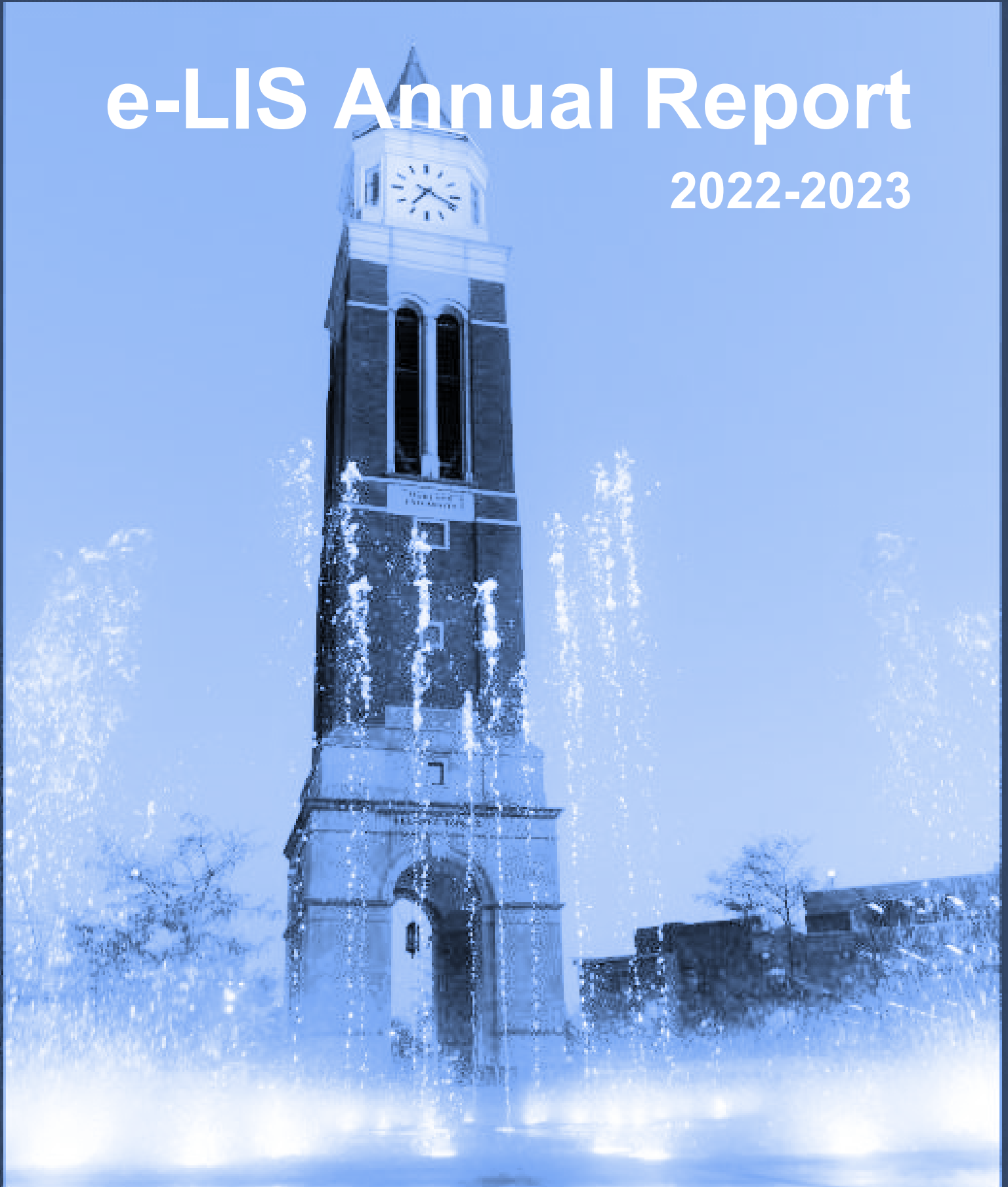


# e-LIS Annual Report

2022-2023



*This report covers highlights and data ranging from July 2022 - June 2023.*

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## Executive Summary

The e-Learning and Instructional Support (e-LIS) department had a steady year supporting the campus's online teaching and learning environment. While enrollment numbers at the university have declined, the online percentages have stayed the same for the most part, or gone up in some cases. We worked with the deans and Professional and Continuing Education (PACE) to launch 11 new online programs in 2023, bringing the total up to 62 online programs: 45 degree programs (4 bachelors, 3 undergraduate certificates, 18 masters, 16 graduate certificates, 4 doctoral), and 17 continuing education (non-credit). We continued our work with the OU Advance initiative with new reports and data to promote new and existing online programs. We redesigned our website for better navigation and improved marketing. We launched the Academic Compliance Manager as we continued to move towards compliance. We implemented and updated many softwares and services, including Moodle upgrade to version 4.0, YuJa Verity for proctoring, Brickfield for digital accessibility, and Copyleaks AI content detection.

Alongside all of these advances, we improved our support systems and instructional design (ID) services. We planned and supported online instruction for 1,746 online course sections, accounting for nearly a quarter of all OU sections, with 48% of faculty teaching online, 75% of students taking at least one online class, and online and hybrid course credit hours making up 44% of total OU credit hours. While we had a lower overall enrollment, 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 42 new help documents, 36 new help videos, and offered 73 workshops to support online learning. The IDs collaborated with faculty to develop 96 courses, assisted faculty in online learning preparation with 186 1-on-1 appointments, 16 faculty completed the redesigned Quality Online Teaching Certification Course, and 20 faculty took the Self-Paced Online Teaching Workshop. Thanks to the e-LIS support team's efforts, we've had an 8% reduction in support requests (3,675). They launched the Inclusive & Online Podcast, with a little over 5,000 downloads from around the world. The development team rewrote key custom web applications in the more supportable PHP language, completed needed system and server maintenance, and developed the e-LIS to Moodle Interface (ETMI) that saved the university thousands of dollars.

The e-LIS staff had some admirable accomplishments over this past year, with Diane Underwood and Shaun Moore obtaining the Lean Leadership Certificate and Diane obtaining the UPCEA PCO Professional Certificate. John Coughlin and Dan Arnold won the 2023 AP Reward, and Shaun won third place in the English department's graduate student/alumni annual flash fiction contest. The combined e-LIS staff attended 8 different conferences, presenting at some of them.

## Message from the Director



This past year has seen our staff shrink slightly, but our services grow. We've moved more things online, including a few positions, which cleared up space for new suitemates. Through the efforts of my wonderful staff, we've condensed applications and found better solutions to software, saving the university thousands of dollars in this tight budget time. We've learned to be lean, which is the theme for this year.

The e-Learning and Instructional Support (e-LIS) department staff have embraced the lean principle of continuous improvement and respect for others. Diane Underwood and I completed the Lean Leadership Certificate program, using the practices to improve the online course development process. Nancy Demo streamlined and simplified many of the e-LIS annual tasks. Nic Bongers led the instructional design (ID) team in an improvement process that led to increased engagement with OU faculty and staff. The ID team converted an underused space into an ID studio. Dan Arnold led the retirement of the eDossier eSpace system after years of use, consolidating services to Watermark. Kate Huttenlocher's goals focus around process improvement. The support team retired older Moodle blocks for newer LTI integration for Panopto and Pearson MyLab. John Coughlin and Matt Switlik continue to pare down the applications they support and move them to the PHP server. Our incredible student employees have even consolidated their job duties, helping the front desk while doing tech support. We've all pared down what we have in the 430 KL office suite to make room for CETL to move in, giving faculty a one-stop location for professional development.

John Coughlin and Dan Arnold received the AP Reward for their outstanding work in cost savings this past year. Thanks to John's incredible work developing the e-LIS to Moodle Interface (ETMI) that integrates Banner and Moodle, we were able to retire the ILP system, which cost nearly \$25K/yr, and would have gone up to around \$40K this year. Dan's efforts helped the university save in three different ways. He led us to switch digital accessibility tools from Ally to Brickfield, saving \$22.5K/yr. He enacted the Panopto retention policy, freeing up space to change our contract and save \$4K/yr. Finally, he led a successful proctoring RFP and moved us from paying around \$60K/yr in proctoring to around \$25K. Overall, our lean efforts saved the university around \$102,500 a year.

With all of these improvements, we've been supporting nearly the same amount of online courses as last year, as well as 11 new online programs and new HyFlex courses. Thanks to the support team's efforts, we've had an 8% reduction in support requests. The IDs collaborated with faculty on 37% more courses and increased their 1-on-1 consultations by 108%. Diane has done an impossible job of working without the support of Rebecca, who left for a full-time job. I am profoundly proud of this team and their embodiment of the lean principles of continuous improvement and respect for others.

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 one employee:
  - After nearly three years as the Marketing and Compliance Coordinator, Rebecca Thomas left OU to work at the Trinity Lutheran Church School and Early Childhood Center as Director of Communications.
- The current listing of staff members can be found on the [Staff Directory webpage](#).

## 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 Course \(QOTCC\)](#)
  - [Online course reviews](#)
  - [Online Teaching Observation Guide](#)
- Resource Support for Faculty:
  - [Course building](#)
  - [Inclusive and Online Podcast](#)
  - [Proctoring guides](#)
- 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:

<a href="#">OLC</a>	<a href="#">UPCEA</a>	<a href="#">NC-SARA</a>	<a href="#">MHEC</a>
<a href="#">SAN</a>	<a href="#">A4EOE</a>	<a href="#">ETOM</a>	<a href="#">WCET</a>



## Main Goals and Initiatives 2022/2023

e-LIS main accomplishments from this year include:

### Furthered the Online Learning Strategic Enrollment Management Plan

- Completed the biennial Analyst market research study and disseminated the information to the schools/college to assist with identifying new online program opportunities based on current labor demands and institutional competition.
- Worked with the deans and PACE to launch 11 new [online programs](#) in 2023, 8 degree programs and 3 continuing education.
- Participated in the [OU Advance](#) initiative with updated Online SEM Numbers report, Badge Portability Options report, Marketing Working Group Recommendations, New Program Marketing Form, and Advance Corporate Partnership Phase II Recommendations.
- Redesigned and updated the [e-LIS](#) website, with a new comprehensive [Online Program Development](#) webpage. Updated the [Online Learning](#) website, with links to newer landing pages and updated market research information to improve online program marketing efforts.
- Created the [Online Program Development](#) webpage to promote e-LIS services and ways we can help departments grow online programs.
- Launched the Academic Compliance Manager and collaborated with areas on [academic compliance and disclosures](#) to assure we are in compliance with all regulations.
- Launched the Online Programs Manager to track and verify online programs, and assist with instructional design outreach.

### Expanded Supported Teaching with Technology Software and Services

- Moodle version 4.0 upgrade (LMS System)
- YuJa Verity (Proctoring Service)
- ProctorU for ALEKS (Proctoring for Math Placement Testing)
- Brickfield Accessibility Checker (LMS Feature)
- H5P New Content Types (LMS Feature)
- Zoom Whiteboard (Video Conferencing Enhancement)
- Copyleaks AI Content Detection (Plagiarism Detection/LMS Feature)

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

- Planned and supported online instruction for 1,746 online course sections, accounting for nearly a quarter of all OU sections.
- Created 42 new help documents, 36 new help videos, including HyFlex course modality workshops in GrizzFlex classrooms.
- Piloted and launched a redesigned Quality Online Teaching Certification Course (QOTCC) to align with current demands, new e-Learning standards, and best practices.
- Assisted faculty in online learning preparation with 16 faculty completing the QOTCC and 20 faculty completing the Self-Paced Online Teaching Workshop.

- Created 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.
- Surveyed faculty to gather data and improve our professional development offerings and instructional design services.
- Created a Moodle course shell template with current best practices that faculty can use for course development.
- Created an Instructional Design Studio space with lightboard and video recording capabilities.
- Launched [Inclusive & Online Podcast](#), with a little over 5,000 downloads from around the world since debuting in April 2022.
- Collaborated with faculty to develop or redesign 96 online courses
- Assisted faculty, staff, and students with 3,675 support requests received.
- Rewrote custom web applications (e.g.: course evaluation system) in the more supportable PHP language, and migrated them to a new PHP server.
- Developed the e-LIS to Moodle Interface (ETMI), a custom integration between Banner and Moodle that replaced the ILP environment and saved the university thousands of dollars.
- Completed server and system maintenance, removing the final six physical Moodle servers to have all servers virtualized. Upgraded Redhat (operating system) version 7 to 9, PHP (code) version 7.4 to 8.1, and Postgres (database) version 10 to 15.

## Main Goals and Initiatives 2023/2024

e-LIS goals for next year include:

- Conduct market research and gather institutional competition data to identify new online program opportunities and best practices for offering online programs. Share this information with the relevant deans. Assist academic units in launching online programs by offering appropriate training and support.
- Work with UCM and Admissions to further online programs enrollment and marketing initiatives 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).
- Collaborate with institutional partners to create and implement academic compliance procedures to ensure requirements for online programs and courses are met.
- Continue development and implementation of a digital marketing strategy for online learning and e-LIS faculty development offerings.
- Promote faculty, student, and staff success by supporting the online learning environment.
- Produce and share a monthly [podcast](#) focused on diversity, equity, and inclusion in online learning.
- Create a Moodle faculty testing group to assist with testing new Moodle releases.

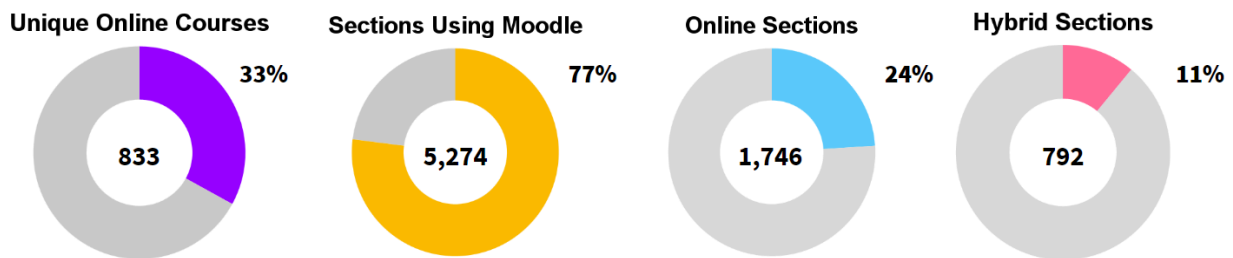
- Create a new ID service for faculty to improve their courses based on student survey results through ID consultations, course reviews, and helping faculty build course content.
- Evaluate the recent past and current trends of OU instructors attending e-LIS workshops. Revise workshop formats and scheduling based on instructor demand and their current format & content preferences.
- Leverage the new Instructional Designer Studio space to enhance the quality, impact, and strategies/tools used for ID projects.
- Upgrade the Moodle LMS to the newest version 4 point release. Update all documentation and videos, and create workshops to assist with the major user interface update.
- 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.
- Open source the ETMI custom integration between Banner and Moodle to share with other institutions.
- Research and test VR/AR technologies for use in education and research.
- Review and evaluate the [ePortfolio](#) environment.

# Goal 1: Foster Student Success Through Online Offerings and Services

e-LIS advanced OU's [first strategic goal of student success](#) by helping grow and support enrollment in online courses and programs, as well as providing support to students, on-demand resources, and a help library.

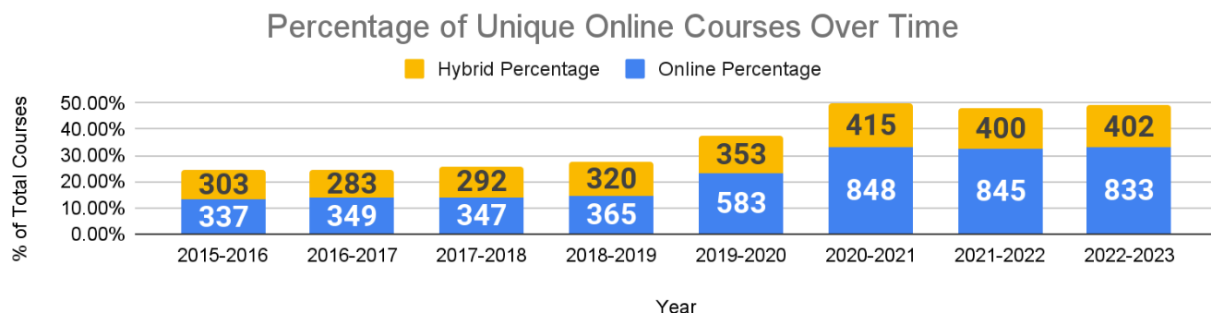
## Online Courses

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



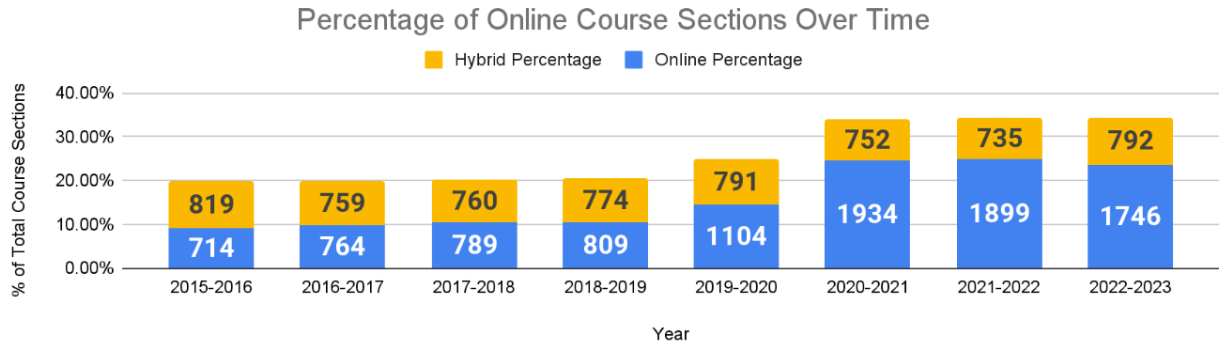
The figures above for everything other than Sections Using Moodle come from data in the student information system (Banner). The numbers this year are only slightly less than last year, and the percentages are almost exactly the same or slightly higher. While we drop in total number of sections offered, we're still at about a quarter of them online. This continues the trend in online and hybrid courses' popularity.

While 5,274 course sections (77%) used Moodle at least minimally, with at least one item posted to the Moodle page (e.g.: a syllabus), 4,477 sections (65%) heavily used Moodle to post class resources and activities. These are nearly 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 8 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

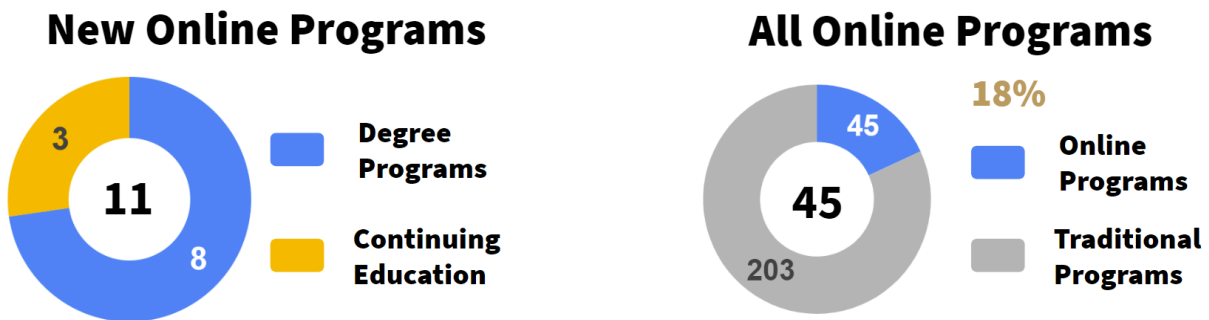
courses made up around 25% of all OU courses offered from 2015-2019, that percentage ramped up over the past few years to account for almost half of the unique courses in 2023.



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.



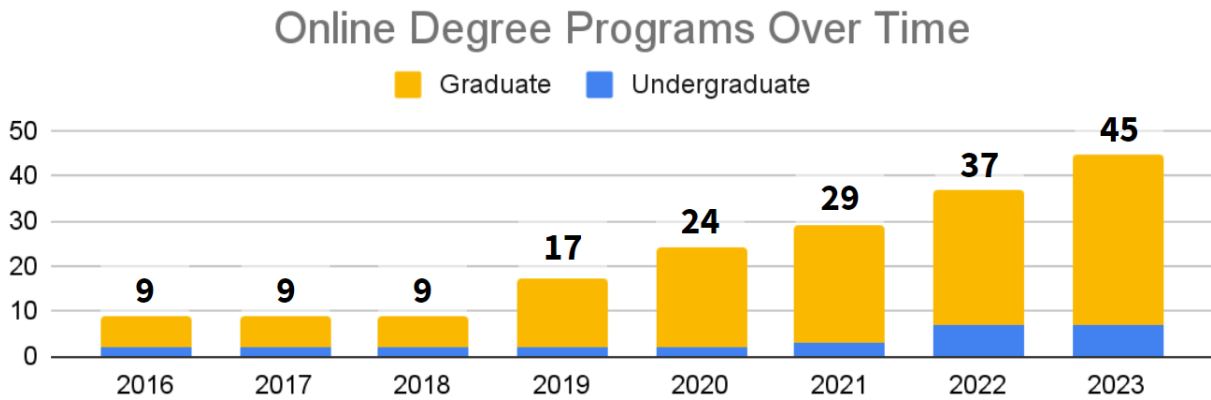
As shown above, there were 11 new online programs added in 2023, 8 degree programs and 3 continuing education:

- Degree Programs
  - SBA
    - MS in Information Technology Management
    - MS in Business Analytics
    - Graduate Certificate in Business Analytics
  - SECS
    - MS in Systems Engineering
  - SHS
    - MS in Clinical and Diagnostic Science

- Graduate Certificate in Global and Population Health Services
    - Graduate Certificate in Environmental Health and Safety Management
  - SON
    - Graduate Certificate in Forensic Nursing
- Continuing Education
  - Nonprofit Management Certificate
  - Data Analytics and Machine Learning (MLOps) on the Cloud Certificate
  - Certificate on the Foundations of Programming and Algorithms

Including the non-credit programs, as of 2023, OU offers 62 online programs:

- 45 degree programs (4 bachelors, 3 undergraduate certificates, 18 masters, 16 graduate certificates, 4 doctoral)
- 17 continuing education (non-credit)

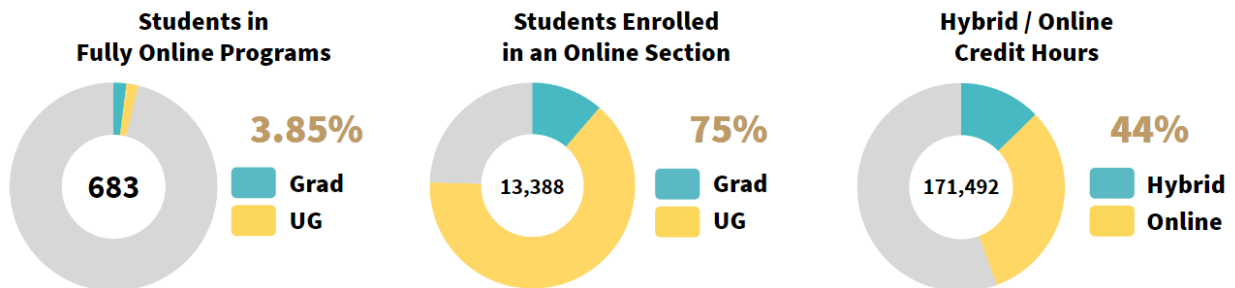


The chart above shows the explosive growth in online degree programs over the past 5 years. While the number of programs stayed at 9 until 2018, it has steadily and consistently grown from that time to the 45 online degree programs we offer in 2023, a 20% increase from last year.

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

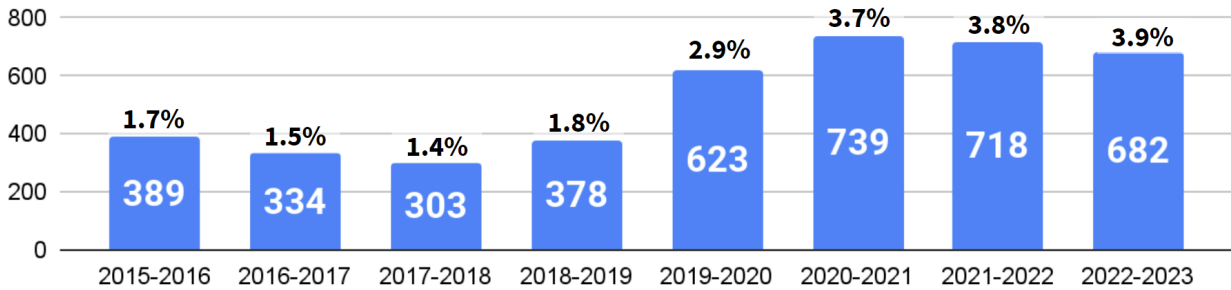
## Online Enrollment

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



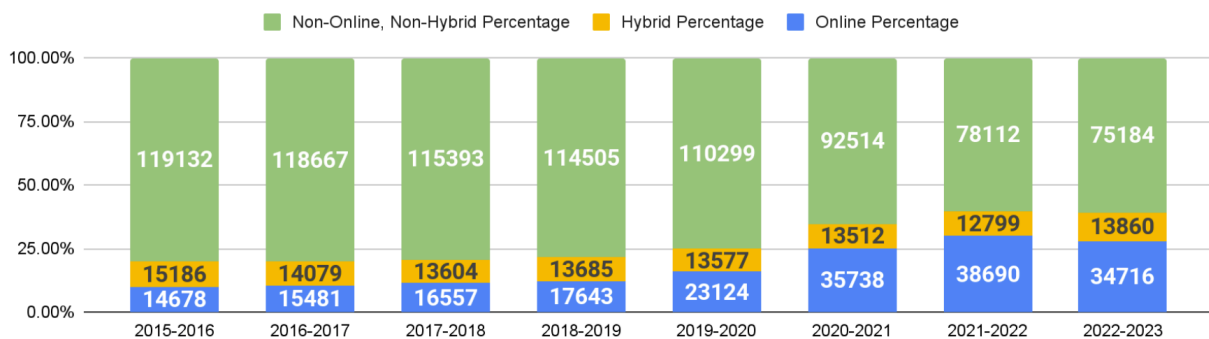
The figures above show a steady percentage across all three categories compared to last year. While the number of students in a fully online program is down, so are the total number of students enrolled, so the percentage is actually slightly higher than last year.

Online Program Students Over Time



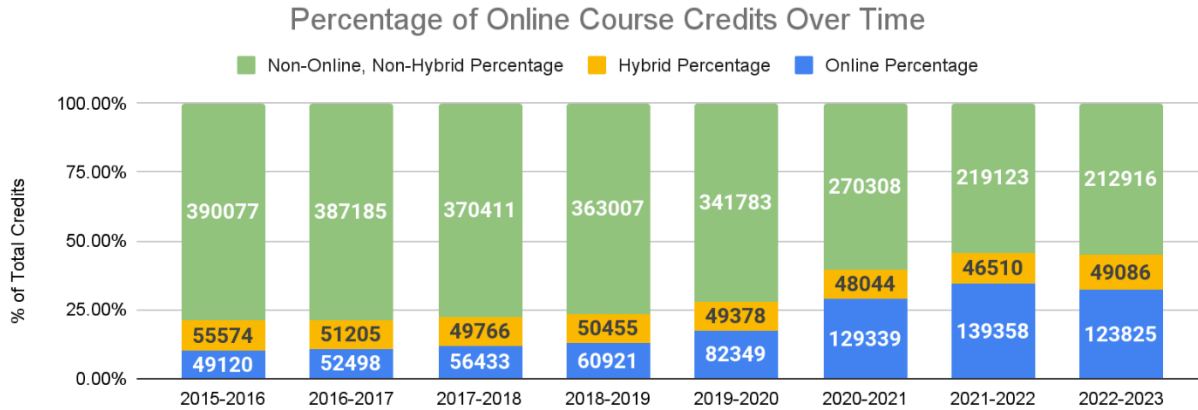
While the number of online students dropped from last year, the percentage is higher due to lower overall enrollment. The above chart shows that the trend for percentage of online program students has continued to grow, over double the percentage we had before the pandemic.

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 55% higher than pre-pandemic times. During this past year, nearly 40% of course section enrollments were in online or hybrid courses.

The popularity of online sections can be seen in waitlist numbers. When looking two weeks before the Fall 2023 semester starts, of the 299 sections with a waitlist, 183 (61%) are online. Online sections have an average waitlist of 19% max enrollment allowed, while non-online sections have an average waitlist of 9%. Of the 25 sections with the longest waitlists, 22 of them are online sections.



When looking at the credit hours breakdown over time, we see a near similar growth of 55% higher than average pre-pandemic times. This equates to an even higher percentage of total credit hours, at 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](#) - 985 total participants, 88 participants completed course to receive badge, 3,181 views by 186 users.
- [Sample Online Course](#) - 155 views by 106 users.
- PACE offers the [Digital Marketing Certificate](#) both on-demand or instructor-led.

## 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: 23	New Help Docs: 4
New Views: 2,593 Total Video Views: 18,266	Total Help Docs: 25

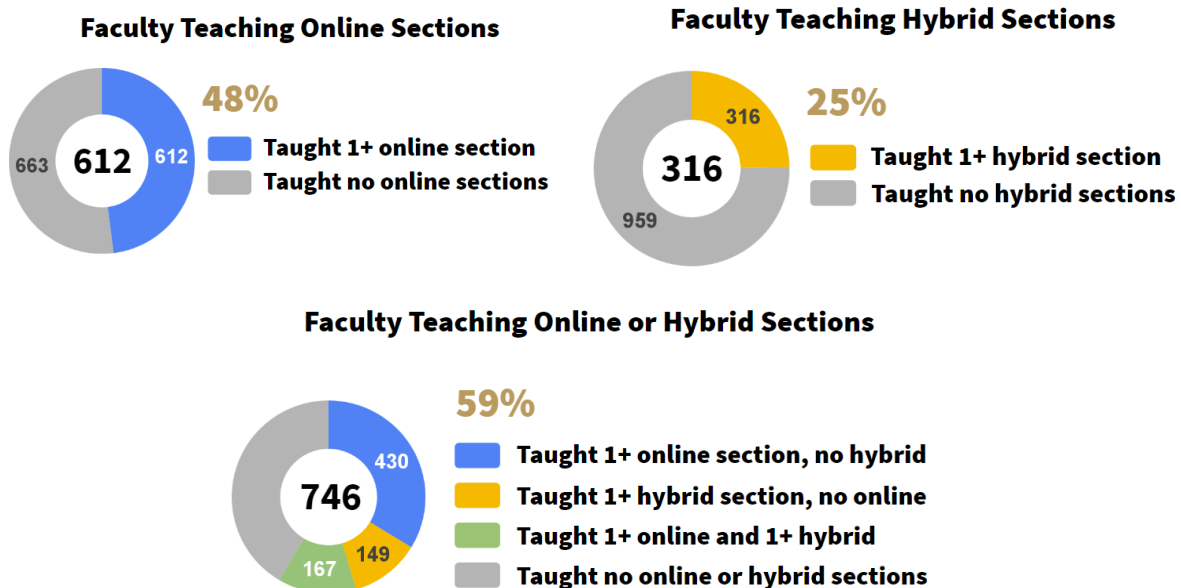


## Goal 2: Advance Faculty Success Through Professional Development and Services

e-LIS advanced OU's [second strategic goal of research and faculty success](#) by providing faculty with workshops, instructional design services, labs and research spaces, recognition, certification courses, as well as providing support with on-demand resources, a podcast and help library.

### Online Faculty

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



The number and percentages of faculty teaching online or hybrid courses have gone up 1% since last year. Overall, the numbers remain solid even with our larger return to classroom courses after the pandemic. Many faculty have chosen to keep teaching sections online.

### Workshops

- ★ Total number of workshops offered: 73
- ★ Total number of attendees: 217
- ★ The Instructional Design (ID) team presented custom workshops to departments in PACE, PAC, School of Engineering and Computer Science, CETL, OUWB, CEME, and Public Health.
- ★ The ID team collaborated with Classroom Support (CSITS) to host a workshop in a GrizzFlex room.

- ★ New workshops on a variety of topics were added to our schedule, including workshops on how to use Gmail, YouTube, Google Calendar Appointments, and Kahoot.
- ★ Our Moodle 4 Updates Workshop ran 8 times from November 2022 through January 2023 to assist with the transition to Moodle 4.

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

## Excellence in Online Teaching

On 3/17/23, e-LIS hosted the Excellence in Online Teaching Celebration as a HyFlex event to honor all 10 nominees for the Online Teaching Excellence Award. The annual event included an opening by Associate Provost Nivedita Mukherji, and presentations by Sandra Troxell-Smith and William Solomonson.

### Award Winning Online Faculty/Programs

- Online Teaching Excellence Award Winner: Helena Riha

### Quality Online Teaching Certification Course (QOTCC)

e-LIS offers a newly-redesigned [Quality Online Teaching Certification Course \(QOTCC\)](#) that focuses on how to teach effectively in the online environment. The course is 5 weeks long, fully online and is facilitated by the e-LIS Instructional Design (ID) Team. Cohorts for this course are typically offered in October, March, and July. Faculty have expressed appreciation for the redesigned material and new emphasis on one-on-one collaboration with members of the instructional design team.

Total Sessions	Fall 2022 Participants	Winter 2023 Participants	Total Grads
2	12	4	533

## 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:](#)

Moodle Version 4.0 Upgrade	YuJa Verity / ProctorU for ALEKS Math Placement Tests	Copyleaks AI Content Detection
Brickfield Accessibility Checker	H5P New Content Types	Zoom Whiteboard

## Labs and Spaces

e-LIS labs and spaces are transitioning now that they are no longer classroom spaces and CETL has moved in. Throughout this past year, most of the e-LIS suite labs and spaces were still used as classroom spaces and storage to support displaced faculty from the Varner Hall construction. Due to this, our labs and spaces had limited usage.

- The Learning Lab accommodates up to 20 workshop participants or 11 VR participants, as well as a greenscreen wall for video recording.
- The Conference Room accommodates up to 11 in-person participants for smaller workshops and meetings.
- The Faculty Lab has transitioned into a new ID Studio, with 2 computer stations (Mac and PC) and desk space to bring your own device while collaborating with IDs. There is a small meeting area, and the Lightboard for online lecture recording.
- The Media Lab and Faculty Work Rooms are smaller private rooms that allow faculty to collaborate with e-LIS staff or work by themselves.
- See full information about these rooms at the [e-LIS Tech Tools, Labs and Rooms webpage](#).

## On-Demand

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

- [e-LIS Online Workshops](#) - 1,191 total participants, 541 views by 131 users
- [Quality Online Certification Course Grads](#) - 534 total participants
- [e-LIS Online Course Examples](#) - 1,403 total participants
- [Self-Paced Online Teaching \(SPOT\) Workshop](#) - 749 total users enrolled in the workshop, with 20 new users completing the course to receive a badge (344 total badge recipients)
- [Digital Accessibility Workshop](#) - 211 total users enrolled in the workshop, with 19 new users completing the course to receive a badge (138 total badge recipients)
- [Quality Online Course Example for Faculty](#) - 16 total participants
- [Best Practices in HyFlex & Classroom Technology](#) - 37 total participants
- [How to Build Engaging H5P Content](#) - 29 total participants

## Inclusive & Online Podcast

The [Inclusive & Online Podcast](#) released monthly episodes focused on diversity, equity, and inclusion in online learning. Support team members Dan Arnold, Kate Huttenlocher, and Kayla Yucha, co-host, write, produce, and edit each episode. There have been a little over 5,000 downloads from around the world since debuting in April 2022.

## Faculty Help Library

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

New Videos: 30 Total Videos: 69	New Help Docs: 42 Total Help Docs: 167
New Video Views: 6,685 Total Video Views: 36,035	New YouTube Subscribers: 14 Total YouTube Subscribers: 96

## Proctoring

We had fewer proctored online student sessions than last year, but more overall exams administered. This continues the trend in online courses popularity.

- ❖ Total number of proctored exams: 396
- ❖ Total number of proctored student sessions: 9,440

## Instructional Design

The ID team continues to expand their course design services and consultations:

Courses designed collaboratively: 96	Instructional Design Services: 300	Instructional Design 1 on 1 Appointments: 186
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- The Quality Online Teaching Certification course was redesigned and piloted in Fall, and reintroduced in 2023. The previous version was two parts. The new version is more collaborative with IDs, and offers previous grads the opportunity to recertify.
- Programs/schools our ID team worked with in 22-23 include: MBA, MPA, NRS, Masters of Early Childhood Ed., CNL, MAHEL, MTD, MEd in Teacher Leadership, EHS, NRS PhD, PACE/Stellantis, PACE Paralegal/CFP, GC in Business Leadership, GC in Lean Leadership.
- 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
  - School of Medicine
  - School of Health Sciences (Public Health)
- 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.

## Goal 3: Strengthen University Success Through Online Growth and Partnerships

e-LIS advanced OU's [third strategic goal of community engagement and university success](#) by providing online strategic enrollment management, policy and compliance guidance, teaching with technology tools and support, and collaborations with many different areas on and off campus.

### 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 683 students currently enrolled in fully online programs. The goal of adding 170 new online students accounted for 80% of OU's 2025 SEM Goals growth. We've added 353, 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.
- Market Research
  - We used Lightcast Analyst to run market research reports for faculty and staff. We ran our larger biennial research project this year, as well as program specific market research reports for the schools/college to help with online feasibility studies. This past year, we ran 129 Analyst reports for different areas.
- Websites
  - The [Online Learning home page](#), the best performing page on our sites, had 18,339 views and a low bounce rate of 28.49%. 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.
  - Within the Online Learning website, the [Online Programs](#) page had 21,306 page views.
  - The most visited e-LIS webpage was the [Moodle page of the Help Library](#), which had 13,988 views and a low bounce rate at 45.49%.

### Policy and Compliance

- [Moodle Policy](#) updated.
- OU continues to participate in NC-SARA.

- e-LIS is actively involved with the State Authorization Network (SAN).
- Diane Underwood continues to work 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

Thanks to the support team's efforts, we've had a 8% reduction in support requests.

Total support requests: 3,675	Faculty/Staff support requests: 3,240	Student support requests: 435
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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 28% since last year, but still remains a highly used service.

Zoom: 160,823	YuJa: 29	Total video conference sessions: 161,002
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## Lecture Captures

With the continued preference of video conferencing and online classes, we saw another decrease in lecture capture services used, with 39% less instances this year.

Panopto: 5,670	YuJa: 900	Total lecture captures: 6,570
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## Web Development

The development team not only works to support the different Moodle environments, but also maintains 13 different university critical web applications:

- 5 Course Evaluation Systems: Scantron, General, SBA, SECS, Nursing
- OUWB Meaningful Participation
- CSITS Classroom Inspector
- SOM Moodle Batch Enrollment Tool
- eSpace Batch Enrollment Tool

- SEHS Petition of Exception Manager
- Library e-Reserves
- Moodle Archives
- Workshop Scheduler

During this past year, the developers continued migrating all applications off an older application server and onto a new one. This colossal effort requires rewriting all of the applications (about a quarter of a million lines of code) in a new language (PHP), and converting all the backend databases to a new engine (Postgres). The development team also completed construction of a custom solution to replace ILP, the interface between Banner and Moodle. This custom solution will save the university quite a bit of money, as the previous solution (ILP) was a piece of Ellucian software we had to pay a yearly fee on.

Insofar as the moodle environment is concerned, we upgraded from Moodle 3.11 to 4.0, which was probably the most significant upgrade in the last 5 years. We also replaced our Moodle accessibility checker (Blackboard Ally) with a more integrated solution called Brickfield. Finally, we are in the midst of an upgrade project for the Moodle backend database from version 10 to 13, which we hope to have completed in the fall.

## **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 Success Center - Back on Track eSpace
- Athletics - Student Athlete Welcome Orientation
- CAS - Shared office space with Department of Communication, Journalism, and Public Relations and Film Studies and Production
- CETL - Shared office space, technical support for 2023 Teaching and Learning Symposium, Fall 2023 New Faculty Orientation
- CNS - Accessible course materials
- CSITS - Support for online video creation and GrizzFlex workshops
- Department of Human Movement Science - Comprehensive Exam eSpace
- Diversity, Equity & Inclusion Committee - Diversity Challenge eSpace 2023
- FYAC - Transfer Student Toolkit eSpace and Moodle usage statistics for FYAC students
- Graduate School / Registrar / PACE - Badge portability report
- Institutional BioSafety Committee - eSpace
- PACE - MS Teams for Stellantis program
- Provost's Office - Online class medical emergency planning, Early Alert System, Dream Initiative.
- Rec Center - Club Sports eSpace
- Registrar's Office - Instructional method codes
- SBS - No Direct Deposit eSpace
- SEHS - Lean Community of Practice and STEp program accessible student teaching practices

- Zoom Distributed Support Team - Networking and communications updates



## Goal 4: Cultivating e-LIS Success

e-LIS staff have continuously improved throughout the year, with award winning accomplishments, enriching professional development, idea disseminating presentations and research, as well as commitment to university committee service.

### Staff Accomplishments

- ★ Won the 2023 AP Reward (John and Dan)
- ★ A4EOE President (Shaun)
- ★ AP Assembly President (Nic)
- ★ AP Assembly Senator (Dan)
- ★ Faculty Advisor for Football Club (Nic)
- ★ Faculty Advisor for Improv Club (Shaun)
- ★ Co-coordinated the Cancer Caregiver Support Group for faculty and staff (Diane)
- ★ Won third place in the English department's graduate student/alumni [flash fiction contest](#) for his story [Solitary Window](#) (Shaun)
- ★ Celebrated 15 year work anniversary (Nic)
- ★ Celebrated 10 year work anniversary (Nancy)
- ★ Celebrated 1 year work anniversary (Chad and Danielle)
- ★ The Flower Children of Moodle won best costume in the 2023 Poker Walk (e-LIS)
- ★ Completed Healthy Department Certification (e-LIS)

### Staff Professional Development

- Completed the UPCEA PCO Professional Certificate (Diane)
- Completed the Lean Leadership Graduate Certificate (Shaun and Diane)
- Completed all required PDUs for the Project Management Professional (PMP) certification cycle (Diane)
- Completed the OLC Infographics workshop (Chad)
- Completed the OLC Interactive Video Tools workshop (Chad)
- Completed the DEI workshop (Diane)
- Attended the UPCEA Central Region Salon (Diane)
- Attended In the Field: NC-SARA's Institutional Conference (Diane)
- Attended International Project Management Conference (Diane)
- Attended the Strategic Enrollment Management Summit (Shaun and Diane)
- Attended OLC Innovate 2022 Conference (Chad and Danielle)
- Attended OLC Accelerate 2022 Virtual Conference (Dan, Kate, Chad, Danielle, and Shaun)
- Attended MoodleMoot US 2023 Online (Matt, Dan, Kate, Nic, Chad, Danielle, and Shaun)
- Attended MoodleMoot Global 2022 (Dan)
- Attended SXSW EDU 2023 (Dan, Kate, Chad, and Danielle)
- Attended the 2023 OU Teaching and Learning Symposium (Shaun, Chad, and Danielle).

- Attended the Michigan OER Virtual Summit 2022 (Shaun)
- Certified in Mental Health First Aid (Nic & Shaun)
- Completed Codecademy Coursework, HTML, CSS, Java (Dan)

## Staff Presentations

- ✓ Hosted the A4EOE MicroSeminar Academic Leadership Roundtable (Shaun)
- ✓ Hosted the A4EOE MicroSeminar Importance of Storytelling (Shaun)
- ✓ Hosted the A4EOE MicroSeminar Innovative Methods in Delivering Training (Shaun)
- ✓ Presented at OLC Accelerate 2022 Virtual Conference (Shaun)
- ✓ Presented to MCM Learning on Digital Accessibility (Nic)

## Staff Research

- ✓ 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 Computing Committee (Shaun)
- Academic Council (Shaun)
- Administrative Council (Shaun)
- AP Assembly Executive Board (Nic)
- Budget Review Committee (Nic)
- Campus Development & Environment Committee (CDEC) (Nic)
- CETL Advisory Board (Nic)
- Distributed Technology DTS (Dan, John, 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)
- University Conduct Committee (Nic)

# Appendices

## Appendix A: Online Courses

Note that while the annual report spans from July 1, 2022 through June 30, 2023, the reporting period in this appendix was the academic year 2022-2023 (Fall 2022, Winter 2023, and Summer 2023). 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
<b>Total</b>	7365	385827	2,519	1,275
<b>Online</b>	1746 (24%)	123825 (32%)	833 (33%)	612 (48%)
<b>Hybrid</b>	792 (11%)	49086 (13%)	402 (16%)	316 (25%)
<b>Non-Online/ Non-Hybrid</b>	4827 (66%)	212916 (55%)	1722 (68%)	984 (77%)

*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.*

Moodle Course Usage				
Items on Moodle Page	Sections	Total Sections	Percent of total	Use Type
>1	5275	6862	77%	Minimal
>2	5141	6862	75%	Minimal
>3	5079	6862	74%	Minimal
>4	5027	6862	73%	Light
>5	4990	6862	73%	Light
>10	4795	6862	70%	Medium
>15	4632	6862	68%	Medium
>20	4492	6862	65%	Heavy

>30	4055	6862	59%	Heavy
>40	3512	6862	51%	Heavy
>50	3076	6862	45%	Heavy

Data above shows the number of courses out of 6,862 total courses in Fall 2022, Winter 2023, and Summer 2023 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. Note, too, that every moodle course has at least one item (announcement forum) which is why the report starts at > 1.

## Appendix B: Online Programs

Including non-credit programs, as of 2023, OU offers 62 online programs: 45 degree programs (4 bachelors, 3 undergraduate certificates, 18 masters, 16 graduate certificates, 4 doctoral), and 17 continuing education (non-credit). See the [OU Online Programs webpage](#) for full program information.

### Undergraduate Online Programs

1. Bachelor of Interdisciplinary 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. MS in Business Analytics
4. MS in Information Technology Management
5. MSN in Forensic Nursing
6. MSN in Clinical Nurse Leader
7. MM in Music Education
8. MAT in Reading and Language Arts
9. MEd in Early Childhood Education
10. MEd in Higher Education Leadership
11. MEd in Special Education with Concentration in Autism Spectrum Disorder
12. MEd in Special Education with Concentration in Emotional Impairment
13. MEd in Special Education with Concentration in Specific Learning Disability
14. MEd in Teacher Leadership
15. MS in Engineering Management
16. MS in Systems Engineering
17. MS in Safety Management
18. MS in Clinical and Diagnostic Science

### Graduate Certificate Programs

1. Business Analytics
2. Business Essentials
3. Leadership in Business
4. Forensic Nursing
5. Autism for Multiple Disciplines
6. Autism Spectrum Disorder Education: Basic
7. Autism Spectrum Disorder Education: Advanced
8. Emotional Impairment: Basic
9. Emotional Impairment: Advanced
10. Specific Learning Disability: Basic

11. Specific Learning Disability: Advanced
12. Lean Leadership
13. Post-Master's Certificate in Reading and Language Arts
14. Oncology Rehabilitation
15. Global and Population Health Services
16. Environmental Health and Safety Management

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. Nonprofit Management Certificate
6. Paralegal Certificate
7. Project Management
8. Quantitative Methods
9. Responding to Anxiety: A Mindful Program
10. Automotive Lighting Certificate
11. Data Analytics and Machine Learning (MLOps) on the Cloud Certificate
12. Radio Frequency Certificate
13. Certificate on the Foundations of Programming and Algorithms
14. Phlebotomy Certificate
15. Animal Assisted Therapy
16. Mindful Well-Being for Nurses
17. RNFA Certificate

This following table focuses on 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 2022, Winter 2023, and Summer 2023). 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.

<b>Detailed Program Data</b>			
	<b>All Track Students</b>	<b>Online Track Students</b>	<b>% Online Track of Total</b>
<b>Unique Students</b>	17710	683	3.9%
<b>Student Enrollments</b>	123760	2897	2.3%
<b>Student Credit Hours</b>	385827	9716	2.5%

<b>Unique Students in Online Track Program by Level</b>				
<b>Code</b>	<b>Description</b>	<b>All Track Students</b>	<b>Online Track Student</b>	<b>% Online of total</b>
PD	Graduate Professional Dvlpmnt	75	0	0.00%
E2	ESL Center	29	0	0.00%
GR	Graduate	2366	316	13%
UG	Undergraduate	13634	301	2%
PH	Doctoral & Ed Specialist	870	35	4%
PB	Post Bachelor	842	33	4%

<b>Unique Students in Online Track Program by School/College</b>				
<b>Code</b>	<b>Description</b>	<b>All Track Students</b>	<b>Online Track Students</b>	<b>% Online of Total</b>
0	No College Designated	729		0.00%
J1	Arts & Sci and School of Egr	85		0.00%
99	All Colleges	12		0.00%
NR	School of Nursing	1801	291	16%
ED	School of Ed. and Human Svcs.	1772	123	7%
BA	School of Business Admin.	2807	78	3%
EG	School of Egr. and Comp. Sci.	3204	50	2%
HS	School of Health Sciences	1959	53	3%
AS	College of Arts and Sciences	5205	29	1%
UP	University Programs	0	0	0%



<b>Unique Students in Online Track Program by Primary Major</b> <i>(Only majors with at least one online track student shown)</i>				
<b>Code</b>	<b>Description</b>	<b>All Track Students</b>	<b>Online Track Students</b>	<b>% Online of total</b>
7040	Nursing (Completion Sequence)	240	240	100%
3900	Business Administration	337	75	22.3%
5560	Engineering Management	132	50	37.9%
7605	Integrative Studies	260	37	14.2%
6042	Environmental Health & Safety	90	34	37.8%
7300	Forensic Nursing	29	29	100%
2560	Public Administration	50	25	50%
7600	Pre-Integrative Studies	141	24	17%
4800	Special Education	49	19	38.8%
4651	Leadership	33	17	51.5%
4700	Early Childhood Education	28	16	57.1%
4668	Higher Ed Leadership	24	16	66.7%
4500	Reading and Language Arts	21	15	71.4%
4615	Teacher Leadership	16	15	93.8%
6045	Safety Management	15	15	100%
7450	Nursing	17	10	58.8%
4820	Autism Spectrum Disorder Basic	9	8	88.9%
7400	Nursing Practice	9	7	77.8%
4819	Autism Spectrum Disorder Adv	6	6	100%
7268	Clinical Nurse Leader	5	5	100%
4821	Emotional Impairment Advanced	5	5	100%
2305	Music Education	10	4	40%
6228	Oncology Rehabilitation	4	4	100%

4823	Specific Learn DisabilityBasic	5	3	60%
7610	Pre-Interdisciplinary Studies	7	2	28.6%
3910	Business Essentials	5	2	40%
4818	ASD for Multiple Discipline	2	2	100%
6225	Human Movement Science	13	1	7.7%
7615	Interdisciplinary Studies	5	1	20%
4560	Rd. Lang Arts and Literature	1	1	100%
3318	Business Leadership	1	1	100%

<b>Unique Students in Online Track Program by Degree</b> <i>(Only degrees with at least one online track student shown)</i>				
<b>Code</b>	<b>Description</b>	<b>All Track Students</b>	<b>Online Track Students</b>	<b>% Online of total</b>
<b>BSN</b>	<b>Bachelor of Science In Nursing</b>	1536	240	15.6%
<b>MBA</b>	<b>Master of Bus Administration</b>	363	75	20.7%
<b>MED</b>	<b>Master of Education</b>	136	66	48.5%
<b>MS</b>	<b>Master of Science</b>	833	65	7.8%
<b>BIS</b>	<b>Bach of Integrative Studies</b>	367	58	15.8%
<b>BS</b>	<b>Bachelor of Science</b>	7102	34	0.5%
<b>MSN</b>	<b>Master of Science in Nursing</b>	142	34	23.9%
<b>GC</b>	<b>Graduate Certificate</b>	103	31	30.1%
<b>MPA</b>	<b>Master of Public Administratn</b>	50	25	50%
<b>EDS</b>	<b>Education Specialist</b>	33	17	51.6%
<b>MAT</b>	<b>Master of Arts in Teaching</b>	119	15	12.7%
<b>PHD</b>	<b>Doctor of Philosophy</b>	515	11	2.1%
<b>DNP</b>	<b>Doctor of Nursing Practice</b>	104	7	6.7%
<b>MM</b>	<b>Master of Music</b>	25	4	16%

<b>B.IS</b>	<b>Bach of Interdisciplinary Stud</b>	12	3	25%
<b>PMC</b>	<b>Post Master Certificate</b>	21	1	4.8%

<b>Unique Students in Online Track Program by Class Standing</b> <i>(Only class standings with at least one online track student show)</i>				
<b>Code</b>	<b>Description</b>	<b>All track students</b>	<b>Online track students</b>	<b>% Online of total</b>
<b>FR</b>	<b>Freshman</b>	2121	3	0.1%
<b>SO</b>	<b>Sophomore</b>	3130	10	0.3%
<b>JR</b>	<b>Junior</b>	4294	35	0.8%
<b>SR</b>	<b>Senior</b>	7003	266	3.8%
<b>M</b>	<b>Master's</b>	2249	284	12.6%
<b>ES</b>	<b>Education Specialist</b>	35	17	48.6%
<b>G2</b>	<b>Graduate Certificate</b>	124	32	25.8%
<b>U2</b>	<b>Second Undergraduate Degree</b>	516	33	6.4%
<b>D</b>	<b>Doctoral</b>	813	18	2.2%

Total sections university wide: 7,365

Total online sections university wide: 1,746

<b>Online Sections Offered PerSchool/College</b>						
<b>Code</b>	<b>Description</b>	<b>Number of online sections</b>	<b>Number of all sections</b>	<b>Percent of sections that are online</b>	<b>Percent college contributes to university wide online section count (1746)</b>	<b>Percent college's online sections contribute to the university wide sections count irrespective of schedule type (7,365)</b>
AA	Academic Affairs	0	91	0%	0%	0%
AS	College of Arts and Sciences	975	3719	26.2%	56%	13%
BA	School of Business Admin.	206	677	30.4%	12%	3%
ED	School of Ed. and Human Svcs.	189	838	22.6%	11%	3%
EG	School of Egr. and Comp. Sci.	108	1,084	10%	6%	1%
HC	Honors College	7	66	10.6%	0.4%	0.1%
HS	School of Health Sciences	128	489	26.2%	7%	2%
KL	Kresge Library	1	1	100%	0.1%	0.01%
NR	School of Nursing	116	384	30.2%	7%	2%
UP	University Programs	16	16	100%	1%	0.2%

## Appendix C: Online Enrollment

Online Enrollment		
	Student Enrollments	Unique Students
<b>Total</b>	123,760	17710
<b>Online</b>	34716 (28.1%)	13139 (74.2%)
<b>Hybrid</b>	13,860 (11.2%)	7220 (40.8%)
<b>Non-Online/Non-Hybrid</b>	75,184 (60.7%)	15129 (85.4%)

*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	377 of 729	52%
99	All Colleges	8 of 12	67%
AS	College of Arts & Sciences	4018 of 5205	77%
BA	School of Business Administration	2399 of 2807	86%
ED	School of Education and Human Services	1125 of 1773	64%
EG	School of Engineering and Computer Science	1877 of 3204	59%
HS	School of Health Sciences	1598 of 1959	82%
J1	Arts & Sci and School of Egr	59 of 85	69%
NR	School of Nursing	1414 of 1801	79%
	UP - University Programs	515 of 581	89%

Percentage of Students enrolled in at least 1 Online Section Broken Down by Class Standing
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<b>Code</b>	<b>Description</b>	<b>Percentage of Students</b>
<b>FR</b>	<b>Freshman</b>	74%
<b>SO</b>	<b>Sophomore</b>	75%
<b>JR</b>	<b>Junior</b>	75%
<b>SR</b>	<b>Senior</b>	75%
<b>M, ES, G2, D</b>	<b>Graduate</b>	62%

## Appendix D: e-LIS Workshops

- Advanced - Gamification with H5P
  - 10/12/2022 3 pm - 4 pm
- Advanced - Interactive Learning with H5P Branching Scenarios
  - 3/14/2023 3 pm - 4 pm
- Advanced - Media Management: where to store your videos
  - 8/11/2022 3 pm - 4 pm
  - 2/2/2023 1:30 pm - 2:30 pm
- Advanced - Moodle Images and Videos: The Art of Embedding Content
  - 10/13/2022 3 pm - 4 pm
  - 2/1/2023 1:30 pm - 2:30 pm
- Benefits & Strategies for a Properly Setup Moodle Gradebook
  - 6/15/2023 3 pm - 4 pm
- Best Practices - Backwards Course Design
  - 11/9/2022 1:30 pm - 2:30 pm
- Best Practices - Create a Variety of Engaging Discussions Using Moodle Forums
  - 8/4/2022 1:30 pm - 2:30 pm
  - 1/4/2023 1:30 pm - 2:30 pm
  - 6/8/2023 3 pm - 4 pm
- Best Practices - Creating a mid-course survey
  - 10/6/2022 1:30 pm - 2:30 pm
  - 3/7/2023 1:30 pm - 2:30 pm
- Best Practices for Classroom Technology for HyFlex Classes
  - 11/16/2022 1 pm - 2 pm
  - 2/17/2023 1 pm - 2 pm
  - 3/31/2023 1 pm - 2 pm
- Best Practices - Formative assessments made fast and easy
  - 1/18/2023 1:30 pm - 2:30 pm
- Best Practices - Moodle Introduction for New Users
  - 8/18/2022 3 pm - 4 pm
  - 9/6/2022 1:30 pm - 2:30 pm
  - 1/5/2023 1:30 pm - 2:30 pm
  - 1/12/2023 3 pm - 4 pm
  - 6/6/2023 3 pm - 4 pm
- Best Practices - Online Course Quality
  - 10/19/2022 3 pm - 4 pm
  - 1/26/2023 1:30 pm - 2:30 pm
- Best Practices - Pedagogical approaches to instructional videos
  - 8/18/2022 1:30 pm - 2:30 pm
  - 1/17/2023 1:30 pm - 2:30 pm
- Best Practices - PreAssessments with H5P quizzes
  - 8/17/2022 1:30 pm - 2:30 pm
  - 1/26/2023 3 pm - 4 pm

- Best Practices - Streamline Your Moodle Course with Pages, Books, and Folders
  - 1/11/2023 3 pm - 4 pm
- Best Practices - Taking advantage of NEW ID services
  - 10/26/2022 3 pm - 4 pm
  - 1/19/2023 1:30 pm - 2:30 pm
- Best Practices - Your first week of online: What does your course look like
  - 8/16/2022 1:30 pm - 2:30 pm
- Best Practices - Zoom for Live Classes (Online and HyFlex)
  - 8/16/2022 3 pm - 4 pm
  - 1/13/2023 1:30 pm - 2:30 pm
- Create and Deliver Quizzes with Ease
  - 6/13/2023 3 pm - 4 pm
- Moodle Gradebook Setup: Do it Now Before It's Too Late!!
  - 4/19/2023 3 pm - 4 pm
- \*NEW\* Moodle 4 Updates Workshop
  - 11/15/2022 3 pm - 4 pm
  - 11/16/2022 3 pm - 4 pm
  - 12/20/2022 3 pm - 4 pm
  - 12/21/2022 3 pm - 4 pm
  - 1/4/2023 3 pm - 4 pm
  - 1/5/2023 3 pm - 4 pm
  - 1/10/2023 3 pm - 4 pm
  - 1/11/2023 1:30 pm - 2:30 pm
- Streamline Your Moodle Course Design
  - 6/14/2023 3 pm - 4 pm
- Teaching Presence - Creating Community in your Online Class
  - 8/10/2022 1:30 pm - 2:30 pm
- Teaching Presence - Online Teaching Observation Process
  - 10/20/2022 3 pm - 4 pm
  - 1/24/2023 3 pm - 4 pm
- Teaching Presence - Student Communication Strategies
  - 9/7/2022 1:30 pm - 2:30 pm
- Tech Focus - Easy Appointments with Google Calendar
  - 9/6/2022 3 pm - 4 pm
  - 1/17/2023 3 pm - 4 pm
- Tech Focus - Easy Grading with Moodle Rubrics and Grading Guides
  - 8/9/2022 3 pm - 4 pm
  - 9/8/2022 3 pm - 4 pm
  - 1/31/2023 3 pm - 4 pm
- Tech Focus - Expedite grading and feedback in forums and assignments
  - 2/7/2023 1:30 pm - 2:30 pm
- Tech Focus - Gmail Tips to Eliminate Inbox Overwhelm
  - 8/2/2022 3 pm - 4 pm
  - 2/22/2023 3 pm - 4 pm



- Tech Focus - Gradebook Setup Do it now before it's too late
  - 8/9/2022 1:30 pm - 2:30 pm
  - 12/7/2022 3 pm - 4 pm
  - 1/10/2023 1:30 pm - 2:30 pm
- Tech Focus - Group Work with Google Docs and Slides
  - 2/15/2023 3 pm - 4 pm
- Tech Focus-Interactive and engaging live lectures with Kahoot and more!
  - 8/3/2022 1:30 pm - 2:30 pm
  - 1/24/2023 1:30 pm - 2:30 pm
- Tech Focus - Make Your Course More Interactive Using H5P
  - 9/15/2022 3 pm - 4 pm
  - 2/2/2023 3 pm - 4 pm
- Tech Focus - Moodle Assignments for Papers, Projects, and Much More!
  - 8/10/2022 3 pm - 4 pm
  - 9/7/2022 3 pm - 4 pm
  - 1/25/2023 3 pm - 4 pm
  - 6/7/2023 3 pm - 4 pm
- Tech Focus - Moodle Course Accessibility Checker
  - 9/13/2022 3 pm - 4 pm
- Tech Focus - Moodle Pages & Books
  - 8/4/2022 3 pm - 4 pm
- Tech Focus - YouTube for Storing & Sharing Videos
  - 9/14/2022 3 pm - 4 pm
  - 2/8/2023 3 pm - 4 pm