Several of our alumni received honors and reached milestones. Megan Bell (MLS, 2015) was selected as a 2018 Institute for Research Design in Librarianship (IRDL) Scholar. IRDL trains academic librarians to conduct methodologically sound research and to expand their networks for future collaborations. Her research and teaching using the Revised classroom reading and active learning as tools for citation management software instruction... Zack Blanchard (MLS, 1998) is Louisiana Tech Alumni Association’s 2018 College of Liberal Arts Alumnus of the Year. Two alumna, Kacy Helwick (MLS, 2014) (YALSA) and Rachel Murdock (MLS, 2014) (ALTA) were selected as 2019 ALA Emerging Leaders. This leadership development program “enables newer library workers from across the country to participate in problem-solving work groups, network with peers, gain an inside look into ALA structure, and have an opportunity to serve the profession in a leadership capacity.”

Brenda and Joe Crotts retired after a combined 92 years of library service. They met in the LSU Library and married in 1973. Brenda Crotts (MLS, 71) retired on January 30, 2018, after 41 years with the Butte County, California public library. She ended her career with managing the Chico branch. Her career began in the science division of the LSU Library from 1971 to 1974. Joe Crotts (MLS, 73) retired on January 30, 2018, after over 43 years with the Meriam Library of California State University, Chico. His career began as a library trainee in the government documents and chemistry division of the library in 1973. Joe later managed the library of the Louisiana State Penitentiary in Angola until the end of 1974. In addition to serving in the library, he served as an officer on the university’s academic senate (including chair), executive committee, and university budget committee from 1990 to 1998.

Presentations
Jude Morinsey (MLS, 2012), “Seeing the ‘Student’ in ‘Student Worker’: Using the LMS for Student Worker Training & Management,” Appalachian College Association Professional Development Day, 2018

Publications
Janet Kearney (MLS, 2016), “Indexing. Anyone reading this who took that course will remember the mantra “One size does not fit all classes,” in which I was driving to New Orleans every Thursday night to teach Abstracting and Indexing. Anyone reading this who took that course will remember the mantra “One size does not fit all classes.”

Alumni News
As I sit to write this, the re-accreditation team from ALA has just left campus, and I am overjoyed with pride in our students, alumni, faculty and staff. This past year, we’ve asked for your help on numerous occasions, and you have all come through. We had an overwhelming response to both our alumni and student surveys with over 300 alumni and nearly 100 students providing us with feedback. Thanks to you all!

I would like to take some time here to discuss our recent move to delivering our degree programs entirely online. As I’m sure you know, SUS offers the only accredited MLS program in the state of Louisiana. In order to serve all students in the state, distance learning opportunities have always been a priority. Prior to the 1990s, faculty would drive to locations around the state to offer courses. (I remember one lovely semester in which I was driving to New Orleans every Thursday night to teach Abstracting and Indexing. Anyone reading this who took that course will remember the mantra “One size does not fit all classes.”)

In the mid-1990s, the Louisiana Board of Regents supported the creation of the infrastructure to support compressed video courses. Faculty teaching in classrooms on the LSU campus were connected via audio and video to students in classrooms located around the state. Unfortunately, necessary updates and repairs to the infrastructure were not supported, and we stopped offering classes via this method in 2013. If you’re one of those who took compressed video courses remember the following: “New Orleans! Are you there New Orleans? OK, we lost New Orleans.”

We started using alternatives to the failing compressed video system in 2012. We offered hybrid classes in which local students were physically located in the classroom and distance students were connected via Adobe Connect. Unfortunately, Internet Connectivity in Louisiana was an issue, especially in rural areas. Many students relied on their local libraries to connect to classes, but encountered issues in signing up for computer use for the three-hour class period. There were also many instances of connection interruptions, during which students lost access to the class.

We were also offering classes that were entirely web-based, using first the Blackboard and then the Moodle course management platforms. Most of these courses were asynchronous, eliminating the issue of students needing to find computers and Internet connection opportunities for a three-hour class period.

So, during the 2012/13 through 2014/15 academic years, we were offering classes using three delivery methods: face-to-face, hybrid face-to-face/Adobe connect, and entirely web-based. We were alternating the delivery methods of classes so that students had the option to take each class face-to-face in the classroom, or to take classes connected via Adobe Connect or connected via the web. Giving students these options was the ideal situation. However, we soon encountered an environment in which enrollment in the face-to-face classes rapidly decreased.

The evidence of this trend can be seen in enrollment in core courses during this period of time. Core courses are offered every fall and spring semester. Each academic year, every core course was offered as a face-to-face course during one semester and as either a hybrid or web-based course the other semester. In the 2012/13 academic year, 45% of students enrolled in face-to-face classes and 55% of students enrolled in classes in which they participated via Adobe Connect or via the web. In 2013/14, these numbers were 33% and 67%; in 2014/15, these numbers were 18% and 82%.
So, that’s the news from SLIS. I hope everyone has a lovely spring and summer. And drop me an email, y’all; we love to science this semester. I look forward to seeing our undergraduate presence grow with the forthcoming launch of our Studies program. We are continuing to develop our undergraduate program and will graduate our first minors in library eleven students receiving multiple degrees, and we saw our first graduates from the Graduate Certificate in Archival students are heavily engaged in their professions already. In the past few years, students have presented at a variety from listening to me talk for three hours. Such is life.

I think it’s very easy to see that this delivery format offers convenience to students. In fact, in the student survey mentioned above, the most frequent answer to the question “Why did you come to SLIS at LSU?” was that it is an entirely asynchronous online program. Students explained that this allowed them to schedule time for school around their work schedules and families, and that completing the degree would not have been possible in any other format. 

But what about the quality of an entirely online program? Can students actually acquire the knowledge, the skills, and the competencies they need for successful careers in an entirely online environment? The answer seems to be yes. First, let me explain that an “online” class does not just consist of printed materials such as class lecture notes and journal articles. Today’s classes are a wonderful synthesis of print, images, video, and audio—anything that gets the message across. In fact, SLIS has created its own recording studio to ensure the quality of our classes. Additionally, the online discussion forums allow students to interact with each other in ways they did not before, and faculty report more in-depth discussions with students drawing from and sharing their own experiences.

But the proof of this pudding is, once again, in what our students have to say. Although their decision to attend SLIS may have been based on convenience, the most frequent answers to the question “Would you recommend SLIS and why?” were the quality of the classes, the faculty, and the program as a whole. Comments from students included: I have several degrees coming into this program and honestly feel I have learned more and had better instruction than in any of the others. Classes are highly educational. A very good program with lots of practical knowledge and skill building. It prepared me for my future career as a librarian. These courses have taught me things I can use every day in my public library.

And I will also note that feedback from employers and from supervisors of internships is overwhelmingly positive, indicating that our graduates are well-prepared for their roles. I hope this discussion can allay the concerns that I know many of us have had about an entirely online program. And, yes, I count myself in that group. I had to be dragged into the online teaching environment kicking and screaming. Nothing could possibly replace the interaction of the classroom. But having now taught online classes for almost a decade, I am a convert. I truly believe that students are benefitted more from a flexible, multimedia, interactive environment than from listening to me talk for three hours. Such is life.

Lost, but most certainly not least, let me take a moment to praise our current students. As you will see in this issue, our students are heavily engaged in their professions already. In the past few years, students have presented at a variety of regional, national and international conferences, published in peer-reviewed and practitioner journals, created podcast episodes, and won numerous awards and fellowships. SLIS 2018 included seventy-eight graduates and eleven students receiving multiple degrees, and we saw our first graduates from the Graduate Certificate in Archival Studies program. We are continuing to develop our undergraduate program and will graduate our first minor in library science this semester. I look forward to seeing our undergraduate presence grow with the forthcoming launch of our minor in digital studies next fall.

So, that’s the news from SLIS. I hope everyone has a lovely spring and summer. And drop me an email, y’all; we love to hear from you.
To support student travel, please go to http://www.lsufoundation.org/givetolse. Once you’ve entered a donation amount, click to choose a fund and select the SLIS Development Fund. Please enter “Student Travel” in the gift comments box.

Thank you.

**SUPPORTING STUDENT TRAVEL**

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**SUPPORTING STUDENT TRAVEL**


To Scan or Not to Scan: Digitization in the Archives.

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The ALA and SAA student chapters created a virtual tour of SLIS and LSU, hosted by Natalie Worsham. The tour is currently available on the SLIS Facebook page. Additionally, the student organization hosted LSU Librarians Sarah Simms and Hayley Johnson, for a special presentation on their creation of the digital collection, “Through an Extended Lens: Louisiana, Internment and the Geography of Chance” (https://www.extendedlens.org/). The collection utilizes primary and secondary documents to tell the story of Japanese internment in Louisiana. Johnson and Simms spoke on the spark that began their project as well as its progression – both highs and lows. Additionally, they shared information on research funding opportunities. The presentation was livestreamed and recorded for those who could not attend. Simms and Johnson were invited to speak at this year’s TEDxLSU event on March 23.

Publications

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Kimba M Azore received the JCLC 2018 student scholarship to attend the 2018 Joint Conference of Librarians of Color in Albuquerque, http://www.jclcinc.org/jclc-2018/.
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Other
Kimba M Azore serves on the ALSC Library Service to Underserved Children and Their Caregivers committee.

Barbara Biggs’ first profession was teaching high school chemistry, which she did for twelve years. Following her move to Baton Rouge, she explored other job opportunities. After receiving an MUS degree from LSU, she began her second career in special libraries.

Biggs was first employed in Information Services at LSU’s Chemistry Library, which she supervised for two years following her graduation from SLIS. Information was retrieved for professors and students from hard-copy Chemical Abstracts and by searching commercial databases using dial-up modems. She was next hired as Librarian for the Exxon Research and Development Laboratories (ERDL). Over the course of her career there, she also was given the responsibility of managing their Records Center, the repository for proprietary reports and correspondence. Before retiring from ERDL, Biggs was a part of the changing of libraries from paper-based information and card catalogs to libraries using modern technology and electronically accessible information.

Biggs views the impact of our college not as a consequence of one big effect, but as the cumulative result of many little influences making a large difference in our world.
Casey Davis Kaufman is Associate Director for the WGBH Media Library and Archives and Project Manager for the American Archive of Public Broadcasting (AAPB), a collaboration between the Library of Congress and WGBH. Three days after graduation, she moved to Boston for a summer internship at the State Library of Massachusetts. This internship led to her career at WGBH.

In her role, Kaufman supervises web and systems development, digitization projects, crowdsourcing initiatives, outreach, access, rights management, collection development, and station preservation fundraising. She has managed multiple large scale digitization projects, including an initial 40,000 digitized media contributed by over 100 public media organizations across the country, as well as iconic collections such as PBS NewsHour and the Peabody Awards Collection – unique programming that previously hadn’t been seen or heard in decades. She currently serves as Project Director for the PBCore Development and Training Project, Project Manager for the WGBH Media Library and Archives Digital Infrastructure Project, and Project Manager for the American Archive of Public Broadcasting Capacity Building Project.

She is also Project Director of the Public Broadcasting Preservation Fellowship, Project Manager of the “Improving Access to Time-Based Media through Crowdsourcing and Machine Learning” Project, and Project Manager of the AAPB National Digital Stewardship Residency. Her work has given her the opportunity to learn from and collaborate with esteemed historians, digital humanists, educators, engineers, technologists, computational linguists, and lawyers. She has also worked for the PBS history documentary series “American Experience” and consulted as Archivist for the climate change action campaign DearTomorrow.

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Casey serves on the Board of Directors for the Association of Moving Image Archivists and on the Editorial Advisory Board for Library Juice Press. In her free time, she digitizes home movies and records oral histories for communities and individuals. Time away from her home state of Mississippi has given her a greater appreciation of her roots, and she wanted to give back to the community. She was recently afforded the opportunity to work with volunteers in her hometown to record 16 oral history interviews for the Lawrence County Regional History Museum, preserving the voices and stories of citizens of the county for future generations.

Casey graduated with a Master in Library & Information Science in 2012. She remembers her time at LSU as among the most formative and transformative two years of her life. She is forever grateful to Dr. Elizabeth Dow for pushing her to do things she never dreamed possible.

Dr. Alma Dawson Receives Culver Award

The Louisiana Library Association will honor Professor Emerita Alma Dawson with the Esso M. Culver Distinguished Service Award at their annual conference in Baton Rouge March 13-15. The Culver Award honors a librarian whose professional service and achievements, leadership in Louisiana association work, and lifetime accomplishments in a field of librarianship with the state merit recognition of particular value to Louisiana librarianship. Dr. Dawson retired from SLS in 2014 and was awarded Emeritus status in 2015. Congratulations, Dr. Dawson!
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Casey serves on the Board of Directors for the Association of Moving Image Archivists and on the Editorial Advisory Board for the Encyclopedia of Library and Information Science. She is a past President of the Association of Online Collections, and has contributed to more than 30 books and articles. She is currently the Program Director for the American Library Association’s “Next Avenue Artists” Project.

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Anna Leinweber podcast: https://archives.consortiumlibrary.org/2018/08/30/archiving-ak-episode-5-anna-the-intern-interviews-us/.

For more information, contact Dr. Carol Barry (carolbarry@lsu.edu)

VISIT HTTP://SLIS.LSU.EDU FOR RECENT NEWS

2018 Alumna of the Year: Barbara Biggs

Barbara Biggs’ first profession was teaching high school chemistry, which she did for twelve years. Following her move to Baton Rouge, she explored other job opportunities. After receiving an MUS degree from LSU, she began her second career in special libraries.

Biggs was first employed in Information Services at LSU’s Chemistry Library, which she supervised for two years following her graduation from SLIS. Information was retrieved for professors and students from hard-copy Chemical Abstracts and by searching commercial databases using dial-up modems. She was next hired as Librarian for the Exxon Research and Development Laboratories (ERDL). Over the course of her career there, she also was given the responsibility of managing their Records Center, the repository for proprietary reports and correspondence. Before retiring from ERDL, Biggs was a part of the changing of libraries from paper-based information and card catalogs to libraries using modern technology and electronically accessible information.

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Natalie Worsham, “To Scan or Not to Scan: Digitization in the Archives.” Louisiana Archives and Manuscript Association, 2018.

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Thank you.

SLIS FACULTY SPOTLIGHT

DR. BRENTON STEWART RECEIVES NSF GRANT

Dr. Brenton Stewart was awarded a grant from the National Science Foundation (NSF), Division of Computer and Network Systems. As the recipient and lead investigator on the study, Dr. Stewart will receive $298,286 as a fund that will shape the exploration further and ultimately finalize his research. The project team will enable minority-serving institutions to address the deficit that exists around diverse engagement, leveraging cloud ecosystems in their research in two important interconnected arenas and encompassing exposure, training, and engagement in this domain. This project is a partnership between the LSU-SLIS and the Arkansas Department of Higher Education.

The Cloud Ecosystem in the Box (CEB) project will develop collaborative communities. Initially composed of minority serving institutions, the project will generate conceptual and methodological innovations in cloud computing research by leveraging NSF funded cloud and industry ecosystems. CEB, will also create a much-needed means of enabling and fostering innovative change within cloud computing training, sharing knowledge and resources as innovation takes place, enabling heightened outreach to diverse communities to build a healthy pipeline for students aspiring to enter the computing profession, and strengthening the ability to evaluate new research strategies leveraging these resources. The community will initially comprise faculty from minority-oriented institutions and will allow them to collectively overcome resource barriers and engage with peers in a community of practice.

DR. SEUNGWON YANG COMBATS TRAFFIC & CRIME

LSU researchers, including SLIS assistant professor Seungwon Yang as senior investigator, are working with Baton Rouge Mayor-President Sharon Weston Broome and City-Parish department heads to apply technology, applied research and computing-based methods to help address public issues such as traffic, crime and blight. The university and municipal partnership have received support from the National Science Foundation.

The project is led by Seung-Jong Jay Park, associate director for cyberinfrastructure at the LSU Center for Computation & Technology. Park is working with a multi-disciplinary team of LSU researchers as well as city-parish officials representing various departments and agencies. Together, this team will share access to key datasets, identify tangible problems, inventory service-related challenges and explore the development and deployment of technology-related solutions.

The National Science Foundation awarded the LSU research team the $99,932 planning grant through its Smart and Connected Communities Program. The project funded by this grant is titled “SCC-Planning: Promoting Smart Technologies in Public Safety and Transportation to Improve Social and Economic Outcomes in a U.S. EDA-Designated Critical Manufacturing Region.” You can find more about this project at http://smartcity.lsu.edu/.

DR. ED BENOIT HONORED AS 2019 COLLEGE ADVOCATE FOR DIVERSITY

Dr. Benoit is the founder and director of the Virtual Footlocker Project, which focuses on developing systems and methods to assist veterans with personal digital archiving. In 2018, Dr. Benoit spearheaded the development of a new incentive program recognizing graduating veterans and service members with a unique Challenge Coin. The coin recognizes the importance of veterans within our college. As former chair of the CHSE Diversity Committee, he has coordinated Safe Space training, assisted with the creation of CHSE’s new strategic plan, implemented a new diversity checkbox within Faculty360, and conducted an analysis of current recruitment and retention statistics for the college. In 2017, he received a Distinguished Alumni Award from the School of Information Studies at the University of Wisconsin-Milwaukee, and a TAF Undergraduate Teaching Award from LSU in 2018.

As noted in one of his support letters, “Ed has answered difficult questions, managed complex processes, and assisted in developing greatly needed programs and procedures that allow us to better understand CHSE’s strengths and challenges as they relate to meeting the needs of the increasingly diverse CHSE constituency.”
FACULTY NEWS

Publications


Presentations


Graduate Certificates

Archival Studies

Amy Catania

School Librarianship

Catherine Brantley

Rebecca Gerdes

Jacqueline Harsh

Jacob Hughes

Margaret Hughes

Master of Library & Information Science

Sara Alary

Renee Arledge

Samuel Ayers (MA)

Kimba Azore

Charlene Barrett

Laini Blanchard

Anna Braud

Eric Broussard (MA)

Brooke Brown

Daremy Butler (CRIM)

Kayla Caffarel

Kristen Candiloro

Christopher Carter

Keva Carter

Skye Comelia

Megan Crozat

Nicolette Davis

Bernard De Santis, III

Calie Dison

Lawren Dodson

Danielle Dozar

Crystal Bourgeois DuCarpe

Jodi Duet

Amy Duplessis

Jennifer Fleming

Calissa False (CRAST)

Lindsay Glaser

Hilary Gunnels

Haley Hampton

Elizabeth Hendershott

Deborah Jack

Sarah Jackson

Ellen John (CSLIB)

Amanda Johnson

Adrian Johnson

Dora Jordan

Megan Jordan

Lyndey Kelly

Anna Leinweber

Amber Lewis (CRAST)

Constance Mitton (CARST)

Virginia Mitts

Amy Moran (CARST)

Osaria Mouton

Andrew Mullins

Michael Perrriott

Maria Piacun

Aimee Pittman

A. Mackenzie Roberts

Kristina Rodriguez

Darcy Rohwer

Saksa Schemm

Adrienne Shields (CRIM)

Brittany Silva (CRIM)

Emily Smith

Courtney Stein

Brandi Stevens

Ariel Stewart

Tara Sylvester

Nicoletta Viator (CARST)

Elizabeth Walcavich

Stacy Wren

Kristina Zarek
Continued from page 1

This raised the following questions: was it an efficient use of resources for faculty to teach a face-to-face course with as few as nine students in one semester and as many as 42 students via a hybrid or web-based course another semester? How could we ensure that the quality of instruction was equitable in the hybrid and web-based courses, not because of concerns about the delivery formats, but because the enrollments were so much greater than in the face-to-face classes?

After discussing this situation at length, the decision of the faculty was to only offer courses in the asynchronous web-based delivery method. This seemed to be the only way to ensure that all students were being exposed to an equitable learning environment. Beginning in the fall 2016 semester, we have only offered web-based courses, with the exception of a few week-long face-to-face courses in the summer.

I think it’s very easy to see that this delivery format offers convenience to students. In fact, in the student survey mentioned above, the most frequent answer to the question “Why did you come to SLIS at LSU?” was that it is an entirely asynchronous online program. Students explained that this allowed them to schedule time for school around their work schedules and families, and that completing the degree would not have been possible in any other format.

But what about the quality of an entirely online program? Can students actually acquire the knowledge, the skills, and the competencies they need for successful careers in an entirely online environment? The answer seems to be yes.

First, let me explain that an “online” class does not just consist of printed materials such as class lecture notes and journal articles. Today’s classes are a wonderful synthesis of print, images, video, and audio... anything that gets the message across. In fact, SLIS has created its own recording studio to ensure the quality of our classes. Additionally, the online discussion forums allow students to interact with each other in ways they did not before, and faculty report more in-depth discussions with students drawing from and sharing their own experiences.

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Alumni News

Several of our Alumni received honors and reached milestones. Megan Bell (MLIS, 2015) was selected as a 2018 Institute for Research Design in Librarianship (IRDL) Scholar. IRDL trains academic librarians to conduct methodologically sound research and to create a network for future collaborations. Her research revolves around using the flipped classroom model as an active learning tool for citation management software instruction. Zack Blanchard (MLIS, 1998) is Louisiana Tech Alumni Association’s 2018 College of Liberal Arts Alumni of the Year, Two Alumni, Kacy Helwicz (MLIS, 2014) (YALSA) and Rachel Murdock (MLIS, 2014) (LITA) were selected as 2019 ALA Emerging Leaders. This leadership development program enables newer library workers from across the country to participate in problem-solving work groups, network with peers, gain an inside look into ALA structure, and have an opportunity to serve the profession in a leadership capacity.

Brenda and Joe Crotts retired after a combined 92 years of library service. They met in the LSU Library and married in 1973. Brenda Crotts (MSLS, 71) retired on January 30, 2018, after 41 years with the Butte County, California public library. She ended her career with managing the Chico branch. Her career began in the science division of the LSU Library from 1971 to 1974. Joe Crotts (MLS, 73) retired on January 30, 2018, after over 43 years with the Meriam Library of California State University, Chico. His career began as a library trainee in the government documents and chemistry divisions of the library. He later managed by moving the library of the Louisiana State Penitentiary in Angola until the end of 1974. In addition to serving in the library, he served as an officer on the university’s academic senate (including chair), executive committee, and university budget committee from 1990 to 1998.

Presentations


Jude Morrisey (MLIS, 2012) “Seeing the ‘Student’ in ‘Student Worker’: Utilizing the LMS for Student Worker Training & Management” Appalachian College Association Professional Development Day, 2018


Publications


Melissa Mallon, (MLIS, 2007), The Pivotial Role of Academic Librarians in Digital Learning (Santa Barbara, CA: ABC-CLIO, 2018)


Director’s Note

As I sit to write this, the re-accreditation team from ALA has just left campus, and I am over flowing with pride in our students, alumni, faculty and staff. This past year, we’ve asked for your help on numerous occasions, and you have all come through. We had an overwhelming response to both our alumni and student surveys with over 300 alumni and nearly 100 students providing us with feedback. Thanks to you all.

I would like to take some time here to discuss our recent move to delivering our degree programs entirely online. As I’m sure you know, SUS offers the only accredited MLIS program in the state of Louisiana. In order to serve all students in the state, distance education opportunities have always been a priority. Prior to the 1990s, faculty would drive to locations around the state to offer courses. (I remember one lovely semester in which I was driving to New Orleans every Thursday night to teach Abstracting and Indexing. Anyone reading this who took that class remember that there were not enough seats to every class; yes, my mother. She didn’t want me driving home alone after dark.)

In the mid-1990s, the Louisiana Board of Regents supported the creation of the infrastructure to support压缩课程 videos. Faculty teaching courses in the LSU campus were connected via audio and video to students in classrooms located around the state. Unfortunately, necessary updates and repairs to the infrastructure were not supported, and we stopped offering classes via this method in 2013. I’m sure those of you who took compressed video courses remember the following: “New Orleans! Are you there New Orleans! OK, we lost New Orleans.”

We started using alternatives to the failing compressed video system in 2012. We offered hybrid classes in which local students were physically located in the classroom and distance students were connected via Adobe Connect. Unfortunately, internet connectivity in Louisiana was an issue, especially in rural areas. Many students relied on their local libraries to connect to classes, but encountered issues in signing up for computer use for the three-hour class period. There were also many instances of connection interruptions, during which students lost access to the class.

We were also offering classes that were entirely web-based, using first the Blackboard and then the Moodle course management platforms. Most of these courses were asynchronous, eliminating the issue of students needing to find computers and internet connection problems for a three-hour class period.

So, during the 2012/13 through 2014/15 academic years, we were offering classes using three delivery methods: face-to-face, hybrid face-to-face/Adobe connect, and entirely web-based. We were alternating the delivery methods of classes so that students had the option to take each class face-to-face in the classroom, or to take classes connected via Adobe Connect or connected via the web. Giving students these options was the ideal situation. However, we soon encountered an environment in which enrollment in the face-to-face classes rapidly decreased.

The evidence of this trend can be seen in enrollment in core courses during this period of time. Core courses are offered every fall and spring semester. Each academic year, every core class offered was a face-to-face class during one semester and as either a hybrid or web-based course the other semester. In the 2012/13 academic year, 45% of students enrolled in face-to-face classes and 65% of students enrolled in classes in which they participated via Adobe Connect or via the web. In 2013/14, these numbers were 33% and 67%; in 2014/15, these numbers were 18% and 89%.