2019-2020 Annual Report

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Executive Summary

The 2019-2020 Academic Year was a year of great transition in the Owen Center. Due to staff departures in the Fall of 2019, data collection and continuity of services in the Fall of 2020 proved challenging. Between November of 2019 and January of 2020, the Owen Center was reconfigured and reconceptualized to merge the Owen Academic and Career Success Center with the Center for Teaching Excellence, creating the new Owen Center for Teaching and Learning. The new Owen CTL was launched at the start of the Spring 2020 semester, with the goal of better integrating faculty teaching support with student learning support. The original plan, shared with the faculty in January of 2020, was to spend the spring semester consulting with campus constituencies about the tentative reorganization of the CTL. Unfortunately, events in the Spring of 2020 required the entire CTL to pivot quickly to provide support to both student learners and faculty teachers.

This report provides an overview of the CTL's services and activities for the 2019-2020 year and is divided by functional area. Each area was asked to provide an overview of activities, including any quantitative data available to provide members of the Heidelberg community a sense of how the CTL has contributed to student success over the past year. Overall, the CTL has provided substantial support to both students and faculty through Academic Support, Academic Advising, Career Placement and Internships, Student Accessibility Services, and Faculty Development Programs. This support is documented through a count of individual appointments and unique users provided by each functional area:

Area	Appointments or Consultations
Accessibility Services	282 appts/consults (not unique users) 136 accommodations issued
Academic Support	814 student appointments (not unique users)
Academic Advising	445 unique students advised in Sp 2020
Career Placement & Internships	298 student appointments (not unique users)
Faculty Development	409 individual consultations (not unique users) 226 participants in group programs (not unique users; includes Orientation, FLC, HYPE Day)

Student Accessibility Services

This is a simple breakdown, by the numbers, of our operations over the last academic year. Aside from testing, our move to remote operation in response to the COVID-19 crisis has not disrupted our processes. Our proctored tests have dropped off considerably, which is reasonable given the transition to remote learning and faculty adoption of online testing.

One-on-One Student Meetings: 269
  ● 135 in Fall
  ● 134 in Spring

Staff & Faculty Consultations: 13
  ● 8 in Fall
  ● 5 in Spring
  ● Does not include phone calls and emails, only formal meetings

Letters of Accommodation: 136
  ● 69 issued in Fall
  ● 47 issued in Spring
  ● 20 existing Housing Accommodation Letters

Sonocent Licenses: 13
  ● 7 training sessions for students

Tests Proctored for the "Testing Center:"   93
  ● 80 in Fall
  ● 13 in Spring

Ongoing Projects

In the coming academic year, we will continue our operations and will focus on a few major developments. These developments/projects include:
  ● Finalize and implement Policies and Procedures Manual
  ● Transition to "less-paper" office
  ● Implement Guardian Conduct Software for digital information management
  ● Digitize all existing student records
  ● Improve/modernize test proctoring capabilities
  ● Promote accessible and inclusive teaching practices across campus

Academic Support

Academic Support for the 2019-2020 academic year underwent a lot of revision, planning, and reorganization. In restaffing, the Owen CTL hired a new Director of Academic Support, Morgan Harrigan. As part of the restaffing, the CTL did a thorough review of existing policies and practices and is continuing to improve them.

Academic Support worked to revise the Academic Improvement Plans, required of all students on Academic Probation or Suspension. Revisions aimed to help students identify more specific ways they can improve their academic performance, identify specific resources that will support them, and provide more accountability for completing, submitting, and following the Academic Improvement Plans. The revised Improvement Plan template was submitted to the Undergraduate Academic Policies Committee and approved for use beginning in May, 2020.

Courses supported by SI were: BIO 121, 122, 123, 124; CHM 111 and 112; and PSY 101. Our online Owen Center scheduling site, MyWCOnline, tracked 814 individual appointments over the course of the 2019-2020 academic year.   These appointments include Writing Center consultations, Academic Coaching sessions, and subject matter tutors (math, computer science, and accounting). The effectiveness of SI was not tracked effectively because SI session attendance was kept confidential from the faculty members.

In the midst of Covid-19, we were able to successfully transition our delivery of academic support to a virtual model. Our academic support employees utilize Zoom and Google Suite resources to share documents, provide supplemental instruction, and have helped their peers navigate and build new schedules.

Ongoing Projects

In the 2020-2021 academic year, Academic Support seeks to improve all areas of academic support, including in person and virtual support. There are a number of ongoing projects so that we can improve the quality and impact of Academic Support. These projects include:
- Creation of a Student Employee Guidebook
- Creation of an online application for student academic support workers
- Development and implementation of an ongoing training program for student academic support workers
- Development and implementation of the Quant Center
- Continued revision/improvements to the Writing Center
- Revision to 4-, 8-, and 12-week appraisals
- Revision and expansion of the Supplemental Instruction program

- Better integration of Academic Support into both academics and athletics
- Development and implementation of Academic Alert system utilizing Guardian Conduct Software

Academic Advising

Due to the departure of two of the three Academic Advising Specialists, the Owen Center has undergone substantial reconsideration of our advising practices and staffing. For the majority of the 2019-2020 academic year, the Owen Center's advising staff has consisted of one Academic Advising Specialist, Lindsey Baumgartner, and beginning in the Spring of 2020, Courtney DeMayo Pugno.

Over the course of the 2019-2020 academic year, Lindsey had a total of 271 scheduled appointments (tracked in mywconline) with 169 unique student users. These appointments do not reflect drop in appointments or informal advising interactions. Courtney's appointments were not tracked in mywconline; however, a review of her calendar for January 6 -March 13 of 2020 indicated 69 student advising appointments. These 69 student advising appointments do not include walk ins, which were not tracked.

Degreeworks Templates

The Owen Center advisors have been working with academic departments to develop Degreeworks Templates and will implement them in the Summer of 2020. As of 5/8/20, of the 59 Templates we outlined to be built, 30 are finished and active, 8 are awaiting departmental feedback, and 21 are in-progress (all remaining templates are for areas that implemented substantial curriculum revisions in 2019-2020, EDU and SMT)

Events

Pre-Registration Sessions for SP20 Registration

Due to the departure of Francesca and Shavron, we did not have the staff to offer our normal pre-registration sessions. Instead, an abbreviated pre-reg session was given to paired sections of HEI 101 with either an Owen Center Advisor or Faculty leading. While this mode of delivery ensured that we spoke with the entire first-year class (outside of a few absences), the message became inconsistent. We created an agenda for session delivery, but the information presented varied widely between sections based on who was presenting.

Degreeworks Training for Athletics Coaches

On February 26, Courtney DeMayo Pugno attended the Athletics Staff meeting to provide the coaches with a general overview of how to use Degreeworks. Recognizing that student athletes often go to their coaches first with questions, the Owen CTL staff

believed it important to provide the coaches with a basic overview of how to look up a student's audit in Degreeworks, how to read an audit, and how to refer a student to his/her academic advisor. The session was well attended, with approximately 25 head coaches and assistant coaches in attendance.

Remote Group Advising Sessions & Individual Advising for FL20 Registration

Due to COVID-19 and the transition to remote learning, we offered group advising Zoom sessions in collaboration with department faculty to prepare students for Fall 2020 Registration. Between these group sessions and individual appointments/emails, the Owen Center helped 445 students register for the Fall 2020 semester. Lindsey and Courtney each held over 100 individual advising sessions for students to facilitate fall registration.

As of the June 1 registration and deposit numbers for Fall 2020, the Owen CTL supported the registration of 67.4% of Heidelberg's returning students.

Ongoing Projects

Academic Advising has several ongoing projects for the 2020-2021 academic year. These projects include:
- Degreeworks users from the "Planner" tab to the "Plans" tab.
- Completion of Degreeworks Plans for all majors and programs.
- Train and implement Academic Advising Fellows to promote better integration between Owen Center Advising and Departmental Advising

Career Placement and Internships

288 individual student meetings have been held over the course of the 2019-2020 Academic Year.

Meetings by class standing:

Freshman	38
Sophomore	24
Junior	93
Senior	117
Alumni	4
Graduate Student	12

Employer Outreach Data: Mostly completed during Fall 2019

JP Morgan (Columbus)/Accounting	Chris Gossard

Lake Erie Crushers (Minor League Baseball)/Sports Management	Tom Kramig-President
The Walt Disney Company	Jessica Maloney
City of Tiffin Parks District	Various
LinkedIN	Various
Mercy Hospital Tiffin	Various
GOOGLE! Tech/CS Internships and Employment	Charlene Clee (Tech Student Outreach Coordinator)
Croghan Colonial Bank (Banking/Finance/Accounting)	Various
American Heart Association Findlay/Marketing & Communication	Kerri Rochelle (Heart Walk Director)
Autumnwood Care Center (Health Science Internships)	Various
Seneca County Drug Task Force (Established/CJ)	Chuck Boyer
Mayor's Office Tiffin, OH (Political Science)	Aaron Montz
Mayor's Office, Fremont, OH (Political Science)	Danny Sanchez
Charles River Laboratories (Medical Research)	Kay Cavinder
Children's Musical Theater (School of Music)	Elizabeth Tracy
Community Hospice Care (Medical Internships)	Mikki King (Director)
Firelands Counseling (Psychology Internships)	Shelly Biggert
Project Hope Equine Therapy (Counseling/Psychology Internships)	Sandra Tebbe
Franciscan Earth Literacy Center (Education Internships)	Jeanine Alvarado
KKR Consult (Business Internships)	Kim Radisson
Lakeside Heritage (History)	Kathy Venema
Tiffin Glass Museum (History)	Paul Koffman
SIDEC (Seneca Industrial and Economic Development Corporation)	David Zak
SCAT (Business Internships)	Mary Habig
Tiffin Parks & Recreation	Bryce Kuhne (Parks Director)
Oriana House, Inc.	Carrie Benham-Daniel (Program Administrator)
United Way/First Call for Help	Jason Pollick
NAMI (Psych internships)	Jaclyn Hecker
INI Group (Psychology Internship)	Frank Nwokeji
Hancock County Parks (Biology/Chemistry)	Tifani Boltz
Mental Health and Recovery Services Board (Psychology/Counseling Internships)	Robin Reaves
The Second City (Theatre Internships)	Kendra (The Second City Internship Coordinator)
Crosswaeh	Carrie Benham-Daniel

Tiffin City Schools	Michelle Tuite
Toledo Mudhens/Toledo Walleye/Hensville	Andi Roman
JobsOhio	Brent Maurer
Crogen Bank	Adam O' Brien
The Counseling Source	Chris Killian
The Second City	Kendra Scott

Faculty Development

CTL completed its typical faculty support in the 2019-2020 year. The programming this year included consultations, mid-semester check ins ("Mids"), observations, the annual Faculty Learning Community (FLC), a Scholarship of Teaching and Learning (SOTL) accountability and support group, New Faculty Orientation (NFO), HYPE Day faculty development, Teaching Thursday lunches, a "silent writing" group, and several other programs.

Faculty Learning Community

In the summer of 2019, the CTE ran it's second Faculty Learning Community, in which faculty participants substantially revised one gateway course or a course for first year students. In the summer of 2019, nine faculty participants from Humanities, Health Sciences, Natural Sciences, and Music & Theater collaborated on course revisions to integrate more active learning experiences, group work/group learning experiences, to implement best practices in gateway course/first year teaching, and to solve shared teaching problems.

Each faculty participant completed a final report that summarized their course revisions and assessed the impact of those revisions. Faculty shared their revisions and the results of those course revisions at the 2020 Faculty Research Symposium.

Overall, faculty reported higher levels of student engagement in their courses, higher rates of student satisfaction (as measured by IDEA surveys), and increased comprehension of course materials. In several instances, faculty course revisions also contributed to improved D/F/W rates. 296 students were enrolled in courses that were revised as part of the 2019 Faculty Learning Community.

New Faculty Orientation and Mentoring

In August of 2019, the CTE conducted it's second New Faculty Orientation and New Faculty Mentoring Program. Building on the revisions of the 2018-2019 program, the CTL staff made several changes to both programs.

New Faculty Orientation was revised to provide more hands on "work" time to help new faculty members prepare for the first day of class. This revision had mixed results; some participants appreciated the time to work and prepare for class, while others found the amount of time allowed inadequate. Additionally, the primary critique of New Faculty Orientation is that it is held too close to the start of the semester. This concern was raised in 2018 as well, as New Faculty Orientation is typically held about a week before the August opening workshop.

The concern over scheduling New Faculty Orientation is important and appropriate, and it is a problem we have not yet been able to solve. In the Summer of 2020, we will attempt to solve this issue by making New Faculty Orientation a hybrid program. We will "offload" much of the emphasis on teaching into a Canvas course for incoming faculty members that will be available starting August 1. This Canvas course will include:
- Owen CTL Information - Academic Support, Academic Advising, Early Alerts, Accessibility Services
- Teaching resources - Canvas manual (with instructional videos), syllabus template, ideas for first day of class, etc.
- Oasis tutorials - how to access class lists, how to complete first week attendance, etc.

This will allow us, at (hopefully) the face-to-face New Faculty Orientation, to focus more on the logistics. New Faculty members will meet their mentors, learn their way around campus, get their office keys (if possible), learn how to work classroom technology, etc.

New Faculty Mentoring

The New Faculty Mentoring program was modified based on feedback solicited during the 2018-2019 academic year. Based on the feedback of both mentors and program participants, the following elements were kept:
- Interdisciplinary faculty groups, with a faculty mentor from an outside area
- Developmental observations of teaching
- Continued use of the "just in time" model, that distributed information and topics out over an entire academic year.

Based on feedback, the following changes were made:

- Mentoring groups were reduced in size from 4 to 2 or 3. This allowed mentors a better opportunity to connect with new faculty members and provide new faculty members with more personal attention.
- Several topics addressed in New Faculty Mentoring were removed from the program based on participant feedback.
- We developed a Canvas Course for new Faculty members and mentors to provide continuous access to resources.

Unfortunately, the shift to rapid remote teaching meant that we did not finish the New Faculty Mentoring Program for the 2019-2020 academic year. Informal feedback we received from participants during the year, however, indicated that the program provided important information and was helpful to participants. We hope, in 2020-2021, to continue to improve the program to better support our new colleagues.

HYPE Day Faculty Development

In the 2019-2020 academic year, the CTL substantially revised HYPE Day faculty development in coordination with the Faculty Development Committee. Rather than treating each HYPE Day as a stand-alone workshop, the CTL and FDC proposed creating small faculty cohorts who would address a shared topic for the duration of the semester. In FAll 2019, faculty learners worked on the following topics:
- Teaching/Supporting First Generation Students
- Online Teaching and Learning (referenced below)
- Finding Joy in the Job
- Active Learning
- Working with UAM
- White Fragility (book group)
- General Education Revisions

In the Spring of 2020, faculty learners worked on the following topics:
- Finding Joy in the Job
- Academics/Athletics Collaboration
- Equitable Grading Practices (book group)
- Dynamic Lecturing (book group)
- White Fragility/Not Light But Fire (book group)
- General Education Revisions

The revised HYPE Day program was assessed through each group's submission of an Action Agenda (modified from the School of Education's Action Agenda) that

documented each group's activity and progress. Several action agendas were not submitted, so the number of participants currently skews low. The action agendas submitted indicated the following levels of participation:

Month	Number of Faculty Participants
September	47
October	48
November	34 (1 action agenda missing)
January	54
February	14 (only 2 agendas submitted)
Average Monthly Participation in HYPE Day Faculty Development: 39.4 people	

Additionally, the CTL conducted a feedback survey to determine faculty satisfaction with the new HYPE Day Faculty Development Format. The feedback surveys were distributed at the October and November faculty meetings, and measured both faculty satisfaction with the program and (in the case of the November feedback survey) the extent to which the program encouraged behavioral change among participants.

In both areas - faculty satisfaction and likelihood of behavioral change among participants - the revisions to HYPE Day faculty development produced positive results.

October Feedback Survey	
Question	**Average Score**
The semester planning process allowed me to contribute to my group's scope of work.	4.315789474
This semester's HYPE Day faculty development program is a good use of my time.	4.125
I prefer this structure to the previous structure.	4.25
I see value in my HYPE Day group's work.	4.25
My HYPE Day group will help me do my work well.	4.05
November Feedback Survey	

Question	Average Score
This semester's HYPE Day group work was a good use of my time.	4.35
My HYPE Day group's work helped me do my work well.	3.975
In my HYPE Day group, I connected with colleagues I don't usually work with.	4.35
I will do at least one new thing, or at least one thing differently, because of what I learned (3 point scale)	2.611111111

At the January workshop, all fall HYPE Groups reported on their progress and shared their final products. The following take-aways were reported:
- Curated content for a handbook for First-Generation students.
- Establish campus chapter for First Generation Students National Honor Society
- Peer review of active learning class sessions
- Self reflection and brainstorming on how to facilitate racially charged conversations in the classroom
- Development of UAM staff directory and functional areas to promote more collaboration with faculty
- Creation of a UAPC subcommittee to develop policies related to online learning

Unfortunately, the COVID-19 pandemic led to the suspension of the Spring HYPE Day faculty development program after only two group meetings. Groups submitted action agendas, indicating that they were working on their assigned topics, but the CTL was not able to do meaningful assessment of the spring groups before faculty had to vacate campus.

Emergency Remote Teaching Support

In the 2019-2020 academic year, the Owen Center for Teaching and Learning faced its biggest challenge yet - emergency transition of all face-to-face courses to online courses in response to the global COVID-19 pandemic. Prior to the announcement that Heidelberg University would pivot classes online, the CTL constructed a teaching continuity plan with instructions, suggestions, and information. That report was finished as the announcement was made, so faculty were given the plan immediately. In collaboration with CNIT, the CTL promoted consistent use of Zoom and Canvas for faculty pedagogy, resulting in nearly campus-wide use of those two platforms and providing a more consistent learning experience for students across disciplines.

Between March 12 and April 3, 2020, the CTL had a total of 301 individual consultations with 86 unique instructors. Those consultations were held in person, over the phone, or over Zoom. Both Courtney and Rebecca provided their cell phone numbers to the entire faculty and were available via phone call or text as the faculty pivoted online. This resulted in 301 separate consultations between those dates; the CTL stopped tracking individual consultations after April 3. These consultations were most often focused on Zoom or Canvas. In addition to these individual consultations, the CTL provided daily then weekly updates, wrote several new guides for both Zoom and Canvas, and provided various checklists and samples to ensure quality in our online courses. Both Courtney and Rebecca made themselves available over the weekend and outside typical working hours to ensure faculty felt supported.

Developmental Consultations

Excluding the March 12 - April 3 consultations, the CTL completed more than 70 consultations in the 2019-2020 academic year. These consultations included discussing IDEA surveys, Canvas technology support, various technology tools support, teaching strategies, and CV updates. The CTL completed 8 mid-semester reviews. We also completed 4 classroom observations and 2 co-teaching sessions to support technology integration.

Technology Support

Additional technology support was provided through various programming. At the beginning of both semesters, the CTL offered Canvas drop in hours for faculty to work on setting up their Canvas courses and get any support needed. 20 faculty attended drop in hours this academic year. The CTL, in conjunction with CNIT, also offered a webinar with Canvas trainers on a Canvas feature called Studio, which allows for video creation. 15 faculty members attended that training at the beginning of the year. Along with Dr. Lucy Beiderman, the CTL ran its first session of the Learning Online Teaching and Learning (LOTL) course, developed by the CTL, Dr. Beiderman, and Dr. Karen Estridge. 14 faculty members expressed interest in joining the course, with 4 faculty members working through it in the Fall semester.

This year the CTL also conducted three departmental technology workshops, on using Canvas for group work and data collection. The CTL also planned on hosting another tech slam during the Spring semester. Because of campus being closed, the tech slam was converted to an asynchronous presentation with videos that was emailed out to all faculty.

Ongoing Projects

In terms of faculty development programming, the CTL has several ongoing projects, including:

- Campus wide faculty training for online teaching and learning, to be conducted in the summer of 2020
- Revision to New Faculty Orientation to create a hybrid orientation program
- Revision to the New Faculty Mentoring program to create a hybrid program that can be delivered both face-to-face and online