



## **2020-2021 Annual Report**

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**Owen Center for Teaching and Learning**  
**Executive Summary/Annual Report Overview**  
**Courtney DeMayo Pugno, Ph.D., Executive Director**

[ASSESSMENT AND ALIGNMENT CHART](#)

**Owen CTL Vision:** Empowered and successful Heidelberg students, faculty, and staff.

**Owen CTL Mission:** Serve the Heidelberg community by promoting best practices in teaching and learning, empowering all to achieve success.

In the 2020-2021 academic year, the Owen Center for Teaching and Learning made substantial progress in accomplishing its three primary goals: to support faculty as they improve their teaching to better support student academic success; to provide resources to help students achieve their goals, both at Heidelberg and after Heidelberg; and to collaborate, both within the CTL and outside the CTL to support the university's core student mission.

This report outlines, by functional area, the OCTL's activities over the past year that have supported teaching and learning at Heidelberg University. The 2020-2021 academic year began with a workshop during which each functional area established its mission, vision, and goals for the year. Each functional area then worked with Jordan Kaufman, Director of Academic Assessment and Effectiveness, to develop an assessment plan that would allow us to evaluate the impact of our work. Each functional area mapped its goals, objectives, practices/activities, and assessment practices on an Assessment and Alignment Chart. Throughout the academic year, each area gathered assessment data, and wrote a short report explaining that data. Those reports form the crux of the Owen Center for Teaching and Learning's 2020-2021 Annual Report.

Overall, the merger of the Center for Teaching Excellence with the Owen Academic and Career Success Center has been successful, as the new Owen CTL has had a demonstrably positive impact on student and faculty success. Although the merger took place right in the midst of a global pandemic, and the first full year of CTL operations occurred in similarly trying times, the Owen Center for Teaching and Learning has successfully established itself as the hub of teaching and learning support on campus. Moving forward, in the 2021-2022 academic year, we will continue to focus on integrating each functional area of the Center, as well as improving our assessment practices to better measure the impact of our work, and revising our activities according to the data reported in this document.

The contents of this report are organized alphabetically by functional area. The author of each section is identified at the top of that section, along with the functional area's mission and vision. Each Assessment and Alignment Chart is linked into the corresponding section as an additional resource.

**Academic Advising Annual Report**  
**Lindsey Baumgartner, M.Ed., Academic Advising Specialist**

**ACADEMIC ADVISING ASSESSMENT AND ALIGNMENT CHART**

**Academic Advising Vision:** Empowered students reaching their academic and life goals.

**Academic Advising Mission:** Support students as they define, plan a path for, and pursue their goals.

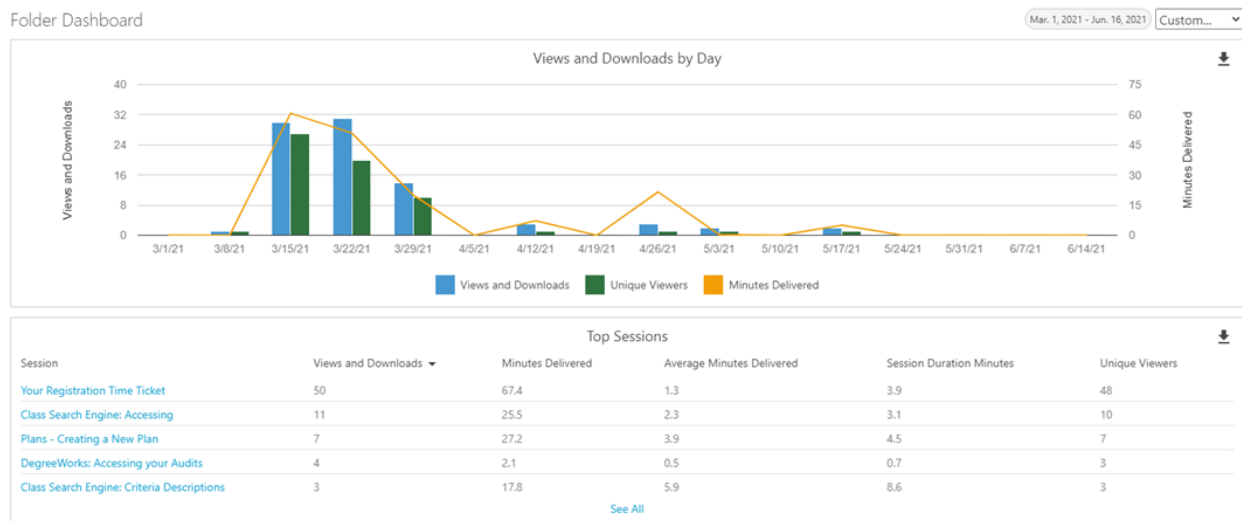
Goal 1: Teach Students to Identify and utilize the sources available to them to make informed academic decisions.

**Objective 1: The advising office will maintain up-to-date written guides to academic tools.**

This objective was met. Written guides were already up-to-date, with the exception of the Major Curriculum Plans. Major curriculum plans were created and posted on the CTL Documents page on inside.heidelberg.edu.

**Objective 2: The advising office will create video tutorials outlining the function of available tools.**

This objective was met. Lindsey recorded 18 tutorials for advising-related processes for student and faculty use. Intend to revise and create more as we move forward. Below are the view statistics for the March 1st-June 16th. Tutorials were most used during the registration period, which is unsurprising since the currently available videos are primarily focused on registration and academic planning processes. Video tutorials addressed the following topics: who is my academic advisor, viewing registration time tickets, using the class search engine (multiple videos), reading results of class searches, how to use degreeworks (multiple videos), how to use the “what if” tool in Degreeworks, how to make a plan in Degreeworks (multiple videos). All video tutorials are available on the Owen CTL Canvas Page.



**Objective 3: First-year students will attend a training session on registration processes in preparation for Spring Semester registration.**

This objective was met by utilizing Faculty Advising Fellows (see below).

Due to remote work, we only offered walk-in advising during the Registration Weeks for FL21. Lindsey was available at the Heidelberg from 11 am-1pm 8 out of the 10 days in the two weeks prior to registration for students to visit. Courtney held drop-in hours in her office around her meetings/classes.

Owen Center Advisors and Faculty Fellows offered group pre-registration sessions for their advisees. The Pre-Reg sessions in the Fall semester focus on teaching students the registration processes (class search, registration, reading DegreeWorks, locating their time ticket). Initial sessions were geared towards specific majors (which included advice on course selections) with make-up sessions for any stragglers. Attendance and completion of a session feedback survey was required for a student to receive their Registration PIN.

[Feedback Survey Results](#)

**Objective 4: First-year students will attend a training session on academic planning tools in preparation for Fall semester registration.**

This objective was met through a campus-wide registration initiative called March Registration Madness. The event was set up to encourage students to prepare for and register during the first week of registration for the Fall 2021 semester. March Registration Madness focused on several key steps for preparation and offered incentives to both students to complete the steps and advisors to conduct appropriate outreach. Students were asked to meet with their advisor, view their registration status, check for holds, and register during registration week.

Overall, March Registration Madness was a success. It incentivized good advising practices among advisors, helped students remove their holds so they could register on time, and increased the number of students who registered full time during registration week.

Percentage of Advisees Met With	Number of Advisors who met this percentage
90-100%	23
80-89%	13
70-79%	4
Less than 70%	3

Semester	Number of UG Students with Holds that Prevent Registration		
	Friday of 1st week of Registration (date)	End of Semester (date)	June 15th
Spring 2018	153 (3/30/18)	59 (5/8/18)	42
Spring 2019	158 (3/29/19)	72 (5/7/19)	45

Spring 2020	109 (4/3/20)	38 (5/12/20)	19
Spring 2021	88 (4/2/21)	43 (5/11/21)	33

Semester	Registration # @ end of Reg week <sup>1</sup>	Total # Returning Students	% of students who registered during Reg Week
Fall 2020	442 <sup>2</sup>	655 <sup>3</sup>	67.480%
Spring 2021	636 <sup>4</sup>	932	68.240%
Fall 2021	498 <sup>5</sup>	661 <sup>6</sup>	75.340%

Goal 2: Assist in the Development of Educational Plans that are consistent with students' aspirations, interests, strengths, and values.

**Objective: Students will build a plan in DegreeWorks that is approved and locked by their first-year advisor by the end of their first year.**

This objective was partially met. To accomplish this objective, 4-year planning was integrated into AIM HEI 102 and the General Education Pilot. As part of both of those courses, all students began building their 4 year plans and loading those plans into Degreeworks. Academic Advising supported this process by co-authoring the OCTL's [How-to guide](#) for creating 4 year plans.

Goal 2: Implement and Continually improve on campus advising practices.

**Objective 1: Annually review CTL advising practices and modify as necessary.**

The CTL restructured First-Year Academic Advising to a Faculty Fellows model. In this model, along-side professional advisors, interested/selected faculty members receive a stipend or course release to take on a load of first-year students and conduct programming for those students with the CTL. Students are assigned to first-year advisors based on major; Faculty Fellows worked with students in their programs (or related) and the remainder were advised by CTL staff.

Advisor	Primary Majors	First-Year Advisees at beginning of FL20 (based on assignments on <u>2020-2021 Cohort document</u> )
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<sup>1</sup> Registration numbers counted as those who register BEFORE the Monday after Registration Week.

<sup>2</sup> Registration before 4/20/2020

<sup>3</sup> 655 = total enrollment (996) - incoming students (330) - incoming transfers (11)

<sup>4</sup> Registered before 11/16/2020

<sup>5</sup> Registered before 4/5/2021

<sup>6</sup> Updated on 5/3/2021

Baumgartner, Lindsey	Natural & Health Sciences	83
DeMayo-Pugno, Courtney	CPS, CHM, BCH	29
Estridge, Karen (not a Faculty Fellow, but as the director of the Nursing Program she works with all first-year nursing students)	Nursing	18
O'Reilly, Marc	Humanities, POL, UND	36
Pistorova, Stacey	Education	38
Ramsdell, Gregg	School of Music & Theatre	35
Roerdink, Andrea (left after fall semester and advisees transferred to LB & CDP)	School of Business	44
Stark, Traci	PSY/CRM	46

For the 2021-2022 academic year, 2 new advising fellows were added to support Pre-Professional Health Students: Jena Suffel and Lauren McGraw. Additionally, the advising loads of advising fellows will be reduced whenever possible to ~30 first year advisees.

Effective assessment of advising is a long term project of the CTL.

**Objective 2: Curate a repository of resources to support academic advising.**

This objective was met. Currently, resources to support academic advising are available to all instructors on the Owen CTL Canvas page. The Academic Advising specialist is also designing a 1-day workshop for Faculty Development to improve advising practices across the institution. Will address current theories in advising as well as instruction on advising processes. Planned for August, shortly before the Fall semester begins.

**Objective 3: Provide monthly academic advising meetings for all faculty advising fellows.**

This objective was met. In monthly advising meetings, faculty advising fellows were given updates on important information, advising questions were answered, and general discussions about advising practices took place.

**Academic Support Annual Report**  
**Morgan Harrigan, M.Ed., Director of Academic Support**

**ASSESSMENT AND ALIGNMENT CHART**

Academic Support Vision: All students achieve academic success.

Academic Support Mission: Empower student success by providing academic support resources that serve the needs of the entire Heidelberg Community.

Goal 1: Provide quality academic support programs for a variety of academic areas.

The Owen CTL offered traditional academic support, with the addition of virtual sessions, during the Fall 2020 semester. Virtual academic support was introduced in a triage effort to end the 2019-2020 academic year and has since merged into a viable support option.

Supplemental Instruction was provided for BIO 121, BIO 123, CHM 106, CHM 111, PSY 101, and ACC 201. Each course provided one in-person session and one virtual session with the addition of a virtual office hour. New to supplemental instruction in Fall 2020, attendance was recorded and shared with corresponding faculty. This allowed attendance to be potentially incentivized, embedded into course expectations, and tracked to see if DFW rates improved.

Through analyzing this data, it is evident that the accessibility and convenience of virtual sessions is necessary and should continue in a post-pandemic year. Virtual sessions were attended more regularly and feedback from both students and Owen Center student employees were positive regarding virtual sessions. Also, through tracking attendance, data was accumulated showing students that attended SI sessions regularly performed better in the courses compared to those who did not.

The Fall 2020 attendance was also important in determining services offered for the Spring 2021 semester. By analyzing attendance in Fall of 2020, Supplemental Instruction was limited to BIO 123, BIO 124 and CHM 112. These were the only courses with significant and regular attendance in Fall of 2020.

Fall 2020 Attendance Data for SI: Number of average SI sessions attended compared to earned grade in course		
	<b>BIO 123</b>	<b>CHM 111</b>
<b>A</b>	6	12
<b>B</b>	3	9
<b>C</b>	2	6
<b>D/F/W</b>	0.2 (2 students attended 1 session each)	3

Spring 2021 Attendance Data for SI: Number of average SI sessions attended compared to earned grade in course			
	BIO 123	BIO 124	CHM 112
<b>A</b>	5	3	8.3
<b>B</b>	2	1	7
<b>C</b>	4	1.5	5
<b>D/F/W</b>	1	1 student earned a D, and attended 3 SI sessions (no F's or W's)	1.25

BIO 123 and CHM 111 show direct correlation with SI attendance and overall performance in the course. The other courses in which SI was offered did not have significant attendance to be able to compare. Attendance data for Spring 2021 SI was interesting in that all students in BIO 123 that attended at least 1 session, passed the course. Every student that withdrew or failed BIO 123 attended zero SI sessions. BIO 124 didn't have significant attendance data correlation; however, only one student earned a D- and no students failed or withdrew. CHM 112 showed direct correlation with SI attendance and overall performance in the course.

In the Spring 2021 semester weekly study sessions were offered for ACC 202 and PSY 101 instead of supplemental instruction. Additionally, MTH 114, MTH 118, MTH 119, MTH 120, MTH 121 also had weekly study sessions, both in person and virtual. Students were also able to schedule 1 on 1 tutoring sessions for the above courses as well as Spanish, German, Computer Science, and CHM 107.

Another change in academic support from Fall 2020 to Spring 2021 was combining academic coaches and writing consultants. For a more holistic mentoring approach, all of our writing consultants were dually trained as academic coaches. This allowed students to work with an academic coach/writing consultant throughout the semester and help with both academic success strategies and written assignments. Student employees said they enjoyed this collaboration because they felt oftentimes this was naturally occurring and now students could just sign up in one place instead of making separate appointments.

Academic Coach monitored study tables was also an addition to the 2020-2021 academic year. Available to all students but were mainly populated by athletic teams requiring study hours. Linked below are all attendance records, exit tickets, and academic support schedules. All student feedback and data has been anonymized to protect student confidentiality.

Academic Support Schedules:

[Fall 2020](#)

[Spring 2021](#)



[SI Attendance Fall 2020](#)

[BIO 121 Exit Tickets Fall 2020](#)

[ACC 201 Exit Tickets Fall 2020](#)

[CHM 106 Exit Tickets Fall 2020](#)

[Study Table Attendance Fall 2020](#)

Workshop Exit Tickets/Attendance:

[Exam Prep](#)

[Test Taking](#)

[Study Skills](#)

[Note-Taking](#)

[SI Attendance Spring 2021](#)

[Group Study Sessions Spring 2021](#) (did not offer in Fall semester)

[Study Session Exit Tickets Spring 21](#)

[Study Table Attendance Spring 2021](#)

[Study Table Exit Tickets Spring 21](#)

[Assessment questions from Owen Center Academic Support Employees](#)

## Goal 2: Increase campus awareness of CTL resources for faculty and students

Resource	# of engagements	# of followers	Creation Date
Canvas Page: Academic Support	49,169	1,152 enrolled in course 1,068 individual users engaged in page	November 2020 New students are added each semester
Instagram: HUOwenCenter	Unknown	133	Created in October 2020
Twitter: HUOwen Center	30,000+	94	Created in October 2020
WC Online	746 individual appointments 159 distinct users	527 appointments for academic support- others for advising	Added dropdown to logins on inside.heidelberg.edu

Canvas, Instagram and Twitter are new and will continue to grow and expand in future years. By creating these new streams of communication, we are able to reach students and track engagements. Canvas was the most successful in terms of reaching nearly 93% of the student population. Expanding this page and directing students to resources through Canvas is a focus for the upcoming academic year.

## Goal 3: Provide innovative support programs for students in academic trouble

Academic Improvement Plans were created for students on probation and warning. The Director of Academic Support communicated with advisors after 4, 8, 12 week appraisals. Students that created an academic improvement plan in The Owen Center completed study hours and academic coaching sessions regularly throughout the semester in The Owen CTL. Tracking Academic Improvement Plans and holding students accountable to them was very difficult since many were not generated in The Owen Center. Rationale for updating this model in the next academic year is provided below.

*Proposed new model for Academic Improvement Plans*

[Rationale/New Model](#)

[Academic Improvement Plan Revision](#)

Goal 4: Collaborate and partner with faculty, advisors, and staff to coordinate a campus-wide network of academic support and provide services and resources that enhance and support student learning:

4-week, 8-week, and 12-week appraisals were revised in Fall 2020 to provide more streamlined recommendations for academic improvement. Faculty and staff were sent reminder emails consistently over the course of the week each appraisal was due. A video tutorial and step by step “How to” was attached to these reminders. Appraisals were completed at a 90%+ completion rate. Comparing this to previous years is unavailable due to changing the appraisal format and not having access to data pre-2020.

133 individual alerts submitted and reviewed through the Guardian Conduct System. 101 individual students reported, 32 repeat alerts. Each student was emailed by the Director of Academic Support. Additionally, if the student had a known connection on campus (athletics, music/theatre, faculty/staff, etc) they were also contacted regarding the alert. Additionally, faculty advisors were added to cases in which their advisees had an academic alert. Unsure of this impact as some advisors followed up with reporting in Guardian and others did not. All students with academic alerts had multiple people on campus trying to connect with them and offer assistance. The potential addition of Mongoose for texting communication would be very helpful in assistance with academic alerts as emails are often overlooked or dismissed.

Goal 5: Foster personal responsibility and accountability for learning:

The Director of Academic support created the [Academic Support Guidebook for The Owen CTL at Heidelberg University](#), and applications for student employment was created in Handshake. The CTL also adopted ongoing student employee training; employees were quizzed on the Academic Support Guidebook ([responses linked](#)); Quant Center Tutors were additionally trained by Lindsay Haubert and Writing Consultants were additionally trained by Nancy ElGendy

**Beeghly Library Annual Report**  
**Laurie Repp, MLS, Director of Library Services**

**Beeghly Library Vision:** A spirit of exploration, lifelong learning, and the pursuit of knowledge embraced by all members of the Heidelberg community.

**Beeghly Library Mission:** Provide materials and services to help the Heidelberg community obtain and use information to meet their personal and educational needs and to teach skills that allow students to access, evaluate, and synthesize information to lead a life of purpose with distinction, in line with with [Heidelberg University Mission and Vision](#).

Goal 1: Help students improve their information literacy skills (in line with ACRL Framework) and knowledge of the research process.

**Objective 1 Increase number of individual student research consultations**

This objective was met. During the 2020-21 year we had 32 online or in-person one-on-one research consultations, 17 of which were in the Spring 2021 semester. Ten of the consultations in the Fall 2020 semester were online meetings, but all but one were in-person in Spring 2021. During the 2019-2020 academic year we had 17 research consultations total, but this low number was definitely affected by the time we were closed at the beginning of COVID19 in Spring 2020.

Jenni Royce talked about the service during all of her class sessions, which may have helped increase awareness of the service. We have not made a strong connection with the Writing Center staff yet, but will use the “Research, then Write” theme to work with them to further increase awareness of.

**Objective 2: Increase number of course-based instruction sessions.**

This objective was not met. During Fall 2020 Jenni Royce taught in 16 classes using a variety of modalities--some in-person, some via Zoom and others through video recordings. In Spring 2021 she taught in 12 classes, all via Zoom and video recording except one. These numbers are less than previous semesters--for instance, in Fall 2019 we taught in 30 classes. Although we contacted all faculty about the availability of information literacy classes, many had modified their class content due to COVID19 and others did not reach back to us.

**Objective 3: Improve “ready reference” in circulation desk student workers.**

Objective partially met. Cassandra Lagunzad, circulation supervisor, developed a Circulation Desk Landing Page for our student workers, which provides links to guides and their handbook. It works well for technical, directional, and general information, but we have not yet developed a learning module or tutorial for subject specific reference questions.

**Objective 4: Work with faculty on special projects that promote information literacy.**

Objective not met. We did not meet with any faculty regarding special projects or assignments to promote information literacy due to the chaos of COVID19. However, we did begin work on a guide for faculty about incorporating information literacy teaching opportunities in their classes.

**Objective 5: Continue work with COM 100 and ENG 101 courses to offer sessions on basic searching and basic evaluation skills.**

Objective was partially met. Due to the transition to online teaching, several of the usual COM 100 and WRI 101 faculty did not incorporate information literacy sessions into their syllabi and this resulted in fewer sessions requested. This was especially the case for COM 100 sections.

COM 100		WRI 101	
Fall 2020	2	Fall 2020	9
Spring 2021	1	Spring 2021	5

**Objective 6: Work with faculty to incorporate specific information literacy skills into their assignments.**

Objective not met. However, we did begin work on a guide for faculty about incorporating information literacy teaching opportunities in their classes.

Goal 2: Provide a safe and inclusive building environment which promotes the use of library resources and use of the library as a ‘Third Space.’

**Objective 1: Continue to rearrange library holdings to improve use of space.**

This objective has been met. The “book flip,” moving the circulating books from the Lower Level up to the 2nd floor and the periodicals downstairs, has been completed. The remaining empty shelving will be taken down in Summer 2021. Some of the tables, chairs, and soft furnishings have been moved to make use of the new spaces.

**Objective 2: To have the main door and at least one restroom be ADA compliant, and to have shelf spacing become ADA compliant by the end of Fall semester, 2020.**

Objective partially met. As we moved shelving during the flip and the Archives move, we enlarged the space between many units to at least the minimum requirement of 36”. When possible, we used a 40-45” space at the narrowest spots, so all the shelf spacing is not ADA compliant. No progress has been made with the front doors or restrooms.

**Objective 3: Hang more artwork, framed ALA posters in the new Juvenile area.**

Objective was met. We had two large art prints framed and they will be hung in a large blank wall space on the 2nd floor. Three children’s book-related prints for the Juvenile Collections were purchased and framed. They will be hung in Summer 2021.

**Objective 4: Plan for new seating areas on the opened-up 2nd floor.**

Objective not met. In the meantime, existing furniture was moved to provide seating in the open spaces. Monies for some new furniture was included in the new FY library budget request.

**Objective 5: After flip is completed, add signage to help patrons find general subject areas, call #s in stacks**

Objective partially completed. The existing signs have been edited and are ready to be brought over to the print shop. The plan for additional signs to help patrons find the elevators and restrooms was completed.

**Objective 6: Improve room signage**

Objective not met.

Goal 3: Improve awareness and use of library resources, both online and in person

**Objective 1: Library staff will offer at least two workshops for students and/or faculty each semester highlighting database research**

Objective not met.

**Objective 2: Develop online tutorials and libguides to help students identify library resources that are applicable for specific research projects**

Objective partially met. Some tutorials have been developed, but none are available on the library's website yet. Several have been used for specific courses via Canvas.

**Objective 3: Library staff will develop specific outreach efforts to students in certain academic areas, with faculty input.**

Objective not met.

**Objective 4: Library staff will highlight library services, new books, resources, etc. on library social media**

Objective met. More than once each week we used Facebook and Twitter to let patrons know of closings and hours, and also to highlight aspects of the library and our collection, as well as new book acquisitions.

**Objective 5: In-depth "tours" for international students, transfer students**

Objective not met due to COVID.

**Objective 6: Advertise new products, resources, etc.**

Objective was partially met. Using tags on our database list and social media posts, we highlighted some new databases and books.

Goal 3: The library staff will continue to develop collection development policies reflecting the needs of Heidelberg students and faculty

**Objective 1: Clearly define gift and discard policies.**

Objective met. Drafts of the gift policy and a discard policy are complete.

**Objective 2: Pursue digitization of resources such as: Auroras, Kilikiliks, photographs**

Objective partially met. We will be doing the scanning and loading of Archives materials starting Fall 2021. We have ordered a scanner and camera for this, and have attended many webinars to learn about the processes. The first titles to be scanned will be the Auroras and selected photographs. The college catalogs are already digitized on CD- Roms and the Kilikiliks

have been microfilmed--both formats should be able to be made available online via contentDM, a digital format platform.

**Objective 3: Define the scope of Special Collections and the HEID Collection and Rare Books**

Objective not met. We will be working on this as these collections may drastically change scope now that the University Archives will be housed in the library.

**Objective 4: Clearly define scope of collecting: level, formats, language, curriculum, recreational needs, including periodicals, databases and all other e-resources.**

Objective not met. We have begun a draft of a comprehensive Collection Development Policy, but it isn't finished.

Goal 4: Improve the library website to make it easier for patrons to identify and access online resources.

**Objective 1: Meet with Neil Carrier to discuss options for the style and content of the webpage.**

Objective met. Jenni R. met with Neil after the new campus website went live and they discussed the possibilities for future changes, as well as the new look of our page after the campus changes. They made immediate changes to the library's landing page to be clearer and more useful.

**Objective 2: Do a literature and web search to identify best practices for library websites**

Objective met. Jenni Royce did a literature search and read a lot about best practices for library websites, including accessibility guidelines, usability testing, etc. We will be referring to some of these best practices guides when further developing our site.

**Objective 3: Create draft of new page**

Objective not met.

**Objective 4: Test new page layout with students.**

Objective not met.

**Objective 5: Use website to highlight new resources**

Objective not met.

Goal 5: Expand the assessment program to evaluate the effectiveness of library instruction, services, and student performance in learning information research skills.

**Objective 1: Increase use of Gimlet to record reference & general library service**

Objective was met. We have improved here and our student workers are using Gimlet more often. They were trained in how to record interactions. In 2020-2021 we recorded 485 customer service transactions, while in 2019-2020 we recorded only 201. Some of the difference is definitely due to the fact that we were closed for part of 2019-20, and due to less library use in

general during COVID19, but there has been an increase in our use of Gimlet as well. Still, the actual number of customer service transactions is probably much more than is recorded, due to lack of habit, distractions, or forgetfulness.

**Objective 2: Develop pre/post test(s) for COM 100 and WRI 101 classes**

Objective partially met. A post-test was developed for use after Zoom sessions, but it was not mandatory that students do it, thus very few did.

**Objective 3: Develop very short survey to give students after research consultations**

Objective not met. We did not develop a survey.

**Objective 4: Use COUNTER and database use data to create understandable database usages statistics**

Objective partially met. We are continuing to investigate ways to collect this information in a usable format. Counter Data has proven to be less useful than we thought. It is easier to get database specific information from the database publisher and we have been doing this on an as-needed basis.

**Objective 5: Record front door people counter on a daily basis**

Objective was partially accomplished. We installed a new doorway people counter in Fall 2020 and now record daily traffic in and out of the library. (We divide count by 2) We have not yet analyzed the data, but we should be able to show trends by Fall 2021.

**Objective 6: Track and record website, libguide, usage**

Objective not met.

**Faculty Development Assessment Report**  
**Rebecca Frank, M.S., Instructional Technologist**

[ASSESSMENT AND ALIGNMENT CHART](#)

Faculty Development Vision: Effective teaching driven by evidence-based, student-centered pedagogy.

Faculty Development Mission: Support all Heidelberg faculty by promoting evidence-based best practices in teaching and learning.

Goal 1: Promote evidence-based teaching and learning for all instructors.

**Objectives 1: 35 faculty members (full time and part time) will modify their teaching practices to support student learning.**

This objective was met. The CTL promoted evidence-based teaching and learning in a variety of ways, including the Learning Online Teaching and Learning (LOTL) course for all instructors in Summer 2021, email updates during remote learning, 1 on 1 consultations, technology support, and more. Looking at the qualitative data (listed below), the CTL Executive Director and Instructional Technologist held over 500 1 on 1 consultations for teaching support. Data is below, and technology consultation data can be seen under Goal 2 Objective 2.

The CTL also implemented two series of short teaching tips during this academic year. During the Fall semester, all courses were moved online during three instances (beginning of the semester, unexpectedly a few weeks later, and after Thanksgiving break). During those times, we sent a quick tip, trick, or tool each day to assist with remote teaching. During the Spring semester, we started a 5 minute faculty development email series. In these emails, the CTL offered short, easily implemented strategies or suggestions for teaching, supporting students, sharing relevant articles, and other topics. We did however receive some feedback from faculty that they felt overwhelmed by the number of emails they received this year, so that is something to consider for the future.

Faculty members also self reported changes they made in their classes. For example, one faculty member said this after one of our teaching tip emails: “Based on CTL’s advice for today, I’m going to use this template that I made up for my classes. It’s my “just the facts ma’am” email. Thanks for helping all of us keep moving forward with our students.”

Good Afternoon,

This email contains information about our class AFTER Thanksgiving Break. If you are not ready to read it right now, put it in a safe place and come back to it before 11/30. I'll also send it out again on 11/27, just in case you need to see it again!

COURSE: XXX-000 (section)

When we will meet as a group:

Assignments/Work expectations 11/30 to finals week:

When is all work due?

When is the final exam?



What to do if you cannot make a scheduled class Zoom meeting due to technical difficulties:

After completing the LOTL course, instructors were asked to complete a [survey](#) to reflect on their teaching practices in relation to the course. 23 instructors who completed the course also completed the survey. 100% of the respondents reported that they used a tool, strategy, or idea shared in the LOTL course in their own courses. Best Practices in Online Teaching, Online Teaching Strategies and The Tech Tools to Support Them, and Content Delivery, Assignments, and Assessments were ranked as the most helpful content covered during the course.

We can compare the teaching practices surveys administered to students in the [Spring of 2020](#) and the [Fall of 2020](#). See data under Goal 2 Objective 2.

Note we had no data for FLCs, as they were cancelled during Summer 2020.

Consultation Type	Number of Consultations	Number of Faculty	Percentage of Instructors
IDEA consultation	6	6	5%
Mids and Pedagogy consultations	99	50	38%

**Objective 2: Introduce 100% of new full time faculty to institutional resources supporting evidence based instructional practices**

This objective was not met. While we had 100% attendance for the first two meetings, we then had 75% attendance for the following meetings. We believe this can be attributed to the additional stress of the pandemic on teaching, along with “Zoom burnout.” The CTL introduced the [New Faculty Mentoring syllabus](#) and used that to plan New Faculty meetings on HYPE days throughout the semester. Each day covered a different topic, and feedback was solicited after four of the six meetings. The data from each survey is linked below. From these four meetings, all attendees scored their understanding of all topics covered as a 3, 4, or 5 out of 5. Majority of topics received all 5/5.

Date	Attendance	Topic Scores out of 5		
<a href="#">9/17</a>	5/5, 100%	FERPA 5	Academic alerts 5	Appraisals 5
<a href="#">10/7</a>	5/5, 100%	Evaluations 4.8	PD opportunities 4.8	Obligations 4.4
<a href="#">11/6</a>	3/4, 75%	Final exams 5	IDEA surveys 4.7	Textbook orders 5
<a href="#">3/25</a>	3/4, 75%	FPC and Portfolios 4.6	FEP 4.7	Committee obligations 4.3

## Goal 2: Support faculty in the adopting of new teaching technologies.

Overall feedback for this goal was solicited through the 20-21 Tech Support Survey. [The results](#) showed overall satisfaction in the support provided by both the CTL and CNIT. All 40 respondents rated the Canvas support provided by Heidelberg to be at least a 3 out of 5, with an average score of 4.55. 39 of 40 respondents also scored Heidelberg’s support for other technologies as at least a 3 out of 5, with an average score of 4.25. The respondents also showed a strong preference for getting help from CTL staff or the CNIT Helpdesk rather than going to the services provided by Canvas, Panopto, and Proctorio. The feedback for our major tools (Canvas, Panopto, Proctorio, and TurnItIn) was also mostly positive which, along with the [technology usage report](#) generated by Kurt Huenemann, offers a strong rationale for continuing to provide these tools, and supporting the faculty with their usage.

Survey Statement	Score out of 5
Overall, I have been satisfied with the support for Canvas Heidelberg provides.	4.55
Overall, I have been satisfied with the support for technologies (Panopto, Proctorio, TurnItIn, other tools) Heidelberg provides.	4.25

### **Objective 1: the CTL will manage and update faculty and student technology manuals at least quarterly based on technology updates and new adoptions**

This objective was met. Both the [faculty manual](#) and [student manual](#) were updated throughout the year, at least quarterly. According to the [20-21 Tech Support Survey](#), 62.5% of respondents used the faculty manual and 37.5% used the student manual for Canvas support. 47.5% of respondents used the faculty manual for other technology supports.

### **Objective 2: 15 faculty members will modify teaching to integrate new technologies**

This objective was met. In addition to the quantitative data listed below, faculty members also provided us with examples of change in their classrooms. For example, one faculty member stated based on a remote tech teaching tip: “I just wanted to share that both [REDACTED] and I tried your remote teaching tip about using Google slides in breakout rooms this week and we loved it. :) I’m in the middle of an extensive food chapter in [REDACTED], and each group had to come up with 4 different meals: the most delicious, the most disgusting, the most healthy, and the most unhealthy. It was great to see them working in real time and be able to judge when they were all done! I ended up closing the breakout rooms 5 min. earlier than planned because I could see that they had finished. (This satisfied my need to creep on them, haha!) After each group shared the information about one of their meals, I had everybody rate the activity in the chat box: 0 (worst activity ever, in any class they ever took) to 5 (best ever) and they all rated it between 4-4.9. :) Thank you so much for giving us this idea!” Another faculty member sent the following, after the suggestion was made to make a quick video to explain a common question many students had: “Sure! I can make a quick video in which I explain everything one more

time. I have walked them through the steps many times and explicit instructions are also on Canvas. It is very hard for me to believe that students after 6 weeks (!) don't know how to do it, especially since they can email me any time, I answer emails pretty quickly. But, as you said..... students have a selective memory:) Thanks for the tip.”

The quantitative data below shows the number of 1 on 1 consultations completed by the Instructional Technologist and Executive Director during the year. (Note Rebecca was out for maternity leave for the majority of the Spring semester.) The consultations cover questions about Canvas, Proctorio, Panopto, Google Apps, and a variety of other topics and tools. The numbers also show the attendees for the workshops planned this year. Training sessions for Panopto and Proctorio were held, as well as the Fall Tech Slam. The Spring Tech Slam was completely asynchronous with tips sent out via email (and therefore attendees were not recorded).

Consultation/Workshop Type	Number of Consultations	Number of Faculty	Percentage of Instructors
Technology consultation with Instructional Technologist	376	89	68%
Technology consultation with Executive Director	63	33	25%
Drop in hours	-	10	8%
Panopto training	-	42	32%
Proctorio training	-	27	21%
Tech Slam attendees (Fall)	-	26	20%

We also see this objective met by comparing data from the teaching practices surveys administered to students in the [Spring of 2020](#) and the [Fall of 2020](#). Students reported a substantial increase in the use of videos by faculty (up from 58% in the Spring to 82% in the Fall). Students also reported a substantial increase in the use of Flipgrid (up from 8% to nearly 31%). During the summer LOTL course, all faculty members were introduced to Flipgrid and created their own content videos using Studio or Panopto. Training was also held specifically on Panopto, and additional support was offered in this area.

**Objective 3: 5 academic departments will hold departmental faculty development sessions selected from a menu of available programs for teaching and learning support**

This objective was not met. Zero departmental workshops were scheduled during the 2020-2021 academic year. We believe this was based on the extra stressors of this academic year (with shifts to online instruction, hybrid and HyFlex courses, etc.) and partly based on the Instructional Technologist being on maternity leave for the majority of the Spring semester.

**Objective 4: The CTL will provide one-on-one support to 25% faculty (full-time and part-time) via email, Zoom face-to-face, and phone consultations**

This objective was met. With approximately 130 instructors (including full and part time), the Instructional Technologist consulted with 68% instructors while the Executive Director consulted with 25% of instructors. All together we consulted one-on-one with 71% of instructors.

## Student Accessibility Services

Douglas Stoll, MSW, Coordinator of Student Accessibility Services

### ASSESSMENT AND ALIGNMENT CHART

**Student Accessibility Services Vision:** A Heidelberg without barriers.

**Student Accessibility Services Mission:** To facilitate equal access to institutional opportunities for students with disabilities, and simultaneously support the Heidelberg community in understanding disability, accessibility, and inclusion.

2020-2021 Accessibility Overview	
Total Student Meetings, including intakes, renewals, and follow-up meetings:	172
Total Letters of Accommodations, from Summer 2020 to Spring 2021, including renewals, permanent housing accommodations, and new academic accommodations:	103
“Return to Learn” accommodations:	7

**Goal 1:** To facilitate the confidential, interactive process that verifies a student’s disability status, identifies disability-related barriers to their university experience, and implements the appropriate accommodations to remove or at least minimize those barriers and achieve equal access.

**Objective 1: Transfer 100% of accommodation renewals to Guardian information management system in Fall, 2020.**

This objective was met, along with its counterpart in the Spring semester of 2021. The records for twelve students with existing academic accommodations before the integration of the Guardian Conduct system for Disability Information Management had their records successfully imported into the new system. This does not include students with existing, permanent housing accommodations who did not need to renew through our process, nor does it include new requests for accommodations. Records for continuing students who have not yet renewed or requested additional accommodations remain ready for import.

**Objective 2: Complete 100% of intake interviews for students requesting accommodations.**

This objective was met. 63 intake interviews were conducted across the academic year, according to Guardian records. However, this result may be misleading as the measure does not currently capture students who reach out to begin the process but who do not schedule or attend an intake interview.

**Objective 3: Ensure that accommodations do not fundamentally alter essential components of the course, program, activity, or experience.**

This objective was met. One student required academic accommodations to overcome disability-related barriers that were directly at odds with the educational objectives of their course and program. I worked closely with the student and their professor to navigate this

alteration.

**Objective 4: Monitor the utilization and effectiveness of 100% of individual accommodations.**

This objective was not met. Not all students responded to outreach. All cases were monitored through the Guardian platform, but this does not capture relevant data such as academic performance. With these two barriers, it was not possible to monitor the utilization and effectiveness of each approved accommodation.

**Objective 5: Ensure proctoring for 100% of tests administered in the Testing Center for students with relevant accommodations.**

This objective was met, however the number of students requiring testing accommodations was dramatically reduced due to COVID 19. The testing center proctored a total of 5 tests; 3 for students with testing accommodations and 2 for a student making use of religious accommodations. Three students with testing accommodations had their final exams conducted through the testing center, and one student with religious accommodations, for a total of five proctored tests. While this amounts to 100%, this total utilization was dramatically reduced from previous years. This is in stark contrast to the 88 tests proctored during the previous academic year.

Goal 2: To provide ongoing faculty development and as needed consultation with faculty members to improve the accessibility of their course and assignment design.

**Objective 1: Host one annual faculty development session on teaching students with disabilities.**

This objective was not met. I did not host a specific annual faculty development session.

**Objective 2: Individual consultations with at least 12 individual faculty members to support teaching of students with disabilities.**

This objective was met. Faculty names are not disclosed to respect confidentiality. The vast majority of these consultations were over email and referring to questions about specific accommodations for individual students. Six conversations were held over the phone, and three either in-person or virtual meetings were held as well. There were 27 such conversations for 15 individual faculty members.

Goal 3: To advocate for the disabled community and help the university address issues of diversity, equity, and inclusion.

**Objective 1: Maintain membership on the Diversity, Equity, and Inclusion Committee.**

This objective was met. I attended 28 of 32 DEIC meetings over the last academic year, and will maintain my membership on the committee for the upcoming year.

**Objective 2: Serve as the advisor for the newly founded Disability Advocacy Division.**

This objective was met. I was available to meet with founder Fletcher Grey weekly, and met with him 13 times over the course of the academic year to support him in completing the constitution, recruiting members, and organizing the group.

Goal 4: Serve the wider campus community as a resource in understanding disability, accessibility, and inclusion.

**Objective 1: Help Disability Advocacy Division promote at least one campus event promotes awareness and understanding of disability, accessibility, and inclusion.**

This objective was met. On April 5th, 2021 the DAD hosted the first annual Section 504 Teach-In, commemorating the 504 Sit-Ins of 1977, a pinnacle moment in the history of disability justice. Attendance was sparse, with three members of DAD in attendance over the course of the event and with an unknown number of community participants.

**Objective 2: As a member of the DEIC, promote at least one campus program annually that promotes awareness and understanding of disability, accessibility, and inclusion.**

This objective was met. Although we did not host a specific event, I worked with the DEIC to increase utilization of closed captioning through campus events, discussing and planning with the committee on November 19, 2020, January 7, 2021, and March 26, 2021. Through these efforts, CART closed captioning was available through several DEIC events, as well as events in the greater campus community. Including our Alumni Townhall discussion on January 19, 2021, events through the MLK Jr Day On Week, and the Student Diversity Town Hall on April 15, 2021. Working through the DEIC, we were also able to ensure that the Student Research Conference was captioned as well.