

Chapter 13

Hard-Learned Lessons: Online Course Development in the Years Following Hurricane Katrina

Sandra E. Weissinger
Southern Illinois University – Edwardsville, USA

Ashraf Esmail
Dillard University, USA

EXECUTIVE SUMMARY

After Hurricane Katrina, numerous studies and policy reports addressed the plight of higher education in New Orleans and McClue, Esmail, and Shepard serve as examples. Of importance to this chapter are those works that focus on the well-being and renewal strategies of Historically Black Colleges and Universities (HBCUs) in the city and, in particular, the role that technology plays in addressing the needs of displaced students and strengthening online degree generating programs. This chapter investigates the work of one particular HBCU—North-South—that, post Katrina, had great hopes of building online classes and programs of study. The goal, as articulated by school officials just after Katrina, was twofold: to attract the former student population and to develop a permanent, disaster-ready alternative to traditional on-the-ground classes. Data demonstrate that work to build and maintain online classes has been fragmented, declining significantly by 2008 and benefiting students in a select few programs.

ORGANIZATION BACKGROUND

As the only public Historically Black College or University in New Orleans, the case site, North-South University,¹ was established in 1959—five years after the landmark *Brown v. Board of Education* legislation (Francis, 2004). *Brown* called for integration in all public facilities, including colleges and universities. Like Mississippi and Alabama, Louisiana—specifically, New Orleans—was not ready to implement the federal mandate in the 1950s and as demonstrated by Gill (1997), held a cadre of citizens who were unwilling to accommodate diversity well into the 1990s.

Even with state support, upon creation, North-South, was known as “the Jim Crow school” to area civil rights activists (Francis 2004). They argued that the school was only created to attract Black college-bound students who, otherwise, would have drawn attention to racial discrimination when attempting to attend Louisiana State University New Orleans, now called the University of New Orleans. LSUNO, now UNO, is a majority white school that was built around the same time as North-South and in very close proximity (DeBerry, 2011; Francis, 2004).

Where LSUNO (UNO) has a number of facilities including lecture halls, a library, and several dormitories, North-South has always been small and positioned in just the right way to disappear from the public eye. Tucked into the residential neighborhood of Ponchartrain Park, an all-Black middle class region of the city (for a history of the neighborhood, see Gafford, 2013), North-South was strategically located to enforce the local custom of segregation. Combined with segregation is the problem of access and resources. Even though North-South had an “open admissions” policy until 2010, less than 4,000 students have ever been enrolled at one time. Of those enrolled, even fewer were counted as graduates from the university (DeBerry, 2010 and 2011). Although 4,000 is a small student population, the school has never had more than eleven functional buildings and these facilities have been fought for by students (Francis, 2004). After Katrina, the school operated classes in just a few buildings and even in 2012 many of these buildings could only do so on the upper levels, as the bottom floors were still not restored. There is a brand new building for the Business department which offers several online courses and a number of FEMA trailers which at one point, numbered over 345 according to unpublished research by Esmail and McClue, 2011.²

At no point in history have the leaders of North-South been able to avoid struggle and controversy. At this point, however, when compared to other area universities, including HBCUs, the state of North-South is dire. Part of this can be attributed to the leadership at the university. The first chancellor of the school was hand-picked and had a long tenure of nearly three decades (Francis, 2004). Upon stepping down in 1987, North-South has had six additional leaders, three serving for two years or less. Although the current chancellor arrived in January 2006 after the storm,

17 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/hard-learned-lessons/96115

Related Content

Secure Building Blocks for Data Privacy

Shuguo Han (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1741-1746).

www.irma-international.org/chapter/secure-building-blocks-data-privacy/11053

DFM as a Conceptual Model for Data Warehouse

Matteo Golfarelli (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 638-645).

www.irma-international.org/chapter/dfm-conceptual-model-data-warehouse/10888

Enhancing Web Search through Query Log Mining

Ji-Rong Wen (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 758-763).

www.irma-international.org/chapter/enhancing-web-search-through-query/10905

Mining Software Specifications

David Lo (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1303-1309).

www.irma-international.org/chapter/mining-software-specifications/10990

Tabu Search for Variable Selection in Classification

Silvia Casado Yustaand Joaquín Pacheco Bonrostro (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1909-1915).

www.irma-international.org/chapter/tabu-search-variable-selection-classification/11080