

UL DELPHI CENTER FOR
TEACHING & LEARNING

2019-2020

ANNUAL REPORT



TABLE OF CONTENTS

LETTER FROM THE EXECUTIVE DIRECTOR	2
ABOUT US	3
LIVING OUT THE CARDINAL PRINCIPLES	5
ADAPTIVE LEARNING LEADERSHIP INITIATIVE	7
FACULTY DEVELOPMENT	9
TEACHING INNOVATION LEARNING LAB	11
INSTRUCTIONAL DESIGN & TECHNOLOGY	13
BLACKBOARD & LEARNING TECHNOLOGY	15
ONLINE LEARNING	17
ONLINE MILITARY PROGRAMS	19
QUALITY ENHANCEMENT PLAN (QEP)	21
EVENT AND CONFERENCE SERVICES	23
UNIVERSITY CONTRIBUTIONS, RESEARCH & SCHOLARSHIP	24



Clockwise from top: 2019 Technology Showcase; Founders Union Building at the UofL Conference Center on ShelbyHurst Campus; Gale Rhodes welcoming crowd to the 2019 BAB-day Bash; Faculty gathering in BAB classroom for a flash lecture.

LETTER FROM THE EXECUTIVE DIRECTOR

Colleagues:

The 2019-20 academic year brought many challenges to our university community. From the COVID-19 pandemic to the social injustices in our own city and across the country that highlight longstanding biases and inequities experienced by people of color, especially the Black community – it has been quite a year.

Despite the challenges, I am proud of the work done by our colleagues across the university and in the Delphi Center for Teaching and Learning to support faculty development and student learning. With a greater focus on living out the university's Cardinal Principles, we have worked diligently to be a Community of Care.

As the pandemic forced unprecedented changes in higher education and beyond, classes were unexpectedly moved online for the spring and summer 2020 semesters. Our teams immediately sprang into action. To support faculty's transition to online teaching, the Instructional Design and Technology team offered training sessions (in-person, synchronously online, and asynchronous self-paced on multiple topics) as well as one-on-one support opportunities. The team held over 3,458 consultations with 818 individual faculty, totaling 2,728 hours for the year.

The Faculty Development team continued to serve faculty members by pivoting to offer hybrid and virtual workshops and other programming.

To provide technical support to faculty, the Blackboard and Learning Technology team increased Helpdesk hours, and from March 2020 to April 2020, the team serviced 30% more tickets than all of the previous year.

Despite being closed for three-and-a-half months due to the COVID-19 pandemic, the UofL Conference Center at ShelbyHurst Campus increased net profit by 56% over the previous year. The Event and Conference Services staff worked closely with the university to ensure that Kentucky's Healthy at Work Plan was put into place at the conference center when it was able to reopen.

These are just a few of the examples of the incredible work done by the Delphi Center team over the past year. Throughout the report you will see how the Delphi Center has supported the university's strategic goals from the 2019-2022 Strategic Plan. To learn more about the ways we endeavored to move the university forward with care and agility, I invite you to read on.



Best Regards,

Gale S. Rhodes , Ed.D.
Vice Provost and Executive Director
Delphi Center for Teaching and
Learning

ABOUT US

With a presence on each of the university's campuses, the Delphi Center for Teaching and Learning provides programming, learning opportunities and other resources to university faculty, staff and community members that encourage excellence in teaching and foster a spirit of learning.

The Delphi Center is made up of the following units, or areas of focus: the Adaptive Learning Grant, Faculty Development, Teaching Innovation Learning Lab (TILL), Instructional Design and Technology, Blackboard and Learning Technology, Online Learning, Quality Enhancement Plan, Online Military Programs and Event and Conference Services.

MISSION STATEMENT

The Delphi Center's forward-thinking programs serve a diverse audience with one common goal: to promote academic and professional growth through education. Delphi's commitment to excellence in teaching and learning are driven by its mission statement:

The Delphi Center for Teaching and Learning at the University of Louisville provides excellent, responsive and innovative services and programs to enhance teaching and learning for faculty, students, staff and the community. We deliver expertise, leadership and resources to become the first-choice partner for fostering educational excellence.



Students attending a class in the Teaching Innovation Learning Lab before the COVID-19 pandemic.

DELPHI ADVISORY BOARD

Chaired by the Delphi Center's executive director, the Advisory Board is comprised of invited faculty representatives from several colleges and schools of the university, the assistant/associate directors of the Delphi Center and other members of the university community.

Board members assist the Delphi Center in the following important ways:

- Serve as advocates and liaisons with their colleges and schools to further the Delphi Center's mission;
- Work with Delphi staff to identify and help prioritize major teaching and learning initiatives, technology in the classroom, and online learning needs and opportunities across campuses;
- Assist with long-term strategic planning for the Delphi Center and its role with the university; and
- Actively participate in at least one Delphi Center program or event per semester each academic year.

2019-2020 ADVISORY BOARD

REPRESENTATIVE	COLLEGE/SCHOOL
Jennifer Anderson	Delphi Center
Kathy Baumgartner	Public Health and Information Sciences
Lynn Boyd	College of Business
Marie Kendall Brown	Delphi Center
Steve Clark	School of Dentistry
Rob Detmering	University Libraries
Mary DeLetter	School of Nursing
Gail DePuy	J.B. Speed School of Engineering
Chris Doane	School of Music
Alicia Dunlap	Delphi Center
Tracy Eells	Office of the Provost
Linda Fuselier	College of Arts and Sciences
Aimee Greene	Delphi Center
Meg Hancock	College of Education and Human Development
David Jenkins	Kent School of Social Work
Deborah Keeling	College of Arts and Sciences
Amy Lingo	College of Education and Human Development
Patty Payette	Delphi Center
Gerard Rabalais	School of Medicine
Gale Rhodes	Delphi Center
Lars Smith	School of Law

A COMMUNITY OF CARE: LIVING OUT THE CARDINAL PRINCIPLES

The Delphi Center seeks to be a Community of Care. With a deep respect for UofL's diverse campus community, Delphi teams endeavor to serve the university by living out UofL's Cardinal Principles. Below are examples of how this was accomplished during the 2019-2020 school year.

C A R D

COMMUNITY OF CARE

Increased major and career decidedness among FYF students; these students are being retained at a 20% higher rate than similar students who did not take the seminar.

Piloted a teaching orientation program for part-time faculty and participated in university-wide conversations about enhancing onboarding process for faculty and staff.

Redesigned and delivered Delphi U, which prepares faculty to design, develop, deliver, and assess online courses.

Organized technology-driven events such as the BAB-day Bash, the Innovation Showcase and the Educational Technology Showcase.

Held three Faculty Learning Communities; Participants self-reported that the estimated impact of FLC-related changes they made to instruction will impact approximately 2,496 students.

Completed fifth year of The Seminar on Teaching for New Faculty with participants from six academic units.

Ran second year of the Deans' Forum on Education Excellence.

ACCOUNTABILITY

Worked with customers to comply with Healthy at Work guidelines for venues during COVID-19.

Completed over 100 web requests from Delphi team members across 9 websites.

Achieved a customer satisfaction rating of 4.8/5 at the conference center.

RESPECT, IRRESPECTIVE OF POSITION

Convened a proposal review committee and call for proposals process for the annual Celebration of Teaching and Learning conference to reach a broader cohort of faculty presenters.

Produced 20 marketing and recruiting videos that focused on sharing information from real students about online learning programs.

DIVERSITY AND INCLUSION

Partnered with Office of Diversity and Inclusion to expand access to National Center for Faculty Development and Diversity (NCFDD) resources.

Supported students with learning strategies to decrease performance gaps through the "Ace Your Course Challenge."

Integrated 13 new third-party applications in Blackboard (iClicker cloud, SmarterProctoring, Labster, and Flatworld) and extended usage of existing integrations (Blackboard Ally, Respondus, VoiceThread) to support online learning.

Completed the Adaptive Learning Leadership Initiative and found that by using Hawkes Learning courseware offered through REACH, achievement gaps between white students and students of color in early mathematics courses (GEN 103/104) were able to be closed.

Worked with a captioning service to arrange Real-Time Captioning (RTC) for classes held in Blackboard Collaborate.

I N A L

INTEGRITY AND TRANSPARENCY

Improved assessment processes and instruments for the university's QEP.

Adjusted budgeting timelines within the Delphi Center to adapt to a university budget model change.

Built on and improved marketing dashboards to monitor marketing campaign performance so information could easily be shared with each online program.

NOBLE PURPOSE

Connected the Cardinal Principles to faculty ownership of student success during the 2020 Celebration of Teaching and Learning conference.

Worked to support military-connected students by developing numerous Transfer Articulation Agreements (TAA) and partnerships with accredited military entities so that military students can transfer credits into degree programs at UofL.

Worked with the federal government's Office of Personnel Management (OPM), Federal Academic Alliance (FAA), to offer reduced tuition for UofL online programs to more than 2,000,000 federal employees (enrollment anticipated to begin fall 2021).

Conducted a cost-benefit analysis that led to UofL waiving application fees and offering priority registration to currently serving members of the U.S. Armed Forces.

Increased online program enrollment by 27% over previous year.

AGILITY

Offered training sessions (in-person, synchronously online, and asynchronous self-paced on multiple topics) and one-on-one support opportunities for faculty as they transitioned to online teaching due to the pandemic.

Offered a series of workshops on "Active Learning in the Online Environment" to faculty.

Increased Blackboard helpdesk support during the COVID-19 transition to online, fielding 30% more tickets than the entire previous year.

Shifted from in-person recruiting events/education fairs to online "General Online" information sessions.

LEADERSHIP

Assisted the university in meeting its non-online program federal regulation deadline for licensing disclosure requirements.

Partnered with the Office of Admissions to launch a new undergraduate application in Slate, the university's platform for admission management.

Played integral role in UofL's goal of becoming an Adobe Creative Campus in fall 2020.

QEP's Find Your Fit proposal was chosen for the second time by SACSCOC as one of few exemplary documents for member institutions.

Developed and launched a proctoring application pilot in order to address a gap in the available offering for proctoring.

Prioritized online and adult learners by supporting the launch of seven online programs from three colleges.

ADAPTIVE LEARNING LEADERSHIP INITIATIVE

ABOUT ADAPTIVE LEARNING LEADERSHIP INITIATIVE

In August 2016, the University of Louisville received a \$515,000 grant from the Bill and Melinda Gates Foundation through the Association of Public and Land-Grant Universities (APLU) along with 7 other institutions (Arizona State University, Northern Arizona University, Colorado State University, Oregon State University, Portland State University, Georgia State University, and University of Mississippi).

Adaptive learning is a method of personalized learning, where content delivery and assessment are adapted to meet students' unique needs and abilities, similar to a one-on-one tutor. As a tool, adaptive learning courseware uses learning analytics to modify the presentation of course material in response to student performance, providing appropriate levels of challenge to help students master content. Adaptive courseware can represent a form of blended learning, where some percentage of classroom seat time can be replaced by online work conducted at the student's personal pace and at the appropriate degree of difficulty.



louisville.edu/delphi/awards/aplu-grant



GALE RHODES, ED.D.

Co-Principal Investigator

502.852.5432

gale.rhodes@louisville.edu



RYAN LUKE, PH.D.

Adaptive Learning Program Director

502.852.8505

ryan.luke@louisville.edu



MARIE KENDALL BROWN, PH.D.

Co-Principal Investigator

502.852.7416

marie.brown@louisville.edu



JENNIFER ANDERSON, PH.D.

TILL Program Director

502.852.8503

jen.anderson@louisville.edu



University Strategic Goal: Action L1.A2: Improve retention and persistence to graduation to ensure progress towards equal outcomes for underrepresented, underprepared, low-income student sub-populations.

This year marked the end of a grant-funded research initiative to investigate the use and impact of adaptive courseware at the University of Louisville. The grant's goal was to accelerate and scale the university's implementation of adaptive courseware to 15-20% (8,300 - 11,078 enrollments) of our annual undergraduate enrollments (55,391) in core introductory courses. The intended outcome was to increase the rate of students completing courses with a C or better, and lower the rate of students who receive a D, an F, or withdraw from these courses.

Upon completion of the project in 2019, the initiative exceeded all grant requirements and reached 24.6% of annual enrollment (13,607 enrollments in the 2019-20 academic year). The project found that implementing adaptive courseware can reduce the rates of "D" and "F" grades or withdrawal (DFW), especially in STEM courses. Additionally, this approach assists in closing achievement gaps and improving student success in subsequent courses. The project also discovered adaptive courseware can lower the cost of course materials by switching to digital materials and leveraging the number of enrollments for publisher products or using software with open sources.



APLU Grant Director Ryan Luke talks to a faculty member in 2019.

24.6% of annual enrollment in core introductory classes included adaptive courseware

This represents **13,607** enrollments during the 2019-2020 Academic Year. Adaptive courseware was used in **57** courses, **22** disciplines, with **86** faculty.

HIGHLIGHTS

- Closed achievement gaps between white students and students of color in early mathematics courses (GEN 103/104) using Hawkes Learning courseware offered through REACH.
- Reduced DFW rates significantly in some courses by implementing adaptive courseware in a meaningful way, especially in the STEM disciplines.

FACULTY DEVELOPMENT

ABOUT FACULTY DEVELOPMENT

The Faculty Development unit provides pedagogical support and guidance to UofL faculty. Program offerings include the annual Celebration of Teaching and Learning, The Deans' Forum on Educational Excellence, Seminar on Teaching for New Faculty, faculty learning communities, reading circles, and special events offered in collaboration with other university units. The programs are designed to help faculty members learn new pedagogical skills, investigate instructional technologies and enhance their teaching effectiveness. The Faculty Development unit also manages the day-to-day operations of the TILL and designs customized workshops for departments.



louisville.edu/delphi



MARIE KENDALL BROWN, PH.D.

Associate Director for Teaching, Learning & Innovation

502.852.7416

marie.brown@louisville.edu



University Strategic Goal: Action L1.A3: Inspire a student-centered culture by improving the efficiency and user-experience of our systems and the faculty and staff's responsible ownership of student success.

University Strategic Goal: Action L1.A3.2: Faculty and staff development opportunities highlight the university's identity, vision and values.

University Strategic Goal: Action L1.A3.3: Faculty collectively committed to improve quality of instruction and high-impact teaching practices.

Faculty Development's 2020 Celebration of Teaching and Learning conference provided an opportunity to highlight the university's ideas, vision and values. The conference theme focused on the university's 2020 Vision and included a brainstorming activity led by Dr. Meg Hancock, which centered around the awareness and connection between the Cardinal Principles and faculty ownership of student success.

Receiving a 5.54/6 average satisfaction rating, keynote speaker Sandra McGuire was more popular with UofL faculty than any prior presenter. To reinforce the connection of faculty to student success, Dr. McGuire offered a follow-up program called the "Ace Your Course Challenge."

As the university transitioned to remote teaching during the spring and moved online for the summer due to the pandemic, the Faculty Development team continued to support faculty members through responsive online programming and collaborations with the Delphi Center's Instructional Design and Technology team.



“Thank you to the Delphi Center who continues to advocate for teaching at UofL: We are trying to be everything (R1, a teaching institution, heavy in service, etc.) and teaching always takes a back seat to research in rank of importance. I am grateful to the Delphi Center and its wonderful leadership. I appreciate their programming and would like to attend more events if I can ever find the time to do so. Thanks again, Delphi!”

— FACULTY PARTICIPANT, SPRING 2020 DEANS’ FORUM ON EDUCATIONAL EXCELLENCE

“I really enjoyed the whole experience. Each session provided me beneficial information to incorporate in my teaching. The peer observation was a valuable experience to reflect on my teaching and gain support from another colleague.”

— FACULTY PARTICIPANT, 2019-20 SEMINAR ON TEACHING FOR NEW FACULTY



From Left to Right: A panel discussion at UofL’s Celebration of Teaching and Learning conference facilitated by undergraduate student Madison Saner; Dr. Sandra McGuire presenting to faculty at the same conference.

2,496 students impacted

Held **3** Faculty Learning Communities focused on response systems, active learning, and digital humanities with **33** faculty and six facilitators participating. Participants self-reported that the estimated impact of FLC-related changes they made to instruction will impact approximately 2,496 students.

HIGHLIGHTS

- Hosted 233 attendees at the 2020 Celebration of Teaching and Learning.
- Completed fifth year of The Seminar on Teaching for New Faculty with 17 participants representing six academic units.
- Ran second year of the Deans’ Forum on Education Excellence with 10 sponsoring deans for 18 participants.

TEACHING INNOVATION LEARNING LAB (TILL)

ABOUT TEACHING INNOVATION LEARNING LAB (TILL)

The Teaching Innovation Learning Lab (TILL) is a space for faculty-driven exploration and testing of innovative teaching methods that will drive success for the 21st century student. The TILL's physical space in Ekstrom Library includes a technology-rich active learning classroom, three collaborate rooms, a conference room, and a recording studio. The TILL sponsors a wide range of educational development programs for UofL faculty such as faculty learning communities, teaching opportunities in the classroom, educational technology showcases and open houses, and a quarterly newsletter.



louisville.edu/till



JENNIFER ANDERSON, PH.D.

TILL Program Director

502.852.8503

jen.anderson@louisville.edu



MARIE KENDALL BROWN, PH.D.

Associate Director for Teaching, Learning & Innovation

502.852.7416

marie.brown@louisville.edu



University Strategic Goal: Action L1.A2: Improve retention and persistence to graduation to ensure progress towards equal outcomes for underrepresented, underprepared, low-income student sub-populations.

In spring 2020, the TILL sponsored the “Ace Your Course Challenge,” a program designed to disseminate the metacognitive learning strategies of internationally known learning expert and 2020 Celebration of Teaching and Learning keynote speaker, Dr. Sandra McGuire. The program introduced 220 students to learning strategies through a 75-minute presentation and asked them to commit to a daily practice of metacognition over the course of four weeks.

In all, 210 students committed to the “Ace Your Course Challenge,” with 66% reporting an increase in grades and 83% reporting an increase in confidence. These results also supported the hypothesis that freshmen students benefit most from the practice of metacognitive learning strategies (compared to older students).



A faculty member teaches a class in the TILL before the COVID-19 pandemic.



Students attend class in the Teaching Innovation Lab.



“Thank you for teaching us about these different studying methods!! They will come in handy for the rest of my life.”

— ACE YOUR COURSE PARTICIPANT

“I think that you should advise professors to regularly encourage the methods you share. That way, this information will frequently reach a lot more students. Thank you so much!”

— ACE YOUR COURSE PARTICIPANT

856 students experienced active learning in the TILL classroom

36 courses taught by **32** instructors in the TILL

HIGHLIGHTS

- The TILL team organized technology-driven events such as the BAB-day Bash, the Innovation Showcase and the Educational Technology Showcase to connect faculty with teaching tools and celebrate faculty successfully integrating innovative technology in their courses.
- The team supported the pivot to hybrid and online instruction by offering a series of workshops on “Active Learning in the Online Environment” to faculty working to transition their courses due to COVID-19.

INSTRUCTIONAL DESIGN & TECHNOLOGY

ABOUT INSTRUCTIONAL DESIGN & TECHNOLOGY

The unit, originally formed to support online faculty, has expanded to offer training and assistance to help faculty integrate technology into their online, blended or face-to-face courses.

The team's services include providing support for Blackboard, classroom response systems, social media, audio/video creation, and other instructional design technologies. Additionally, it oversees the Digital Media Suite (DMS), located in Ekstrom Library. The DMS is a specialized computer lab that focuses on digital media production and is open to faculty, students and staff.



louisville.edu/delphi



AIMEE GREENE

Assistant Director for Instructional Design and Technology

502.852.4482

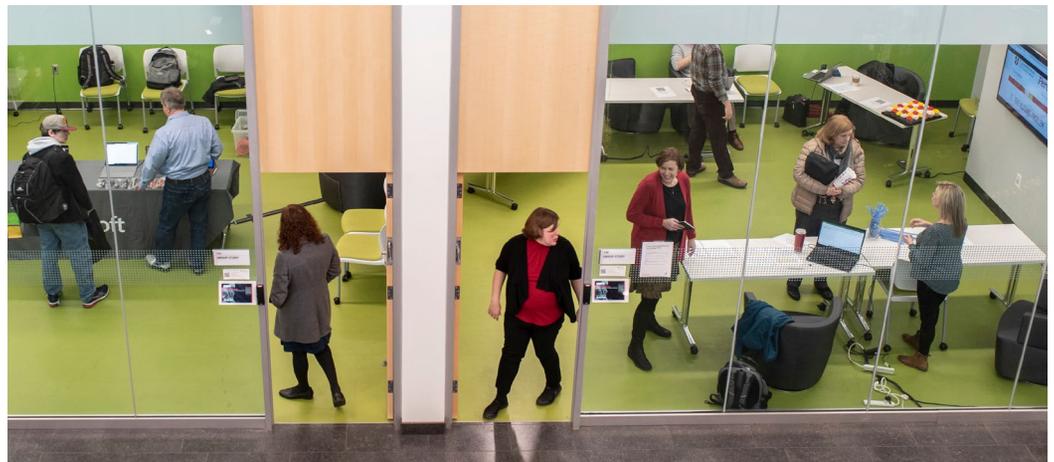
aimee.greene@louisville.edu



University Strategic Goal: Action L1.A3.T21: Faculty and staff development opportunities highlight the university's identity, vision and values.

When the university announced that courses would be moving online for the spring and summer semesters because of the pandemic, the Instructional Design and Technology (IDT) team jumped into action to assist. The team offered training sessions (in-person, synchronously online, and asynchronous self-paced on multiple topics) and one-on-one support opportunities for faculty.

In spring 2020, the Digital Media Suite played a pivotal role in organizing an Adobe Day of Discovery on campus. The event brought Adobe representatives and faculty from other institutions to share creative ways that students engage with media projects. This led to UofL being the first university in Kentucky to be named an Adobe Creative Campus. Adobe Creative Campuses actively advance digital literacy skills throughout the curricula to give students an edge in the competitive modern workplace.



Faculty members take advantage of learning about new innovations at the 2019 Technology Showcase.



"I have had such a great experience with the Delphi Center over my years of teaching. Whatever the Delphi Center is involved in, it is well planned and has an excellent agenda to improve our learning and teaching. If I ever need assistance with anything, I know it will be taken care of if I contact the Delphi Center. You just may make me an awesome online teacher! :) Thanks so much for everything!"

— FACULTY MEMBER

"Shoutout to Beth Case of the Delphi Center for all of her work helping faculty make their online classes accessible to students with disabilities. The Disability Resource Center is grateful to work with such a wonderful campus partner."

— FACULTY MEMBER

"Fantastic workshop and pivoting given the curveballs COVID had thrown everyone. I appreciated the asynchronous work time each day that allowed us to manage other current responsibilities."

— FACULTY MEMBER

11 faculty graduates from Delphi U

50 online courses developed with faculty

266 faculty consultations related to DMS or Digital Media Topics

818 individual faculty served

2,567 visits from students to the Digital Media Suite (DMS)

2,728 total hours of faculty assistance

3,458 consultations

4,420 total student hours in DMS

HIGHLIGHTS

- Played a pivotal role in helping UofL become an Adobe Creative Campus.
- Worked with a captioning service to arrange Real-Time Captioning (RTC) for classes held in Blackboard Collaborate to support equity and inclusion for students with accessibility needs amidst the move to online instruction.
- Created information documents and held info sessions for faculty when Blackboard Ally, a tool that makes digital content more accessible, was implemented.
- Redesigned and delivered their hallmark course, Delphi U, which prepares faculty to design, develop, deliver, and assess online courses.

BLACKBOARD & LEARNING TECHNOLOGY

ABOUT BLACKBOARD & LEARNING TECHNOLOGY

The Blackboard and Learning Technology team provides ongoing technology support for faculty, students and staff. The department is responsible for continuously improving Blackboard functionality through system upgrades and installing and maintaining third-party applications that enhance the university-wide learning management system. The team also supports the technical needs of all Delphi Center units, including the Conference Center on ShelbyHurst Campus.



louisville.edu/blackboard



ALICIA MONTGOMERY DUNLAP

Assistant Director for Technology

502.852.0724

alicia.dunlap@louisville.edu



University Strategic Goal: Action L1.A1.5: Online and adult learners prioritized in the development of course and program offerings.

The Blackboard team strives to provide timely and high-quality technology support for faculty, students and staff at the university. With the arrival of the pandemic, the Helpdesk received 48.6% more calls than the previous year. In addition, the calls were often more involved as faculty members transitioned to an online teaching environment. To further support faculty, the team increased Helpdesk hours and offered additional training sessions on Blackboard and other learning technologies.

They also implemented new resources such as Blackboard Ally, a tool that makes digital content more accessible, and enhanced existing ones like Respondus, a tool that helps with test proctoring, to help students learn and faculty teach more effectively in a virtual environment.



A vendor explains a new program at the 2019 Technology Showcase.



“Shoutout to the Delphi Center’s Alicia Dunlap, Linda Leake, and Angela Yates who worked tirelessly with our School of Nursing students and faculty to help us troubleshoot during multiple Respondus Monitor Exams. Their availability to our students and to us on a moment’s notice, especially during our exams when anxiety is high, as well as sharing their knowledge of Blackboard and Respondus Monitor/ Lockdown browser was an incredible gift. We are grateful to them for their professionalism!”

— DIANNE FOSTER, ASSISTANT DEAN FOR STUDENT AFFAIRS, SCHOOL OF DENTISTRY

“I just want you to know how immensely helpful this is to faculty - especially when most of the problems are ours - learning a bunch of new things quickly. I am pretty good with technology, but there are several steps in so many things that I have felt overwhelmed. Each time, someone has helped - patiently without making me feel stupid.”

— PATRICIA A. S. RALSTON, PROFESSOR AND CHAIR, DEPARTMENT OF ENGINEERING FUNDAMENTALS

7.6 Million

Blackboard sessions, an increase of **9.19%** over the previous year (6,994,947 sessions)

25.9% increase in call volume over the previous year

94.25% customer satisfaction rating

79.25% (3,339) of Blackboard support tickets resolved within 48 hours

Provided support for **128** face-to-face classes held in the TILL

Provided support for **159** conference customers

Processed **4,213** Blackboard Support tickets

HIGHLIGHTS

- Maintained a 99.99975% Blackboard uptime to ensure the highest availability of academic technologies.
- Processed 1,287 helpdesk tickets from March 12 - April 12, 2020 alone; this represents more than 30% of all tickets processed the previous year.
- Trained 283 faculty on Blackboard Collaborate from March 12 - April 1, 2020.
- Increased Helpdesk hours of support and training programs.
- Integrated 13 new third-party applications (such as iClicker cloud, SmarterProctoring, Labster, and Flatworld) and extended usage of existing integrations (Blackboard Ally, Respondus, VoiceThread) with Blackboard to support online learning.

ONLINE LEARNING

ABOUT ONLINE LEARNING

The Online Learning team assists departments with developing online programs, creating and executing marketing and advertising campaigns, answering prospective student inquiries, coordinating support for enrolled online students, and managing state and federal regulatory requirements pertaining to online education.



louisville.edu/online



KRISTEN BROWN

Associate Director for Online Learning

502.852.8565

kristen.brown@louisville.edu

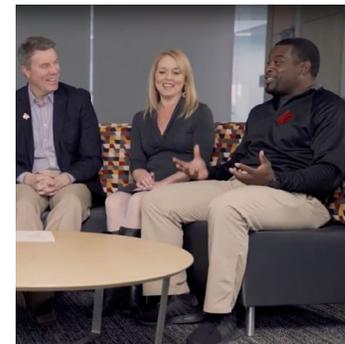


University Strategic Goal: Action L1.A1.5: Online and adult learners prioritized in the development of course and program offerings.

The Online Learning unit directly prioritized online and adult learners by supporting the launch of seven new programs from three colleges:

- College of Business launched the BSBA in Accountancy, the MBA and the Distilled Spirits Business certificate.
- College of Education and Human Development launched the MAT in Special Education (Moderate and Severe Disabilities track), and the Certificate in Teaching English as an International Language.
- The School of Public Health and Information Sciences launched the Master of Science in Health Data Analytics and the Certificate in Biostatistics.

By the end of the spring 2020 term, these seven programs collectively enrolled 85 new students. Overall, online program enrollment increased 27% for the fall 2019 term as compared to the previous year. Enrollments from the seven online programs represented 5% of total fall 2019 enrollment, an increase of 2% compared to the previous year when nine online programs were launched.



Online learning students talk about their own achievements in a series of videos produced by the marketing team.



“It was great having someone take the time to answer all my questions and not just throw information at me. Tristan took the time not only to answer my questions but also explained all options that I could explore. He was very friendly, knowledgeable, and made my day a little easier. He even emailed me more than enough links and information for me to research the career steps I need to take. Thank you for that! It’s appreciated!”

— PROSPECTIVE STUDENT

“Erin made getting and understanding information - some that I didn’t even know I needed - so easy! Grad school can be scary, but she simplified the process and really turned my nerves into excitement, very thankful for the time I got to speak with her.”

— PROSPECTIVE GRADUATE STUDENT

Generated inquiries from **16,056** prospective students, a **22%** increase over prior year

Helped increase fall term enrollment by **27%** compared to the previous year

Launched **7** online programs

Produced **20** marketing and recruitment videos

Redesigned website to increase views by **16%**

HIGHLIGHTS

- Continued to reach prospective new students by sharing information about new programs, career paths and other meaningful information through a new television commercial, a series of 20 marketing and recruiting videos, and by overhauling the website to provide a better user experience for prospective students.
- Provided quality customer service to prospective online students, helping them choose the right program and ensuring their questions were answered. In a survey to prospective online students, Online Learning enrollment counselors received a score of 4 or higher (out of 5) to the question, “Overall, how was your experience with the enrollment counselor?” from 95% of respondents.
- Won the “SANSational Award” from the State Authorization Network from WCET for our ensuring prospective students were informed of the appropriate licensure requirements in their field.

ONLINE MILITARY PROGRAMS

ABOUT ONLINE MILITARY PROGRAMS

The University of Louisville is a military-friendly school that recognizes the unique challenges and circumstances faced by members of the armed forces and strives to provide the support and flexibility military-connected students need. Almost 20% of the students enrolled in UofL's online programs as well as nearly 7% of the university's enrolled students are military-connected. The Online Military Programs unit exists to support military-connected students, establish partnerships with military organizations and to provide online degree programs to service members. The director also has responsibility to the Office of the President to lead institutional efforts involving the military.



louisville.edu/online



KYLE HURWITZ

Director of Military and Online Initiatives Programs

502.852.8587

kyle.hurwitz@louisville.edu



University Strategic Goal: Action L1.A1.T5: Online and adult learners prioritized in the development of course and program offerings.

University Strategic Goal: Action I2.A3.T1: Business and industry partnerships increase annually and expand in scope of activities and engagements.

The Delphi Center strives to grow online enrollment of military-connected students. Inquiries, applications and enrollments from military-connected students increased this year by 23% from Active Duty, Coast Guard, Reserve National Guard, veteran, and dependent students.

Part of this growth can be attributed to numerous Transfer Articulation Agreements (TAA) and partnerships with accredited military entities that were developed over the past year. Additionally, the unit led the university's application for membership in the Federal government's Office of Personnel Management (OPM), Federal Academic Alliance (FAA). As a FAA member institution, UofL will offer 10% reduced tuition to approximately 2,000,000 Federal employees. It is anticipated that UofL will begin enrolling students as part of the FAA membership in fall 2021.

The unit also conducted a cost-benefit analysis that led to UofL waiving application fees and offering priority registration to currently serving members of the U.S. Armed Forces. The measures were reviewed and approved as a way to better serve and attract military-connected students.



Sannely Vega Siurano, an Air Force Public Health specialist stationed in Italy, and student in UofL's online Masters of Social Work program.

117 new enrollments, a **150%** increase over the previous year

206 applications, a **40%** increase over the previous year

457 more inquiries from military-connected students, a **45%** increase over the previous year

HIGHLIGHTS

- Awarded a \$65,000 contract from the U.S. Army to administer a nine-month seminar to Army Human Resources professionals in partnership with the department of Educational Leadership, Evaluation and Organizational Development at UofL.
- Developed a TAA with the U.S. Army Adjutant General Captain Career Course (AG CCC). AG CCC graduates now earn six core credits in UofL's Master of Science in Human Resource and Organization Development (MS HROD), leading to 78 applications and 48 enrollments between July and December 2020.
- Developed a TAA with the U.S. Army Adjutant General Schoolhouse for Warrant Officers and enlisted soldiers to transfer credit into UofL's Bachelor of Science in Organizational Leadership and Learning (BSOLL) program. In the month after the TAA was finalized, it created 98 inquiries, 41 applications and 13 enrollments.
- Developed a TAA with the Defense Language Institute (DLI) so that graduates with Associate of Arts degrees can transfer 63 credits into UofL's Bachelor of Science in Organizational Leadership and Learning (BSOLL) degree.

QUALITY ENHANCEMENT PLAN (QEP)

ABOUT QUALITY ENHANCEMENT PLAN (QEP)

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires member institutions to develop a practical, university-wide quality enhancement plan (QEP) to improve student learning. The QEP must be an innovative, five-year project developed with campus-wide input that centers upon enhancing student learning and/or the environment to support student learning.

UofL's current QEP, Find Your Fit, is centered upon the design and implementation of a new seminar, ECPY 302, aimed at undecided or pre-unit students, which offers innovative academic inquiry and personal inquiry activities to strengthen and align students' academic goals, personal interests and career direction. Find Your Fit launched in fall of 2017.



louisville.edu/findyourfit



PATTY PAYETTE

Executive Director, Quality Enhancement Plan
Sr. Associate Director, Delphi Center for Teaching & Learning
502.852.5171
patty.payette@louisville.edu



University Strategic Goal: Action L1.A2: Improve retention and persistence to graduation and ensure progress towards equal outcomes for underrepresented, underprepared, low-income student sub-populations.

University Strategic Goal: Action L1. A3: Inspire a student-centered culture by improving the efficiency and user-experience of our systems and the faculty and staff's responsible ownership of student success.

This year the QEP team focused on boosting enrollment in the Find Your Fit seminars, analyzing the longitudinal impact of the program on student persistence and retention, and sharing best practices with campus partners and other institutions. The FYF seminar was offered in six sections over the course of two semesters for lower division graduate students at risk for not persisting; it exceeded 90% of enrollment goals in both semesters.

The data shows that these students are being retained at a 20% higher rate than similar students who did not take the seminar. Student learning outcomes show that FYF seminar students are reporting statistically significant increases in both major and career decidedness.



Advisor Jessica Newton works with librarian Amber Willenborg during a fall 2020 seminar section.



“This class taught me how to get out of my comfort zone, communicate with strangers, and be able to critically think about how to handle certain situations. I would recommend this course to any student or individual who is trying to find their fit at the University of Louisville.”

— ECPY 302 STUDENT

“My experience of teaching ECPY 302 was more than simply assuming the role as instructor. It was an opportunity to be a part of a process unique to any other course I have taught in my 20+ years in academia. The planning and implementation of the course involved in-depth collaboration with the Advising Center, Library, and the Dephi community. While I enjoyed teaching my students about emotional intelligence and its impact in decision making and being a student, I, alongside them, learned about the many programs and strategies that UofL has in place for supporting students.”

— FYF FACULTY MEMBER

Offered six sections of FYF seminar, exceeding **90%** of enrollment goals

Retained FYF students at a **20%** higher rate than similar students who didn't take the seminar

Delivered **18** FYF presentations to a total of **667** faculty/staff members with the goal of inspiring a student-centered culture

HIGHLIGHTS

- QEP staff and instructional team members were invited to present at several conferences, including UofL's Celebration of Teaching and Learning and the national NACADA conference put on by the global community for academic advising.
- This was the second year that The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has chosen the FYF proposal as one of few exemplary documents for member institutions and the sixth year that director Patty Payette has been invited to conduct a workshop on how to write the QEP Impact Report at the SACSCOC Summer Institute.

EVENT AND CONFERENCE SERVICES

ABOUT EVENT AND CONFERENCE SERVICES

The Event and Conference Services team coordinates short- and long-term space rental at the 16,000-square-foot conference center at ShelbyHurst Campus, which features 14 fully equipped rooms and can host groups of up to 500 for single- or multiple-day conferences, trainings, corporate meetings, and social events. The team also offers event planning and management services, including attendee and vendor registration services as well as registration staffing and materials.



TERRY THOMPSON

Assistant Director for Event and Conference Services

502.852.0365

terry.thompson@louisville.edu



University Strategic Goal: Action i3.A1: Bringing people to campus.

The Event and Conference Services team made considerable investments to its facilities and processes this year in an effort to bring more people to campus for events. Catering options and menus were redesigned. Significant updates were made to the ballroom, including new lighting, banquet chairs and an air wall. New directional and road signs as well as exterior lighting on building names were added to improve wayfinding. Major audiovisual updates were made in most rooms, including new projectors, screens and additional microphones.

Despite being closed for three-and-a-half months due to the COVID-19 pandemic, the conference center increased net profit by 56% over the previous year. The staff managed cancellations, refunds and re-scheduling for numerous bookings, and implemented COVID-safe procedures throughout the conference center in compliance with Kentucky's Healthy at Work Plan.



Founders Union Building at the University of Louisville Conference Center on ShelbyHurst Campus.



“The team is wonderful! So organized, thoughtful and intuitive. I was very impressed! AV and tech were perfect too.”

— ZAN GLOVER, FIFTH THIRD BANK

“Service was great. They came to check on us to make sure the A/V equipment was working properly and that we had everything that we needed. I was really impressed with the level of service.”

— MICHAEL STRUNK, INSTITUTE OF MANAGEMENT ACCOUNTANTS LOUISVILLE CHAPTER

Hosted **357** events for **170** companies and organizations

Achieved a customer satisfaction rating of **4.8/5**

HIGHLIGHTS

- Increased net profit by 56% over the previous year, despite the pandemic.
- Successfully hosted multi-day bookings after reopening in June in accordance with guidelines.



From Left to Right: The UofL Event and Conference team; A group enjoying catered lunch; An event in the Founders Union ballroom.

2019 UNIVERSITY CONTRIBUTIONS, RESEARCH & SCHOLARSHIP

PRESENTATIONS

Faculty Development

Luke, R. (2019, October). Trials and Triumphs: Case Studies from the APLU Adaptive Courseware Grant. *Presented at WCET Annual Meeting, Portland, Oregon.*

Luke, R. (2019, November). Lessons Learned from Large Scale Adoption Of Adaptive Courseware. *Presented at the Online Learning Consortium: Accelerate, Orlando, Florida.*

Anderson, Jennifer Ogg. (2019, November 14). An Investigation of Active Learning Teaching Practices at a Mid-sized Research Institution. *Presented at the POD Network Annual Meeting, Portland, Oregon.*

Anderson, Jennifer Ogg. (2019, August 8). Getting Ready for the Grand Opening: Supporting Faculty through Active Learning Transformations. *Presented at the International Forum on Active Learning Classrooms, Minneapolis, Minnesota.*

Luke, R. (2020, July). Student-Centered Digital Engagement and Support. *Presented at the APLU UIA Summer Convening, online.*

Luke, R. (2020, July). Ask the Experts: Teaching and Learning in a Digital Age. *Presented at Arizona State University Ask the Experts, online.*

Luke, R. (2020, May). A Team-based Approach to Redesigning Developmental Math Courses. *Moderator at APLU Online.*

Instructional Design & Technology

Case, B. (2019, October 31). Copyright and Fair Use for Online Courses - Don't Be Afraid! *Presented at the Kentucky Convergence Conference, Louisville, Kentucky.*

Hatfield, D. & Leake L. (2019, October 31). Keeping Faculty Development Current and Relevant. *Presented at the Kentucky Convergence Conference, Louisville, Kentucky.*

Zahrndt, J. (2019, October 31). Improving Audio/Video Recordings on the Cheap. *Presented at the Kentucky Convergence Conference.*

Online Learning

Kerensky, K. (2020, January 14) SANSational Award for Licensing Disclosures. *Presented at the Special Event Open Forum - 2019 SANSational Award Winners on a virtual webinar.*

QEP

Payette, P. (2019, July 21-23). QEP Impact Report: Planning, Organizing and Telling Your Story. *Presented at SACSCOC 2019 Summer Institute, Dallas, Texas.*

Payette, P. (2019, December 5-8). QEP Impact Report: Planning, Organizing and Telling Your Story. *Presented at SACSCOC 2020 Annual Meeting, Houston, Texas.*

PUBLICATIONS

Faculty Development

Beckerson, W. C., Anderson, J. O., Perpich, J. D., & Yoder-Himes, D. (2020). An Introvert's Perspective: Analyzing the Impact of Active Learning on Multiple Levels of Class Social Personalities in an Upper Level Biology Course. *Journal of College Science Teaching*, 49(3), 47-57.