



# THE CITADEL

CENTER FOR EXCELLENCE AND  
INNOVATION IN TEACHING,  
LEARNING, AND DISTANCE  
EDUCATION

# ANNUAL REPORT 2021-2022



**CEITL & DE Staff**



**Diana Cheshire, Ph.D.**

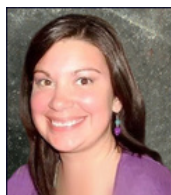
Assistant Provost for Teaching and Learning  
Director CEITL&DE

# CEITL&DE Staff and Faculty Fellows

## Senior Faculty Fellows in Residence 2021-2022



**Michelle Moss, M.S.**



**Jessica Higdon, Ed. D.**



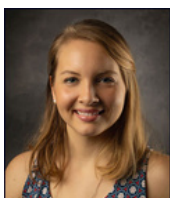
**Alyson G. Eggleston, Ph.D.**  
School of Humanities & Social Science



**Britnie Kane, Ph.D.**  
Zucker Family School of Education



**Tim Mays, Ph.D., P.E.**  
School of Engineering



**Danielle Recinos, M.A., M.S.**



**Emily Thickens, M.Ed.**



## Faculty Fellows for 2021-2022



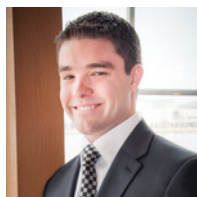
**Jennifer Adair, Ph.D.**  
School of Humanities & Social Science



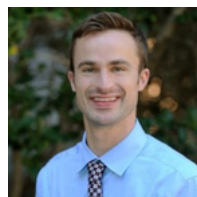
**Bruce "Woody" Caine, Ph.D.**  
Baker School of Business



**Patrice Capers, Ph.D.**  
Swain School of Science & Mathematics



**Daren Fisher, Ph.D.**  
School of Humanities & Social Science



**Sean Fourney, Ph.D.**  
Public Speaking Lab



**Simon Ghanat, Ph.D.**  
School of Engineering



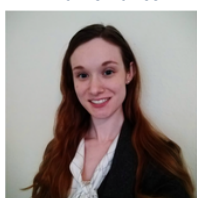
**Andrea Gramling, M.S.**  
Swain School of Science & Mathematics



**Leslie Hill, Ph.D.**  
School of Humanities & Social Science



**Renee Jefferson, Ph.D.**  
Zucker Family School of Education



**Stephanie Laughton, Ph.D.**  
School of Engineering



**Suzanne Mabrouk, Ph.D.**  
Swain School of Science & Mathematics



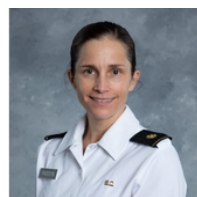
**Clinton Moran, Ph.D.**  
Swain School of Science & Mathematics



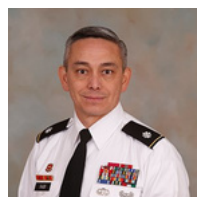
**Shannon McKenzie, M.Ed.**  
Student Success Center



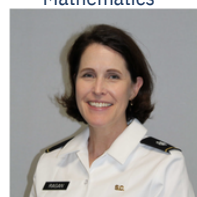
**Jordana Navarro, Ph.D.**  
School of Humanities & Social Science



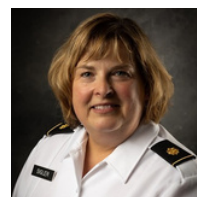
**Kirsten Passyn, Ph.D.**  
Baker School of Business



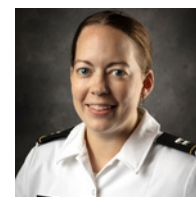
**Robert Rabb, Ph.D.**  
School of Engineering



**Deirdre Ragan, Ph.D.**  
School of Engineering



**Tracey Sigler, Ph.D.**  
Baker School of Business



**Breanne Swart, Ph.D.**  
Swain School of Science & Mathematics

# Overview

The Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL&DE) had a record year for the evaluation of online programs, training, and development. The number of faculty that participated in the Citadel Online Review process expanded again exponentially. Our New Faculty Orientation, Quality Online Teaching (QOT) training courses, Professional Reading Series, Faculty Development offerings and Tech Talk Tuesdays continued to be successful in supporting faculty teaching face-to-face and online. We increased our offerings for staff including training on Excel and Canva, a software program that aids in graphical representation. Our office also trained and supported an increased number of students. With this expansion and one retirement, our center was fortunate to hire two outstanding new team members, Dr. Jessica Higdon and Ms. Emily Thickers. The following report will further highlight achievements as aligned with the centers' mission, vision, goals and outcomes.

## Mission

The mission of the Center for Excellence and Innovation in Teaching, Learning, and Distance Education is to engage and support faculty and staff to create and integrate transformative experiences to advance student learning at The Citadel.

## Vision

The CEITL&DE fosters an institutional culture of learning-centered and evidence-based practices to provide a model for world-class leadership in teaching and learning.

# Strategic Plan Goals and Outcomes

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# GOAL 1

## Promote Excellence in Teaching and Learning

### Quality Online Teaching (QOT) Training



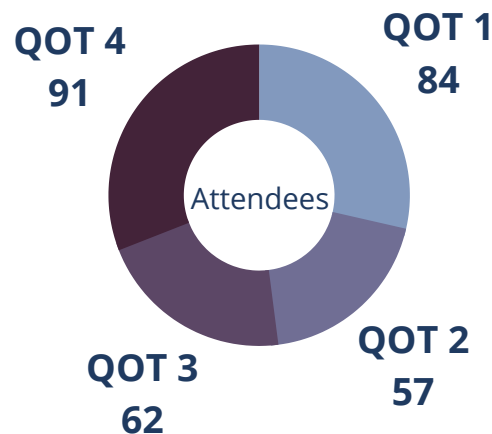
#### Foundations and Best Practices Certificate

- QOT 1: Canvas Fundamentals**
- QOT 2: Best Practices in Teaching Online**
- QOT 3: Curriculum Mapping, Alignment, and Parity**
- QOT 4: Best Practices in Assessment**

The Quality Online Teaching (QOT) program provides the knowledge and skills required for faculty members to design and develop their face-to-face and online courses. It includes four 1-hour sessions and is required for all faculty.

**1,948  
attendees  
to date**

“  
*Attending QOT trainings as a new faculty member to The Citadel really helped me. Although I taught online before at another institution, the trainings provided me with a needed foundation.*  
 ~ End of Program Survey Response”



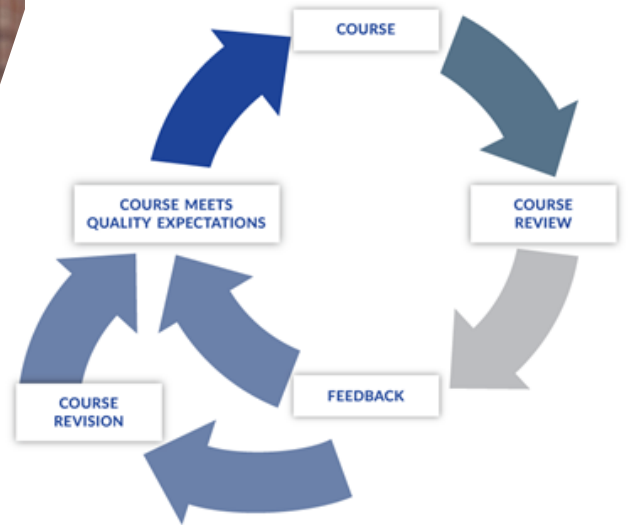
### Monday Morning Mentor Programming

CEITL&DE augmented its face-to-face and online offerings with its popular newsletters and Monday Morning Mentor programming. Each week throughout the academic year, faculty members enjoy access to 20-minute professional development packages that cover a variety of timely topics. In addition to an engaging online video, each session also includes supplemental materials, Microsoft PowerPoint handouts, a transcript, and other promotional materials.

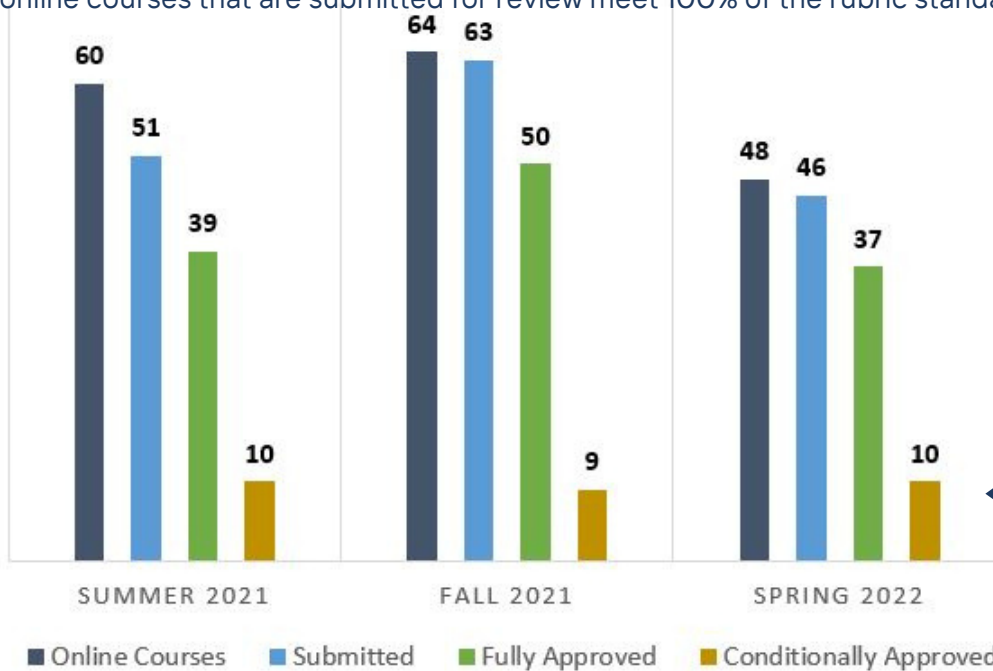
“  
*Monday Morning Mentor webinars are similar to getting together with a colleague and hearing how they make a difference for their students. Most sessions are inspiring and encouraging, which is needed on a challenging day. I greatly appreciate watching these webinars and learning from them. I hope other Citadel faculty are taking advantage of this incredible opportunity.*  
 ~Suzanne Mabrouk, Chemistry Professor”

# Citadel Online Course Reviews

Quality Matters (QM) is a research-based, faculty-centered, peer-review model for continuous improvement in online courses. It includes 42 standards that serve as a national benchmark for online course design. Over 60,000 members nationwide subscribe to Quality Matters Standards.



Four years ago we began the process of evaluating our online courses by conducting mandatory online course reviews aligned with QM Standards. The review process requires that faculty members build their courses fully within Canvas, complete a form that provides general information about their online course outcomes, structure, and organization, and submit a parity table that details their course instructional contact hours. CEITL&DE staff and CEITL&DE Faculty Fellows use the Quality Matters rubric to assess each course. Our goal is to have 100% of all online courses that are submitted for review meet 100% of the rubric standards.



**432  
fully  
approved  
courses**

*I am very appreciative of the careful reviews and all of the support that CEITL&DE provided the online MA program since its inception.*  
~LTC David Preston, History Professor

*Thank you ever so much for pulling me through the final phase of approval for my online class. Thank you for your professionalism, courtesy, expertise, and generally genteel demeanor in this scenario.*  
~James "Jimmy" Smyre, Mathematics Professor

# GOAL 2

Enhance Faculty and Student Experience and Engagement

## Freshmen Virtual Orientation



- Virtual with mobile app functionality
- Introduces new cadets to opportunities, resources, & cadet life
- Aids in retention

The Citadel's Virtual Fourth-Class Orientation, developed using Canvas' online and mobile app functionality, is an online orientation for incoming freshmen cadets to The Citadel. This tool's primary function is to support students as they transition to The Citadel, but it is also designed to increase enrollment and retention by introducing potential cadets to life at The Citadel and the opportunities and resources available to them. *The Citadel's Virtual Fourth-Class Orientation* is a collaborative effort between Academic Affairs, Undergraduate Cadet Admissions, CEITL&DE, and the Office of the Commandant.

**1,973**  
incoming  
freshmen  
enrolled

Course launched  
April 23, 2022

**50,496** page  
views

as of June 6, 2022



...the orientation has been a fun and quick way to learn the essential parts of the school.

~Fall '22 Incoming Cadet

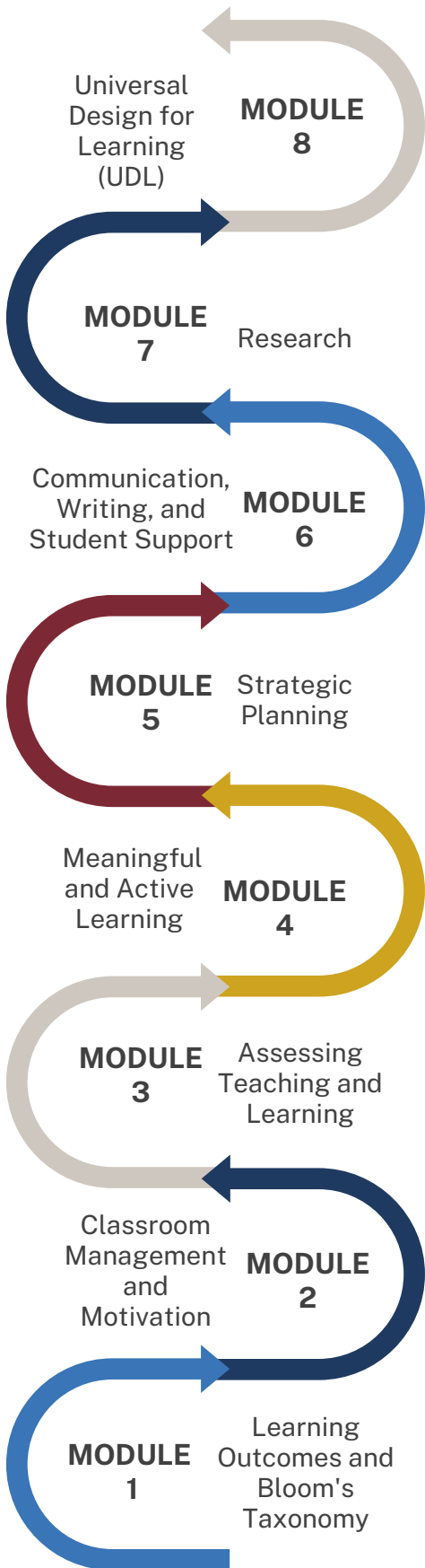


The orientation covers six key areas:



# New Faculty Orientation and Training

**23 New Faculty Members**



New Faculty Orientation 101 is designed to help new faculty navigate their first year at The Citadel and develop community with other faculty members. Over the course of the year, new faculty attend an initial week of training before classes start in August followed by monthly workshops covering a variety of topics (see graphic). New faculty are also assigned mentors outside of their respective schools. CEITL & DE also observes each new faculty member teach at least once in their first year to provide feedback and support.

*Ultimately, the new faculty orientation program helped create a sense of belonging, community, and support more than any similar experiences I've had in the past. It was a very well presented and organized program that achieved its purpose.*  
 ~ End of Program Survey Response

*My first year as an instructor would have been overwhelming without the support and information provided in each session of Faculty 101 and in the Canvas course. I will continue to reference the information and apply what I have learned. I also enjoyed the observation that provided great feedback to my teaching from a different view than observations of my content by my department. I am thankful for all I have learned my first year of teaching.*  
 ~Melissa Myrick, Mathematics Professor

# GOAL 3

## Cultivate Climate of Innovation for Teaching and Learning

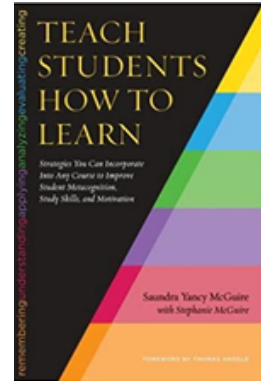
### Professional Reading Series (aka Book Club)



The Professional Reading Series promotes the idea that effective, student-centered teaching and learning requires a commitment not only to improving and assessing one's daily practice but, also, to dedicating time and energy to reading and reflecting upon pedagogical best practices and emerging educational technologies.

#### Upcoming for Fall 2022

*Teach Students How to Learn* gives instructors strategies they can incorporate to teach students how to learn so they can significantly increase their learning and performance and create students who begin to think critically and take responsibility for their learning.



#### Fall 2021

*Super Courses* tells the story of enterprising college, graduate school, and high school teachers who are using evidence-based approaches to spark deeper levels of learning, critical thinking, and creativity—whether teaching online, in class, or in the field.



**23**  
Participants in Book Club  
from  
**14** Departments

*The faculty book club was a much-needed professional development experience after the intense year of hybrid instruction during COVID. Learning about innovative, engaging pedagogy, and discussing how to incorporate new ideas into our own courses in approachable ways was inspiring. I appreciated the time to reflect and to re-connect with other faculty members.*  
~Andrea Gramling, Biology Instructor

### Canvas Resource Courses

#### Faculty Resource Course

**649** Faculty have spent over **11,600** hours in the course

#### Student Resource Course

**5933** Students & Faculty have spent over **35,800** hours in the course

**11 Professional Development. Courses**  
**94 Resource Courses**  
Includes Departmental, Student & Resource Sharing  
**1,856 Sandboxes**  
Spaces for developing course materials



# GOAL 4

## Advance Citadel Online

### Canvas (LMS) Management

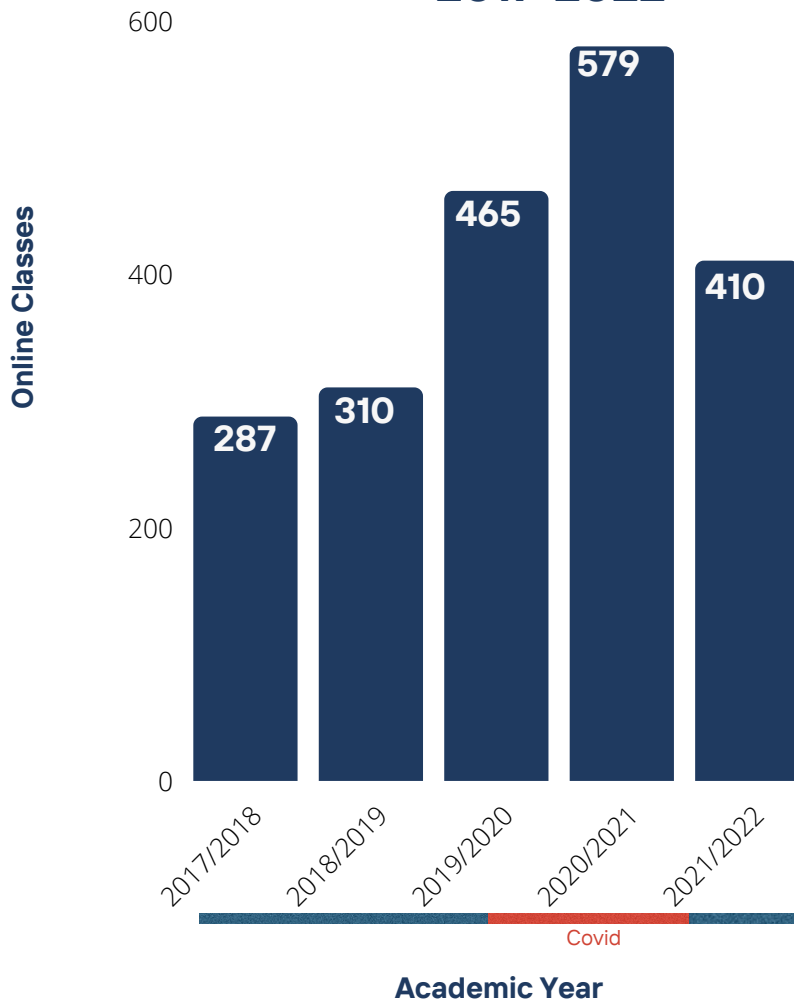
In its second year of use, Canvas continued to be an essential tool for our campus. The graph below shows the number of online courses hosted in the LMS since the 2017-2018 AY. It should be noted that all courses were moved to an online format in the Spring of 2020 and many remained online or hybrid through the Fall of 2020. The return to normal operations is reflected in the numbers below.

In addition to online courses, many face to face (F2F) and resource courses are hosted in Canvas. As of May 2022, 7,636 courses are active in the Canvas LMS. This includes, online, Face-to-Face (F2F), resource, and sandbox courses.

**4,180  
Total Users  
in Canvas**

**7,636  
Courses in  
Canvas**

### Online Classes 2017-2022



**75,289  
Assignments**

**43,394  
Discussion Boards**

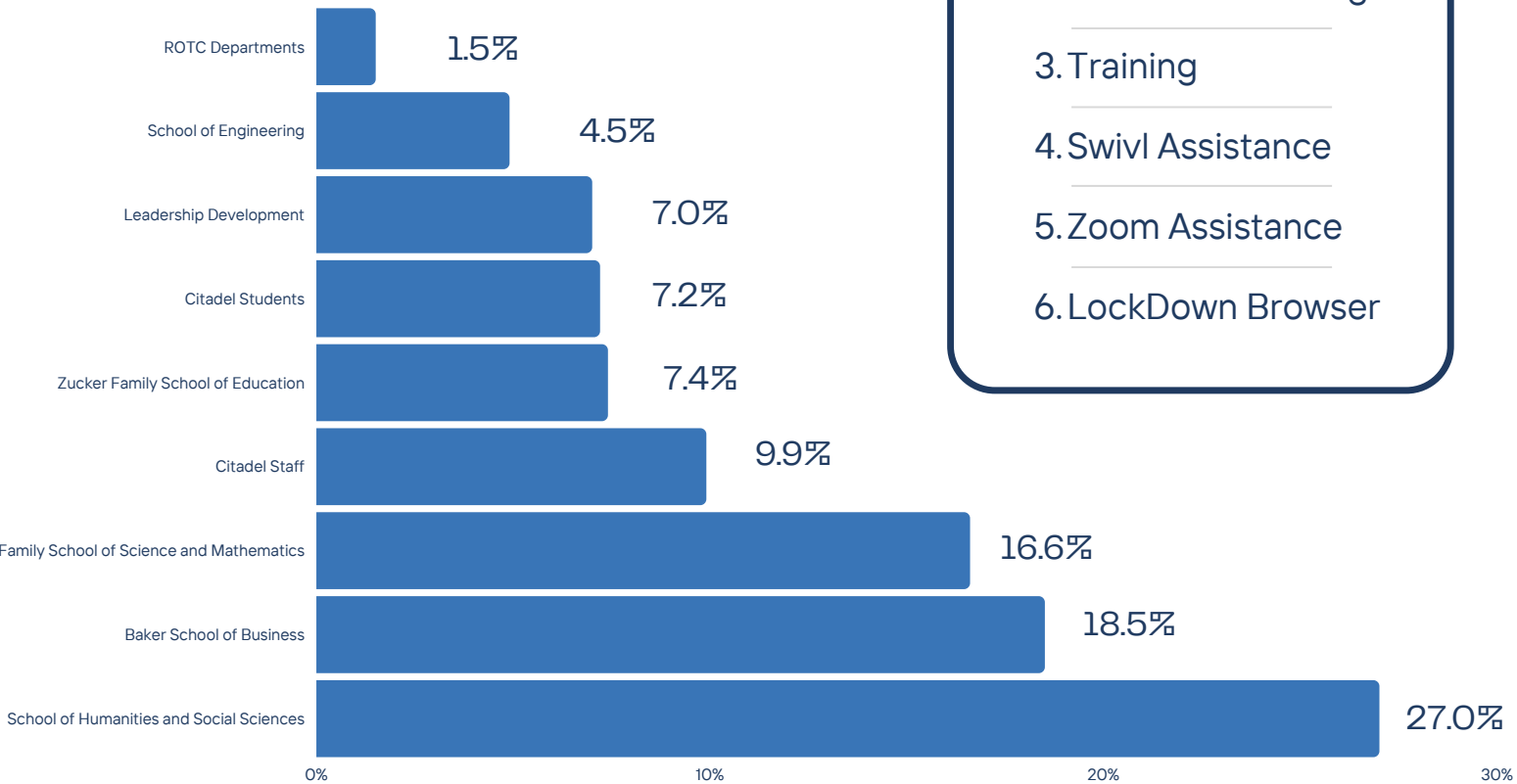
**2,510,816  
Page Views**

# CEITLE&DE Touchpoints

## Touchpoints by Schools, Staff, and Students

### Top 6 Touchpoints

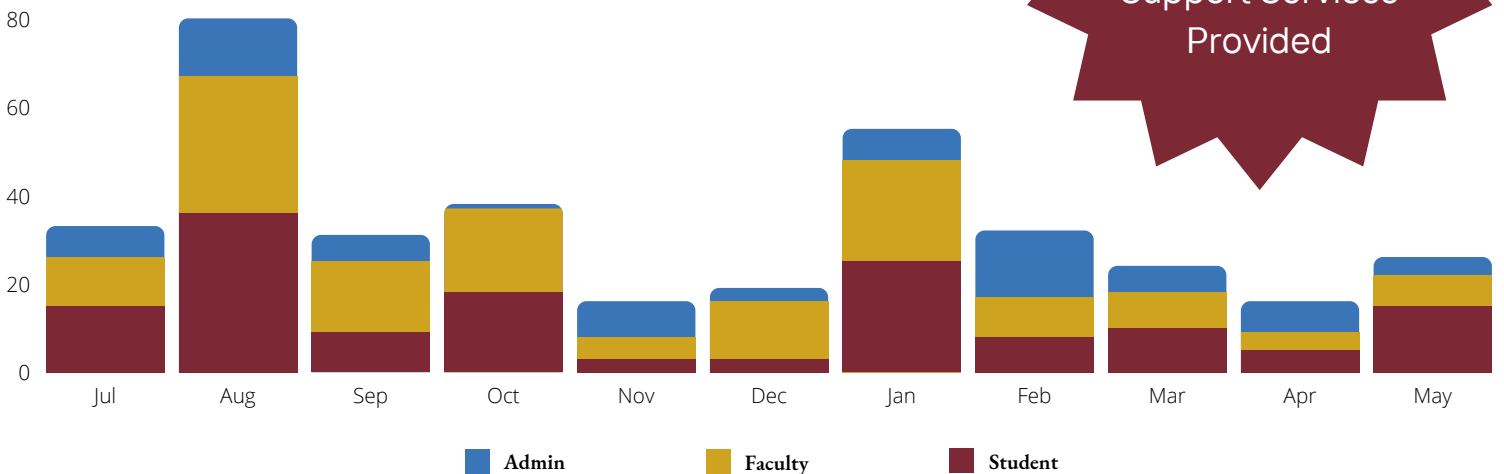
1. Canvas Assistance
2. Instructional Design
3. Training
4. Swivl Assistance
5. Zoom Assistance
6. LockDown Browser



## 24/7 Canvas Hotline

Administration, Faculty, & Student Support

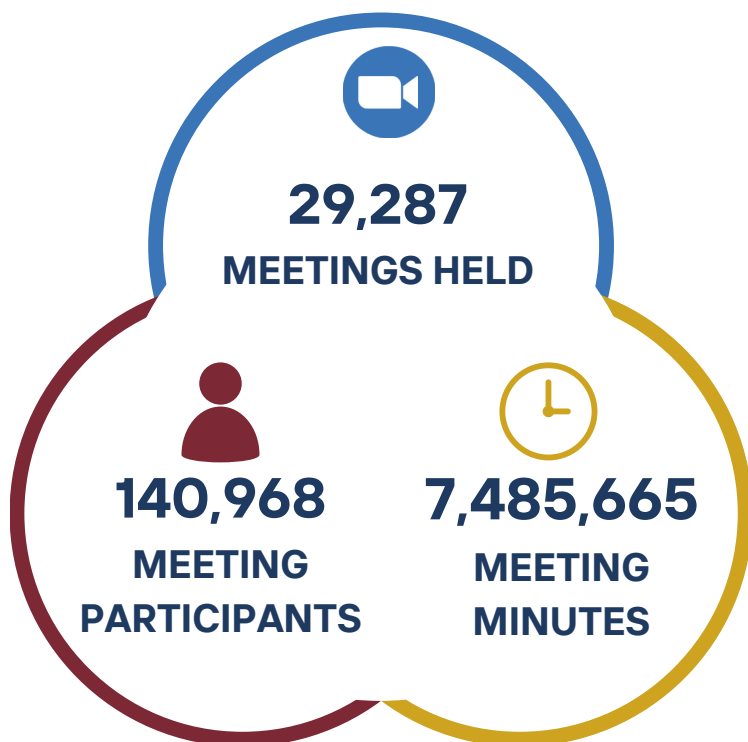
**371**  
Support Services  
Provided



# Zoom



This year Zoom continued to help us stay connected with one another. Faculty, staff and students used Zoom to Livestream classes, record lectures, conduct office hours, host study groups, hold meetings and even conduct interviews.



*Zoom also allows convenient engagement with students outside the class time. For my CIVL202 Statics class, I would hold review sessions on Zoom during ESP. I was only able to engage students this way because I was able to host the session from home. Often cadets would gather in a classroom and work on problems live while getting coaching from me over Zoom. The breakout rooms were useful in this context as student groups could work on different problems together and then rejoin the main group to explain their work to everyone.*

*Zoom is a major component of my online courses. Though many components are asynchronous (reading discussion boards, theory videos, homework), regular Zoom classes generate the same high faculty-student and student-student interaction that characterizes our in-person brand in the online environment. Students are able to master content more effectively through synchronous peer instruction quizzes, and problem-solving on Zoom than through asynchronous activities alone.*



~Timothy Wood, Civil, Environmental and Construction Engineering Associate Professor



*"As a department, we use Zoom for the basic things, like meetings and one-on-one assistance with patrons. My current favorite use is conference webinars. I run or help run two different library instruction conferences, and Zoom has helped us expand from a statewide audience to national and international audiences. Being able to use my Citadel Zoom account to host these events has been a huge help! It saves everyone travel and registration fees and provides access to the conferences for participants that have health, travel, or financial issues. While I still prefer having these events in person, Zoom has provided a venue that is highly accessible to everyone. I'm so grateful to CEITL & DE for helping and supporting our conferences and for providing additional support when I call in for assistance. Not only are we able to serve our library patrons, but we're also able to provide high-quality professional development opportunities to others across the country from my office."*

~Aaron Wimer, Library Director



# GOAL 5

## Extend Scale of Offerings and Resources

### Livestreaming

Since the Spring of 2020, Swivl and livestreaming technology has played an integral role in offering quality instruction to students at The Citadel. Now, over a year after returning to face-to-face instruction, Swivl and livestreaming technology continues to enhance learning. Faculty, students, and staff currently utilize Swivl recording and livestreaming technology\* to provide synchronous and asynchronous experiences both on and off campus.

\*Note-Livestreaming technology includes Swivl robots, Zoom, Canvas and the use of iPads.

**119**  
Swivl Units  
Currently Deployed  
in Classrooms

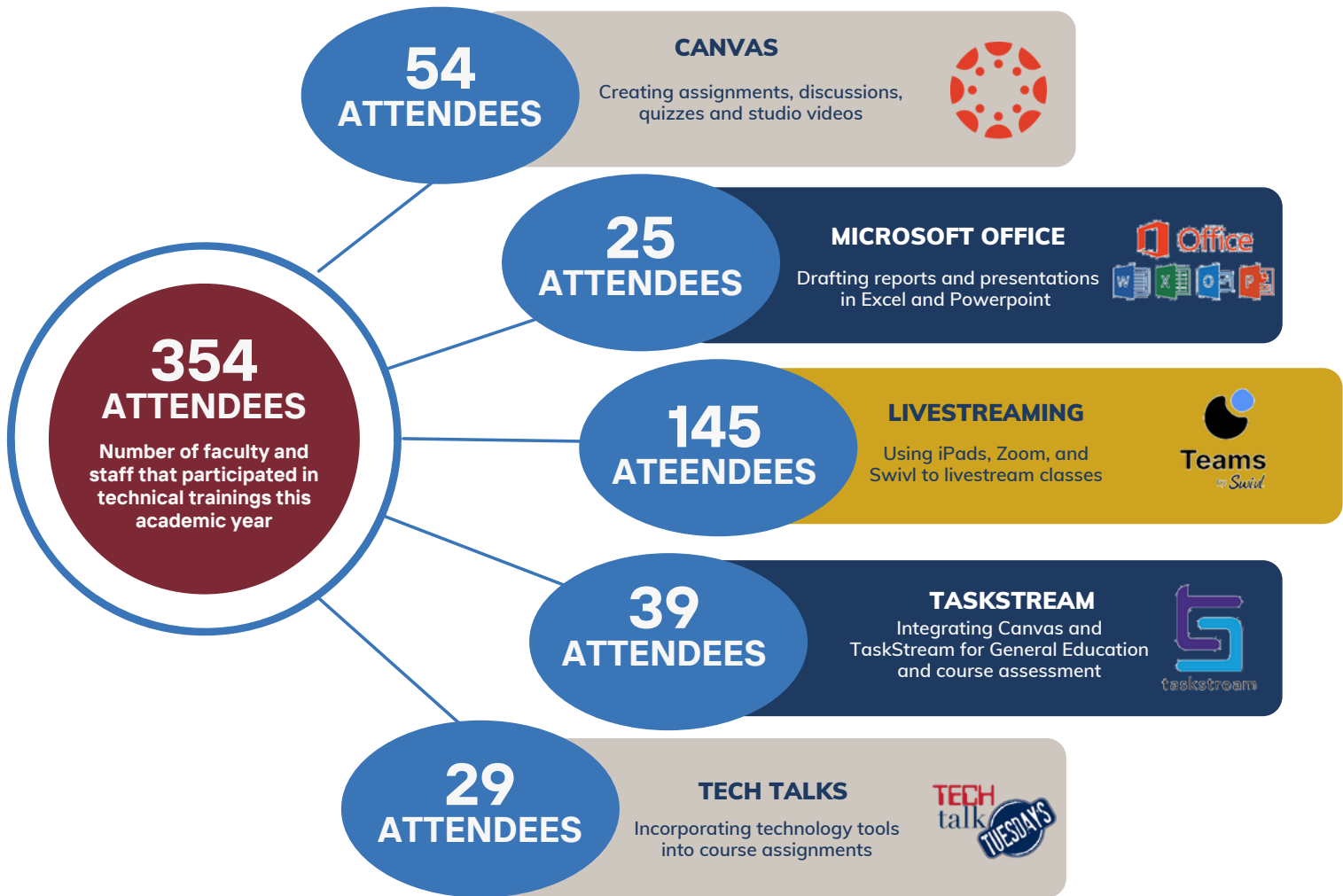


### Livestreaming and Swivl Recording Utilization

- ➔ Faculty livestream class for students not on campus due to approved medical reasons
- ➔ Faculty create synchronous experiences with remote cohorts (i.e., ZFSOE Beaufort County)
- ➔ Faculty record lectures for students to watch again after class
- ➔ Faculty record their class as a form of formative assessment
- ➔ Faculty and staff livestream hosted events, guest speakers, conferences, etc.

# Technology Training

CEITL & DE hosted **26** technical training sessions, *Tech Talk Tuesdays*, and trained over **354** faculty and staff in new and emerging technologies. Please see complete list of offering and number of participants below.



“*Tech Talks are so worth it! They take the pressure off me trying to continually keep up with new technology in the classroom. The amount of information given is enough for me to take and use in my classroom right away. The topics covered were relevant to how I use technology in the classroom. Thank you, CEITL & DE, for offering an easy-to-understand, convenient way to access continuing education.*”

~Linda-Marie Hamill, Health & Human Performance Instructor

# Respondus LockDown Browser™

*July 2021- May 2022*



**Courses Using LockDown Browser**

Active courses are courses in the LMS that currently have at least one exam with Respondus Monitor enabled.

**Student Seats**

An activated seat is one student per course, regardless of the number of exams the student takes in that course.

**Sessions**

Respondus Monitor session are exam session when Respondus Monitor is required.

Respondus LockDown Browser and Repondus Monitor is an online proctoring system that allows faculty to administer quizzes and tests in an online environment. This system maintains the integrity of the online exam process by locking the web browser so that students cannot print, copy or access any other applications. It also records students during the exam and provides a report and video that an instructor can review.

*I use Lockdown Browser and Monitor for online exams to help promote academic integrity by monitoring students and limiting their ability to transfer or consult information, while also being minimally intrusive to the student. The technology also allows me to monitor the time it takes students to complete the exams and assess correlations between time utilized and exam scores.*

~M. Kristen Hefner, Assistant Professor of Criminal Justice

# Looking Forward

Looking forward to **AY2022-2023**, CEITL & DE will continue to facilitate and support online and face-to-face teaching and learning at The Citadel. With the increasing demand for online instruction, we will maintain our rigorous online course review process and faculty training while simultaneously developing more comprehensive and inclusive online student orientations and virtual community-building initiatives. As we strive to build connections with our online students through Citadel Online, we continue to explore opportunities to create virtual spaces for online students to connect, work on projects together and even watch a parade.

We will continue to offer quality faculty, staff, and student development while sustaining and improving its programming based on lessons learned and assessments conducted over the past four years. Striving for excellence in all that we do, we will continue providing opportunities that drive the adoption of twenty-first century best practices while creating an environment that encourages faculty and staff to explore evidence-based learning strategies and improve the inclusiveness and accessibility of their instruction in online, hybrid and face-to-face modalities.

