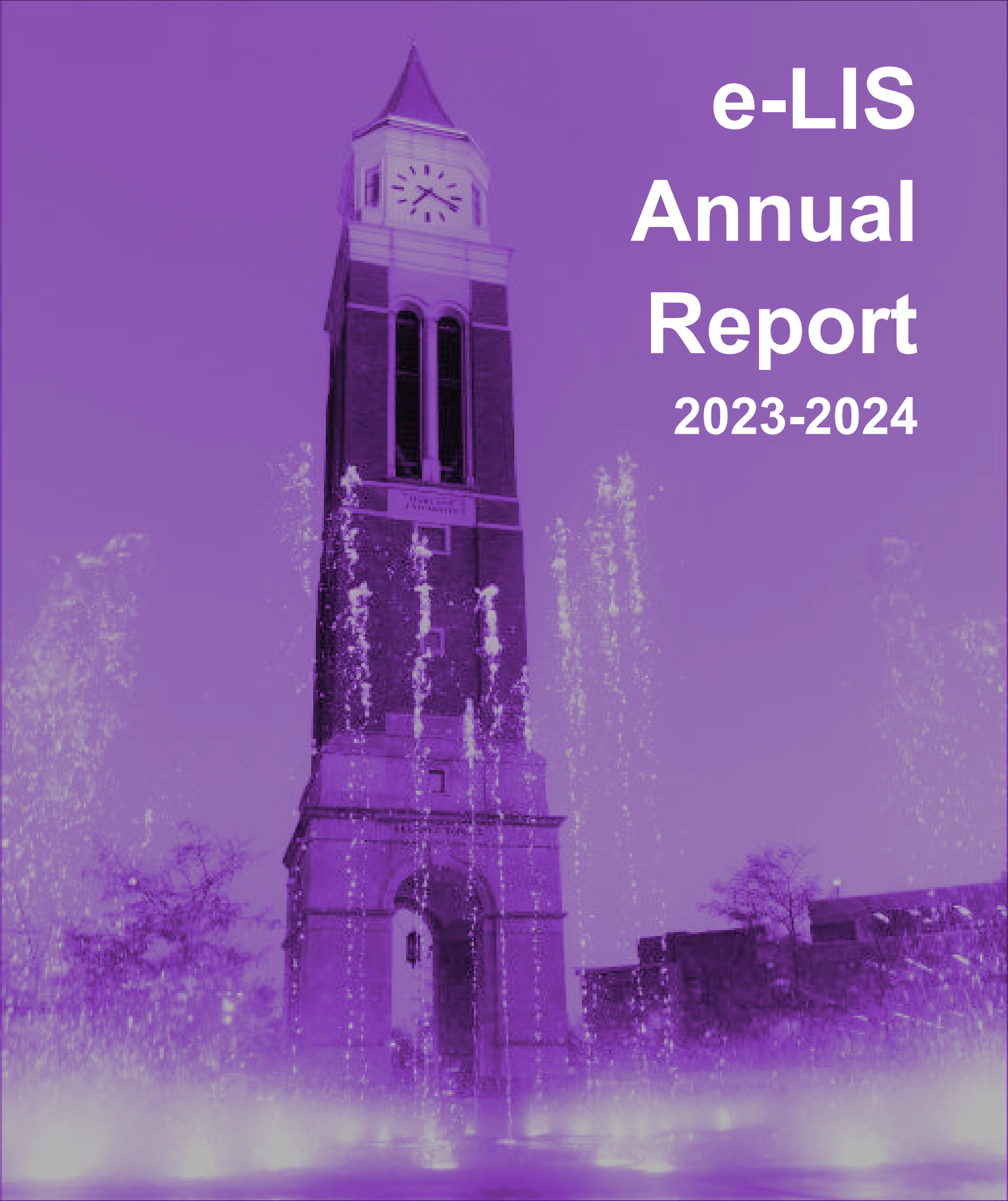


The background of the cover is a photograph of the Oakland University clock tower, a tall brick structure with a clock face near the top. The entire image is overlaid with a semi-transparent purple filter. To the right of the tower, the title 'e-LIS Annual Report 2023-2024' is written in white, bold, sans-serif font.

e-LIS Annual Report 2023-2024

This report covers highlights and data ranging from July 2023 - June 2024.

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Executive Summary

The e-Learning and Instructional Support (e-LIS) department has achieved another record-breaking year in advancing Oakland University's online teaching and learning environment. Despite a decline in overall university enrollment, online percentages remained steady or increased in key areas. In collaboration with deans and Professional and Continuing Education (PACE), we successfully launched 16 new online programs in 2024, bringing the total to 79 online offerings. This includes 64 degree programs (6 bachelor's, 6 minors, 4 undergraduate certificates, 3 combined, 19 master's, 22 graduate certificates, and 4 doctoral) and 15 continuing education programs (non-credit). Our ongoing work with the OU Advance initiative yielded significant progress in the Advance Corporate Partnership process. Additionally, we expanded our official online program types to include Fully HyFlex and Partially HyFlex options. A significant redesign of the e-LIS website was completed, featuring a new comprehensive Instructional Design Services webpage. We also collaborated with Academic Affairs to transfer aspects of the academic compliance process while maintaining full compliance with online regulations. Key technology upgrades and implementations included Moodle 4.4, Zoom AI Companion, H5P Smart Import, and the Moodle Kickstart Plugin.

The instructional design (ID) team marked a milestone by opening the Instructional Design Studio, equipped with lightboard and green screen video recording capabilities. We supported 1,895 online course sections, representing 27% of all OU sections. Notably, 50% of faculty taught online, 74% of students enrolled in at least one online course, and online and hybrid courses accounted for 47% of total credit hours at OU. Although overall enrollment saw a slight decrease, the proportions of online engagement remained consistent with the previous year. The ID and Support teams created 9 new help documents, 5 new instructional videos, 2 new workshop series, and conducted 71 workshops to support online learning. The ID team also collaborated with faculty to develop 103 courses and facilitated 379 one-on-one appointments to prepare faculty for online teaching. Furthermore, 26 faculty members completed the redesigned Quality Online Teaching Certification Course, and 8 new faculty participated in the Self-Paced Online Teaching Workshop. The e-LIS Support team handled 4.9% more support requests than the previous year, totaling 3,855 requests. They also launched the Moodle Upgrades eSpace and concluded the Inclusive & Online Podcast, which achieved over 10,260 downloads globally. The development team continued to enhance key systems, including rewriting custom web applications in PHP, conducting essential system maintenance, and overseeing the successful implementation and enhancement of the e-LIS to Moodle Interface (ETMI).

The dedication and excellence of the e-LIS team were recognized with several awards this year. Half of our full-time employees received honors: Nancy Demo was awarded the Linda Barc Golden Spirit/Service Award; Danielle Nicholson was named OU's January 2024 Employee of the Month; and Chad Bousley, Diane Underwood, and Nic Bongers were recipients of the 2024 AP Reward. Collectively, the e-LIS staff participated in 13 conferences, with several members presenting their work.

Message from the Director



As we adapt to the evolving post-pandemic landscape, our online learning department continues to experience remarkable growth and achievement. Despite a leveling off of overall enrollment, our online enrollment remains on the rise. HyFlex has grown from an official course definition to a full online program type. Our exceptional e-Learning and Instructional Support (e-LIS) team has effectively balanced working both in the office and remotely, which has freed up space for our new Center for Excellence in Teaching and Learning (CETL) office suite mates. This year, we've seen an increase in collaboration with CETL and various campus units. My award-winning staff have excelled in supporting OU's faculty, students, and staff.

This year's theme is excellence, and our team has truly embodied it. We've seen unprecedented growth in online programs, with 16 new offerings - the highest increase in any past year. The e-LIS supported online sections now represent over a quarter of all OU courses. Three-quarters of OU students took an online course and half of OU faculty taught them. Despite maintaining the same team size, our staff has not only met this growth but has expanded their support and service capabilities.

Diane Underwood is spearheading the development of phase two of our Online Program Development Support, focusing on ongoing support for current online programs. Under Dan Arnold's innovative leadership, the Support team has enhanced the Moodle upgrade process by incorporating feedback from the OU community. Nic Bongers and the Instructional Design team have more than doubled their one-on-one sessions with faculty and introduced the Instructional Design Studio, featuring lightboard and green screen capabilities. John Coughlin and the Development team have successfully implemented and improved the e-LIS to Moodle Interface (ETMI), a custom integration between Banner and Moodle.

Our staff's excellence has not gone unnoticed. Five of our ten full-time employees have received awards this year. Nancy Demo was honored with the Linda Barc Golden Spirit/Service Award, Danielle Nicholson was named OU's January 2024 Employee of the Month, and Chad Bousley, Diane Underwood, and Nic Bongers were recognized as 2024 AP Reward recipients. I am continually impressed by the dedication and achievements of our team. Their exceptional work has been vital in supporting our record number of programs and courses, as highlighted in this year's report.

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.

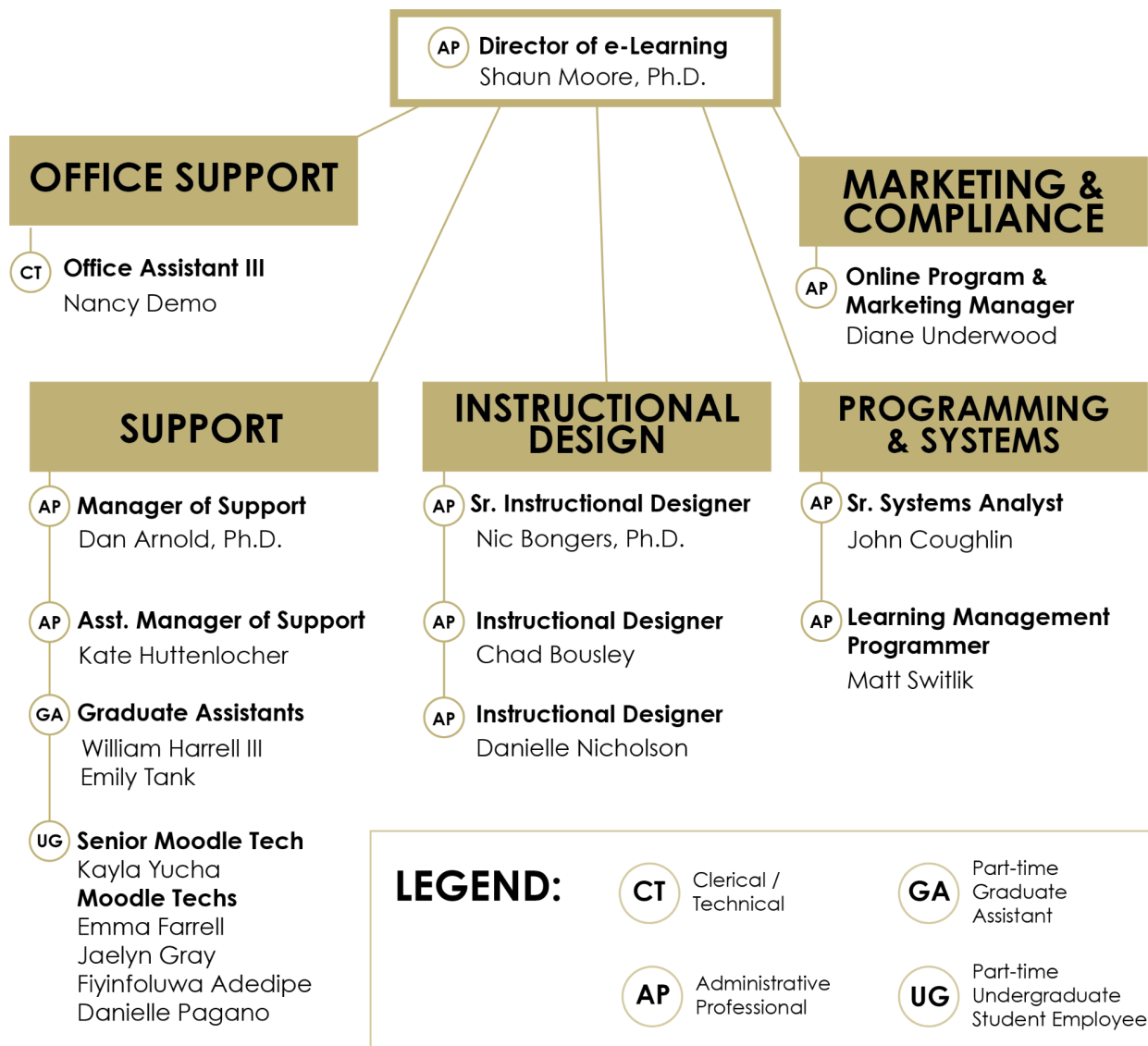
Inclusivity - Incorporating multiple voices and experiences by valuing diverse identities, perspectives, and backgrounds. Leveraging technology to increase accessibility and remove barriers.

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

- 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 services](#)
 - [Workshops, training, and development](#)
- 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](#)
 - [Disclosures and Complaints](#)
 - [Zoom Cloud Recording Retention Protocol](#)
 - [Digital Accessibility](#)

Organizational Memberships

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

OLC	UPCEA	NC-SARA	MHEC
SAN	A4EOE	ETOM	WCET

Main Goals and Initiatives 2023/2024

e-LIS main accomplishments from this year include:

Furthered the Online Learning Strategic Enrollment Management Plan

- Based on the 2023 Burning Glass market research reports, worked with the deans and PACE to launch 16 new [online programs](#) in 2024, 15 degree programs and 1 continuing education.
- Worked with the Registrar's Office to create two new official [online program types](#) - Fully HyFlex and Partially HyFlex.
- Participated in the [OU Advance](#) initiative with a Year 2 report, updated Online SEM Numbers report, online quality services, badge implementation, marketing suggestions, and Advance Corporate Partnership processes added.
- Redesigned and updated the [e-LIS](#) website, with a new comprehensive [Instructional Design Services](#) webpage. Updated the [Online Learning](#) website, with links to newer landing pages and updated market research information to improve online program marketing efforts.
- Worked with Academic Affairs to teach and transfer parts of the academic compliance process over to them, while still ensuring we are in compliance with all online regulations.
- Greatly updated entries in 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 4.4 upgrade (LMS System)
- H5P New Content Types (LMS Feature)
- Zoom AI Companion (Zoom Feature)
- H5P Smart Import (AI Content Generator)
- Moodle Kickstart Plugin (LMS Feature)
- Upgraded multiple Moodle LTIs to current LTI 1.3 standard (LMS Feature)
- TinyMCE Editor added to Moodle (LMS Feature)
- e-LIS to Moodle Interface (ETMI) (LMS Feature)

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

- Planned and supported online instruction for 1,895 online course sections, accounting for 27% of all OU sections.
- Began development of process for phase two of Online Program Development support, an Ongoing Online Program Support Process where we offer more support to currently running online programs.
- Collaborated with institutional partners on academic compliance procedures to ensure requirements for online programs and courses are met.
- Created 9 new help documents, 5 new help videos, and 2 new workshop series.

- Assisted faculty in online teaching preparation. 26 faculty members completed the QOTCC: 18 re-certified and the 8 newly certified faculty also successfully completed the Self-Paced Online Teaching Workshop.
- Implemented faculty survey data to gather data and improve our professional development offerings and instructional design services, and redesigned ID website.
- Assisted faculty with 479 Instructional Design Services
- Collaborated with faculty to develop or redesign 103 online courses
- Created an Early Alert System template with current best practices that faculty can use for early student engagement.
- Opened the Instructional Design Studio space with lightboard and Green Screen video recording capabilities.
- Wrapped up the [Inclusive & Online Podcast](#), with a little over 10,260 downloads from around the world since its debut in April 2022.
- Launched the [Moodle Upgrades eSpace](#) with a new process to receive feedback from the OU community on Moodle upgrades.
- Assisted faculty, staff, and students with 3,855 support requests received.
- Updated e-LIS and Online Learning websites and transitioned to new T4 CMS.
- Rewrote custom web applications (e.g.: course evaluation system) in the more supportable PHP language, and migrated them to a new PHP server.
- Oversaw the successful implementation and continued improvement of 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 PHP (code) version 7.4 to 8.2, and Postgres (database) version 10 to 14.

Main Goals and Initiatives 2024/2025

e-LIS goals for next year include:

- ☐ Support units with Online Program Development support by guiding them through the stages, assisting with market research, and gathering institutional competition data to identify new online program opportunities and best practices for offering online programs. Share this information with the relevant deans, chairs, and program coordinators.
- ☐ Develop phase two of the Online Program Development support, an Ongoing Online Program Support Process where we offer more support to currently running online programs. This will include surveying course coordinators to see how we can best support their programs after launch, creating a process for meeting with coordinators and getting updated information to them and continued support for their running programs.
- ☐ Partner with e-LIS support, IDs, and CETL to create new professional development opportunities for faculty and staff, including new workshops focused on AI, as well as teaching and learning conferences.

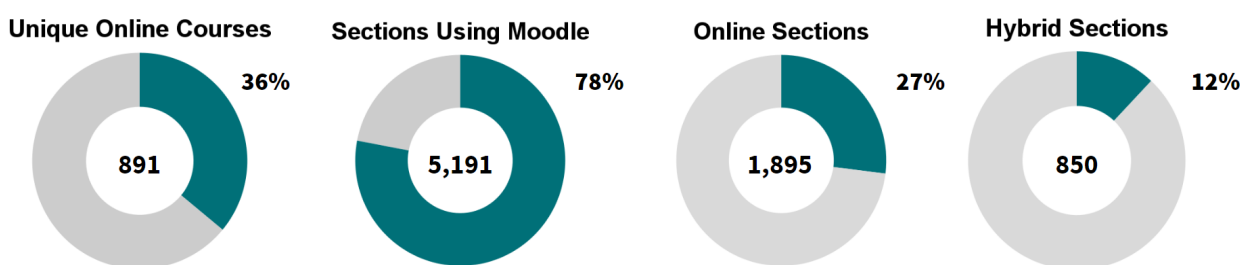
- ☐ Collaborate with institutional partners to create and implement academic compliance procedures to ensure requirements for online programs and courses are met.
- ☐ Continue development and implementation of a digital marketing strategy for online learning and e-LIS faculty development offerings.
- ☐ Promote faculty, student, and staff success by supporting the online learning environment.
- ☐ Produce and share a monthly podcast focused on online learning.
- ☐ Grow the Moodle faculty testing group to assist with testing new Moodle releases.
- ☐ Research how generative AI influences teaching and learning with a focus on implications for online learning. Create professional development offerings.
- ☐ Create an internal Instructional Design Team handbook to document ID team processes and training.
- ☐ Create ID team mentorship opportunities for ID Team to increase skill sets & creativity.
- ☐ Assess and convert synchronous workshop offerings to asynchronous self-paced workshops based on faculty needs and prior workshop data.
- ☐ Launch new spotlight workshops to highlight on-demand e-LIS resources.
- ☐ Evaluate and update existing student help resources to improve their online learning experience and better support student success.
- ☐ Pilot and launch badging program for on-demand eSpaces.
- ☐ Test emerging versions of Moodle and upgrade to those versions. Update all documentation and videos, and create workshops to assist with the major user interface update.
- ☐ Continually update the moodle environment to ensure technical currency and compliance with security standards.
- ☐ 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.
- ☐ Improve the ETMI custom integration between Banner and Moodle for eventual release to the wider education community.
- ☐ 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.

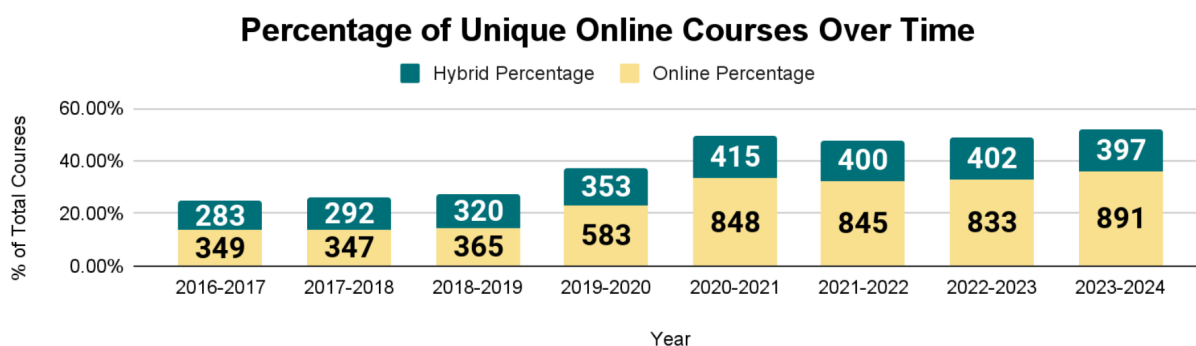
Online Courses

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



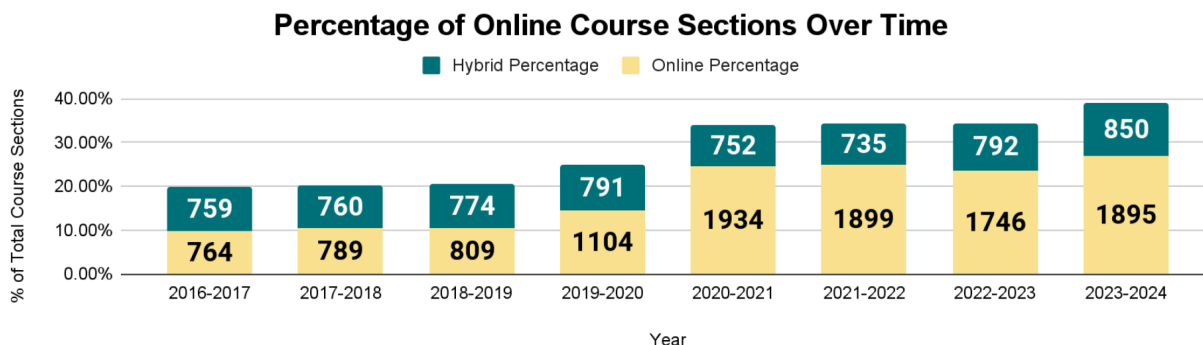
The figures above for everything other than Sections Using Moodle come from data in the student information system (Banner). We saw moderate growth in the percentages of all the above areas this year. This continues the trend in online and hybrid courses' popularity.

While 5,191 course sections (78%) used Moodle at least minimally, with at least one item posted to the Moodle page (e.g.: a syllabus), 4,321 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

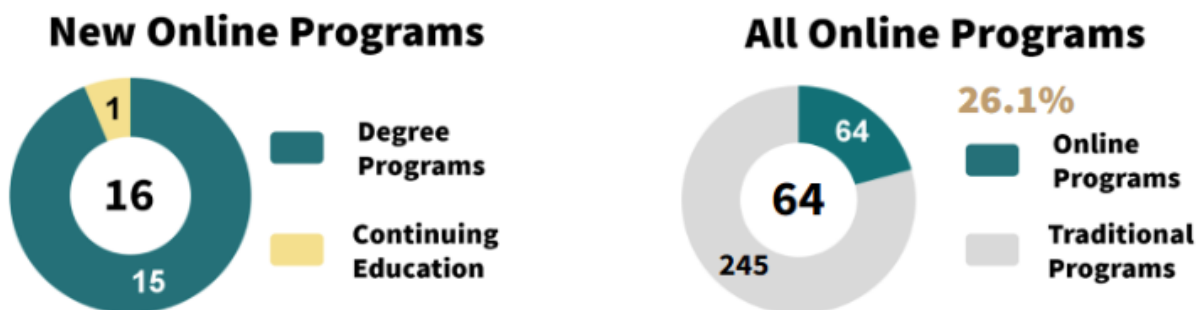
courses made up around 25% of all OU courses offered from 2016-2019, that percentage ramped up over the past few years to account for slightly more than half of the unique courses in 2023-2024.



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 2016-2019, and then ramping up to almost 40% of all sections offered these past few years, a 5% increase since last year.

Online Programs

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



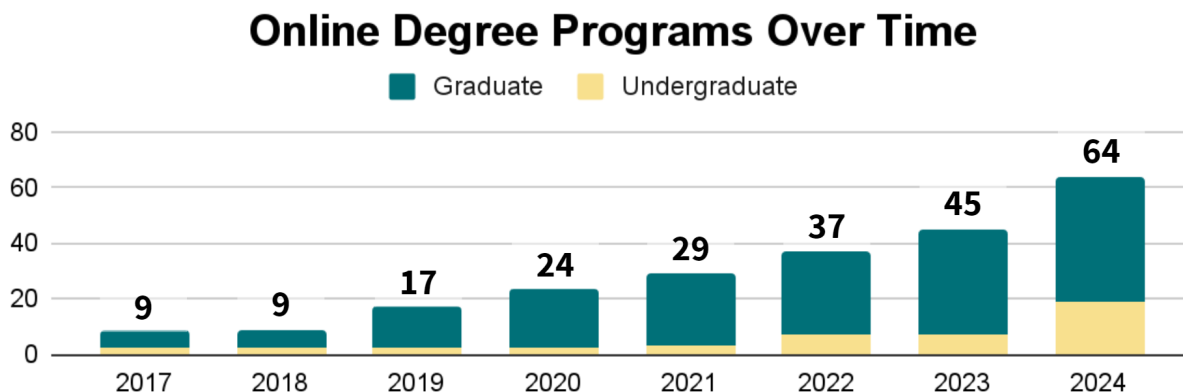
As shown above, there were 16 new online programs added in 2024, 15 degree programs and 1 continuing education:

- Degree Programs
 - CAS
 - BA in Professional and Digital Writing
 - Graduate Certificate in Teaching English to Speakers of Other Languages
 - SBA
 - International Management Minor
 - SEHS

- BS in Human Resources Development
- Master of Organizational Leadership
- Post Master's Certificate in School Administration
- Undergraduate Certificate in Lean
- Human Resources Development Minor
- Learning and Development Minor
- Lean Management Minor
- SHS
 - Graduate Certificate in Environmental Protection
 - Graduate Certificate in Human Factors and Ergonomics
 - Graduate Certificate in Teaching and Learning for Health Sciences Professionals
 - Recreational Leadership Minor
 - Environmental Health and Safety Minor
- Continuing Education (PACE)
 - Advanced Placement Institute

Including the non-credit programs, as of 2024, OU offers 79 online programs:

- 64 degree programs (6 bachelors, 6 minors, 4 undergraduate certificates, 3 combined, 19 masters, 22 graduate certificates, 4 doctoral)
- 15 continuing education (non-credit)

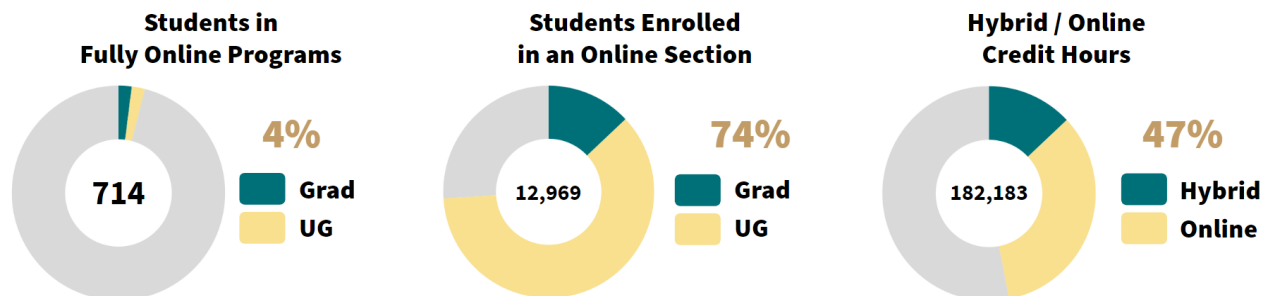


The chart above shows the continued explosive growth in online degree programs over the past 6 years. While the number of programs stayed at 9 until 2018, it has steadily and consistently grown from that time to the 64 online degree programs we offer in 2024, a 42% increase from last year.

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

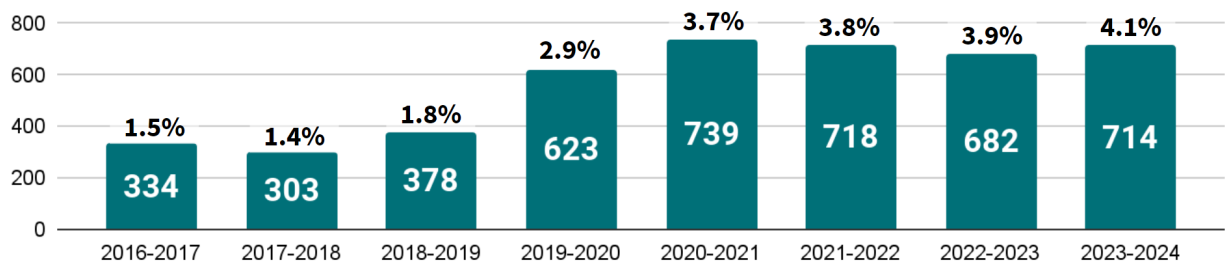
Online Enrollment

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



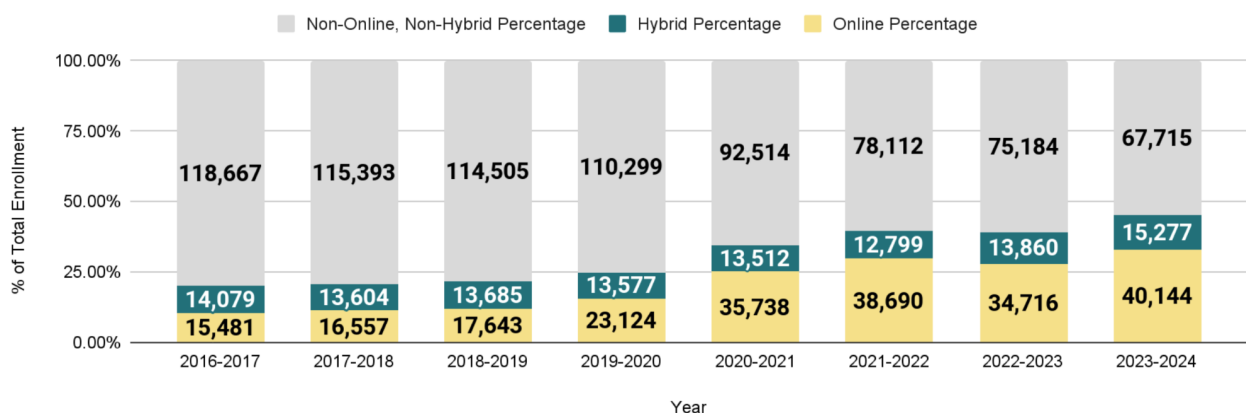
The figures above all show slight percentage growth compared to last year, with hybrid/online credits increasing the most, from 44% in 2022-2023 to 47% in 2023-2024.

Online Program Students Over Time



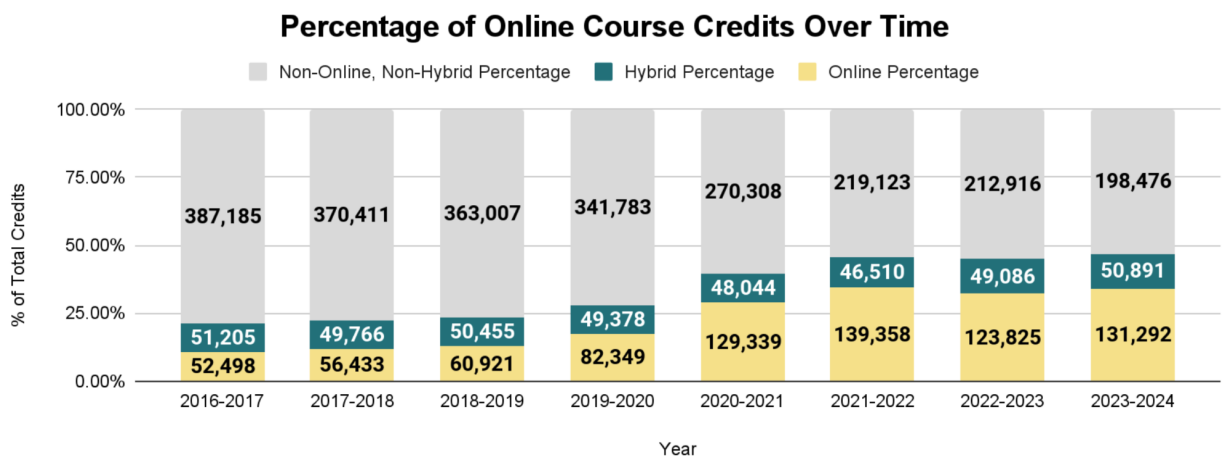
The number of online program students increased slightly this year from 682 to 714, representing 4.1% of total students enrolled in programs, the highest overall percentage we've had to date.

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, 45% of course section enrollments were in online or hybrid courses, a 5% increase since last year.

The popularity of online sections can be seen in waitlist numbers. When looking two weeks before the Fall 2024 semester starts, of the 421 sections with a waitlist, 230 (54%) are online. Online sections have an average waitlist of 24% 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 6% increase in online credit hours, and a 4% growth of hybrid credit hours. Credits from online and hybrid courses account for almost 50% of total credits, a 5% increase since last year.

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](#) - 1,346 total participants. 104 participants completed the course this fiscal year to receive a badge. 3,198 views by 279 users.
- [Sample Online Course](#) - 163 views by 121 users.

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.

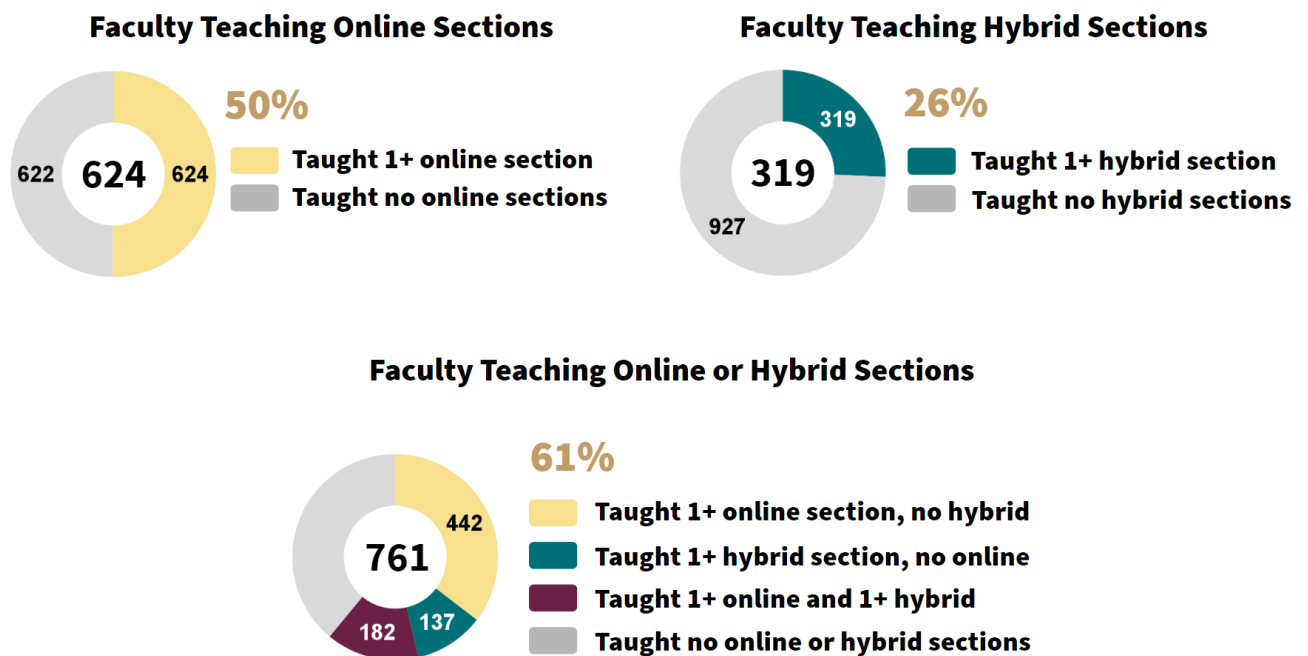
Total Help Videos: 25	New Help Docs: 1
New Views: 2,744 Total Video Views: 21,349	Total Help Docs: 26

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 figures above all show slight percentage growth compared to last year, with the percentage of faculty teaching online or hybrid courses climbing to 50% of all faculty teaching an online section.

Workshops

- ★ Total number of workshops offered: 71
- ★ Total number of attendees: 139
- ★ The Instructional Design (ID) team presented custom workshops to departments in PACE, NRS, CETL, OUWB, CEME, and Public Health.
- ★ The ID team collaborated with CETL to host a workshop on productive online teaching practices.

- ★ The ID team hosted an end-of-the-semester extravaganza for faculty to assist with wrapping up their semester in the Fall and Winter.
- ★ New sandbox series workshops offered in the summer to give faculty and staff the opportunity to build various H5P activities (fill in the blank, image hotspot, question set, crossword puzzle).

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

Excellence in Online Teaching

On 3/8/24, e-LIS hosted the Excellence in Online Teaching Celebration as an open house style event to honor all 5 nominees for the Online Teaching Excellence Award. The annual event included poster sessions by Suzanne Spencer-Wood, Kim Holka, Helena Riha, and Rebecca Malatesta. Associate Provost Nivedita Mukherji was also in attendance. The informal nature of the event provided a great opportunity for networking, discussions, and hands on demonstrations of e-LIS resources.

Award Winning Online Faculty/Programs

- Online Teaching Excellence Award Winner: Helena Riha

Quality Online Teaching Certification Course (QOTCC)

e-LIS offers [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.

Total Sessions	Summer '23 Participants	Fall '23 Participants	Winter '24 Participants	'23-'24 Grads	Total Grads
3	12	7	13	26	560

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 4.4 Upgrade	H5P Smart Import	TinyMCE Editor
LTI 1.3 Upgrades	H5P New Content Types	Zoom AI Companion

Labs and Spaces

The 430KL e-LIS suite has the following technology tools, labs, and rooms available:

- 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 12 in-person participants for smaller workshops and meetings.
- The ID Studio has desk space with an iMac, a PC, and extra 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](#) - 1,291 total participants, 269 views by 58 users
- [Quality Online Certification Course Grads](#) - 565 total participants
- [e-LIS Online Course Examples](#) - 1,466 total participants
- [Self-Paced Online Teaching \(SPOT\) Workshop](#) - 770 total users enrolled in the workshop, with 8 new users completing the course to receive a badge (349 total badge recipients)
- [Digital Accessibility Workshop](#) - 235 total users enrolled in the workshop, with 20 new users completing the course to receive a badge (152 total badge recipients)
- [Quality Online Course Example for Faculty](#) - 18 total participants
- [Best Practices in HyFlex & Classroom Technology](#) - 44 total participants
- [How to Build Engaging H5P Content](#) - 57 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, wrote, produced, and edited each episode. There have been a little over 10,260 downloads from around the world since debuting in April 2022. The podcast came to an end after two seasons of learning and growth, but remains an online resource for those looking to learn more.

Faculty Help Library

This year, we focused on making our [Faculty Help Library](#) more functional. The Support and ID Teams worked together to pare down unused or unneeded resources while creating new high-quality, comprehensive help documents and videos resulting in a more streamlined experience in the help library.

New Videos: 5 Total Videos: 73	New Help Docs: 9 Total Help Docs: 151
New Video Views: 6,375 Total Video Views: 42,071	New YouTube Subscribers: 16 Total YouTube Subscribers: 114

Proctoring

We had more than double (122% increase) the number of proctored student exam sessions this year, and nearly double (92% increase) the number of proctored exams. This continues the trend in online courses popularity.

- ❖ Total number of proctored exams: 762
- ❖ Total number of proctored student sessions: 20,985

Instructional Design

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

Courses designed collaboratively: 103	Instructional Design Services: 479	Instructional Design 1 on 1 Appointments: 379
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- IDs more than doubled the number of ID 1-on-1 appointments this year.
- Programs/schools our ID team worked with in 23-24 include: MBA, MPA, NRS, Masters of Early Childhood Ed., MAHEL, MTD, MEd in Teacher Leadership, EHS, NRS PhD, PACE/Stellantis, PACE Paralegal/CFP, GC in Business Leadership, GC in Lean Leadership, CNS, ESL, PT, BIO, CAS.
- Group/department training:
 - Center for Excellence in Teaching and Learning
 - PACE Continuing Education
 - Environmental Health & Safety
 - 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. We also regularly contribute a tech tip to the CETL newsletter.

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 714 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 384, 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. While we did not do our larger biennial research project with Analyst this year, we still ran many different market research reports for the schools/college to help with feasibility studies when looking at what programs make sense to go online. This past year, we ran 52 Analyst reports for different areas.

- Websites

- The [Online Master of Business Administration \(MBA\) webpage](#), was the most viewed page on our websites with 37,188 views.
- Within the Online Learning website, the [Online Programs](#) page had 20,842 page views.
- The most visited e-LIS webpage was the [Moodle page of the Help Library](#), which had 18,019 views..

Policy and Compliance

- [Moodle Policy](#) updates are going through committees.
- OU continues to participate in NC-SARA.
- e-LIS is actively involved with the State Authorization Network (SAN).

- Diane Underwood continued to work directly with Kristin Landis-Piwowar, Associate Provost for Quality Assurance and Accreditation and helped to transition Irene Shabazz into the Director of Academic Compliance role.
- Diane Underwood assisted Kristin Landis-Piwowar and Irene Shabazz with the compliance audit conducted by the Department of Defense.

Support

With the increase of online course sections, we have seen an increase of 4.9% in support requests since last year.

Total support requests: 3,855	Faculty/Staff support requests: 3,395	Student support requests: 460
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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 8.7% since last year, but still remains a highly used service.

Zoom: 147,621	YuJa: 11	Total video conference sessions: 147,013
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Lecture Captures

With the continued preference of video conferencing and online classes, we saw another small decrease of approximately 6% in lecture capture services used.

Panopto: 5,006	YuJa: 1,166	Total lecture captures: 6,172
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Web Development

The development team not only works to support the different Moodle environments, but also maintains 14 different university critical web applications:

- 5 Course Evaluation Systems: Scantron, General, SBA, SECS, Nursing
- OUWB Meaningful Participation
- SOM Moodle Batch Enrollment Tool
- eSpace Batch Enrollment Tool
- SEHS Petition of Exception Manager
- Library e-Reserves

- Moodle Archives
- Workshop Scheduler
- Academic Compliance Manager
- Budget Office Cost Containment

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 continued the refinement of ETMI, our custom integration between Banner and Moodle, which replaced the Ellucian ILP product.

Insofar as the Moodle environment is concerned, we upgraded from Moodle 3.11 to 4.2 in Fall 2023, and then to 4.4 in Summer 2024. Both of these were very significant updates which presented many challenges. These core Moodle upgrades also required us to test and update all of our various plugins (Brickfield, Wiris, Yuja, Copyleaks, etc). Finally, we completed the upgrade of the Moodle backend database from Postgres version 10 to 14, and of the PHP programming language from 7.4 to 8.2.

Collaborations with Other Areas

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

- AAUP - Moodle Policy updates
- Athletics - Athletic teams player statistic data converted from PDFs into spreadsheets
- Budget office - We converted the Budget office's cost containment application over to PHP/postgres as part of our larger web environment conversion project.
- CETL - Combined office space, New Faculty Orientation presenters, technical support at Teaching & Learning Symposium, Semester Transition Extravaganza event, panelist for Graduate Series session, presented CETL Workshop, various teaching tips
- CSITS - Assist with e-LIS asset management tracking
- Department of History - Colonial History course - gamification simulation pilot testing
- Graduate School / Registrar / PACE - Credly Skill Badges Implementation
- Internal Audit Department - e-LIS audit, NC-SARA audit
- Library - Faculty Open House, Moodle curated resource tool
- OIRA - US News and World Report surveys, NSSE Moodle survey
- PACE - New faculty onboarding eSpace, MS Teams for Stellantis program
- Provost's Office - Online class medical emergency planning, Early Alert System eSpace and promotional videos, Department of Defense corrective action plan, academic compliance transition, Senate eSpace accessibility, HLC distance application report
- Registrar's Office - HyFlex program types, Google coding scripts
- SHS - EHS Accreditation
- UCM - Grizz head logo in academic programming

- UTS - IT Service Management procurement process, University Portal selection and review committee, Zoom HIPAA retirement
- SOM - Created an automated process for privileging Panopto folders to their iSeek search engine. Previously, this was a laborious manual process.
- SOM - Worked with them on planning for replacement of Meaningful Participation App, a web application we manage, in 2025.
- Walsh College - e-LIS & WC Instructional Design teams meet monthly to discuss trends in instructional design
- Wayne State University - e-LIS shared its space with WSU's e-Learning Dept. for its dept retreat while the WSU campus was shut down during Pro-Palestinian protests

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 Linda Barc Golden Spirit/Service Award (Nancy)
- ★ Won OU's January 2024 Employee of the Month (Danielle)
- ★ Won the 2024 AP Reward (Chad, Diane, Nic)
- ★ Part of team accepted to AAC&U AI, Pedagogy, and the Curriculum Institute (Dan)
- ★ Finished second year of EdD in Organizational Leadership program (Diane)
- ★ Co-coordinated the Cancer Caregiver Support Group for faculty and staff (Diane)
- ★ Won first place in the English department's graduate student/alumni [flash fiction contest](#) for his story In [Case of Invasion](#) (Shaun)
- ★ Won second place in the Push-Up For a Purpose event (Chad, Dan, Nic, Shaun)
- ★ Performed at Faculty and Staff Talent Show (Chad and Nic)
- ★ Performed at the OU Rec-Well Poker Walk (Nic)

Staff Professional Development

- Completed Augmented Reality Course (Matt)
- Completed Codecademy courses on GenAI (Dan)
- Completed Brickfield Academy Accessibility Courses (Nic)
- Completed Lean Green Belt Certification from The Lean Learning Center (Diane and Shaun)
- Completed Moodle Admin courses (Dan)
- Completed OLC Exemplary Learning Experience Workshop (Chad and Nic)
- Completed U of M Generative AI Prompt Literacy Course (Dan)
- Attended the CETL 2024 Teaching and Learning Symposium (Chad, Danielle, Shaun)
- Attended the CETL Get the Most Out of End-of-Semester Student Feedback Workshop (Nic)
- Attended Critical Issues Conference: Generative AI in Education at U of M Flint (Chad, Dan, Shaun)
- Attended College of Charleston Teaching, Learning, & Technology Conference 2024 (Dan and Nic)
- Attended A4EOE AI Symposium 2023 at OU (Chad, Dan, Danielle, Diane, Nic, Shaun)
- Attended an array of workshops and presentations about generative AI in education presented by D2L, Lumen Learning, Copyleaks, and more (Dan and Kate)
- Attended ETC regional conference hosted at OU (Dan and Shaun)
- Attended Ethical AI Symposium (Shaun)
- Attended ETOM Meet-Up on AI (Shaun)
- Attended International Project Management Day 2023 Conference (Diane and Shaun)

- Attended Lightcast Connect Conference (Diane and Shaun)
- Attended multiple online trainings on instructional design topics through OLC, UPCEA, and SAN WCET (Danielle)
- Attended OLC 2023 Global Leadership Impact Summit (GLIS) (Diane and Shaun)
- Attended Open Education Conference (Nic)
- Attended USDLA National Distance Learning Week 2023 (Shaun)
- Attended YuJa Verity training (Nic)
- Attended Copyleaks training (Nic)

Staff Presentations

- ✓ Hosted the A4EOE MicroSeminar on A4EOE Institutional Survey 2023 National and Regional Trends and Insights (Shaun)
- ✓ Hosted the A4EOE MicroSeminar on AI Policies (Shaun)
- ✓ Hosted the A4EOE Symposium 2023 (Shaun)
- ✓ Presented AR/VR to department chairs (Matt and Shaun)
- ✓ Presented at CETL - Alternative Grading (Chad)
- ✓ Presented at CETL - Benefits of Gamification (Chad)
- ✓ Presented at CETL - Getting Organized, Teaching Tech. Habits & Survival Skills (Nic/Chad)
- ✓ Presented at CETL - New Faculty Orientation (Nic)
- ✓ Presented at CETL - Speed Dating Event (Nic/Shawn)
- ✓ Presented at Human Development & Child Studies - Course Development Presentation (Chad)
- ✓ Presented at New Deans Orientation - eLearning Services (Nic)
- ✓ Presented at OUWB CEME - Google Drive Tips (Danielle)
- ✓ Presented at ONSP - Com 1100 Instructor Training (Chad)
- ✓ Presented at Penguicon Conference (Matt)
- ✓ Presented at Rec Well Student Development Mini Conference (Dan)
- ✓ Presented at SEHS Assembly - AI in the classroom (Nic/Dan)
- ✓ Presented at SOE Org Leadership dept meeting: AI Presentation (Dan/Nic)
- ✓ Presented at SON Doctoral Week (Kate)
- ✓ Presented to SON faculty (Chad, Danielle, Nic)
- ✓ Presented at Southeast Michigan Center for Medical Education - Communication in the Contemporary Workplace (Dan)
- ✓ Presented UPCEA's eDesign Collaborative - Instructional Designer's Haunted House Memes (Nic/Chad/Danielle)
- ✓ Presented at Writing Center - Digital Organization (Danielle)

Staff Research

- ✓ Dan, Kate, and Kayla wrapped up their [Inclusive & Online Podcast](#). The podcast focused on inclusivity and the role diversity, equality and inclusion play in the online learning environment.

University Service

The e-LIS staff serve on and contribute to many different committees and groups across campus. Along with an advisory committee 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 Committee

- [e-LIS Advisory Committee](#)

e-LIS Participated Committees and Service

- OUPSA Vice President (Nancy)
- AP Assembly Past-President (Nic)
- AP Assembly Senator (Dan)
- A4EOE President (Shaun)
- CETL Advisory Board (Chad)
- UPCEA eDC Vice-Chair of Awards and Recognition (Nic)
- Faculty Advisor for Football Club (Nic)
- Faculty Advisor for the Guitar Club at OU (Chad)
- Faculty Advisor for Improv Club (Shaun)
- Mentor in SEHS Mentor 4 Life Program (Shaun)
- Senate Intercollegiate Athletic Committee (Dan)
- Senate Budget Review Committee (Dan)
- Senate Campus Development & Environment Committee (CDEC) (Nic/Chad)
- Senate Student Academic Support Committee (Dan)
- Academic Computing Committee (Shaun)
- Academic Council (Shaun)
- Administrative Council (Shaun)
- AI Task Force (Dan)
- AI Task Force Policy Subcommittee (Dan)
- AI Day Planning Committee (Dan)
- Athletics Diversity, Equity, Inclusion, and Belonging Committee (Dan)
- Distributed Technology DTS (Dan, John, Matt, Nic, Kate, and Shaun)
- Early Alert System Committee (Danielle and Shaun)
- Graduate Council (Shaun)
- OU Advance (Shaun)
- Strategic Planning Committee - Academic Innovation Team (Shaun)
- Strategic Planning Committee - Technology Team (Dan)
- Senate Teaching and Learning Committee (Kate)
- University Committee on Undergraduate Instruction (UCUI) (Shaun)
- CAS Biology Dissertation Committee Member (Shaun)
- Graduate Commencement Ceremony Student Marshals (Nic and Shaun)
- New Student Convocation Volunteers (Nancy, Diane)
- University Conduct Committee (Nic)

Appendices

Appendix A: Online Courses

Note that while the annual report spans from July 1, 2023 through June 30, 2024, the reporting period in this appendix was the academic year 2023-2024 (Fall 2023, Winter 2024, and Summer 2024). 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	7040	380659	2,503	1,246
Online	1895 (27%)	131292 (34%)	891 (36%)	624 (50%)
Hybrid	850 (12%)	50891 (13%)	397 (16%)	319 (26%)
Non-Online/ Non-Hybrid	4295 (61%)	198476 (52%)	1609 (64%)	935 (75%)

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	5191	6687	78%	Minimal
>2	5048	6687	75%	Minimal
>3	4962	6687	74%	Minimal
>4	4926	6687	74%	Light
>5	4889	6687	73%	Light
>10	4681	6687	70%	Medium
>15	4488	6687	67%	Medium
>20	4321	6687	65%	Heavy

>30	3911	6687	58%	Heavy
>40	3411	6687	51%	Heavy
>50	2926	6687	44%	Heavy

Data above shows the number of courses out of 6,687 total courses in Fall 2023, Winter 2024, and Summer 2024 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. Note that the reason there are significantly less courses in Moodle than sections in Banner is because courses in Moodle are already combined into crosslists, while each section in Banner is considered a separate section even though it is part of a larger whole.

Appendix B: Online Programs

Including the non-credit programs, as of 2024, OU offers 79 online programs: 64 degree programs (6 bachelors, 6 minors, 4 undergraduate certificates, 3 combined, 19 masters, 22 graduate certificates, 4 doctoral) and 15 continuing education (non-credit). See the [OU Online Programs webpage](#) for full program information.

Undergraduate Online Programs

1. Bachelor of Interdisciplinary Studies
2. BA in Professional and Digital Writing
3. BS in Human Resources Development
4. BSN Degree Completion Sequence for RNs
5. BS in Environmental Health and Safety
6. BS in Interdisciplinary Healthcare Studies

Undergraduate Minors

1. International Management Minor
2. Human Resources Development Minor
3. Learning and Development Minor
4. Lean Management Minor
5. Environmental Health and Safety Minor
6. Recreational Leadership Minor

Undergraduate Certificates

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

Combined Programs

1. Public Administration and Public Policy, Combined BS/MPA
2. Environmental Health and Safety and Safety Management, Combined BS/MS
3. Clinical and Diagnostic Sciences, Combined BS/MS

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. Master of Organizational Leadership
16. MS in Engineering Management
17. MS in Systems Engineering
18. MS in Safety Management
19. MS in Clinical and Diagnostic Sciences

Graduate Certificate Programs

1. Teaching English to Speakers of Other Languages
2. Business Analytics
3. Business Essentials
4. Leadership in Business
5. Forensic Nursing
6. Autism for Multiple Disciplines
7. Autism Spectrum Disorder Education: Basic
8. Autism Spectrum Disorder Education: Advanced
9. Emotional Impairment: Basic
10. Emotional Impairment: Advanced
11. Specific Learning Disability: Basic
12. Specific Learning Disability: Advanced
13. Lean Leadership
14. Post-Master's Certificate in Reading and Language Arts
15. Post -Master's Certificate in School Administration
16. Oncology Rehabilitation
17. Global and Population Health Services
18. Environmental Health and Safety Management
19. Environmental Protection
20. Human Factors and Ergonomics
21. Pathology Sciences
22. Teaching and Learning for Rehabilitation Professionals

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. Advanced Placement Institute
11. Automotive Lighting Certificate
12. Radio Frequency Certificate
13. Phlebotomy Certificate

14. Mindful Well-Being for Nurses
15. Registered Nurse First Assistant (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 2023, Winter 2024, and Summer 2024). Data is further broken down by student level, program college, student primary major, student degree, and student class standing. Note that because the data is for three terms, and students can shift level, degree, major etc during the year (i.e., a single student can be in multiple levels or majors during the year), this broken down data will not add up to the totals.

Detailed Program Data			
	All Track Students	Online Track Students	% Online Track of Total
Unique Students	17356	714	4.1%
Student Enrollments	123137	3052	2.5%
Student Credit Hours	380663	10352	2.7%

Unique Students in Online Track Program by Level				
Code	Description	All Track Students	Online Track Student	% Online of total
PD	Graduate Professional Dvlpmnt	22	0	0.00%
E2	ESL Center	27	0	0.00%
GR	Graduate	2347	335	14.3%
UG	Undergraduate	13412	314	2.3%
PH	Doctoral & Ed Specialist	857	28	3.3%
PB	Post Bachelor	821	37	4.5%

Unique Students in Online Track Program by School/College				
Code	Description	All Track Students	Online Track Students	% Online of Total
0	No College Designated	779		0.00%

J1	Arts & Sci and School of Egr	87		0.00%
99	All Colleges	14		0.00%
NR	School of Nursing	1784	279	15.6%
ED	School of Ed. and Human Svcs.	1611	138	8.6%
BA	School of Business Admin.	2824	86	3%
EG	School of Egr. and Comp. Sci.	3110	49	2.6%
HS	School of Health Sciences	1953	51	2.6%
AS	College of Arts and Sciences	5078	25	0.5%
UP	University Programs	590	86	14.6%

Unique Students in Online Track Program by Primary Major <i>(Only majors with at least one online track student shown)</i>				
Code	Description	All Track Students	Online Track Students	% Online of total
7040	Nursing (Completion Sequence)	232	232	100%
3900	Business Administration	313	72	23%
5560	Engineering Management	118	48	40.7%
7605	Integrative Studies	101	17	16.8%
6042	Environmental Health & Safety	83	31	37.3%
7300	Forensic Nursing	26	26	100%
2560	Public Administration	46	19	41.3%
7600	Pre-Integrative Studies	39	13	33.3%
4800	Special Education	64	32	50%
4651	Leadership	26	12	46.2%
4700	Early Childhood Education	30	24	80%
4668	Higher Ed Leadership	14	8	57.1%

4500	Reading and Language Arts	23	17	73.9%
4615	Teacher Leadership	10	10	100%
6045	Safety Management	15	15	100%
7450	Nursing	19	8	42.1%
4820	Autism Spectrum Disorder Basic	8	8	100%
7400	Nursing Practice	8	7	87.5%
4819	Autism Spectrum Disorder Adv	8	8	100%
7268	Clinical Nurse Leader	6	6	100%
4821	Emotional Impairment Advanced	4	4	100%
2305	Music Education	9	4	44.4%
6228	Oncology Rehabilitation	1	1	100%
4823	Specific Learn Disability Basic	7	7	100%
7610	Pre-Interdisciplinary Studies	116	20	17.2%
3910	Business Essentials	6	3	50%
4818	ASD for Multiple Discipline	2	2	100%
6225	Human Movement Science	16	1	6.7%
7615	Interdisciplinary Studies	216	53	24.5%
4560	Rd. Lang Arts and Literature	1	1	100%
3318	Business Leadership	1	1	100%
3803	Business Analytics	73	6	8.2%
6171	Clinical and Diagnostic Sci	155	3	1.9%
3801	Business Analytics	8	3	37.5%
3550	Information Technology Mgmt	61	2	3.3%
4365	Lean Leadership	4	2	50%
2281	Dance Education	2	2	100%
4822	Emotional Impairment Basic	2	2	100%
4824	Specific Learn Disability Adv	2	2	100%

5180	Systems Engineering	62	1	1.6%
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Unique Students in Online Track Program by Degree <i>(Only degrees with at least one online track student shown)</i>				
Code	Description	All Track Students	Online Track Students	% Online of total
BSN	Bachelor of Science In Nursing	1511	232	15.4%
MBA	Master of Bus Administration	339	72	21.2%
MED	Master of Education	135	74	54.8%
MS	Master of Science	796	75	9.4%
BIS	Bach of Integrative Studies	138	29	21%
BS	Bachelor of Science	6879	31	0.5%
MSN	Master of Science in Nursing	135	32	23.7%
GC	Graduate Certificate	98	43	43.9%
MPA	Master of Public Administration	46	19	41.3%
EDS	Education Specialist	26	12	46.2%
MAT	Master of Arts in Teaching	120	17	14.2%
PHD	Doctor of Philosophy	508	9	1.8%
DNP	Doctor of Nursing Practice	111	7	6.3%
MM	Master of Music	20	4	20%
B.IS	Bach of Interdisciplinary Stud	317	71	22.4%
PMC	Post Master Certificate	17	1	5.9%
CERT	Certificate	2	2	100%

Unique Students in Online Track Program by Class Standing <i>(Only class standings with at least one online track student show)</i>				
Code	Description	All track	Online	% Online

		students	track students	of total
FR	Freshman	2211	5	0.2%
SO	Sophomore	3301	8	0.2%
JR	Junior	4283	32	0.7%
SR	Senior	6593	284	4.3%
M	Master's	2234	292	13.1%
ES	Education Specialist	28	12	42.9%
G2	Graduate Certificate	118	45	38.1%
U2	Second Undergraduate Degree	466	34	7.3%
D	Doctoral	801	16	2%
U4	PB Certification/Endorsement	15	2	13.3%
U5	PB Prep for Second Degree	56	1	1.8%

Total sections university wide: 7,040

Total online sections university wide: 1,895

Online Sections Offered PerSchool/College						
Code	Description	Number of online sections	Number of all sections	Percent of sections that are online	Percent college contributes to university wide online section count (1895)	Percent college's online sections contribute to the university wide sections count irrespective of schedule type (7040)
AA	Academic Affairs	0	91	0%	0%	0%
AS	College of Arts and Sciences	847	3605	23.5%	45%	12%
BA	School of Business Admin.	327	667	49%	17%	5%
ED	School of Ed. and Human Svcs.	221	729	30.3%	12%	3%
EG	School of Egr. and Comp. Sci.	196	981	20%	10%	3%
HC	Honors College	24	68	35.3%	1.3%	0.3%
HS	School of Health Sciences	130	502	25.9%	7%	2%
KL	Kresge Library	1	1	100%	0.1%	0.01%
NR	School of Nursing	128	391	32.7%	7%	2%
UP	University Programs	21	21	100%	1%	0.3%

Appendix C: Online Enrollment

Online Enrollment		
	Student Enrollments	Unique Students
Total	123,136	17355
Online	40144 (32.6%)	13418 (77.3%)
Hybrid	15277 (12.4%)	7865 (45.3%)
Non-Online/Non-Hybrid	67715 (55%)	14186 (81.74%)

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	404 of 778	51.2%
99	All Colleges	9 of 14	64.3%
AS	College of Arts & Sciences	3872 of 5078	76.3%
BA	School of Business Administration	2555 of 2824	90.5%
ED	School of Education and Human Services	1074 of 1611	66.7%
EG	School of Engineering and Computer Science	2147 of 3110	69%
HS	School of Health Sciences	1599 of 1953	81.9%
J1	Arts & Sci and School of Egr	62 of 87	71.3%
NR	School of Nursing	1442 of 1784	80.8%
UP	University Programs	517 of 590	87.6%

Percentage of Students enrolled in at least 1 Online Section Broken Down by Class Standing

Code	Description	Percentage of Students
FR	Freshman	67.3%
SO	Sophomore	78.4%
JR	Junior	79.5%
SR	Senior	79.1%
M, ES, G2, D	Graduate	70%

Appendix D: e-LIS Workshops

- Build your own H5P Activity Series
 - 5/21/2024 3 pm - 4 pm
 - 5/22/2024 1 pm - 2 pm
 - 5/29/2024 3 pm - 4 pm
 - 6/12/2024 1 pm - 2 pm
 - 6/19/2024 3 pm - 4 pm
 - 6/26/2024 1 pm - 2 pm
 - 6/27/2024 3 pm - 4 pm
- Classroom Technology for HyFlex Classes
 - 12/6/2023 1 pm - 2 pm
 - 3/28/2024 1 pm - 2 pm
- Create and Deliver Moodle Quizzes with Ease
 - 1/25/2024 1 pm - 2 pm
 - 6/6/2024 3 pm - 4 pm
- Creating Community in your Online Class
 - 8/9/2023 3 pm - 4 pm
 - 1/16/2024 2 pm - 3 pm
- Creating Online Course Content with Moodle Pages & More
 - 5/30/2024 3 pm - 4 pm
- e-LIS: Best Practices - Pedagogical approaches to instructional videos
 - 8/22/2023 3 pm - 4 pm
 - 1/17/2024 2 pm - 3 pm
- e-LIS: Best Practices - Your first week of online: What does your course look like
 - 8/16/2023 3 pm - 4 pm
 - 1/9/2024 2 pm - 3 pm
- e-LIS: Tech Focus - Easy Grading with Moodle Rubrics and Grading Guides
 - 9/6/2023 3 pm - 4 pm
- e-LIS: Tech Focus - Easy Grading with Moodle Rubrics and Grading Guides
 - 2/21/2024 1 pm - 2 pm
- e-LIS: Tech Focus - Gmail Tips to Eliminate Inbox Overwhelm
 - 8/29/2023 3 pm - 4 pm
 - 9/27/2023 1 pm - 2 pm
 - 1/31/2024 1 pm - 2 pm
- e-LIS: Tech Focus - Group Activities with Google Slides
 - 8/8/2023 1:30 pm - 2:30 pm
 - 3/13/2024 1 pm - 2 pm
- e-LIS: Tech Focus - Interactive and engaging live lectures with Kahoot and more!
 - 8/17/2023 3 pm - 4 pm
 - 1/23/2024 1 pm - 2 pm
- e-LIS: Tech Focus - Moodle Assignments for Papers, Projects, and Much More!
 - 2/7/2024 1 pm - 2 pm
- e-LIS: Tech Focus - Sharing Podcasts and Accessible Audio Content

- 8/22/2023 1:30 pm - 2:30 pm
- e-LIS: Tech Focus - Sharing Podcasts and Accessible Audio Content
 - 3/20/2024 1 pm - 2 pm
- e-LIS: Tech Focus - Social Annotation with Google Docs
 - 8/15/2023 1:30 pm - 2:30 pm
- e-LIS: Tech Focus - Weekly Overviews with Moodle Pages
 - 8/31/2023 3 pm - 4 pm
 - 2/14/2024 1 pm - 2 pm
- e-LIS: Tech Focus- Gradebook Setup Do it now before it's too late
 - 12/5/2023 1 pm - 2 pm
 - 12/12/2023 1 pm - 2 pm
 - 12/14/2023 1 pm - 2 pm
- e-LIS Streamline Your Moodle Course Design
 - 1/24/2024 1 pm - 2 pm
- Introduction to Video Recording with Green Screen
 - 6/12/2024 3 pm - 4 pm
- Introduction to YuJa Verity for Moodle Test Proctoring
 - 8/1/2023 1 pm - 2 pm
 - 8/8/2023 1 pm - 2 pm
- Media Management: where to store your online videos
 - 8/15/2023 3 pm - 4 pm
 - 1/16/2024 1 pm - 2 pm
- Moodle Forums: Create a Variety of Engaging Discussions
 - 1/10/2024 1 pm - 2 pm
- Moodle Gradebook Setup
 - 8/10/2023 3 pm - 4 pm
 - 8/24/2023 3 pm - 4 pm
 - 9/7/2023 3 pm - 4 pm
 - 1/11/2024 1 pm - 2 pm
 - 1/18/2024 1 pm - 2 pm
 - 3/27/2024 1 pm - 2 pm
 - 4/3/2024 1 pm - 2 pm
 - 5/15/2024 1 pm - 2 pm
- Moodle Introduction for New Users
 - 8/8/2023 3 pm - 4 pm
 - 9/5/2023 3 pm - 4 pm
 - 1/9/2024 1 pm - 2 pm
 - 1/17/2024 1 pm - 2 pm
 - 4/2/2024 1 pm - 2 pm
 - 6/3/2024 3 pm - 4 pm
- Moodle PreAssessments with H5P quizzes
 - 8/23/2023 3 pm - 4 pm
 - 3/26/2024 1 pm - 2 pm
- Moodle 4.2 Updates Workshop

- 12/19/2023 3 pm - 4 pm
- 12/20/2023 3 pm - 4 pm
- 1/4/2024 1:30 pm - 2:30 pm
- 1/8/2024 1:30 pm - 2:30 pm
- Moodle 4.4 Updates Workshop
 - 6/26/2024 3 pm - 4 pm
 - 6/27/2024 1 pm - 2 pm
- Online Course Building Series - Summer prep for Fall 24
 - 5/8/2024 3 pm - 4 pm
 - 6/5/2024 3 pm - 4 pm
- Online Teaching Efficiency Habits
 - 5/15/2024 3 pm - 4 pm
- Semester Transition Extravaganza
 - 12/13/2023 9 am - 11 am
 - 4/24/2024 2 pm - 4 pm
- Zoom Polling Workshop
 - 5/23/2024 3 pm - 4 pm