly the same. The ID and support staff created 71 new help documents, 7 new help videos, and offered 53 workshops to support online learning. The IDs collaborated with faculty to develop 92 courses, assisted faculty in online learning preparation with 21 quality course reviews, 40 faculty completed the Quality Online Teaching Certification Courses, and 24 faculty took the Self-Paced Online Teaching Workshop. The e-LIS support team assisted faculty, staff, and students on nearly double the average number of support requests (3,984). The development team rewrote key custom web applications in the more supportable PHP language, and retired the paper course evaluation system.

The e-LIS staff had some admirable accomplishments over this past year, with Dan Arnold and Shaun Moore completing the UPCEA PCO Leader Certificate program, Nic Bongers completing the OU Leadership Academy, and Rebecca Thomas completing the Professional Certificate in Digital Marketing. Kate Huttenlocher won the 2022 AP Reward, and Shaun won third place in the English department's graduate student/alumni annual flash fiction contest. Dan Arnold and Shaun completed year three of their multi-year research study on perceptions of remote work for instructional designers.

Message from the Director



While we're not out of the pandemic yet, this past year has seen a return to many pre-pandemic times and practices, mixed with holding onto some new innovations. There have been on-campus meetings and events, though many continue to have an online component. Employees have returned to their offices on campus, though they work from home some days. More of OU's student services are available both in-person or online. We've even seen the explosion of face-to-face classes offering flexible online alternatives for students. It is this institutional flexibility that I see as the theme for this year.

The e-Learning and Instructional Support (e-LIS) department staff have amazed me with how flexible they've become. We're settling into what I imagine will be a new norm in terms of online courses, programs, even work at OU. The numbers are slightly lower than they were during the height of the pandemic, but are much higher than pre-pandemic times. My team has gracefully transitioned through all of it in many different ways. In September 2021, along with the rest of campus, the e-LIS office suite opened its doors again. Despite physically being on campus, we've had to live dual lives where we still offer all of our services at a distance. The front desk staff have had to be flexible with how we're working and keeping the office open, managing both a physical and virtual office space. The support and instructional design teams have become more flexible and robust, offering increased services at varying hours, even while losing some support staff as funding ran out part way through the year. They've become more flexible in their professional development offerings. The marketing, programs, and compliance team have ensured flexibility in our online program development by learning a new market research program, keeping up with the ever changing SEO and social media landscape, and helping to bring about the HyFlex program modality. The development team has become more flexible with how we work, with our lead Moodle programmer Eric Merrill getting a job at Moodle US but maintaining a working relationship with e-LIS as a consultant. They've been flexible in learning a new programming language to transition all of our supported web applications.

One of the biggest acrobatics our staff performed this year was with the planned upgrade to Moodle 4. Originally set for 6/26/22, the staff has been working all year testing the new Moodle environment, patching found bugs, recreating help documents and videos, and preparing workshops, all to have to push the upgrade back to the end of the year because vendors didn't have essential plugins ready. The OU community has been graceful with us during this time, and we appreciate their understanding and continued patience as we strive to give them the best support possible. I applaud all the flexibility I see in the OU faculty, staff, and students as we adapt to what is becoming the new normal. With the approval of the first HyFlex program coming online in Fall 2022, and others to follow, we give more flexibility to the students to choose to attend class either in-person or online depending on their needs. It has truly been a remarkable year for us all.

Dr. Shaun Moore

e-LIS Department

Our Mission

The e-Learning and Instructional Support (e-LIS) department exists to expand learning opportunities beyond physical campus spaces in order to provide learners with high-quality, accessible, flexible, and active online learning experiences. We are dedicated to providing support and technology services to faculty, students, and staff that advance Oakland University's academic, research, engagement, and inclusion goals.

Core Values

Service - Providing timely and quality support services, empathizing with those we serve regardless of their experience or prior knowledge, and responding to their needs.

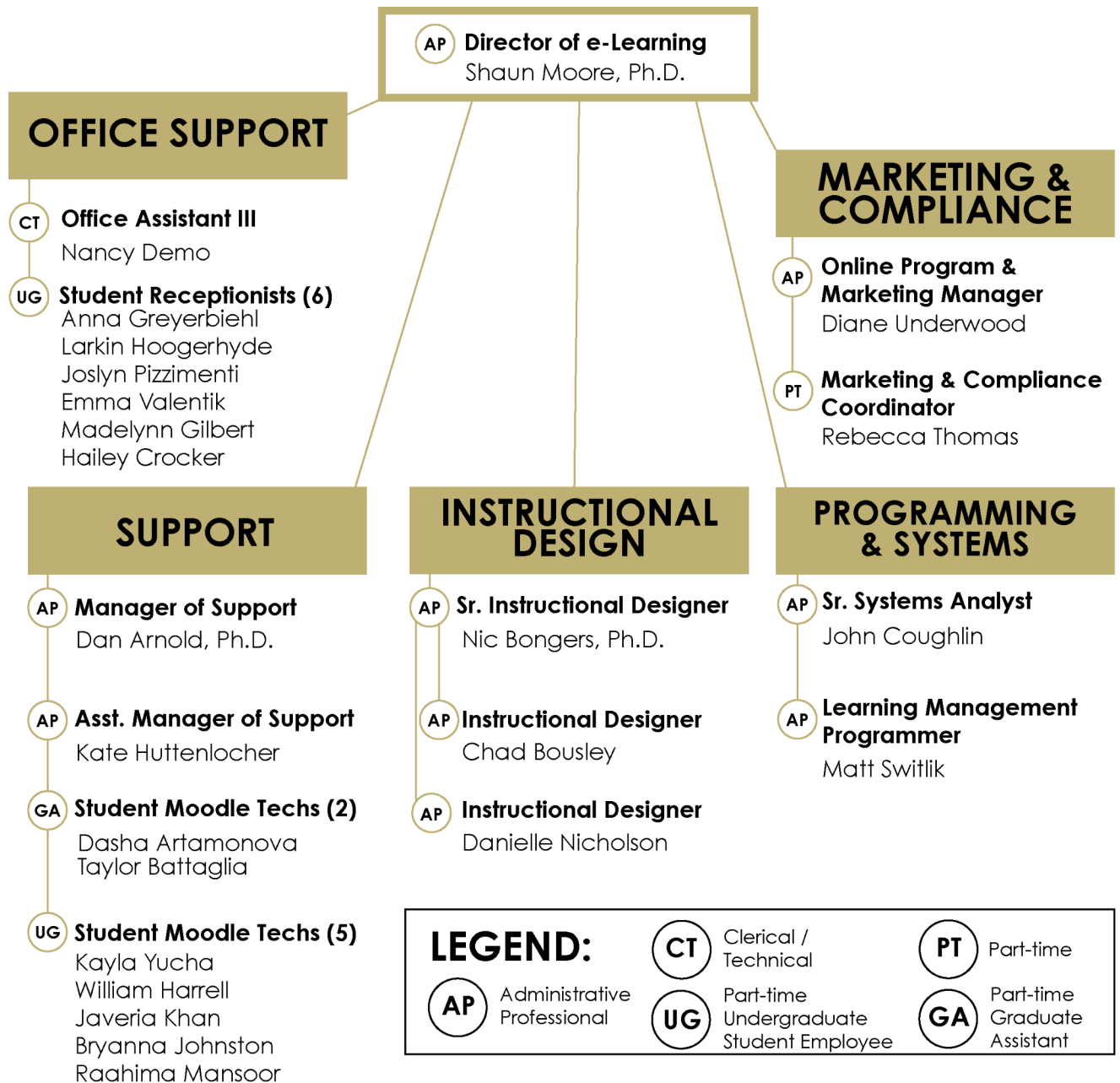
Inclusivity - Incorporating multiple voices and experiences by valuing identities, perspectives, and backgrounds. Leveraging technology to increase accessibility and remove barriers.

Creativity and Innovation - Creatively solving problems, adapting to changing circumstances, and incorporating new tools and strategies.

Collaboration and Partnerships - Working together, sharing our talents, pitching in, and partnering with campus stakeholders and community members.

Growth - Committing to ongoing professional and personal development, supported by designated resources and opportunities made available for all.

Organizational Chart



Staff Updates

- We said goodbye to three employees:
 - After two years as an Instructional Designer, Jess Tess-Navarro left OU to work in the industry.
 - After two years as the Office Assistant, Ginell McCarrick left OU to pursue a career as a nurse at Hurley Medical Center in Flint working in the areas of pediatrics, pediatric intensive care and neonatal intensive care.

- After 15 years of exceptional work supporting the Moodle LMS environment, Eric Merrill accepted a new position as Head of Development for Moodle U.S.
- We welcomed three new employees:
 - Nancy Demo, Office Assistant, started 2/21/22
 - Chad Bousley, Instructional Designer, started 5/23/22
 - Danielle Nicholson, Instructional Designer, started 6/1/22
- The current listing of staff members can be found on the [Staff Directory webpage](#).
- e-LIS Intern: Wendy Pass completed her Ed.D.

Core Services

e-LIS offers multiple services to OU faculty, students, and staff:

Online Program Development				
Technical Support for e-Learning Issues				
Faculty and Student Help Libraries				
Faculty Support in Instructional Technologies :				
One-on-one appointments	Instructional design	Workshops	Group training	Moodle Mentors program
Development Opportunities for OU Faculty and Staff who Teach Online:				
Quality Online Teaching Certification Courses (QOTCC)	Online course reviews	Online Teaching Observation Guide		
Resource Support for Faculty:				
Course building		Inclusive and Online Podcast	Proctoring guide	
Policy and Compliance Guides:				
Moodle Policy	Out-of-state students	Zoom Cloud Recording Retention Protocol	Digital accessibility	

Organizational Memberships

The e-LIS staff are members of various professional organizations where they attend conferences, present, and confer with colleagues. Some of the main organizations are:

OLC	UPCEA	NC-SARA	MHEC
SAN	A4EOE	ETOM	WCET

Main Goals and Initiatives 2021/2022

e-LIS main accomplishments from this year include:

Furthered the Online Learning Strategic Enrollment Management Plan

- Based on the 2021 Burning Glass market research reports, worked with the deans and PACE to launch 11 new [online programs](#) in 2022, 8 degree programs and 3 continuing education:
 - SHS
 - PhD in Human Movement Science
 - Bachelor of Interdisciplinary Healthcare Studies
 - SBA
 - Graduate Certificate in Business Leadership
 - SEHS
 - Post-Master Certificate in Reading and Language Arts
 - Graduate Certificate in Lean Leadership
 - SMTD
 - Traditional Certificate in Dance Education
 - Alternative Certificate in Dance Education
 - Certificate in Dance Education
 - PACE
 - Registered Nurse First Assistant (RNFA) Certificate
 - Radio Frequency Certificate
 - Japanese Business Communication
- Wrote and disseminated the [e-Learning Services](#) document to promote e-LIS services and ways we can help departments grow online programs.
- Participated in the [OU Advance](#) initiative to research and write situation analyses and explore a university backed online marketing and enrollment plan to promote new and existing online programs.
- Collaborated with areas on [academic compliance and disclosures](#) to assure we are in compliance with all regulations.
- Expanded capacity in [instructional design](#) (ID) to support program quality and assist in the design of online program courses.
- Piloted an Academic Unit Outreach program, which included custom workshops, ID and support services, and an e-LIS staff-in-residence program.
- Piloted and launched an [online teaching observation guide](#) based on research and best practices to be used as a standard for evaluating the teaching of online classes.

Expanded Supported Teaching with Technology Software and Services

- Zoom to Panopto Integration (Virtual Conferencing/Lecture Capture) - 7/20/2021
- Zoom HIPAA eForm (Virtual Conferencing) - 8/3/2021
- H5P New Content Types (LMS Feature) - 8/17/2021
- Panopto LTI (LMS Integration) - 9/6/2021
- Moodle Download Center (LMS Feature) - 12/7/2021

- Moodle Export Rubric Grades (LMS Feature) - 12/7/2021
- CopyLeaks for Forums (Plagiarism Detection) - 1/3/2022
- Pearson LTI (LMS Integration) - 6/9/2022
- Copyleaks for Quizzes (Plagiarism Detection/LMS Feature) - 6/27/2022

Promoted Faculty, Student, and Staff Success by Supporting the Online Learning Environment

- Planned and supported online instruction of nearly double the traditional amount of online courses (1,899).
- Created 71 new help documents, 7 new help videos, including HyFlex course modality support materials for [instructors](#), [TAs](#), and [students](#). Created presentations on transitioning to HyFlex for academic department meetings.
- Assisted faculty in online learning preparation with 40 faculty completing the Quality Online Teaching Certification Courses and 24 faculty completing the Self-Paced Online Teaching Workshop.
- Assisted faculty, staff, and students on nearly double the average number of support requests received (3,984).
- Rewrote custom web applications (e.g.: course evaluation system) in the more supportable PHP language, and migrated them to a new PHP server.
- Retired the paper course evaluation system and helped departments transition to the fully online system.

Main Goals and Initiatives 2022/2023

e-LIS goals for next year include:

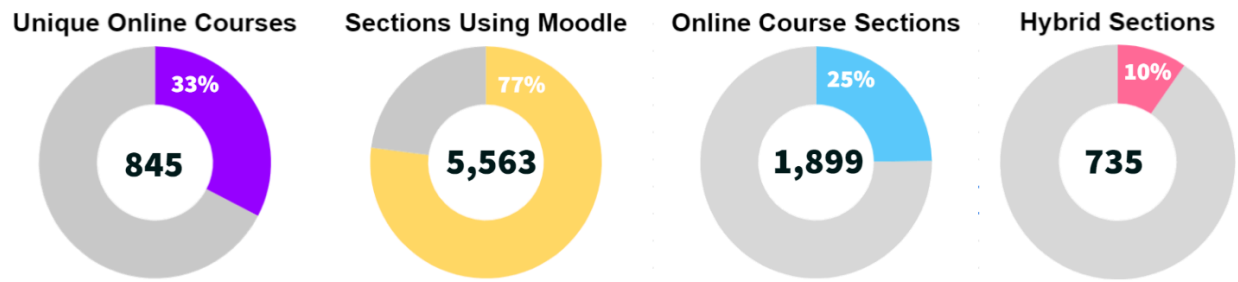
- Complete the biennial Analyst market research study and disseminate the information to the schools/college to assist with identifying new online program opportunities based on current labor demands and institutional competition.
- Meet with the deans to identify, begin developing, and launch where possible 3-5 new online programs based on market research and institutional competition data.
- Work with the [OU Advance](#) initiative to create a university backed online marketing and enrollment plan to promote new and existing online programs.
- Create metrics and a dashboard for online programs to assist with tracking, compliance, and strategic enrollment management (SEM).
- Promote faculty, student, and staff success by supporting the online learning environment.
- Upgrade the Moodle LMS to the newest version 4 release. Update all documentation and videos, and create workshops to assist with the major user interface update.
- Pilot and launch redesigned Quality Online Teaching Certification Courses (QOTCC) to align with newer practices and updated staffing.
- Create an on-demand eSpace for the Online Teaching Observation Guide to be used as a resource for observing and evaluating the teaching of online classes.

- Collaborate with institutional partners to create and implement academic compliance procedures to ensure requirements for online programs and courses are met.
- Finalize rewriting custom web applications in the more supportable PHP language and migrate them to the new PHP server, then decommission the old Coldfusion server.
- Develop a custom integration between Banner and Moodle to replace the ILP environment.
- Review and evaluate the ePortfolio environment.

Goal 1: Foster Student Success Through Online Offerings and Services

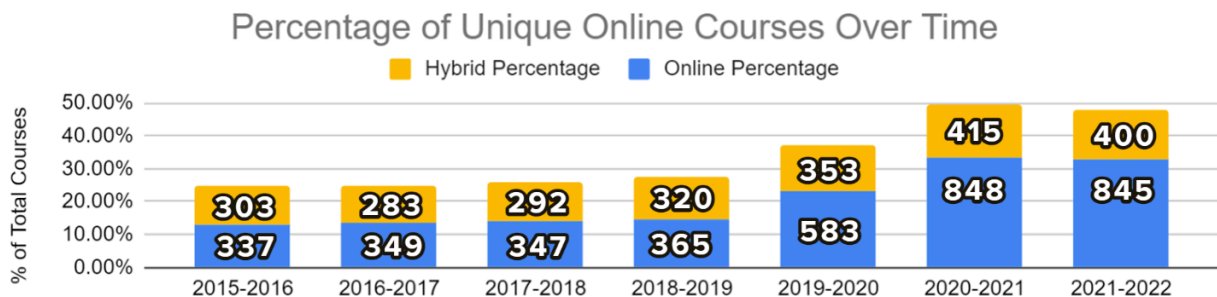
Online Courses

The following displays the number of online and hybrid courses and sections and their percentages compared to all OU courses and sections.



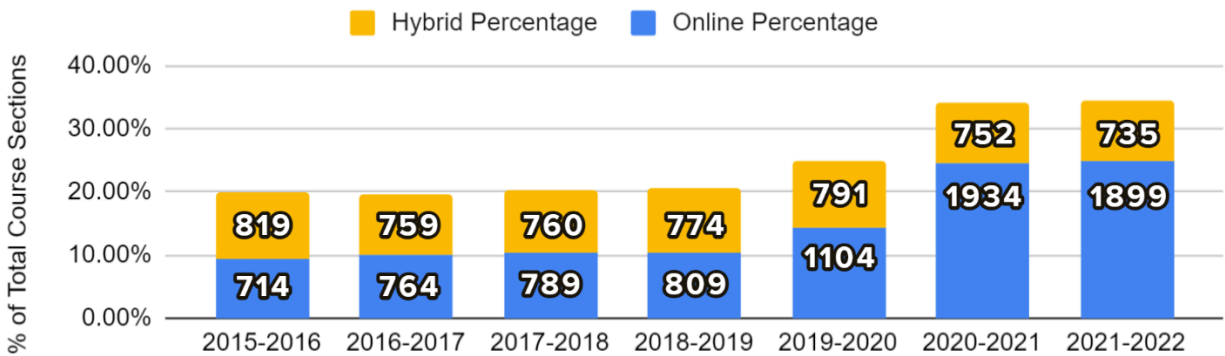
The figures above for everything other than Sections Using Moodle come from data in the student information system (Banner). While we had returned to a somewhat normal year in terms of pre-pandemic practices with many face-to-face courses opening back up, our numbers this year are only slightly less than last year, and the percentages are almost exactly the same. This suggests a trend in more courses going online and hybrid even after classes could return to a face-to-face modality.

While 5,563 course sections (78%) used Moodle at least minimally, with at least one item posted to the Moodle page (e.g.: a syllabus), 4,741 sections (66%) heavily used Moodle to post class resources and activities. These are the same percentages as last year. See [Appendix A](#) for more information.



The chart above shows the change over time for unique online courses over the past 7 years. In this context, a course is a unique subject course number pair (like ENG 3000), and not a section, which is an instance of a course (like 12345 ENG 3000). While online and hybrid courses made up around 25% of all OU courses offered from 2015-2019, that percentage ramped up over the past few years to account for almost half of the unique courses in 2022.

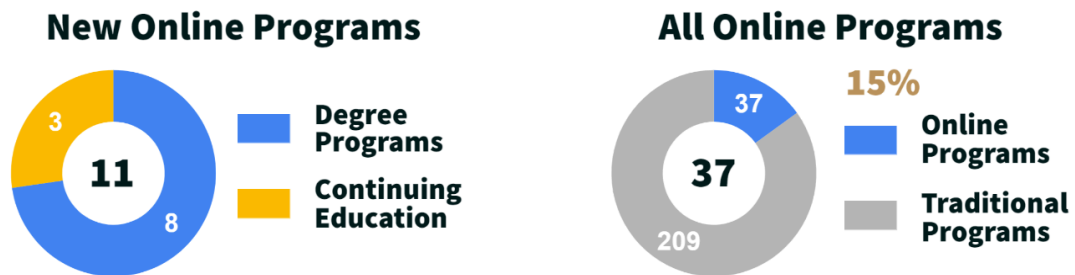
Percentage of Online Course Sections Over Time



The chart above shows similar numbers to the unique courses, only now looking at all course sections. This also shows around 20% of all sections being offered as online and hybrid from 2015-2019, and then ramping up to almost 35% of all sections offered these past few years.

Online Programs

The following displays the new online programs for this year, then all online programs we have compared to all OU programs.



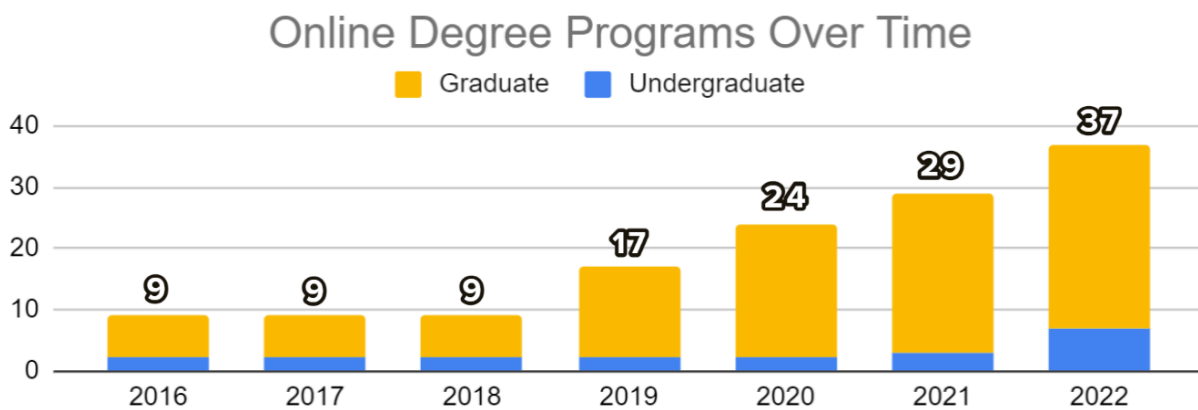
As shown above, there were eleven new online programs added in 2022, 8 degree programs and 3 continuing education:

- Degree Programs
 - SHS
 - PhD in Human Movement Science
 - Bachelor of Interdisciplinary Healthcare Studies
 - SBA
 - Graduate Certificate in Business Leadership
 - SEHS
 - Post-Master Certificate in Reading and Language Arts
 - Graduate Certificate in Lean Leadership
 - SMTD

- Traditional Certificate in Dance Education
 - Alternative Certificate in Dance Education
 - Certificate in Dance Education
- Continuing Education
 - Registered Nurse First Assistant (RNFA) Certificate
 - Radio Frequency Certificate
 - Japanese Business Communication

Including the non-credit programs, as of 2022, OU offers 51 online programs:

- 37 degree programs (4 bachelors, 3 undergraduate certificates, 14 masters, 12 graduate certificates, 4 doctoral)
- 14 continuing education (non-credit)



The chart above shows the explosive growth in online degree programs over the past 4 years. While the number of programs stayed at 9 until 2018, it has steadily and consistently grown from that time to the 37 online degree programs we offer in 2022, a 28% increase from last year.

See [Appendix B](#) for a complete list of online programs and enrollment information.

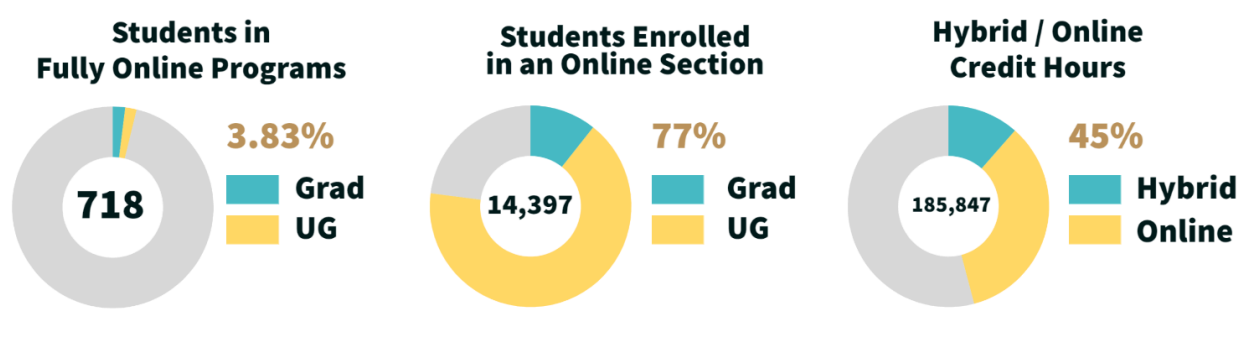
Points of Pride

- ★ OU alumnus Dez Gallien needed a fully online Environmental Health and Safety program, but one that was also American Board of Engineering and Technology (ABET) accredited. Oakland University's School of Health Sciences's online [Environmental Health and Safety program fit the bill](#).
- ★ Randee Johnson started the Environmental Health and Safety program at Oakland University from her home in Alaska, but the responsibilities of children, her own business and even cancer kept her out of the classroom. During the pandemic, she started taking classes again and [earned her bachelor's degree in 2021](#).
- ★ We highlighted the [Master of Engineering Management program](#) offered by the Industrial and Systems Engineering Department along with the School of Business Administration. The program offers students the tools and skills necessary for making sound management decisions in industry and business while still specializing in engineering.

- ★ [The innovative and one-of-a-kind Japanese Business Communication course](#) is available completely online and is designed for business professionals who want to enhance their relationships with Japanese counterparts.
- ★ A 16-credit, three-semester, [HyFlex Lean Leadership Graduate Certificate program](#) is now available for those in any sector or workplace who want to enhance and extend their leadership knowledge, explore the Lean tenets and establish tools and competencies to impact their career.
- ★ Our blog featured student resource programs such as the [Academic Integrity micro-course](#) and the online [resources offered by Career Services](#).

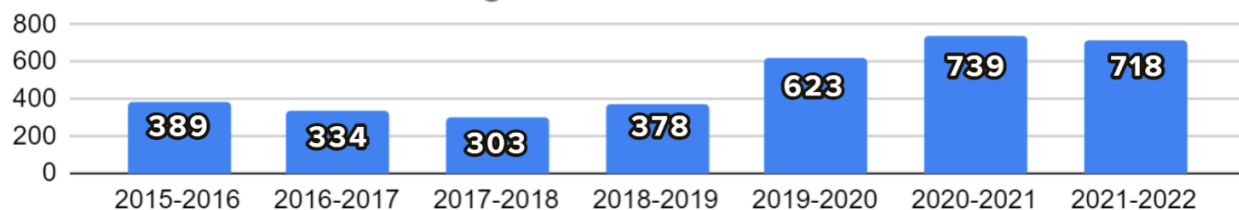
Online Enrollment

The following displays the number of online students, enrollments, and credit hours compared to all OU students, enrollments, and credit hours.



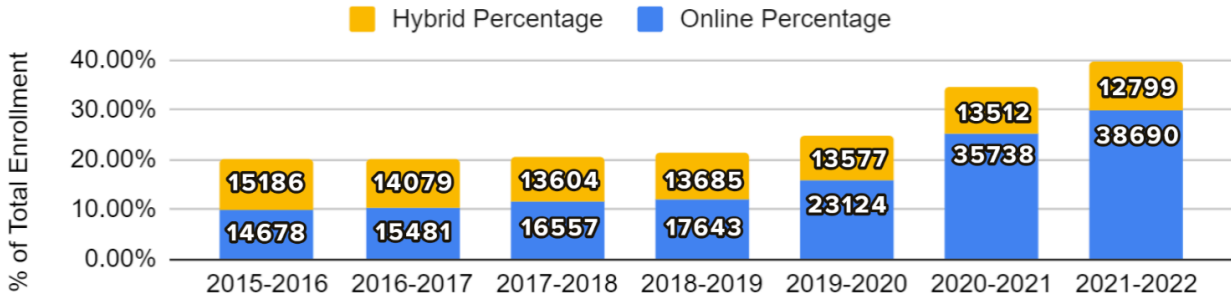
The figures above show a continued growth in percentages across all three categories from last year. While the number of students in a fully online program is down, so are the total number of students enrolled, so the percentage is actually slightly higher than last year. The same is true for both students enrolled in an online section, and online and hybrid credit hours.

Online Program Students Over Time



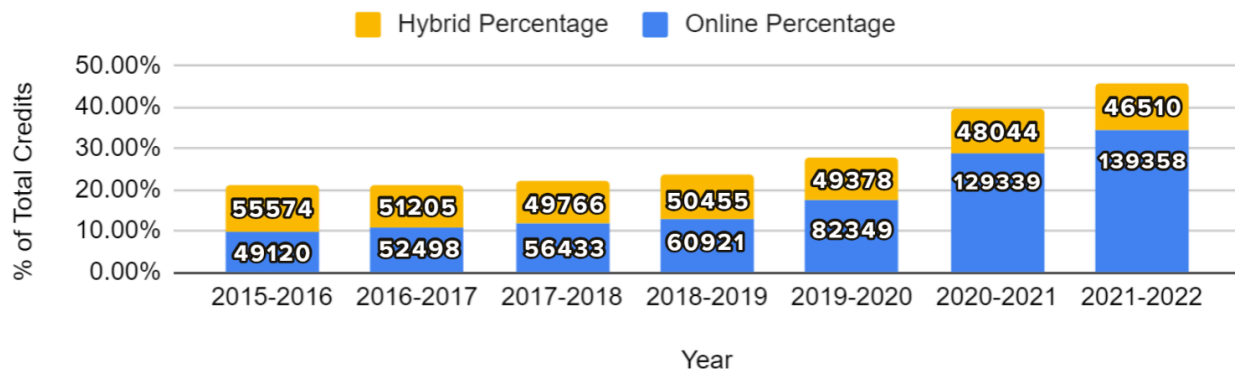
While the pandemic forced regular courses to go online, it also bolstered the enrollment in our fully online programs. The above chart shows that trend has stayed nearly as high as last year, with over 700 students in OU's fully online programs, almost double the average number of students than before the pandemic.

Percentage of Online Course Section Enrollment Over Time



Looking not only at students in online programs, but students taking any online or hybrid course section, the enrollment numbers for those has increased over the years as well, on an average of 71% higher than pre-pandemic times. During this past year, nearly 40% of course section enrollments were in online or hybrid courses.

Percentage of Online Course Credits Over Time



When looking at the credit hours breakdown over time, we see a near similar growth of 71% higher than average pre-pandemic times. This equates to an even higher percentage of total credit hours, at over 45% of all credit hours taken during this past year were in online or hybrid courses.

See [Appendix C](#) for more enrollment data broken down by different populations.

On-Demand

e-LIS offers the following on-demand courses to students:

- [Online Student Success Orientation](#) - 726 total participants, 286 participants completed course to receive badge, 5,002 views by 268 users
- [Sample Online Course](#) - 573 views by 319 users
- On our blog, we highlighted the on-demand Professional and Continuing Education (PACE) course from Caryn Wells, professor in organizational leadership in the School of

Education and Human Services. She created [two new online courses](#) that addressed stress and burnout in two heavily impacted areas--nursing and education, including students, teachers and staff.

- PACE also offers the Digital Marketing Certificate Program in two ways--[on-demand](#) or [instructor-led](#), both are delivered online through Moodle.

Student Help Library

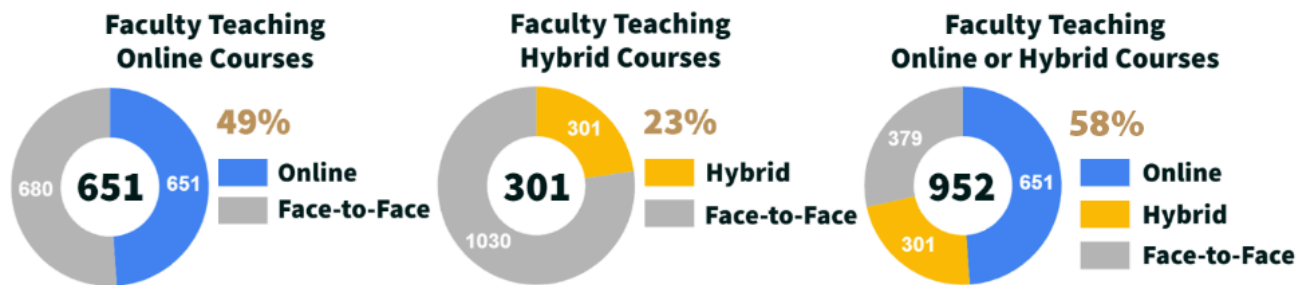
The e-LIS [Student Help Library](#) page on our Online Learning website makes it easy for students to find specific information or contact the e-LIS help desk.

Total Help Videos: 14	New Help Docs: 5
New Views: 3,845 Total Video Views: 5,764	Total Help Docs: 24

Goal 2: Advance Faculty Success Through Professional Development and Services

Online Faculty

The following displays the number of faculty who taught online compared to the total number of OU faculty.



The number and percentages of faculty teaching online or hybrid courses has only gone down a small amount since last year. Even with many courses returning to a face-to-face delivery format, many faculty have chosen to keep teaching certain sections online. The unique number of faculty teaching online has only gone down 5% from last year, and those teaching a hybrid course are down only 2%.

Excellence in Online Teaching

On 3/18/22, e-LIS hosted the virtual Excellence in Online Teaching Celebration to honor all 22 nominees for the Online Teaching Excellence Award. The annual event included an opening by Associate Provost Nivedita Mukherji, and presentations by Charlene Hayden and a panel of online students.

Award Winning Online Faculty/Programs

- Online Teaching Excellence Award Winner: Sandra Troxell-Smith
- UPCEA Central Region Award Winner: Engagement Award: School of Engineering and Computer Science Outreach Program, Oakland University

Quality Online Teaching Certification Courses (QOTCC)

e-LIS offers two [Quality Online Teaching Certification Courses \(QOTCC\)](#), Part 1 and Part 2. These courses focus on how to teach effectively in the online environment. In a normal year, each part is offered three times a year. Due to the withdrawal of the stipend incentive, enrollment was significantly lower compared to previous years.

Total Sessions	Part 1 Participants	Part 2 Participants	Total Grads Part 1	Total Grads Part 2
4	14	26	533	108

Teaching with Technology Software and Services

New or updated software and services for faculty, students, and staff. [See full information in Main Goals and Initiatives:](#)

Zoom to Panopto Integration	Zoom HIPAA eForm	H5P New Content Types
Panopto LTI	Moodle Download Center	Moodle Export Rubric Grades
CopyLeaks for Forums	Pearson LTI	Copyleaks for Quizzes

We highlighted [teaching tips from Helena Riha](#), an experienced online educator, who helps others teaching online to learn more about the tools and resources available.

Labs and Spaces

e-LIS labs and spaces include the Learning Lab that accommodates up to 20 classroom participants or 11 VR participants, Conference Room that accommodates up to 16 in-person participants, Faculty Lab with 5 computer stations, Media Lab, and Faculty Work Rooms. See full information about these rooms at the [e-LIS Tech Tools, Labs and Rooms webpage](#).

In January 2022, most of the e-LIS suite labs and spaces were converted to classroom spaces and storage to support displaced faculty from the Varner Hall construction. Due to this, our labs and spaces will have limited availability until Varner Hall construction is complete.

Workshops

- ★ Total number of workshops offered: 53
- ★ Total number of attendees: 329
- ★ The Instructional Design (ID) team presented custom workshops to departments in PACE, School of Education and Human Services, and School of Engineering and Computer Science on converting courses to a HyFlex course modality and instructional design and best practices.
- ★ The ID team collaborated with CETL on three workshops:
 - Strategies to Decrease Academic Dishonesty in Online Courses
 - Revisiting Digital Accessibility

- Flexible Teaching with Hybrid and HyFlex
- ★ New themed workshop series including Tech Focus and Best Practices were added to our workshop schedule.

See [Appendix D](#) for a full list of e-LIS Workshops.

On-Demand

e-LIS offers the following on-demand courses to faculty:

- [e-LIS Online Workshops](#) - 1,035 total participants, 471 views by 107 users
- [Quality Online Certification Course Grads](#) - 14 new participants
- [e-LIS Online Course Examples](#) - 1,316 total participants
- [Self-Paced Online Teaching \(SPOT\) Workshop](#) - 697 total users enrolled in the workshop, with 24 new users completing the course to receive a badge (324 total badge recipients)
- [Digital Accessibility Workshop](#) - 188 total users enrolled in the workshop, with 29 new users completing the course to receive a badge (119 total badge recipients)
- [Quality Online Course Example for Faculty](#) - 12 total participants

Faculty Help Library

The [Faculty Help Library](#) grew considerably this year, with the IDs and support staff creating many helpful videos and documents to help faculty transition to online teaching.

New Videos: 7 Total Videos: 99	New Help Docs: 71 Total Help Docs: 172
New Video Views: 26,793 Total Video Views: 48,600	New YouTube Subscribers: 18 Total YouTube Subscribers: 81

Proctoring

ProctorU, our online proctoring service, updated their name to Meazure Learning. We had nearly as many proctored online student sessions as last year (8% less), but less than one third the number of proctored exams, suggesting many returned to in-person exams.

- ❖ Total number of proctored exams: 384
- ❖ Total number of proctored student sessions: 17,776

Instructional Design

The ID Team added Chad Bousely and Danielle Nicholson to expand course design services and consultations:

Courses designed collaboratively: 92	Online Course Quality Reviews: 21	Instructional Design 1 on 1 Consultations: 89
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- Programs/schools our instructional designers worked with in 21-22 include: MBA, MPA, NRS, Masters of Early Childhood Ed., Medical Education Certificate (MEC), CNL, MEd in Teacher Leadership, MPA, EHS, NRS PhD, PACE/Stellantis, PACE Paralegal/CFP.
- Group/department training:
 - Center for Excellence in Teaching and Learning
 - School of Nursing (NRS Doctoral student orientation)
 - PACE Continuing Education
 - Computer Science & Engineering
 - School of Education (Dept Organizational Leadership)
 - FYAC
 - Provost Office
- Through our e-newsletter, which is sent out to OU faculty once a month, we shared [tech tips](#) that can impact everything from teaching online to controlling email clutter.
- On our blog, we highlighted instructors who were using innovative ways to [enhance student engagement](#) and [teach through real-life tools](#).
- We examined how the [CETL teaching and learning grants that were available to teams](#), helped establish a solutions journalism class.

Goal 3: Strengthen University Success Through Online Growth and Partnerships

Online Strategic Enrollment Management (SEM)

- SEM Goal
 - The e-LIS Strategic Enrollment Management 5 year goal is: Establish Oakland University as a leader in the state for select quality online programs and certificates in order to increase enrollment by 50%, increasing students in fully online programs from 330 to 500 by 2025.
 - This goal was accomplished and exceeded three years ahead of schedule, with 718 students currently enrolled in fully online programs, an increase of 118% since our goal started. The goal of adding 170 new online students accounted for 80% of OU's 2025 SEM Goals growth. We've added 388, over twice our goal number.
 - Continual online growth can be tracked in the [Online Program Development Gantt Chart](#) and [Online Course Development Gantt Chart](#).
 - Members of e-LIS participated in the [OU Advance](#) initiative. Shaun and Nic sat on the Andragogy and Learning Technology working group, which produced the [Andragogy and Learning Technology Situation Analysis](#). Diane sat on the Academic Program Planning/Course Delivery working group, and John was on the Data Team, providing data to the other groups.
- Market Research
 - We used Lightcast, a company formerly known as Emsi-Burning Glass, to run market research reports for faculty and staff using their program Analyst. While we did not do our larger biennial research project with Analyst this year, we still ran many different market research reports for the schools/college to help with feasibility studies when looking at what programs make sense to go online. This past year, we ran 37 Analyst reports for different areas.
- Websites and Promotion
 - Within our e-LIS website, the best performing page was the [Video Conferencing](#) page in the Help Library. Performance is determined by bounce rate, which is used to determine how engaged a visitor is with a website. High bounce rates indicate a website user looked at a page and left without moving on to other pages. Low bounce rates show they stayed on the page or moved deeper into the website. As of the end of June 2022, the page had a bounce rate of 31%. This is an improvement of 71% from last year's bounce rate, meaning users are interacting more with our content.
 - The Online Learning home page also had a low bounce rate at 29.08%.
 - 27 [blog posts](#) highlighted specific programs, the work of alumni, and tips from faculty members and technology information that is valuable to the online learning community.

- The most visited e-LIS webpage was the [Moodle page of the Help Library](#), which had 13,719 page views between June 30, 2021 and July 1, 2022 and a low bounce rate at 49.61%.
- The [e-LIS website homepage](#) had 54,692 views.
- The [e-LIS Facebook](#) page followers increased from 507 to 515.
- The [Online Facebook](#) page Likes increased from 17 to 60.
- The [e-LIS Twitter](#) page Followers increased by 211 to 229. Monthly impressions average over 1,000.
- The [Online Twitter](#) page Followers increased from 108 to 131. Monthly Impressions range from 1,000 to 6,000.

Policy and Compliance

New and updated policies and procedures we have in place include:

- [Panopto Content Retention Protocol](#)
- [Online Learning Section for Policy 481](#) (Panopto retention updated)
- Zoom User Deletion Protocol
- Moodle NIST 800-171 Security Standards

Compliance updates for the year include:

- OU continues to participate in NC-SARA.
- e-LIS is actively involved with the State Authorization Network (SAN).
- In Fall 2022, the university disbanded the Academic Compliance Committee and Diane Underwood is now working directly with Kristin Landis-Piwowar, Associate Provost for Quality Assurance and Accreditation to address Academic Compliance issues.
- Significant progress has been made regarding student location determination, regular and substantive interaction, compliance data storage, and professional licensure disclosures.

Support

While support request numbers have been down since the height of the pandemic, we still have about twice our average number of support requests answered this year:

Total support requests: 3,984	Faculty/Staff support requests: 3,379	Student support requests: 605
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Video Conferencing Sessions

OU had three video conferencing options during this year: Zoom, YuJa, and Google Meet. As Google Meet sessions are tied to individual accounts, we cannot get numbers for those sessions, though we believe them to be quite high. Overall, trackable video conference sessions are down 11% since last year, but still remains a highly used service.

Zoom: 213,376	YuJa: 523	Total video conference sessions: 213,899
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Lecture Captures

With the increased Zoom usage and more online classes, we saw a drastic decrease in lecture capture services used, with 63% less instances this year.

Panopto: 8,307	YuJa: 1,420	Total lecture captures: 9,727
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Web Development

The development team not only works to support the different Moodle environments, but also maintains 10 different university critical web applications:

- Course Evaluation Systems: Scantron, General, SBA, SECS, Nursing
- OUWB Meaningful Participation
- CSITS Classroom Inspector
- SOM Moodle Batch Enrollment Tool
- eSpace Batch Enrollment Tool
- SEHS Field Placements Manager
- SEHS Petition of Exception Manager
- Library e-Reserves
- Moodle Archives
- Workshop Scheduler

During this past year, the developers started migrating all applications off an older application server and onto a new one. This colossal effort requires rewriting all of the applications in a new language (PHP), and converting all the backend databases to a new engine (Postgres). The development team also started construction of a custom solution to replace ILP, the interface between Banner and Moodle. Once the custom solution is live, the developers will save the university quite a bit of money.

Collaborations with Other Areas

In addition to serving our faculty and students, e-LIS has worked with these departments across campus to create project solutions that help their areas achieve success:

- Academic Affairs - Faculty Senate eSpace (digital accessibility redesign), eDossier eSpace, and Service Learning/Community Engagement eSpace
- Academic Success Center - Back on Track eSpace and Academic Empowerment Series eSpace
- Athletics - Student Athlete Welcome Orientation

- College of Arts and Sciences (CAS) - Shared office space with Department of Communication, Journalism, and Public Relations and Film Studies and Production
- Diversity, Equity & Inclusion Committee (DEI) - Diversity Challenge eSpace
- First Year Advising Center (FYAC) - Student Orientation eSpace
- School of Education and Human Services (SEHS) - [Online observation guide created by OU EdD candidate](#) and e-LIS intern Wendy Pass
- School of Engineering and Computer Science (SECS) - MATLAB Moodle integration
- Student Business Services (SBS) - No Direct Deposit eSpace
- University Technology Services (UTS) - Splunk reporting software for Zoom HIPAA & legal compliance
- Zoom Distributed Support Team - Networking and Communications/Updates
- SEHS e-LIS-in-Residence Outreach Program
- Worked with OIRA to deliver the NSSE Survey via Moodle

Goal 4: Cultivating e-LIS Success

Staff Accomplishments

- ★ Rebecca became a Professional Certified Marketer from the American Marketing Association.
- ★ Kate won the [2022 AP Reward](#).
- ★ Diane celebrated her 10 year work anniversary.
- ★ Nic was elected to serve as AP Assembly President.
- ★ Dan was elected to serve a two-year term as AP Assembly Senator.
- ★ Diane co-coordinated the Cancer Caregiver Support Group for faculty and staff.
- ★ Shaun won third place in the English department's graduate student/alumni [flash fiction contest](#) for his story [Burning Letters](#).

Staff Professional Development

- Graduated with a [Creative Writing, B.A., Specialization in Fiction](#) (Shaun).
- Completed the OU Leadership Academy (Nic).
- Completed the UPCEA PCO Leader Certificate program (Dan and Shaun).
- Completed the Professional Certificate in Digital Marketing from the Digital Marketing Institute (Rebecca).
- Completed all required PDUs for the Project Management Professional (PMP) certification cycle (Shaun).
- OLC Podcasting Course (Dan and Kate).
- UPCEA PCO Course - The Language and Culture of Higher Education (Diane).
- Attended an UPCEA eDC ThinkTank Roadshow with Virginia Commonwealth University (Shaun, Nic).
- Attended the UPCEA MEMS (Marketing, Enrollment Management, Student Success) virtual conference (Diane).
- Attended the IPM conference (Diane).
- Attended the UPCEA 2021 Regions Week Virtual Conference (Shaun, Diane, Dan, and Jess).
- Attended the IELOL Master Class for OLC Accelerate 2021 (Dan and Shaun).
- Attended the Moodle Mountain Moot 2021 online conference (Me, Dan, Kate, Eric, and Matt).

Staff Presentations

- ✓ Presented at the A4EOE MicroSeminar on Institutional Survey Results and Insights (Shaun).
- ✓ Presented at the UPCEA 2022 Annual Conference (Shaun and Dan).
- ✓ Hosted an A4EOE micro-seminar on Flexible Teaching Models (Shaun).
- ✓ Hosted an A4EOE micro-seminar on cheating prevention (Shaun).
- ✓ Presented at the ETOM Fall 2021 Virtual Conference (Shaun and Jess, Dan and Kate).

- ✓ Presented at the CETL Highlighting the 2021 Teaching Award Winners workshop (Shaun).
- ✓ Presented at OLC Accelerate 2021 online conference (Shaun).
- ✓ Hosted the eDC ThinkTank with Purdue University (Shaun).
- ✓ Hosted the eDC ThinkTank with Washington State University (Shaun).

Staff Research

- ✓ Dan and Shaun used the pandemic to expand their [research on the perceptions of remote work for instructional designers](#). They completed year three of their multi-year research study on perceptions of remote work for instructional designers. This research is being conducted on behalf of the UPCEA eDesign Collaborative, a national network of online learning professionals.
- ✓ Dan and Shaun finished the executive summary of the UPCEA eDC year two research study, an 8 page article that will be put out by UPCEA.
- ✓ Shaun wrote an article with Kieran Mathieson from SBA on Visualizing Student Behavior in an Online Textbook: A Case Study.
- ✓ Kate and Dan Arnold [launched their new podcast Inclusive & Online with Kate and Dan](#), in April 2022. The podcast focuses on inclusivity and the role diversity, equality and inclusion play in the online learning environment.

University Committee Service

The e-LIS staff contribute to many different committees across campus. Along with two committees that we lead to get valuable input about online programs and the tools we use, we each sit on various committees based on our interests and expertise.

e-LIS Committees

- [e-LIS Advisory Committee](#)
- [Online Programs Committee](#)

e-LIS Participated Committees

- Academic Compliance Committee (Diane)
- Academic Computing Committee (Shaun)
- Academic Council (Shaun)
- Administrative Council (Shaun)
- AP Assembly Executive Board (Nic)
- Campus Development & Environment Committee (CDEC) (Nic)
- CETL Advisory Board (Nic)
- Distributed Technology DTS (Dan, John, Eric, Matt, Nic, and Shaun)
- Employee Recognition Committee (Nic)
- Excellence in Academic Advising, Learning Subcommittee (Dan)
- Graduate Council (Shaun)
- OU Advance (Diane, John, Nic, and Shaun)

- PACE Director's Committee (Diane)
- Strategic Enrollment Management Committee (Shaun)
- Student Academic Support Committee (Dan)
- Teaching and Learning Committee (Kate)
- Undergrad Distinguished Achievement Award Committee (UDAA) (Nic)
- University Committee on Undergraduate Instruction (UCUI) (Shaun)

Appendices

Appendix A: Online Courses

Note that while the annual report spans from July 1, 2021 through June 30, 2022, the reporting period in this appendix was the academic year 2021-2022 (Fall 2021, Winter 2022, and Summer 2022). These figures do not include Professional and Continuing Education (PACE) data.

Online Courses				
	Sections	Student Credit Hours	Number of Unique Courses	Number of Unique Faculty Who Taught
Total	7,653	404,927	2,590	1,331
Online	1,899 (25%)	139,339 (34%)	845 (32.64%)	651 (49%)
Hybrid	735 (9.6%)	46,08 (11.5%)	400 (15.4%)	301 (22.6%)
Non-Online/ Non-Hybrid	5,019 (66%)	219,080 (54.1%)	1,815 (70.1%)	1,044 (78.4%)

NOTE: The percentages for number of unique courses and unique faculty can sum to more than 100% because courses and faculty can exist in more than one instructional method mode.

The numbers above show how data was declared in the student information system (Banner). While we had returned to a somewhat normal year in terms of pre-pandemic practices with many face-to-face courses opening back up, our numbers this year are only slightly less than last year, and the percentages are almost exactly the same. This suggests a trend in more courses going online and hybrid even after classes could return to a face-to-face modality.

Moodle Course Usage				
Items on Moodle Page	Sections	Total Sections	Percent of total	Use Type
1	5,563	7,222	77%	Minimal
2	5,389	7,222	75%	Minimal
3	5,330	7,222	74%	Minimal
4	5,271	7,222	73%	Light

5	5,229	7,222	72%	Light
10	5,067	7,222	70%	Medium
15	4,906	7,222	68%	Medium
20	4,741	7,222	66%	Heavy
30	4,336	7,222	60%	Heavy
40	3,852	7,222	53%	Heavy
50	3,389	7,222	47%	Heavy

Data above shows the number of courses out of 7,222 total courses in Fall 2021, Winter 2022, and Summer 2022 semesters that have more than a specific number of items on a Moodle course page. More items mean a more heavily used Moodle course. Each group is rated as minimal, light, medium, and heavy based on the number of items in a course. This data only counts courses where at least one student exists and which comply with standard naming conventions.

Appendix B: Online Programs

Including non-credit programs, as of 2022, OU offers 51 online programs: 37 degree programs (4 bachelors, 3 undergraduate certificates, 14 masters, 12 graduate certificates, 4 doctoral), and 14 continuing education (non-credit). See the [OU Online Programs webpage](#) for full program information.

Undergraduate Online Programs

1. Bachelor of Integrative Studies
2. BSN Degree Completion Sequence for RNs
3. BS in Environmental Health and Safety
4. BS in Interdisciplinary Healthcare Studies

Undergraduate Certificates

1. Traditional Certificate in Dance Education
2. Alternative Certificate in Dance Education
3. Certificate in Dance Education

Online Master's Programs

1. Master of Public Administration
2. Master of Business Administration
3. MSN in Forensic Nursing
4. MSN in Clinical Nurse Leader
5. MM in Music Education
6. MAT in Reading and Language Arts
7. MEd in Early Childhood Education
8. MEd in Higher Education Leadership
9. MEd in Special Education with Concentration in Autism Spectrum Disorder
10. MEd in Special Education with Concentration in Emotional Impairment
11. MEd in Special Education with Concentration in Specific Learning Disability
12. MEd in Teacher Leadership
13. MS in Engineering Management
14. MS in Safety Management

Graduate Certificate Programs

1. Business Essentials
2. Leadership in Business
3. Autism for Multiple Disciplines
4. Autism Spectrum Disorder Education: Basic
5. Autism Spectrum Disorder Education: Advanced
6. Emotional Impairment: Basic
7. Emotional Impairment: Advanced
8. Specific Learning Disability: Basic
9. Specific Learning Disability: Advanced
10. Lean Leadership
11. Post-Master's Certificate in Reading and Language Arts
12. Oncology Rehabilitation

Doctoral or Specialist Programs

1. Doctor of Nursing Practice
2. Ph.D. in Nursing
3. Ph.D. in Human Movement Science
4. Education Specialist in Leadership

Professional and Continuing Education Programs

1. Digital Marketing Certificate
2. Certified Financial Planner
3. Foundations in Financial Planning
4. Japanese Business Communication
5. Paralegal Certificate
6. Project Management
7. Quantitative Methods
8. Responding to Anxiety: A Mindful Program
9. Automotive Lighting Certificate
10. Radio Frequency Certificate
11. Phlebotomy Certificate
12. Animal Assisted Therapy
13. Mindful Well-Being for Nurses
14. RNFA Certificate

This following table focuses on student programs - more specifically the number of students in an online track of a program vs the number of students in all tracks of a program. This data is for an entire academic year (Fall 2021, Winter 2022, and Summer 2022). Data is further broken down by student level, program college, student primary major, student degree, and student class standing. Note that because the data is for three terms, and students can shift level, degree, major etc during the year (i.e., a single student can be in multiple levels or majors during the year), this broken down data will not add up to the totals.

Detailed Program Data			
	All Track Students	Online Track Students	% Online Track of Total
Unique Students	18,750	718	3.83%
Student Enrollments	129,618	3170	2.45%
Student Credit Hours	405,062	10,529	2.60%

Unique Students in Online Track Program by Level				
Code	Description	All Track Students	Online Track Student	% Online of total
PD	Graduate Professional Dvlpmnt	111	0	0.00%
E2	ESL Center	33	0	0.00%

GR	Graduate	2415	323	13.37%
UG	Undergraduate	14469	318	2.20%
PH	Doctoral & Ed Specialist	907	51	5.62%
PB	Post Bachelor	914	27	2.95%

Unique Students in Online Track Program by School/College				
Code	Description	All Track Students	Online Track Students	% Online of Total
0	No College Designated	776		0.00%
J1	Arts & Sci and School of Egr	99		0.00%
99	All Colleges	11		0.00%
NR	School of Nursing	1823	317	17.39%
ED	School of Ed. and Human Svcs.	1974	152	7.70%
BA	School of Business Admin.	2910	70	2.41%
EG	School of Egr. and Comp. Sci.	3345	62	1.85%
HS	School of Health Sciences	2069	57	2.75%
AS	College of Arts and Sciences	5532	33	0.60%
UP	University Programs	681	27	3.96%

Unique Students in Online Track Program by Primary Major <i>(Only majors with at least one online track student shown)</i>				
Code	Description	All Track Students	Online Track Students	% Online of total
7040	Nursing (Completion Sequence)	281	281	100.00%
3900	Business Administration	339	64	18.88%

5560	Engineering Management	151	62	41.06%
4651	Leadership	47	40	85.11%
6042	Environmental Health & Safety	101	37	36.63%
2560	Public Administration	55	29	52.73%
4800	Special Education	76	26	34.21%
4668	Higher Ed Leadership	29	25	86.21%
7300	Forensic Nursing	32	23	71.88%
7605	Integrative Studies	250	17	6.80%
4500	Reading and Language Arts	30	17	56.67%
6045	Safety Management	15	15	100.00%
4819	Autism Spectrum Disorder Adv	12	12	100.00%
7600	Pre-Integrative Studies	114	11	9.65%
4615	Teacher Leadership	12	11	91.67%
7400	Nursing Practice	11	9	81.82%
4820	Autism Spectrum Disorder Basic	9	9	100.00%
4700	Early Childhood Education	26	6	23.08%
3910	Business Essentials	8	6	75.00%
6228	Oncology Rehabilitation	5	5	100.00%
2305	Music Education	14	4	28.57%
7268	Clinical Nurse Leader	3	3	100.00%
4821	Emotional Impairment Advanced	3	3	100.00%
7450	Nursing	14	1	7.14%
6225	Human Movement Science	8	1	12.50%
4823	Specific Learning Disability	3	1	33.33%
4824	Specific Learn Disability Adv	2	1	50.00%
4818	ASD for Multiple Discipline	1	1	100.00%
4822	Emotional Impairment Basic	1	1	100.00%

Unique Students in Online Track Program by Degree <i>(Only degrees with at least one online track student shown)</i>				
Code	Description	All Track Students	Online Track Students	% Online of total
BSN	Bachelor of Science In Nursing	1535	281	18.31%
MS	Master of Science	849	77	9.07%
MED	Master of Education	165	68	41.21%
MBA	Master of Bus Administration	370	64	17.30%
EDS	Education Specialist	47	40	85.11%
GC	Graduate Certificate	120	39	32.50%
BS	Bachelor of Science	7568	37	0.49%
MPA	Master of Public Administratn	55	29	52.73%
BIS	Bach of Integrative Studies	335	27	8.06%
MSN	Master of Science in Nursing	160	26	16.25%
MAT	Master of Arts in Teaching	135	17	12.59%
DNP	Doctor of Nursing Practice	109	9	8.26%
MM	Master of Music	28	4	14.29%
PHD	Doctor of Philosophy	529	2	0.38%

Unique Students in Online Track Program by Class Standing <i>(Only class standings with at least one online track student show)</i>				
Code	Description	All track students	Online track students	% Online of total
FR	Freshman	1940	2	0.10%
SO	Sophomore	3077	13	0.42%
JR	Junior	4752	22	0.46%

SR	Senior	7649	290	3.79%
M	Master's	2274	285	12.53%
ES	Education Specialist	47	40	85.11%
G2	Graduate Certificate	141	39	27.66%
U2	Second Undergraduate Degree	538	27	5.02%
D	Doctoral	837	11	1.31%

Total sections university wide: 7,653

Total online sections university wide: 1,934

Online Sections Offered PerSchool/College						
Code	Description	Number of online sections	Number of all sections	Percent of sections that are online	Percent college contributes to university wide online section count (1,899)	Percent college's online sections contribute to the university wide sections count irrespective of schedule type (7,653)
AA	Academic Affairs	0	68	0%	0%	0%
AS	College of Arts and Sciences	1,126	3,967	28%	59%	15%
BA	School of Business Admin.	192	736	26%	10%	3%
ED	School of Ed. and Human Svcs.	201	939	21%	11%	3%
EG	School of Egr. and Comp. Sci.	80	1,006	8%	4%	1%
HC	Honors College	47	67	70%	2%	1%

Online Sections Offered PerSchool/College						
Code	Description	Number of online sections	Number of all sections	Percent of sections that are online	Percent college contributes to university wide online section count (1,899)	Percent college's online sections contribute to the university wide sections count irrespective of schedule type (7,653)
AA	Academic Affairs	0	68	0%	0%	0%
AS	College of Arts and Sciences	1,126	3,967	28%	59%	15%
BA	School of Business Admin.	192	736	26%	10%	3%
ED	School of Ed. and Human Svcs.	201	939	21%	11%	3%
EG	School of Egr. and Comp. Sci.	80	1,006	8%	4%	1%
HS	School of Health Sciences	131	464	28%	7%	2%
KL	Kresge Library	2	2	100%	0%	0%
NR	School of Nursing	106	388	27%	6%	1%
UP	University Programs	14	16	88%	1%	0%

Appendix C: Online Enrollment

Online Enrollment		
	Student Enrollments	Unique Students
Total	129,621	18,750
Online	38,695 (29.9%)	14,400 (71.6%)
Hybrid	12,799 (9.9%)	7,346 (36.5%)
Non-Online/Non-Hybrid	78,127 (60.3%)	15,929 (79.2%)

NOTE: The percentages for unique students can sum to more than 100% because students can enroll in multiple sections, each of which might have a different instructional method mode.

Number of students taking at least one online course, broken down by School/College			
Code	Description	Number of Students	Percentage of Students
00	No college designated	375 of 680	55%
99	All Colleges	7 of 11	63%
AS	College of Arts & Sciences	3935 of 5209	76%
BA	School of Business Administration	2072 of 2739	76%
ED	School of Education and Human Services	1093 of 1872	58%
EG	School of Engineering and Computer Science	1588 of 3175	50%
HS	School of Health Sciences	1516 of 1965	77%
J1	Arts & Sci and School of Egr	70 of 95	74%
NR	School of Nursing	1204 of 1712	70%

	UP - University Programs	504 of 624	81%
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Percentage of Students enrolled in at least 1 Online Section Broken Down by Class Standing		
Code	Description	Percentage of Students
FR	Freshman	79%
SO	Sophomore	80%
JR	Junior	79%
SR	Senior	78%
M, ES, G2, D	Graduate	66%

Appendix D: e-LIS Workshops

- Accessibility Strategies in Moodle
 - 9/16/2021 1:30 - 2:30 p.m.
 - 1/27/2022 1:30 - 2:30 p.m.
 - 6/14/2022 10 - 11 a.m.
- Assignment Activity: Everything You Need to Know
 - 9/7/2021 3 - 4 p.m.
- Benefits & Strategies for a Properly Setup Moodle Gradebook
 - 8/5/2021 1:30 - 2:30 p.m.
 - 1/20/2022 3 - 4 p.m.
 - 6/9/2022 3 - 4 p.m.
- Best Practices - Create a Variety of Engaging Discussions Using Moodle Forums
 - 9/8/2021 1:30 - 2:30 p.m.
 - 1/19/2022 1:30 - 2:30 p.m.
 - 6/16/2022 1:30 - 2:30 p.m.
- Best Practices - Moodle Introduction for New Users
 - 8/3/2021 1:30 - 2:30 p.m.
 - 9/7/2021 1:30 - 2:30 p.m.
 - 6/7/2022 3 - 4 p.m.
- Best Practices - Zoom for Live Classes (Online and HyFlex)
 - 8/12/2021 1:30 - 2:30 p.m.
 - 9/21/2021 1:30 - 2:30 p.m.
 - 1/26/2022 1:30 - 2:30 p.m.
 - 6/15/2022 10 - 11 a.m.
- Book Resource: Moodle's Best Kept Secret
 - 9/15/2021 3 - 4 p.m.
- Create and Deliver Quizzes with Ease
 - 8/4/2021 3 - 4 p.m.
 - 9/15/2021 1:30 - 2:30 p.m.
 - 1/20/2022 1:30 - 2:30 p.m.
 - 6/8/2022 3 - 4 p.m.
- Introduction to YuJa
 - 8/12/2021 3 - 4 p.m.
 - 9/14/2021 1:30 - 2:30 p.m.
- Lunch Bytes--Teaching with Technology
 - 10/7/2021 12 - 1 p.m.
- Moodle - Setting Up Group Work for Students Online
 - 9/8/2021 3 - 4 p.m.
- Moodle Accessibility Workshop
 - 8/10/2021 1:30 - 2:30 p.m.
- Moodle Assignments
 - 8/4/2021 1:30 - 2:30 p.m.
- Moodle Course Design and Best Teaching Practices

- 8/5/2021 3 - 4 p.m.
- Moodle Forums
 - 8/3/2021 3 - 4 p.m.
- Moodle Gradebook Setup: Do it Now Before It's Too Late!!
 - 9/9/2021 1:30 - 2:30 p.m.
 - 12/1/2021 3 - 4 p.m.
 - 12/2/2021 3 - 4 p.m.
 - 4/19/2022 3 - 4 p.m.
- Record Your Lectures using Panopto
 - 9/14/2021 3 - 4 p.m.
 - 1/25/2022 3 - 4 p.m.
- Remote Lecture Workshop (Zoom, YuJa, Google Meet, Panopto)
 - 8/11/2021 1:30 - 2:30 p.m.
 - 6/15/2022 1:30 - 2:30 p.m.
- Scenario-Based Learning Activities
 - 11/2/2021 1:30 - 2:30 p.m.
 - 1/27/2022 3 - 4 p.m.
- Start Recording Lectures Today!
 - 8/11/2021 3 - 4 p.m.
- Streamline Your Moodle Course Design
 - 1/18/2022 1:30 - 2:30 p.m.
 - 6/9/2022 10 - 11 a.m.
- Teaching Presence Using YuJa Lecture Recording
 - 1/25/2022 1:30 - 2:30 p.m.
 - 6/16/2022 10 - 11 a.m.
- Tech Focus - Expedite Your Grading Using Moodle Rubrics and Grading Guides
 - 9/23/2021 3 - 4 p.m.
 - 1/19/2022 3 - 4 p.m.
- Tech Focus - Make Your Course More Interactive Using H5P
 - 8/10/2021 3 - 4 p.m.
 - 9/16/2021 3 - 4 p.m.
 - 1/26/2022 3 - 4 p.m.
 - 6/14/2022 1:30 - 2:30 p.m.
- Tech Focus - Stress-Free Moodle Assignments
 - 1/18/2022 3 - 4 p.m.
 - 6/8/2022 10 - 11 a.m.