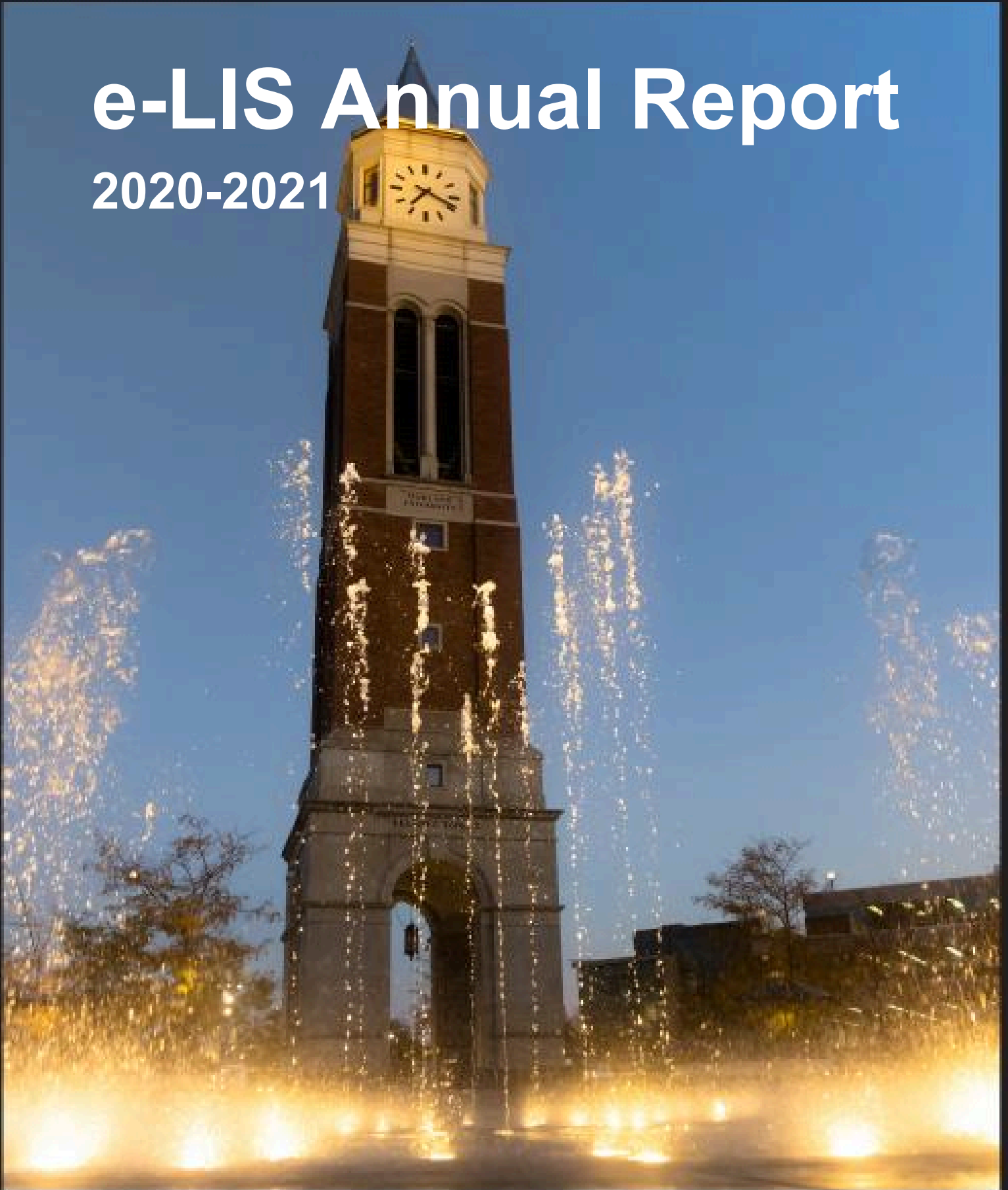


e-LIS Annual Report

2020-2021



This report covers highlights and data ranging from July 2020 - June 2021.

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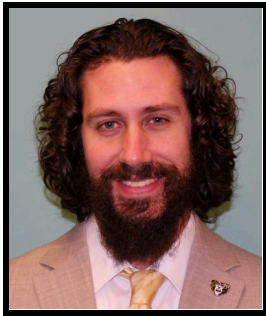
Executive Summary

The e-Learning and Instructional Support (e-LIS) department had a record breaking year supporting the entire campus going online during the pandemic. We furthered the strategic enrollment management plan by working with the deans to launch 6 new online programs in 2021, bringing the total up to 33 online programs (3 bachelors, 11 masters, 9 certificates, 3 doctoral, 7 continuing education). We worked with UCM and Admissions on the beginning of an online marketing and enrollment plan to work towards the 2025 goal of increasing annual credits generated by students in fully online programs. Thanks to the generous support from the Provost's Office, e-LIS was able to spearhead the creation of a central Academic Compliance Committee which will review and advise on compliance issues relating to university programs. The Provost Office's support also allowed e-LIS to expand instructional design services to assist in the design of quality online program courses. We implemented many new pieces of software, including two new virtual conferencing systems (Zoom and YuJa), online proctoring (ProctorU), plagiarism detection (Copyleaks), digital accessibility in Moodle (Ally), chat support, and three Moodle version upgrades.

Alongside all of these advances, e-LIS had our busiest year to date. We planned and supported online instruction of nearly seven times the traditional amount of online courses (1,934), with 54% of faculty teaching online, 74% of students taking at least one online class, and online and hybrid course credit hours making up 40% of total credit hours. In reality, not all courses were coded correctly. Because of the pandemic, all sections were migrated online, which resulted in the number of online sections going from about 14% of total last year to almost 100% of total this year. The ID and support staff created new support materials, email correspondences, 16 help videos, and offered 72 workshops to support online learning. The IDs collaborated with faculty to develop 54 courses, assisted faculty in online learning preparation with 35 quality course reviews, 176 faculty completed the Quality Online Teaching Certification Courses, and 194 faculty took the newly created Self-Paced Online Teaching Workshop. With the help of a new Assistant Manager of Support Services, e-LIS successfully answered over three times the average number of support requests (6,532).

The e-LIS staff had some amazing accomplishments over this unprecedented year, with Diane Underwood and Shaun Moore completing their Project Management Professional (PMP) certification. Eric Merrill won the 2021 AP Reward, Nic Bongers won the 2020 Team Award, and Shaun won the 2021 Excellence in Teaching Award. Shaun, Nic, John Coughlin and Jess Tess-Navarro also won the top spots in the English department's graduate student/alumni annual flash fiction contest. Dan Arnold and Shaun completed year two of a current multi-year research study on perceptions of remote work for instructional designers.

Message from the Director



As I reflect on the past year, I can only marvel at how successful we have been in the face of unprecedented challenges. To say that this was an unusual year would be a drastic understatement. While one year cannot fully tell the story of the e-Learning and Instructional Support (e-LIS) department, this first annual report attempts to highlight the important accomplishments, milestones, and positive changes that continue to make e-LIS a driving force for innovation, opportunity, and quality online education.

The theme for this year is resilience. I cannot imagine making it through this past year without my incredible team. They were tasked with helping the entire OU community go online through a pandemic, and did it with resilience, patience, and grace. Our support team was so overwhelmed with three times the average number of normal volume support requests that our marketing, compliance, and programs team had to be trained in basic Moodle support so they could help out. I even got to step back into my support role for a tiny bit by answering calls and online help tickets. The instructional design team had just grown from one to two people the week the university closed down, and they were instrumental in getting our faculty through the necessary workshops to be prepared to teach online, and help support over seven times the number of online courses we normally have. Our front desk staff transitioned to working from home and still answering every call and ensuring everyone got the help they needed. The developers worked tirelessly to keep the systems running without any down time so the entire university could move online.

The e-LIS staff moved our departmental services fully online without skipping a beat, while often working overtime, and did it while facing untold hardships in their personal lives. I could not be more proud of each of my staff members and their superhuman efforts. They made what could have been a disastrous year into a tremendous success. Like lifeguards for the university, they not only helped keep the faculty, students, and staff afloat during these tumultuous times, but allowed us to continue to have a growth year with new online programs, courses, workshops, and software upgrades.

While this annual report highlights the major e-LIS accomplishments, I would also like to acknowledge the outstanding work done by our faculty, students, and staff throughout this trying year. I was amazed by the resilience of the OU faculty and their transition to online. While we had over three times the support requests we normally do, everyone was understanding, patient, and grateful for the help. The students went above expectations and made it through a year of education that no one had anticipated. The staff continued their important work from home, many bringing their services online for the first time ever. It was a pleasure to work with and support every area as we traversed this pandemic, using technology to make rapid adjustments to our academic delivery and create a virtual community.

Dr. Shaun Moore

e-LIS Overview

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.

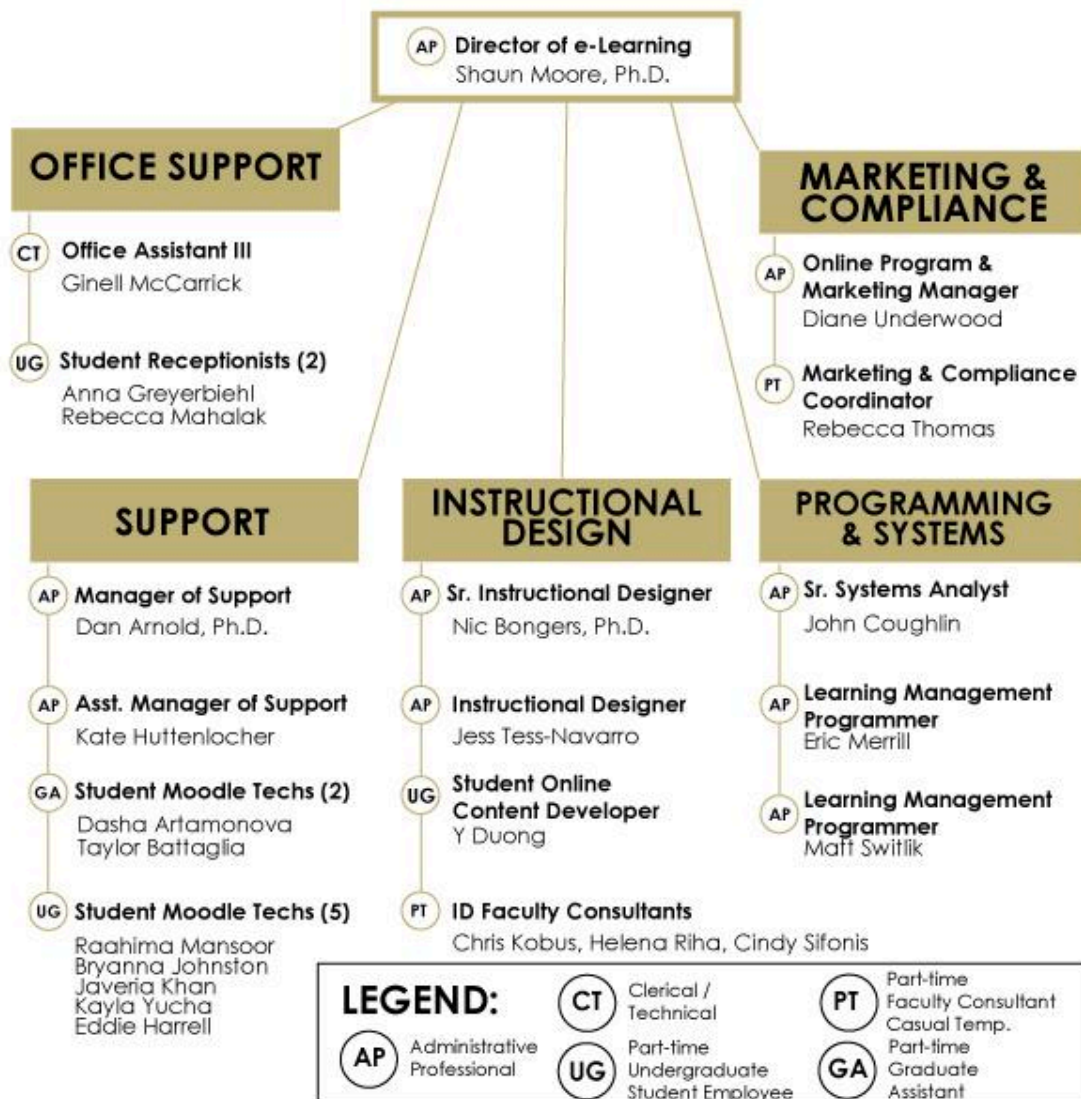
Creativity and Innovation - Creatively solving problems, adapting to changing circumstances, and incorporating new tools and strategies.

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.

e-LIS Staff

Org Chart



Staff Updates

- We welcomed Kate Huttenlocher as the new Assistant Manager of Support on 1/11/21.
- The current listing of staff members can be found on the [About e-LIS webpage](#).
- ID Team Faculty Consultants: Chris Kobus, Cindy Sifonis, Helena Riha
- e-LIS Intern: Wendy Ross

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	Walk-in and group training	Moodle Mentors program
Incentive Programs for OU Faculty and Staff who Teach Online:				
Quality Online Teaching Certification Courses (QOTCC)		Stipends for online program courses		Online course reviews
Resource Support for Faculty:				
Online learning best practices		Tech tools and labs		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 discuss with colleagues. Some of the main organizations are:

OLC	UPCEA	NC-SARA	MHEC
SAN	A4EOE	ETOM	WCET

Main Goals and Initiatives 2020/2021

e-LIS main accomplishments from this year include:

Furthered the Online Learning Strategic Enrollment Management Plan

- ✓ Updated the Burning Glass market research reports with 2021 data to target and develop new online programs based on current labor demands and institutional competition.
- ✓ Worked with UCM and Admissions on the beginning of an Online Marketing and Enrollment Plan to work towards the 2025 goal of increasing annual credits generated by students in fully online programs.
- ✓ Expanded capacity to assure we are in compliance with all regulations, including creating a central Academic Compliance Committee.
- ✓ Expanded capacity in learning design to support program quality and assist in design of online program courses.
- ✓ Collaborated with the schools/college to launch 6 new online programs in 2021:
 - MSN in Clinical Nurse Leader
 - MEd in Special Education with Concentration in Specific Learning Disability (SLD)
 - Graduate Certificate in Specific Learning Disability: Basic
 - Graduate Certificate in Specific Learning Disability: Advanced
 - Master of Music in Music Education
 - Bachelor of Integrative Studies

Expanded Supported Teaching with Technology Software and Services

Expansion of software and services included the following:

- YuJa (Conferencing/Lecture Capture/Media Management) - 6/26/2020
- ProctorU (Proctoring) - 6/26/2020
- Moodle 3.9 (LMS Update) - 6/28/2020
- Blackboard Ally (Digital Accessibility) - 8/5/2020
- PureChat (Chat Help Support) - 9/14/2020
- CopyLeaks (Plagiarism Detection) - 9/16/2020
- Zoom (Virtual Conferencing) - 9/21/2020
- Moodle 3.10 (LMS Update) - 12/22/2020
- WebEx Retirement and Migration (Virtual Conferencing) - 12/31/2020
- Zoom HIPAA (Virtual Conferencing for Telehealth) - 4/20/2021
- Moodle 3.11 (LMS Update) - 6/27/2021

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

- ✓ Planned and supported online instruction of nearly seven times the traditional amount of online courses (1,934).

- ✓ Created new support materials (Faculty Guide for Online Teaching and Student Guide for Online Learning), email correspondences, 16 help videos, and 72 workshops to support online learning.
- ✓ Assisted faculty in online learning preparation with 176 faculty completing the Quality Online Teaching Certification Courses and 96 faculty completing the Self-Paced Online Teaching Workshop.
- ✓ Hired an Assistant Manager of Support Services to help with over three times the average number of support requests received (6,532).

Main Goals and Initiatives 2021/2022

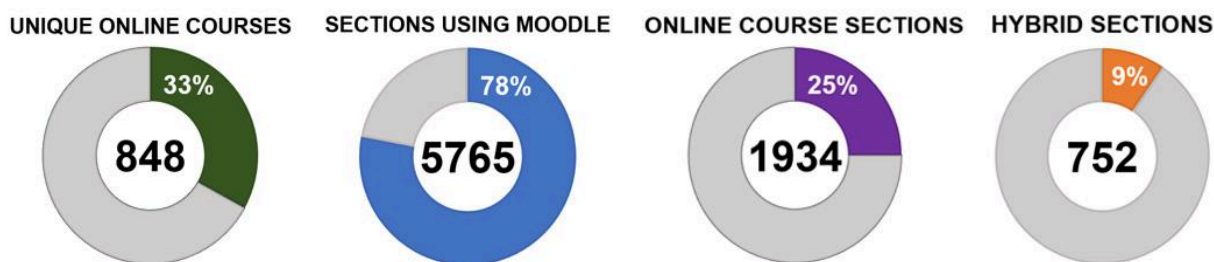
e-LIS goals for next year include:

- ☐ Based on the 2021 Burning Glass market research reports, work with the deans to have 3-5 new online programs in development for 2022 based on current labor demands and institutional competition.
- ☐ Collaborate with UCM and Admissions to finalize the Online Marketing and Enrollment Plan to work towards the 2025 goal of increasing annual credits generated by students in fully online programs.
- ☐ Promote faculty, student, and staff success by supporting the online learning COVID emergency environment.
- ☐ Pilot an Academic Unit Outreach program, which would include custom workshops, ID and support services, even an e-LIS staff-in-residence program.
- ☐ Create an online teaching observation guide based on research and best practices to be used as a standard for evaluating the teaching of online classes.
- ☐ Rewrite custom web applications (e.g.: course evaluation system) in the more supportable PHP language, and migrate them to a new server.
- ☐ Review and evaluate the ePortfolio environment.

Goal 1: Foster Student Success Through Online Offerings and Services

Online Courses

The following displays the number of courses and their percentages compared to all courses:



The figures above for everything other than Sections Using Moodle come from data in the student information system (Banner). It's worth noting that most sections over the past year were not recoded as online in that system (they retained their face to face instruction type), even though in reality they were taught online due to the pandemic. This is why the figures above show only 25% of sections being online, when in reality it was closer to 100%. Even excluding this quirk in the data, the number of online sections, student enrollments into online sections, and faculty assignments into online sections have all risen dramatically over the past year (about 10-20%) when compared to last year.

While 5,765 courses (78%) used Moodle at least minimally, with at least one item posted to the Moodle page (e.g.: a syllabus), 4,939 courses (66%) heavily used Moodle to post class resources and activities. See [Appendix A](#) for more information.

Online Programs

Six new online programs were added in 2021:

- MSN in Clinical Nurse Leader
- MEd in Special Education with Concentration in Specific Learning Disability (SLD)
- Graduate Certificate in Specific Learning Disability: Basic
- Graduate Certificate in Specific Learning Disability: Advanced
- Master of Music in Music Education
- Bachelor of Integrative Studies

As of 2021, OU offers 33 online programs: 3 bachelors, 11 masters, 9 certificates, 3 doctoral, 7 continuing education. See [Appendix B](#) for a complete list of online programs and enrollment information.

Points of Pride

- ★ The [BIS program offers a unique way for students to use transfer credits and create a personalized degree](#), and complete it all online.
- ★ OU alumna [Holly Dechene spoke to us about completing her Master of Special Education in Special Education with a concentration in ASD](#) online and how that led to her enrollment in the online Animal Assisted Therapy program.
- ★ We heard from students who participated in the [Automotive Lighting Program](#), which addressed a very specific need within the auto industry. Through the online program, these students were able to better understand the work that goes into lighting.
- ★ We [highlighted programs like the Animal Assisted Therapy program](#), which is growing to include students from all over the world because it's available online.

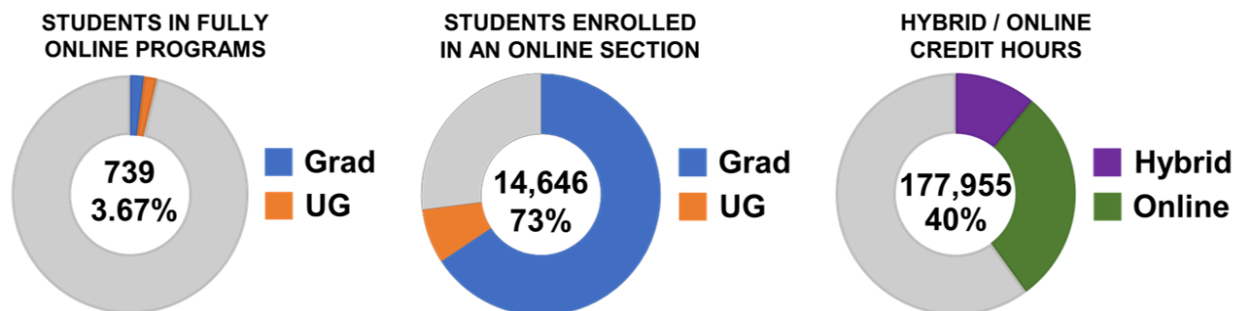
Student Opportunities

Unique student opportunities due to the pandemic:

- ✓ One student spoke to us about the chance he had to help create a [“Zoom” choir performance](#) and the work that went into making it sound great.
- ✓ We demonstrated how students are [continuing to connect through online channels](#), even when organizations can't be on campus.
- ✓ We [celebrated the success of Christina Walker](#), who, despite the pandemic, continued to use online tools to present at various conferences as an undergraduate student.
- ✓ Our blog offered a place for us to share [the story of Danielle Ligocki](#), who finds mentorship of students important, and found a way to connect despite the pandemic.
- ✓ With the help of online tools, [OU alumnus Jeremy Mitchell defended his dissertation](#) in the midst of a pandemic.
- ✓ OU student [Isaac Culos is a US army reservist](#). When he was called up to assist with COVID-19, online classes became the only way he could complete his degree.
- ✓ We offered online learning tips to students, but we also went to [gamers to talk about staying fresh](#) while working at a computer most of the day.

Online Student Enrollment

Some important online student enrollment figures include:



- Students in fully online programs compared to all students: 739 of 20,135 (3.67%)
 - Undergrads: 381 of 16,652 (2% of total undergrads)
 - Grads: 358 of 3,520 (10% of total grads)
- Students enrolled in at least one online section compared to all students: 14,646 of 20,135 (73%)
 - Undergrads: 90% enrolled in at least one online section
 - Grads: 12% enrolled in at least one online section
- Online student credit hours: 177,955 (40% of all credit hours)
 - Hybrid: 48,095 (11%)
 - Online: 129,860 (29%)

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](#) - 363 total participants, 159 participants completed course to receive badge, 4,792 views by 268 users
- [Sample Online Course](#) - 314 views by 219 users

Student Help Documents/Videos

e-LIS created a new [Student Help Library](#) page on our Online Learning website to make it easier for students to find specific information or contact the e-LIS help desk.

New Help Videos: 3	New Help Docs: 12
Total Help Videos: 9 with 4,836 views	Total Help Docs: 19

Goal 2: Advance Faculty Success Through Professional Development and Services

Online Faculty

Due to the pandemic, we had a larger than normal number of faculty teaching online or hybrid courses:

- ❖ Total unique faculty who taught a section: 1,317
- ❖ Unique number of faculty who taught an online course: 714 (54.21%)
- ❖ Unique number of faculty who taught a partially online (hybrid) course: 325 (24.86%)

While the numbers above show around half of the faculty teaching online, in reality we helped faculty transition almost every face-to-face section to online this year. So while sections may not have been coded as online in the student information system (Banner), almost every faculty and student participated exclusively online. This is a huge difference from the previous academic year, where only 39% of faculty taught at least one online section.

Excellence in Online Teaching

On Friday, March 26, e-LIS hosted the virtual Excellence in Online Teaching Celebration to honor all 35 nominees for the Online Teaching Excellence Award. The annual event included an opening by Provost Rios-Ellis, and presentations by Amy Rutledge and Chris Kobus. A complete wrap up of the event is available on the Online Learning blog, [e-LIS hosts excellence in online teaching celebration](#).

Award Winning Online Faculty

- Online Teaching Excellence Award Winner: Phyllis White
- A4EOE 2021 Distinguished Online Faculty Award Winner: Scott Gwinnell
- [2020 University Professional and Continuing Education Association's \(UPCEA\) Central Region Engagement Award](#): [Johanna Hernanadez](#).

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, the courses are offered three times a year. Due to the pandemic pushing so many instructors online, we offered more than twice the sessions, with more faculty per session.

Total Sessions	Part 1 Participants	Part 2 Participants	Total Grads Part 1	Total Grads Part 2
7	125	51	519	82

Research

With research being one of the four OU strategic goals, e-LIS offered their expertise, labs, and equipment up to OU faculty, students, and staff to assist in their projects:

- ❖ Provided virtual reality hardware and support for a research project, [Feasibility of a Computer Role-Playing Game to Promote Empathy in Nursing Students: The Role of Immersiveness and Perspective](#). The participants played through the experiences in either a VR headset or a non-VR gaming laptop. Data was then collected to measure empathy for various characters in the experience. A complete wrap up of the event is available on the Online Learning blog, [OU faculty uses VR to study empathy](#).
- ❖ Provided VR camera hardware and training to members of the Oakland Post for a virtual tour video of their offices.
- ❖ OU faculty [Rebecca Vannest presented her model for teaching group therapy through an online class](#) at the Lilly Conference.

Teaching with Technology Software and Services

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

YuJa	ProctorU	Moodle 3.9, 3.10, 3.11
Blackboard Ally	PureChat	CopyLeaks
Zoom	WebEx Retirement and Migration	Zoom HIPAA

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, Faculty Work Rooms, and Scantron Room. See full information about these rooms at the [e-LIS Tech Tools, Labs and Rooms webpage](#).

Workshops

Due to so many faculty needing to learn a new teaching modality, e-LIS offered 22 more workshops than normal, and had a record number of participants.

- ★ Total number of workshops offered: 72
- ★ Total number of attendees: 1,206
- ★ Jess Tess-Navarro and Christina Moore from CETL collaborated to [create a multi-session, online workshop about increasing student engagement](#).
- ★ New workshop “Moodle: Course Design and Best Practices” offered in summer 2021 that was [designed with student Moodle feedback in mind](#).

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](#) - 863 total participants, 285 views by 74 users
- [Quality Online Certification Course Grads](#) - 176 added participants, 378 views by 158 users
- [e-LIS Online Course Examples](#) - 1,209 total participants, 37 views by 19 users
- [Self-Paced Online Teaching \(SPOT\) Workshop](#) - 194 users took the workshop, with 96 completing the course to receive a badge (305 total as of 6/31/2021)
- [Digital Accessibility Workshop](#) - 164 total participants, 104 participants completed course to receive badge
- [Quality Online Course Example for Faculty](#) - 6 total participants (launched on 5/21/21)

Help Documents/Videos

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: 13	New Help Docs: 61
Total Videos: 68 with 22,652 views	Total Help Docs: 101

Proctoring

While ProctorU has been used for years for online proctoring, we had a record number of exams proctored this year due to the pandemic:

- ❖ Total number of proctored exams: 1,224
- ❖ Total number of proctored student sessions: 19,300

Instructional Design

With the addition of Jess Tess-Navarro to the Instructional Design team, along with ID student and faculty consultant help, the IDs collaborated with faculty to achieve the following:

Courses designed collaboratively: 54	Online Course Quality Reviews: 35	Instructional Design 1 on 1 Consultations: 184
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- Programs/schools our instructional designers worked with include: BIS, CNL, EHS, MEd in ASD, MEd in Early Childhood Education, MEd in Teacher Leadership, MPA, MUS, MBA, NRS PhD.
- Group/department training:
 - Department of Management & Marketing
 - Modern Languages & Literatures
 - Department of Communication, Journalism, and Public Relations
 - School of Health Sciences
 - Online Master of Business Administration
 - Center for Excellence in Teaching and Learning
 - ACM Association for Computing Machinery (student organization)
 - Paralegal Program

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.
 - Updates were given to the President's Cabinet, including the [December 2020 State of Online Learning](#).
- Websites and Promotion
 - Within our e-LIS website, the best performing page was the [Online Programs and Courses](#). 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 May 2021, the page had a bounce rate of 53%.
 - [The Current Students](#) page also had a low bounce rate at 47%.
 - 24 [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 [Help Library](#), which had 10,760 page views between June 30, 2020 and July 1, 2021 and a low bounce rate at 26%.
 - The [e-LIS website homepage](#) had 67,637 views.
 - The [e-LIS Facebook](#) page Likes increased from 464 to 507.
 - The [Online Facebook](#) page Likes increased from 0 to 17.
 - The [e-LIS Twitter](#) page Followers increased by 13 to 211.
 - The [Online Twitter](#) page Followers increased by 108. Monthly Impressions are over 3,000.

Policy and Compliance

New policies/procedures we have in place include:

- [Stipends for Online Program Courses](#)
- [Zoom Cloud Recording Retention Protocol](#)
- [Online Learning Section for Policy 481](#)
- Zoom HIPAA Access Request eForm

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 Spring 2021, the university created an Academic Compliance Committee which includes focus areas in Academic Compliance Plan Development, Online Learning Compliance, HLC Compliance, Accreditation of Individual Programs Compliance, Professional Licensure and Certification Compliance and International Compliance.
- Diane Underwood is on the steering committee and the Academic Compliance Plan Development Focus Area. She is also co-chairing the Online Learning Compliance Focus Area.

Support

We answered a record shattering number of support requests this year:

Total support requests: 6,532	Faculty/Staff support requests: 4,899	Student support requests: 1,633
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Video Conferencing Sessions

OU had four video conferencing options during this year: Zoom, YuJa, WebEx, 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 very high.

Zoom: 223,029	YuJa: 8,020	WebEx: 7,925 (contract ended 12/30/20)	Total video conference sessions: 238,974
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Lecture Captures

Lecture capture was always popular in certain departments, but with the necessity to move everything online, we saw an exponential increase in usage for the two different systems.

Panopto: 21,224	YuJa: 5,249	Total lecture captures: 26,473
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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

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:

- First Year Advising Center (FYAC) - Student Orientation e-Space
- Graduate Student Research Conference - Online Conference via Zoom
- Student Congress (OUSC) - Moodle Feedback Survey & e-LIS Workshop
- Zoom Distributed Support Team - Networking and Communications/Updates
- School of Nursing (SON) - Accreditation eSpaces
- School of Engineering & Computer Science (SECS) - Augmented Reality Center
- Student Business Services (SBS) - Canceled Students Report
- Registrar, Advisors & Admissions - Moodle Access Reports

Goal 4: Cultivating e-LIS Success

Staff Accomplishments

- ★ Shaun and Diane completed their Project Management Professional (PMP) certification.
- ★ Matt celebrated his 10 year anniversary.
- ★ Eric celebrated his 15 year anniversary.
- ★ Eric won a [2021 AP Reward](#).
- ★ Nic won the 2020 Team Award for his work in creating the Dept of Student Success' Academic Empowerment Series eSpace.
- ★ Shaun won the [2021 Excellence in Teaching Award](#).
- ★ Shaun, John, Nic, and Jess won the top three spots in the English department's graduate student/alumni [flash fiction contest](#): First place: Shaun Moore, "[The Sorting Man](#)", Second place (tie): Nic Bongers, "[Fallen](#)"; John Coughlin, "[The Aging Gamer](#)", Third place: Jess Tess-Navarro, "[Awake](#)".
- ★ The e-LIS staff was recognized at the [AP Assembly's December 2020 meeting](#) for going above and beyond in the midst of a pandemic.
- ★ Dan completed a three-year term as AP Assembly President.
- ★ Dan was appointed Vice-chair at Large for Research for UPCEA eDesign Collaborative.

Staff Professional Development

- Vivecon virtual VR conference (Matt).
- Educause New Manager's Institute (Kate).
- 2021 Transforming the Teaching & Learning Environment virtual conference (Shaun, Nic, Jess, Dan, and Kate).
- Moodle Moot online conference (Shaun, Dan, Kate, Nic, Jess, Eric, and Matt).
- Lilly ITLC Conference online (Shaun, Jess, Dan, and Kate).
- Zoomtopia online conference (Shaun, Dan, and Kate).
- OLC Accelerate conference (Shaun, Nic, Jess, Dan, Kate, and Diane).
- UPCEA Marketing and Enrollment Management conference (Diane and Rebecca)
- Anderson University Fall 2020 Design and Tech Forum online conference (Shaun and Nic).
- ILL's Agile and Scrum Online Conference 2021 (Diane).
- ILL's Leadership and Innovation Online Conference 2021 (Shaun and Diane).
- PMI Great Lakes Symposium (Shaun and Diane).
- International Project Management Day 2020 (Shaun and Diane).
- UPCEA Leadership Certificate program (Shaun and Dan).

Staff Presentations

- ✓ Shaun hosted four eDC ThinkTanks, with Washington State University, Appalachian State University, Western Kentucky University, and Cal State East Bay.
- ✓ Shaun hosted three A4EOE micro-seminars.
- ✓ Shaun and Dan presented at the 2021 UPCEA SOLA+R conference.

- ✓ Nic, Jess, Dan, and Kate presented at the Great Lakes Regional Student Success Conference online.
- ✓ Shaun gave the keynote presentation for the PAC Symposium, and Dan and Kate did a presentation.

Staff Research

- ✓ Shaun and Dan completed year two of a current 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 submitted their “What is an ID” research article to the Authors at OU.
- ✓ The ID team partnered with Northwestern staff to record short video testimonial snippets of lessons learned and ID observations during the pandemic that will be published on YouTube and on a website.
- ✓ Shaun worked with Richard Olawoyin as a CO-PI on a million dollar NSF S-STEM grant that was submitted in Winter 2021.

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 Steering Committee (Diane)
- Academic Computing Committee (Shaun)
- Academic Council (Shaun)
- Administrative Council (Shaun)
- AP Assembly Executive Board (Dan)
- AP Assembly Recognition Committee Chair (Dan)
- CETL Advisory Board (Jess)
- Campus Development & Environment Committee (CDEC) (Nic)
- DEI Accessibility Subcommittee (Dan)
- DEI LGBTQI+ Subcommittee (Dan)
- Distributed Technology DTS (Dan, John, Eric, Matt, Nic, and Shaun)
- Diversity, Equity, and Inclusion (DEI) Council (Dan)
- Emergency Management Advisory Committee (Shaun)
- Excellence in Academic Advising, Learning Subcommittee (Dan)
- Google Storage Planning Committee (Dan)
- Graduate Council (Shaun)

- Online Learning Compliance Focus Area (Diane)
- PACE Director's Committee (Diane)
- Strategic Enrollment Management Committee (Shaun)
- University Committee on Undergraduate Instruction (UCUI) (Shaun)

Appendices

Appendix A: Online Courses

While the annual report spans from July 1, 2020 through June 30, 2021, that cuts through summer semesters. The reporting period used was the academic year 2020-2021 (Fall 2020, Winter 2021, and Summer 2021). 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	7,887	448,475	2,541	1,317
Online	1,934 (24.5%)	129,860 (29.0%)	848 (33.4%)	714 (54.2%)
Hybrid	752 (9.5%)	48,095 (10.7%)	415 (16.3%)	325 (24.9%)
Non-Online/ Non-Hybrid	5,201 (65.9%)	270,520 (60.3%)	1,808 (82.9%)	1,046 (79.4%)

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). Note that most face-to-face sections throughout the pandemic were not declared as online in that system, and this is why the number of online sections, for instance, only shows 25%. In reality, because of the pandemic, almost all instruction took place exclusively online. Even disregarding this quirk in the data, participation in online sections by faculty and students was about 10-20% higher than the previous year.

Moodle Course Usage				
Items on Moodle Page	Sections	Total Sections	Percent of total	Use Type
1	5,765	7,436	78%	Minimal
2	5,610	7,436	75%	Minimal
3	5,524	7,436	74%	Minimal

4	5,465	7,436	73%	Light
5	5,414	7,436	73%	Light
10	5,263	7,436	71%	Medium
15	5,113	7,436	69%	Medium
20	4,939	7,436	66%	Heavy
30	4,566	7,436	61%	Heavy
40	4,156	7,436	56%	Heavy
50	3,766	7,436	51%	Heavy

Data above shows the number of courses out of 7,436 total courses in Fall 2020, Winter 2021, and Summer 2021 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.

View the [Year End Report Data Academic Year 2020-2021 \(Fall 2020, Winter 2021, and Summer 2021\)](#) sheet for more detailed information.

Appendix B: Online Programs

OU currently has 33 online programs total: 3 bachelors, 11 masters, 9 certificates, 3 doctoral, 7 continuing education. See the [OU Online Programs webpage](#) for full program information.

Undergraduate Online Programs (3)

- Bachelor of Integrative Studies
- BSN Degree Completion Sequence for RNs
- BS in Environmental Health and Safety

Online Master's Programs (11)

- MM in Music Education
- Master of Public Administration
- Master of Business Administration
- MSN in Forensic Nursing
- MAT in Reading and Language Arts
- MEd in Higher Education Leadership
- MEd in Special Education with Concentration in Autism Spectrum Disorder
- MEd in Special Education with Concentration in Emotional Impairment
- MEd in Special Education with Concentration in Specific Learning Disability
- MS in Engineering Management
- MS in Safety Management

Graduate Certificate Programs (9)

- Business Essentials
- Autism for Multiple Disciplines
- Autism Spectrum Disorder Education: Basic
- Autism Spectrum Disorder Education: Advanced
- Emotional Impairment: Basic
- Emotional Impairment: Advanced
- Specific Learning Disability: Basic
- Specific Learning Disability: Advanced
- Oncology Rehabilitation

Doctoral or Specialist programs (3)

- Doctor of Nursing Practice
- Ph.D. in Nursing
- Education Specialist in Leadership.

Professional and Continuing Education programs (7)

- Animal Assisted Therapy
- Digital Marketing Certificate
- Project Management
- Quantitative Methods
- Automotive Lighting Certificate
- Mindful Well-Being for Nurses
- Responding to Anxiety: A Mindful Program

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 2020, Winter 2021, and Summer 2021). 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), the “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	20,135	739	3.67%
Student Enrollments	14,1973	3,268	2.30%
Student Credit Hours	448,368	11,033	2.46%
Unique Students in Online Track Program by Level			
PH Doctoral & Ed Specialist	899	68	7.56%
PB Post Bachelor	1,020	41	4.02%
GR Graduate	2,581	290	11.24%
UG Undergraduate	15,644	340	2.17%
PD Graduate Professional Dvlpmnt	55	0	0.00%
E2 ESL Center	30	0	0.00%
Unique Students in Online Track Program by School/College			
HS School of Health Sciences	2,207	56	2.54%
AS College of Arts and Sciences	5,975	24	0.40%
UP University Programs	797	1	0.13%
EG School of Egr. and Comp. Sci.	3,612	62	1.72%
ED School of Ed. and Human Svcs.	2,123	189	8.90%
NR School of Nursing	1,928	364	18.88%
BA School of Business Admin.	3,107	43	1.38%
99 All Colleges	22	0	0.00%
00 No College Designated	774	0	0.00%
J1 Arts & Sci and School of Egr	131	0	0.00%
Unique Students in Online Track Program by Primary Major (Only majors with at least one online track student shown)			
4500 Reading and Language Arts	41	23	56.10%
4819 Autism Spectrum Disorder Adv	16	9	56.25%
4821 Emotional Impairment Advanced	4	2	50.00%

4668 Higher Ed Leadership	47	39	82.98%
7040 Nursing (Completion Sequence)	341	341	100.00%
7450 Nursing	12	1	8.33%
4651 Leadership	60	59	98.33%
4615 Teacher Leadership	10	10	100.00%
4800 Special Education	139	35	25.18%
2305 Music Education	14	1	7.14%
5560 Engineering Management	170	62	36.47%
4820 Autism Spectrum Disorder Basic	14	11	78.57%
3900 Business Administration	351	35	9.97%
6228 Oncology Rehabilitation	5	5	100.00%
2560 Public Administration	57	23	40.35%
6042 Environmental Health & Safety	111	39	35.14%
3910 Business Essentials	10	8	80.00%
7400 Nursing Practice	12	8	66.67%
7300 Forensic Nursing	31	14	45.16%
6045 Safety Management	12	12	100.00%
4822 Emotional Impairment Basic	2	2	100.00%
7605 Integrative Studies	270	1	0.37%

Unique Students in Online Track Program by Degree

(Only degrees with at least one online track student shown)

MPA Master of Public Administration	57	23	40.35%
MSN Master of Science in Nursing	162	14	8.64%
PHD Doctor of Philosophy	513	1	0.19%
BIS Bach of Integrative Studies	355	1	0.28%
MED Master of Education	254	84	33.07%
MAT Master of Arts in Teaching	132	23	17.42%
GC Graduate Certificate	138	37	26.81%
MBA Master of Bus Administration	388	35	9.02%
BSN Bachelor of Science In Nursing	1,641	341	20.78%
EDS Education Specialist	60	59	98.33%
DNP Doctor of Nursing Practice	107	8	7.48%
MM Master of Music	26	1	3.85%
MS Master of Science	912	74	8.11%
BS Bachelor of Science	8,153	39	0.48%

Unique Students in Online Track Program by Class Standing

(Only class standings with at least one online track student show)

SO Sophomore	3,564	7	0.20%
JR Junior	5,416	13	0.24%

SR Senior	8,105	323	3.99%
FR Freshman	2,061	2	0.10%
U2 Second Undergraduate Degree	87	40	45.98%
G2 Graduate Certificate	165	37	22.42%
U5 PB Prep for Second Degree	87	1	1.15%
M Master's	2,425	254	10.47%
ES Education Specialist	60	59	98.33%
D Doctoral	817	9	1.10%

Total sections university wide: 7,887

Total online sections university wide: 1,934

Online Sections Offered PerSchool/College					
School/ College	Number of online sections	Number of all sections	Percent of sections that are online	Percent college contributes to university wide online section count (1,934)	Percent college's online sections contribute to the university wide sections count irrespective of schedule type (7,887)
AA - Academic Affairs	0	63	0%	0%	0%
AS - College of Arts and Sciences	1,287	4,118	31%	67%	16%
BA - School of Business Admin.	104	731	14%	5%	1%
ED - School of Ed. and Human Svcs.	207	901	23%	11%	3%
EG - School of Egr. and Comp. Sci.	121	1,158	10%	6%	2%

HC - Honors College	11	72	15%	1%	0%
HS - School of Health Sciences	101	453	22%	5%	1%
KL - Kresge Library	2	2	100%	0%	0%
NR - School of Nursing	94	378	25%	1%	1%
UP - University Programs	7	10	70%	0%	0%

Appendix C: Online Enrollment

Online Enrollment		
	Student Enrollments	Unique Students
Total	142,002	20,135
Online	35,872 (25.3%)	14,662 (72.8%)
Hybrid	13,524 (9.5%)	8,060 (40.0%)
Non-Online/Non-Hybrid	92,606 (65.2%)	17,920 (89.0%)

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		
School/College	Number of Students	Percentage of Students
00 - No college designated	543 of 803	68%
99 - All Colleges	11 of 22	50%
AS - College of Arts & Sciences	4748 of 6041	79%
BA - School of Business Administration	2224 of 3133	71%
ED - School of Education and Human Services	1378 of 2144	64%
EG - School of Engineering and Computer Science	2177 of 3654	60%
HS - School of Health Sciences	1792 of 2223	81%
J1 - Arts & Sci and School of Egr	95 of 133	71%
NR - School of Nursing	1556 of 1947	80%
UP - University Programs	680 of 816	83%

Percentage of Students enrolled in at least 1 Online Section Broken Down by Class Standing	
	Percentage of Students
Freshman	73%
Sophomore	79%
Junior	71%
Senior	72%
Graduate	53%

Appendix D: e-LIS Workshops

- Assignment Activity: Everything You Need to Know
 - 9/8/2020 3 - 4 p.m.
- Book Resource: Moodle's Best Kept Secret
 - 9/17/2020 3 - 4 p.m.
- Blackboard Ally Accessibility Tool Faculty Training,
 - 9/23/2020 3 - 4:30 p.m.
- Copyleaks Assignments in Moodle: Prevent and Detect Plagiarism
 - 4/1/2021 3 - 4 p.m.
- Forum Variety: How to Master Moodle's Forum Activity
 - 9/9/2020 1:30 - 2:30 p.m.
- Gradebook Setup: Do it Now Before It's Too Late!!
 - 8/11/2020 3 - 4 p.m.
 - 11/19/2020 3 - 4 p.m.
 - 12/2/2020 1:30 - 2:30 p.m.
 - 9/10/2020 1:30 - 2:30 p.m.
- Introduction to YuJa
 - 7/1/2020 2 - 3 p.m.
 - 7/8/2020 11 a.m. - 12 p.m.
 - 7/16/2020 1 - 2 p.m.
 - 7/29/2020 2 - 3 p.m.
 - 8/4/2020 1 - 2 p.m.
 - 8/6/2020 3 - 4 p.m.
 - 8/13/2020 11 a.m. - 12 p.m.
 - 8/17/2020 3 - 4 p.m.
 - 9/8/2020 3 - 4 p.m.
 - 9/21/2020 4 - 5 p.m.
- Lunch Bytes--Teaching with Technology
 - 9/24/2020 12 - 1 p.m.
 - 10/29/2020 10:30 - 11:30 a.m.
 - 11/19/2020 12 - 1 p.m.
 - 1/28/2021 12 - 1 p.m.
 - 2/17/2021 12 - 1 p.m.
 - 3/24/2021 12 - 1 p.m.
- Moodle Accessibility Workshop
 - 6/15/2021 1:30 - 2:30 p.m.
- Moodle Advanced: Create Engaging Content with H5P
 - 8/12/2020 3 - 4 p.m.
 - 2/2/2021 3 - 4 p.m.
 - 9/22/2020 3 - 4 p.m.
 - 11/17/2020 3 - 4 p.m.
 - 6/15/2021 3 - 4 p.m.
- Moodle Advanced: How to Create Interactive Grading Rubrics

- 9/10/2020 3 - 4 p.m.
 - 1/28/2021 3 - 4 p.m.
- Moodle Assignments
 - 8/6/2020 3 - 4 p.m.
 - 6/9/2021 1:30 - 2:30 p.m.
- Moodle Course Design and Best Teaching Practices
 - 6/10/2021 3 - 4 p.m.
- Moodle Forums, Nic Bongers
 - 8/5/2020 3 - 4 p.m.
 - 3/9/2021 3 - 4 p.m.
 - 6/22/2021 1:30 - 2:30 p.m.,
- Moodle General Course Design and Setup
 - 11/18/2020 3 - 4 p.m.
- Moodle Introduction for New Users
 - 8/4/2020 3 - 4 p.m.
 - 9/8/2020 1:30 - 2:30 p.m.
 - 6/8/2021 1:30 - 2:30 p.m.
- Moodle - Setting Up Group Work for Students Online
 - 9/9/2020 3 - 4 p.m.
- Moodle Winter Institute
 - 1/19/2021 3 - 4 p.m.
- Panopto
 - 9/15/2020 3 - 4 p.m.
 - 11/16/2020 1:30 - 2:30 p.m.
- Quizzes: Create and Deliver Quizzes with Ease
 - 9/17/2020 1:30 - 2:30 p.m.
 - 11/13/2020 3 - 4 p.m.
 - 11/19/2020 1:30 - 2:30 p.m.
 - 6/9/2021 3 - 4 p.m.
- Remote Lecture Workshop (Zoom, YuJa, Google Meet, Panopto)
 - 8/13/2020 1:30 - 2:30 p.m.
 - 11/11/2020 3 - 4 p.m.
 - 11/12/2020 1:30 - 2:30 p.m.
 - 6/16/2021 1:30 - 2:30 p.m.
- Setting Up Your Gradebook in Moodle
 - 6/10/2021 1:30 - 2:30 p.m.
- Start Recording Lectures Today!
 - 1/27/2021 3 - 4 p.m.
- Video Conferencing for Online Classes
 - 9/16/2020 3 - 4 p.m.
- YuJa: Create Recordings
 - 8/11/2020 1:30 - 2:30 p.m.
 - 9/15/2020 1:30 - 2:30 p.m.
 - 11/17/2020 1:30 - 2:30 p.m.

- 6/17/2021 1:30 - 2:30 p.m.
 - 8/3/2021 3 - 4 p.m.
- YuJa: Manage Media
 - 8/12/2020 1:30 - 2:30 p.m.
 - 9/16/2020 1:30 - 2:30 p.m.
 - 6/17/2021 3 - 4 p.m.
- Zoom Workshop
 - 9/24/2020 3 - 4 p.m.
 - 11/16/2020 3 - 4 p.m.
 - 12/2/2020 3 - 4 p.m.
 - 1/8/2021 3 - 4 p.m.
 - 1/26/2021 3 - 4 p.m.
 - 6/16/2021 3 - 4 p.m.