



2023-2024 Annual Report

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Morgan Harrigan, M.Ed., Executive Director of the OCTL

Executive Summary/Annual Report Overview

[Owen CTL 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.

The 2023-2024 academic year marked a significant period of growth and transformation for the Owen Center for Teaching and Learning (OCTL) at Heidelberg University. The OCTL successfully relocated to the Beeghly Library, enhancing the physical space for academic support and integrating various services under one roof. Looking ahead, the OCTL aims to build on its successes by enhancing data-driven decision-making, expanding accessibility and inclusivity efforts, and exploring additional funding opportunities.

The OCTL established four strategic goals with 17 measurable objectives that align with the following KSIs laid out in the SGAP:

1. Increase the 4 year graduation rate.
2. Improve freshman-to-sophomore retention.
3. Increase campus engagement as measured by fall-to-spring retention.

Support faculty in their teaching and advising to support equal access and success for all students.		
	Introduce 100% of new full-time faculty members to institutional resources supporting evidence based instructional practices.	<i>Objective Met</i>
	75 faculty members (full-time and part-time) will utilize CTL consultations in pedagogy, academic advising, academic support, and/or accessibility services to better support student academic success.	<i>Objective Met</i>
	Increase faculty utilization/integration of library resources and academic support in their courses by 10% over 2022-2023 AY.	<i>Objective Met</i>
	50% of full time faculty members will participate in faculty development activities related to teaching and learning.	<i>Objective Met</i>
Provide resources to help students achieve their goals, both at Heidelberg and after Heidelberg		
	Implement reasonable accommodations for 100% of students who qualify for accommodations.	<i>Objective Met</i>
	Expand academic support availability for high-enrollment areas.	<i>Objective Met</i>
	Support 100% of incoming students in AIM Hei through proactive advising strategies.	<i>Objective Met</i>
	Meet with 10 students one-on-one to talk about study abroad or the American Junior Year Program.	<i>Objective Met</i>
	Achieve 80% fall-to-fall retention for the 2023-2024 cohort.	<i>Objective TBD</i> <i>*fall census date</i>
Collaborate, both within the CTL and outside the CTL, to support the university's core student mission.		

	Review all academic support, advising, and library programs for accessibility and inclusivity.	<i>Objective Met</i>
	Conduct timely assessment of 100% of CTL programs to adopt a culture of continuous improvement.	<i>Objective Met</i>
	Collaborate with faculty committees to develop and execute HYPE Day faculty development programs, August Opening Workshop, January Opening Workshop, and to develop a framework for supporting students in academic jeopardy and at promise students.	<i>Objective Met</i>
Increase campus and community awareness about the Owen Center, Beeghly Library, and Learning Commons services.		
	Update all CTL, Library, and Learning Commons documents to reflect the current state of the programs, practices, and offices.	<i>Objective Met</i>
	Maintain up-to-date resources for students and faculty in the CTL's Canvas courses	<i>Objective Met</i>
	Assess 100% of CTL programs utilizing longitudinal data to evaluate change over time.	<i>Objective Met</i>
	Increase the number of interactions on the CTL's Instagram and Twitter feeds.	<i>Objective Met</i>
	Plan, participate, or organize 10 campus events, workshops, or programs to increase the visibility of the CTL.	<i>Objective Met</i>

This report summarizes the achievements, challenges, and future directions in academic support, advising, library services, student accessibility, faculty development, and study abroad programs.

Key Achievements

Academic Support

- Relocation to Beeghly Library: The OCTL successfully relocated to Beeghly Library, creating a dedicated Academic Support Center, which facilitated an increase in the number of sessions and overall student engagement. Overall usage of academic support services increased by 16%, with 72% of Heidelberg students utilizing these services. Notable increases were seen in Supplemental Instruction (14%), Subject Tutoring (49%), and Study Hours (20%).
- High Satisfaction Rates: Student satisfaction with academic support services remained high, averaging 4.81 out of 5 (96%).
- New Initiatives: Introduction of the Reading Day "Study-A-Thon" and the "Don't Cancel Class" program, both of which received positive feedback and high participation rates.
- Development of NDI 129: A new course, NDI 129: Empowering Academic Success, was developed to support students in academic jeopardy, enhancing the existing NDI 128 program.

Academic Advising

- Proactive Advising: Continued emphasis on proactive advising practices, with 21 faculty advisors trained in these methodologies.
- Student Training: All first-year students received training on registration processes, resulting in 86% successfully navigating the system.

Library Services

- Increased Engagement: Significant increase in research consultations by 250%, although challenges remain in engaging students unfamiliar with library resources.
- Resource Development: Creation of instructional materials and a toolkit of library services to better support faculty and students.

Student Accessibility Services

- Proactive Outreach: The Coordinator of Student Accessibility Services conducted thorough, interactive processes for all students applying for accommodations, ensuring 100% implementation of reasonable accommodations.
- Awareness and Training: Hosted workshops and events to increase campus knowledge of accessibility, including a celebration for the 50th anniversary of Section 504 of the Rehabilitation Act.

Faculty Development and Instructional Technology

- Professional Development: Hosted multiple HYPE Day Teach Slams and other workshops, reaching over 100 faculty members and promoting evidence-based teaching practices.
- Technology Support: Conducted over 160 individual technology consultations, supporting faculty in using Canvas, Panopto, Proctorio, and other tools effectively.

Study Abroad

- Increased Participation: Despite challenges, there was growth in summer program participation, with one student traveling for a full year and four students for summer programs.
- Infrastructure Development: Updated promotional materials, launched a new website for the American Junior Year (AJY) program, and streamlined application processes using Slate.

Challenges and Areas for Improvement

- Academic Coaching: There was a 74% decrease in Academic Coaching/Embedded Peer Sessions, highlighting the need for a revamped approach, which will be addressed with the hiring of an Academic Coaching Coordinator.
- Retention Rates: The fall-to-fall retention rate for NDI 128 students did not meet the target, prompting further investigation and targeted interventions.
- Faculty Engagement: While progress was made, there is still a need to increase faculty utilization of library resources and participation in professional development opportunities.

The 2023-2024 academic year was marked by significant achievements in enhancing academic support services, promoting proactive advising, increasing library engagement, fostering faculty development, and expanding study abroad opportunities. While challenges remain, the OCTL is committed to continuous improvement and strategic planning to ensure the success of Heidelberg students and faculty.

Academic Support

Morgan Harrigan, Director of Academic Support

[Academic Support Assessment and Alignment Chart](#)

Academic Support Vision: All students achieve academic success.

Academic Support Mission: Normalize the use of academic support by proactively providing resources to empower student success.

Goal 1: Provide quality academic support programs for a variety of academic areas that positively impact student success.

Academic Support in 2023-2024 was relocated to Beeghly Library as the entire Owen CTL moved physical locations. Due to the increase in academic support usage, we needed a larger space allowing more sessions to happen simultaneously. With the move to Beeghly, we transformed the former Montague Computer Lab into the Academic Support Center. This created a dedicated study space for students and an additional classroom in Beeghly. This space was utilized for Supplemental Instruction sessions, two sections of NDI 128: The Learning Process in an Academic Environment, an office space for the Director of Academic Support, and a centralized location for students seeking academic support.

Academic Support Usage

Academic Support Type	2023-2024	2022-2023	2021-2022
Supplemental Instruction	1,955 (14% increase)	1,714	827
Writing/COM Consultations	303 (2.3% increase)	296	95
Subject Tutors	377 (49% increase)	252	174
Study Hours	2,391 (20% increase)	1,988	2,180
Academic Coaching/Embedded Peer Sessions	27 (74% decrease)	106	76
TOTAL USAGE	5,053 (16% increase)	4,356	3,386
Percentage of HU Students utilizing Academic Support	553/775= ~72%	NA	NA
Satisfaction Rate of support through student exit tickets (1-5 likert scale)	4.81/5= 96%	NA	NA

Objective 1: Expand academic support availability for high-enrollment courses

This objective was met as indicated with the increase in attendance and offerings for supplemental instruction and subject tutoring.

Objective 2: Increase the number of students utilizing writing coaching appointments by 10%

This objective was NOT met; however, more students utilized subject tutoring, in which they worked on assignments that overlapped with writing coaching instruction. With the current data tracking mechanism we use, students marked “subject tutor” in their exit ticket but rationale of their session indicated it was writing coaching. We did increase specific writing coaching sessions by 2.3%.

Objective 3: Develop and increase use of resources for Owen CTL Student Employees on Canvas

This objective was met. Many worksheets, activities, and training were uploaded into a new Canvas Page specifically for Academic Support Employees. This page served as a hub of resources for student employees and a place to have discussions, post feedback, and share ideas.

Usage increased in all areas of academic support, with the exception of Academic Coaching/Embedded Peer Sessions (see Academic Support Usage Chart above).

Addressing the decrease in academic coaching/embedded peer sessions: Writing/Academic coaches were holistically trained to provide support for students so many sessions were dual-purposed. Students sought out writing coaches for help across all disciplines so these two areas of academic support essentially merged together. Our attendance tracking mechanism is through tracking exit tickets and recording on Google Sheets. Students would mark what type of session they attended and in the reporting through a checklist option. Many students marked having a writing coaching session but their statement of what they worked on were academic coaching activities (time management, study strategies, note-taking, goal setting, etc). Therefore, tracking writing sessions vs academic coaching sessions proved difficult. Additionally, academic coaching is under a complete revamp for the 2024-2025 academic year with the staff addition of an Academic Coaching Coordinator.

Supplemental Instruction and Subject-Specific Support

- SI Courses Fall 2023: ACC 190, BIO 121, BIO 123, BIO 223, BIO 363, CHM 111, HSC 213
- SI Courses Spring 2024: ACC 190, BIO 124, BIO 224, BIO 364, CHM 112, MTH 119
- Subjects Requesting Tutoring (in addition to 1 on 1 tutoring in SI supported courses): BIO 122, FIN 200, SPA, COM, GER, ECO, CPS, BSC 201/202

Having a dedicated classroom for Supplemental Instruction sessions proved fruitful as session attendance increased overall. Student feedback was very positive in having the dedicated space, indicating the convenience of having a consistent and familiar space and time dedicated to their courses. On a Likert Scale of satisfaction, students' overall satisfaction rate of academic support services averaged 4.81 out of 5 (96%).

Attendance and performance correlation: Grade correlation shows that students that attended Supplemental Instruction sessions regularly performed better than those who did not. SI supported courses in which total attendance was under 60 will not be supported in 2024-2025. This includes MTH 119, BIO 364, BIO 121, BIO 224 and BIO 124. These courses will all have one on one tutoring available; however, they will not have organized study sessions led by a supplemental instructor. None of these classes showed significance when comparing attendance in SI to overall grade performance.

Average # of SI sessions attended (all students enrolled) compared to course grade												
	ACC 190	BIO 123	BIO 124	BIO 223	BIO 224	BIO 121	BIO 363	BIO 364	CHM 111	CHM 112	HSC 213	MTH 119
A	3.08	7.6	1.64	4	1	2	4.55	.1	6	14.4	10.3	.19
B	3.05	7	.36	3.9	.14	1.2	1.88	.46	8.5	7.1	7.7	.13
C	2.68	6.2	1.3	8.7	1.75	1.67	4	.57	7.4	1.8	3.29	.33
D	1.5	0	0	20	1	0	2.5	0	4.6	3	3.6	1

F/W	.2	.66	0	0	0	1.3	0	3	3.1	0	2.5	0
Sessions Attended	175	440	51	147	14	46	85	15	453	275	240	11

Goal 2: Collaborate with campus partners to integrate academic success skills and strategies into Heidelberg events, initiatives, and programs, normalizing the use of academic support for all students.

Objective 1: Establish a 2-year baseline for the percentage of HU students that utilize academic support. This objective is underway. 553 (out of 775) individual students utilized academic support in the 2023-2024 academic year, establishing a 72% baseline. In addition to regular academic support services, this percentage included students that attended the bi-annual, Reading Day “Study-A-Thon.”

Objective 2: Establish a 2-year baseline for the percentage of: HU courses affiliated with academic support; HU faculty who make referrals; HU coaches that incorporate academic support; student organizations that incorporate academic support; HU students that utilize Student Planner.

This objective is also underway. Specific courses, faculty, coaches, and organizations that utilized academic support services have been identified. Further data will be collected in the 2024-2025 academic year to establish these 2-year baselines.

Campus-Wide Initiatives

- [Study-a-thon](#): 365 students completed exit tickets stating they used Owen CTL services while attending the newly introduced Reading Day Study-A-Thon. Drop-in study hours, Group Study Sessions, Presentation Practice, and writing support was provided in Beeghly Library from 8am until Late Night Breakfast. The Owen CTL provided snacks, raffle prizes, staff, and an environment that welcomed students as they prepared for their final exams. This event will continue in the 2024-2025 academic year.
- "Don't Cancel Class" program: As part of the OCTL Quick Hits, we shared our “Don’t Cancel Class” idea with faculty and staff. Instead of canceling class when faculty have a conflict, we asked them to “sub in” OCTL staff to share support services, resources, and more with their class. [This video](#) explains the process and [this spreadsheet](#) has the options available. After sharing this idea, 8 faculty members had OCTL staff come to their classes instead of canceling. Topics covered: study strategies, test taking strategies, study abroad, student accessibility services, and time management. This practice will continue in the 2024-2025 academic year.

Objective 3: Review all academic support programs and services for accessibility and inclusivity.

This objective was met. Including “Working with Students of Varying Abilities” in training academic support employees was very high-yielding as much discussion and reframing of conversations and ideas took place. Student employees are more aware of how to work with students of various abilities as well as how to refer students to the SAS office, appropriately. Offering different modalities of tutoring and making materials and handouts accessible to all has become the standard in the OCTL. We will continue this practice and additionally incorporate case studies in training to address hot topics and how to work with students with varying abilities.

Goal 3: Develop a framework to cultivate growth and success of students in academic jeopardy.

Objective 1: Partner with UAPC to identify barriers and opportunities to develop a framework for students in academic jeopardy.

This objective was met. After meeting with UAPC, we agreed a support course for students in academic jeopardy makes great sense. Instead of having these students take NDI 128, or changing NDI 128 to be repeatable, I created a new course, [NDI 129: Empowering Academic Success](#), approved by UAPC and the Full Faculty. NDI 129 is designed for students who aim to enhance their academic skills, develop strategic learning techniques, and build a strong foundation for long-term educational success. This course is ideal for freshmen, transfer students, those not

in satisfactory academic standing, or any student seeking to improve their academic performance and adapt more effectively to the challenges of college life. This 1-credit hour course will support those on academic probation as they will execute their Academic Game Plan in the course helping promote accountability and tracking.

Objectives 2 and 3: Work collaboratively with HU stakeholders to create a framework for supporting students in academic jeopardy and establish required elements to support the framework.

These objectives were met. Regular meetings with Owen CTL staff, admissions, faculty, coaches, and campus leadership has led to the creation of NDI: 129 and the [Student Prince Promise Program](#).

Goal 4: NDI 128 Program Enhancement: NDI 128 increases the persistence, retention, and graduation rates of at-promise students enrolled in the course.

NDI 128 Program Summary Data, Fall of 2023-2024 Academic Year		
45 total students (44 first-year, 1 transfer) (15 others were registered to be in NDI 128 but withdrew their deposit or never showed up)		
	2023-2024	2022-2023
Average HS GPA	2.74	2.86
# of participants placing into MTH 090	29 of 45, 64% of participants	31 of 44, 70% of participants
# of participants re-testing out of MTH 090	13 of 29: 45% tested out of MTH 090 The remaining 16 students retested and improved their score; however, not enough to be exempt from MTH 090	20 of 31: 65% of participants (9 students that did not increase their ALEKS score transferred or WD)
Average 1st Semester GPA	2.6 <i>18 students earned above 3.0</i>	2.41 <i>21 students earned above a 3.0</i>
% of Credit Hours Passed	585 out of 670; 87%	535 out of 652; 82%
Fall 2023 to Spring 2024 Retention:	40/45= 88%	42/52= 81%
Fall 2023 to Fall 2024 Retention (projected based on FA24 registration)	28/45= 62%	35/52= 67%

Objective 1: Students will demonstrate the ability to transfer learned skills and strategies to their academic work

This objective was met. Students in NDI 128 demonstrated understanding and ability to translate learned skills into other coursework. The final assignment in NDI 128 is formatted to be a welcoming and informative letter to future students in the course. The intention is to reflect on their semester, explain how and when they utilized resources, how they will improve or maintain their commitment to academics in their future semesters and what the impact the class had on their first-semester experience.

Objective 2: All enrolled students will retake MTH placement

This objective was met; however, not all students earned the scores needed to be exempt from MTH 090. All students enrolled in NDI 128 retook the ALEKS Math placement exam and all students improved their scores. 13 of the 29 students earned a score high enough to advance past MTH 090.

Objective 3: Increase the number of admitted, at-promise students

This objective was met. With the additional section of NDI 128 and the creation of the Student Prince Promise Program, Heidelberg University is able to expand admission to accept students that earned between a 2.5-2.7 HS GPA.

Admission numbers showing growth:

Students Under 3.0 GPA	2024-2025	2023-2024	2022-2023
Total Accepted	<u>250</u>	<u>203</u>	<u>159</u>
Deposited	54	54	31
Paid Withdrawn	6	14	7
Accepted Withdrawn	120	135	121

Objective 4: 78% of NDI 128 students will retain fall-to-fall.

This objective was NOT met. Only 28 of the 45 students starting in NDI 128 in Fall of 2023 are registered to begin class in Fall of 2024, which is only 62%. 88% of the students retained from Fall to Spring so further research and data needs to be evaluated to understand the drastic drop. In future years, NDI 129: *Empowering Academic Success*, will be an additional support course to help monitor and empower academic improvement for at-risk students.

Professional Development and Continuous Improvement

- Quality Matters Conference at ODU: May 10, 2024
- Higher Education Data Sharing Consortium (HEDS) Student Success Champions 2022-2024 Cohort: Wabash University: July 19-21, 2023, January 12-14, 2024 and July 16-19, 2024
- Heartland College Learning Center Association (HCLCA) Conference (Adapting and Innovation in Learning Centers) at Ohio University: May 21-22, 2024
- National Organization for Student Success (NOSS) Ohio Conference: October 27, 2023
- TRIO SSS Grant application through the DOE: Submitting July 10, 2024
- Institute for New Educational Developers (INED): July 29-August 1, 2024
- Hired Academic Coaching Coordinator to bolster needed support for Student Prince Promise Program. Erin Smith started June 3, 2024.

Future Directions for Academic Support

To build upon the successes and address the challenges identified, the following future directions will be the base of 2024-2025 goals:

1. Refine tracking mechanisms: Develop a more precise system to differentiate between writing coaching and academic coaching sessions to accurately measure usage and impact.
2. Enhance Academic Coaching: Leverage the newly hired Academic Coaching Coordinator to revamp and strengthen the academic coaching program, addressing the decrease in usage observed this year.
3. Optimize Supplemental Instruction: Focus resources on courses where SI has shown significant impact on student performance, and explore alternative support methods for courses with low SI attendance.
4. Expand "Don't Cancel Class" program: Given its success, increase faculty participation and diversify the topics covered in these sessions.
5. Improve retention strategies: Investigate the factors contributing to the drop in fall-to-fall retention for NDI 128 students and develop targeted interventions to improve this metric.
6. Evaluate Student Prince Promise Program: As this program expands admission to students with lower high school GPAs, closely monitor its effectiveness and provide necessary support to ensure student success.

7. Continue accessibility and inclusivity efforts: Build on the success of training academic support employees in working with students of varying abilities by incorporating more case studies and practical scenarios.
8. Establish long-term baselines: Complete the two-year baseline data collection for various metrics, including the percentage of HU courses affiliated with academic support, faculty referrals, and student planner usage.
9. Enhance data-driven decision making: Utilize the collected data to inform program improvements, resource allocation, and strategic planning for academic support services.
10. Explore grant opportunities: Following the submission of the TRIO SSS Grant application, continue to seek additional funding sources to support and expand academic support initiatives.

By focusing on these areas, Heidelberg University can continue to enhance its academic support services, improve student success outcomes, and further our mission of normalizing the use of academic support by proactively providing resources to empower student success.

Academic Advising

Erin Chapman-Hoskins M.Ed., Director of Academic Advising

David Briggs III M.S. Academic Advising Coordinator

[Academic Advising Assessment and Alignment Chart](#)

Advising Vision: Empowered students reaching their academic and life goals

Advising Mission: Support students as they define, plan a path for, evaluate, pursue, and achieve their goals

Goal 1: Teach students to identify and utilize the resources available to them to make informed academic decisions

Objective 1: Maintain up-to-date written and video tutorials for 100% of academic advising processes

This objective was met and the Written and Video tutorials were housed in two easily accessible places: The Academic Support Canvas Page and the Canvas Pages for each AIM Hei group. These will be updated in the summer of 2024 for the transition from the Oasis platform to My Heidelberg.

Advising Process Tutorial Videos				
	2023-24	2022-23	2021-22	2020-21
Views/ Downloads	66	156	257	363

Views are dropping due to increased training during AIM Hei and in-person support available.

Objective 2: Expand the number and usage of Academic Advising resources

This objective was met by expanding Advising resources to include documents and videos to help both students and advisors. Among the resources created for advisors are information sheets on our articulation agreements and videos on what to look for in Degreeworks during registration meetings, and creating groups on the texting platform. When the need for a new resource arises we can create and distribute the information while maintaining it for the future. There were 20 views on these videos and there is no data available on written resources.

Objective 3: All first-year students will receive training sessions on registration processes in preparation for Spring/ Fall Semester registration as a part of AIM Hei

This objective was met. All first-year students received training on how to register for classes. The tutorials and demonstrations were a part of the AIM Hei Modules for the fall and spring semesters. 86% of students in the Fall and 90% of students in the Spring agreed or strongly agreed that they know how to navigate Oasis to Register for HYPE and classes.

Objective 4: 80% of first-year students will successfully navigate Oasis to register for HYPE and Spring courses in the AIM Hei program.

This objective was met. For the 2023-24 academic year, 254 first-year students registered for the spring semester of the 293 that were registered in the fall, for 86%. 193 (66%) AIM Hei students registered for the spring semester during registration week, 1% better than upperclassmen.

Goal 2: Assist in developing educational plans consistent with students' aspirations, interests, strengths, and values

Objective 1: 85% of First-year students will build an academic plan in DegreeWorks

This objective was not met. Of reporting instructors, about 74% of first-year students submitted academic completion plans in Degreeworks. This number is up from the 2022-23 academic year with an additional 52 students with plans built.

Objective 2: 80% of student plans will be reviewed and approved by first-year advisors by the end of their first-year

This objective was partially met. All Students had their plans reviewed for completion by their AIM Hei faculty. Of the 74% of students that submitted all plans were reviewed by faculty advisors.

Objective 3: Students will identify links and relationships between long-term career goals and academic activities and requirements

This objective was met. According to the students, the most useful skills and knowledge that students gained throughout HEI 101, 102, and 103 were those that related to future planning and goal-setting. Planning, goal setting, and navigating degreeworks were among the most mentioned skills in the end-of-semester surveys and the weekly exit tickets. In addition to future planning students also listed academic skills gained, such as time management and organization, registering for classes, and contacting their advisors as the most important skills developed during AIM Hei.

Goal 3: Create a culture of Proactive Advising

Objective 1: 25 faculty advisors will be trained in Proactive Advising practices including tech tools

This objective was partially met. 21 total faculty advisors were trained in Proactive Advising Practices. 17 faculty advisors were trained in proactive advising practices as a part of the AIM Hei workshop. 4 additional faculty advisors attended day one of the workshop in which proactive advising and the NACADA core competencies were covered. After AIM Hei training in the fall, 100% of responding advisors understood the concept of proactive advising and knew the related practices. Advisors were also trained on Degreeworks and our texting platform.

Objective 2: Implement, assess, and continuously improve AIM Hei

This objective was met. The AIM Hei program was run again with the same setup as the 2022-23 Academic year, and a few updates to the curriculum. In the first year, students found that the tools that helped them plan for the future were the most helpful things they learned, such as navigating Oasis, how to read their degreeworks audit, and how to build a 4 year plan. Based on that feedback we incorporated more goal-setting early to help with their future planning and to facilitate conversations with their advisor.

We used the same assessments as the previous year. End-of-semester surveys for both students and faculty and weekly exit tickets for students. 85% of students agreed or strongly agreed that they feel more prepared for the rest of their time at Heidelberg after taking the course.

One repeated piece of feedback that we got from faculty and students was that they wanted more academic skills to be covered like using proper citations. To protect the intentions of the course we are adding a choose your own topic day into each semester for the faculty to cover a topic they think is relevant to their group of students and their needs.

Objective 3: Implement an administrative reporting cycle

Administrative Reporting Cycle	
Month	Reports
September	Hold Report
October	Hold Report

November	Advising Meetings/ Not Registered list
December	4-year plans/ Not registered
January	Hold Report
March	Advisor meeting/ Not registered list
April/ May	4-year plans/ Not registered

This objective was met. Reports were pulled and distributed to advisors to follow up with students about resolving holds, registering for classes, etc. Many faculty members used the lists to reach out to students about holds and registration status and copied the advising office on the communications to help with follow-up. We can also collect more information from advisors about how the reports are used.

Objective 4: Present a consistent advising message based on NACADA Core to the campus community (students, faculty, staff, ccp students, administration, etc.)

We are meeting this objective. The Owen Center team completed six different NACADA etutorials this year that focused on advising specific populations of students and how to develop advisor training. There were elements of the NACADA Core Competencies throughout our advising practices and our professional development opportunities., including the AIM Hei/ Advisor workshop. Elements from “Advising Undecided/ Exploratory Students” will be incorporated into AIM Hei to help students explore their interests while making progress toward graduation. Elements from “Advising Transfer Students” will be incorporated to AIM Hei 103 to help those students integrate into campus. Elements from that course were also used to suggest improvements to the transfer admission counselor position description.

Objective 5: Plan opportunities for faculty advising professional development

This objective was met. Throughout the academic year, the CTL switched to virtual professional development in the form of “Quick Hits”. The academic advising office provided 5 of the quick hits covering the topics of important advising dates, having difficult conversations with students, preparing for orientation, and registration help. The registration quick hit went out twice, once if the fall and once in the spring. The Advising team also presented during the HYPE Day professional development teach slams and collected information from the faculty about what areas of advising they would like opportunities to do training on.

Goal 4: Establish Systems that support proactive advising practices by faculty

Objective 1: Create and implement an advisor transition plan

This objective was met. An advisor transition plan was created to ease the transition from one advisor to another. Students who complete AIM Hei will be distributed among faculty advisors in the department. Those students will be notified that their advisor has been changed and encouraged to contact the new advisor. Advisors will also be notified and sent a list of their advisees. They are also encouraged to reach out to all advisees at the beginning of each semester so that they have the correct contact information. A similar process will be followed for advisor departures. Process maps were created for both incoming students and returning students. During this mapping areas of improvement were identified, one of those being advisor transitions. Other areas included collecting necessary information from incoming students and registration issues that are created due to holds that prevent registration. All three are areas we are looking to improve on for the 2024-25 academic year.

Objective 2: Department chairs will approve 100% of majors and pathways with up-to-date Curriculum Maps.

This objective was met. The Advising office makes edits to the maps based on changes to the catalog and department chairs review, edit, and approve the maps at the department chairs’ workshop at the start of the academic year.

Objective 3: HYPE 4-year plan map

This objective was met. The HYPE 4-Year Plan is included with Curriculum Maps for all other undergraduate majors.

Objective 4: Update and Disseminate the annual academic advising calendar to 100% of faculty advisors

This objective was met at the start of the 2023-24 academic year. The Advising Calendar will continue to be updated yearly and as needed throughout the academic year.

Objective 5: Create and Disseminate Advisor Guide and Google Drive

This objective was met. The Advisor guide will be disseminated with the start of the 2024-2025 academic year with accompanying resources in a shared Google Drive. Many updates took place during the 23-24 year delaying the completion and release.

Goal 5: Support Transfer and CCP Students

Objective 1: Maintain up-to-date maps for Open Transfer Pathways

This objective was met and maps will continue to be updated with each new edition of the course catalog.

Objective 2: Maintain up-to-date CCP offerings

This objective was met and offerings will be updated each summer.

Student Accessibility Services

Alyssa Kontak, M.A., L.P.C., Director of Student Accessibility Services

[Student Accessibility Assessment and Alignment Chart](#)

Accessibility Vision: A Heidelberg without barriers.

Accessibility Mission: Advocate equal access through proactive outreach and education to develop an institutional environment that embodies the social justice model of accessibility.

Goal 1: To establish an office culture of equal access for all people on Heidelberg's campus that embodies the social justice model of accessibility.

Objective 1: Implement reasonable accommodations for 100% of students who qualify for accommodations

This objective was met. The Director completed a thorough, interactive process with all students who applied for academic, housing, dining, and return to learn accommodations for a total of 142 students receiving services.

Objective 2: Maintain and update the Student Accessibility Services Process Binder

This objective was met. The Director has updated the Process Binder to reflect changes, such as the current housing accommodations process. The Director has also updated the document to include new processes, such as the appeals and grievance process.

Objective 3: Obtain end-of-semester satisfaction information from 60% of students who receive academic accommodations.

This objective was not met. About 32% of students who received academic accommodations completed an end-of-semester form. The Director has been using trial and error to find a way in which students feel comfortable and willing to disclose information. Last year, the director used a one-on-one approach in which students only shared positive information. This year, the director used an anonymous questionnaire, but students did not fill it out. In the future, the Director would like to combine these approaches by giving the student the questionnaire in a one-on-one meeting in hopes that they will complete the questionnaire and be willing to share honest feedback.

Objective 4: Conduct proactive outreach to all students with academic accommodations who are identified "at risk" in student appraisal data

This objective was met. The Director of SAS reached out to all students (via email), with academic accommodations, who received a "D" or lower on their appraisals AND/OR had faculty recommendations for "supplemental instruction" or "needs academic coaching". It was noted by The Director that there was significantly less response by students in this academic year compared to last. The Director had 27 one-on-one meetings with "at risk" students in the '22-'23 academic year. There were only 6 during the '23-'24 academic year. The reason for this is unknown. Moving forward, The Director plans to tailor emails to include specific information about the student and the courses where they are identified as needing assistance. The Director believes that this individualized approach will make students feel more inclined to seek assistance and have a conversation.

Objective 5: Provide one-on-one consultations for 30 full-and-part-time faculty members.

This objective was partially met. The Director conducted one-on-one consultations with 25 full and part time faculty members for a total of 48 consultations. This number is still greater than the previous academic year. The Director also presented to 47 faculty members during the Fall 2023 faculty opening workshop.

Objective 6: Create a committee and effective process to review and approve housing accommodation requests.

This objective was met. The Director wrote a [Disability Related Housing Accommodations Policy](#), which has been approved by the university. The Director also created a housing committee which reviews applications throughout the year. At this time, the committee consists of The Director of Student Accessibility Services and Jake McGraw, the Director of Campus Security.

Objective 7: Establish an appeals process for the Office of Student Accessibility Services

This objective was met. The Director wrote a [policy for appeals and grievances](#) which has been approved by the university.

Goal 2: Increase campus knowledge of accessibility and spread awareness of disability related issues.

Objective 1: Host 2 workshops for student-led organizations to teach them how to design accessible events based on the '22-'23 needs assessment

This objective was partially met. The Director instead shared this information via the Coffee with the Coordinator events in an attempt to better meet students where they are.

Objective 2: Host 2 “Coffee with the Coordinator” events to discuss resources, accessibility concerns, and connect with students.

This objective was met. The Director hosted one Coffee with the Coordinator event in both the Fall and Spring semesters. One student attended the event in the Fall and approximately 10 students attended the event in the Spring. The Director believes this is due to the location and manner of the event. In the Fall the event was held upstairs in the Heidelberg and the intention was to have more in-depth conversations. In the Spring, the Director was downstairs in the Heidelberg and was able to reach more students by briefly giving them information and resources to find information on their own.

Objective 3: Plan and execute a celebration for the 50th anniversary of Section 504 of the Rehabilitation Act on September 26, 2023

This objective was met. The Director partnered with Aaron Nelson, the Director of Equity, Inclusion, and Belonging as well as Parkhurst Dining staff to host a birthday party for Section 504 of the Rehabilitation Act of 1973. The event included a birthday cake, decorations, and information about section 504. Students, faculty, and staff were also able to sign a banner representing the University’s commitment to accessibility. This banner hangs in Campus Center.

Goal 3: Increase campus and community awareness about the Owen Center for Teaching and Learning and the services it offers.

Objective 1: Collaborate with Academic Support to measure the impact of accessibility services and academic support on students

This objective was partially met. The Director included optional questions about academic support usage in the Exit Survey that was sent to students. Only 14 students reported using any form of academic support. Based on information from the academic support attendance data, the Director knows that more than 14 students, with academic accommodations also used academic support. The Director believes that better data can be obtained as the Director narrows down better ways of getting student feedback through exit surveys. The Director also plans to continue working with academic support to make services as accessible as possible.

Objective 2: Offer accessibility observations for faculty

This objective was partially met. Accessibility observations were offered, though none were requested. In the future, the Director plans to gather end-of-semester feedback from faculty about each semester. The Director believes that this could open up opportunities for accessibility observations to be offered in a new and more appealing way.

Objective 3: Collaborate with library staff to learn more about what resources are available that could be useful for students with varying accessibility needs.

This objective was not met. The Director spoke with library staff informally on various occasions. However, in the future the Director would like to sit down with library staff to collaborate on making sure that resources available in the library are available to students with varying accessibility needs.

Objective 4: Collaborate with DEIC to present an accessible events workshop for departments who plan events.

This objective was met. The Director collaborated with DEIC on two presentations throughout the year. One was during the faculty opening workshop for Spring 2024 and the other was for MLK Day ON. These presentations were not solely regarding accessible events but did touch on accessibility across campus. In the future the Director would like to hone in on planning accessible events.

Faculty Development and Instructional Technology

Rebecca Frank, M.S., Instructional Designer and Technologist

[Faculty Development Alignment and Assessment Chart](#)

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

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

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

Objective 1: 20 unique faculty members (full time and part time) will modify their teaching practices to support student learning, supported by HYPE faculty development sessions (Teach Slams)

This objective was met. During the year 4 HYPE Day Teach Slams were planned and hosted by the Director of Faculty Development and Instructional Technology. Attendance at those workshops were 37 in September, 32 in October, 32 in February, and 27 in March. These workshops included 30 individual presenters from the faculty and staff, with some folks presenting multiple times throughout the year. This program was incredibly successful in terms of turnout as well as feedback given. After the second Teach Slam in October, faculty were given a survey about the September and October HYPE Days. At that time, faculty were asked which tool/trick/idea they had used from the September workshop. Of the 8 topics, every topic had been tried at least twice, with some having been tried by up to 10 faculty members. Looking ahead, each of the September tools were on people's "to try" list for anywhere from 3 to 8 people. After hearing the October presentations, each of the 10 topics were something attendees were considering using for the future, with anywhere from 7 to 16 faculty members marking that they were likely to try it. Feedback was so powerful from one presenter that the CTL offered a follow up workshop on Google Chips and Tricks with a turnout of 12 people.

Additionally the CTL held additional opportunities for professional development this year related to teaching practices. During the Spring Opening Workshop, full time faculty members could select between sessions on Green Dot training, Safe Zone training, or Inclusive Teaching. 17 faculty members elected to attend Inclusive Teaching. The Director of Faculty Development and Instructional Technology also completed 2 Small Group Instructional Diagnosis, or SGIDs, this year. The SGID process includes a preconference with a faculty member, a focus group with the students within a course, and a follow up conference and written report on the data collected. Both SGIDs were with the same faculty member this year, once in the Fall and once in the Spring semester, and focused on better supporting students within their courses.

Finally in the summer of 2023, the Director of Faculty Development and Instructional Technology ran a Faculty Learning Community as well as the Learning Online Teaching and Learning course. The FLC this summer focused on transforming a course to be equitable and accessible online for all learners. (Please note this FLC targeted 100 and 200 level courses available for CCP students, as at the time the direction of our online courses initiative hadn't been determined.) The FLC read and used the workbook *The Norton Guide to Equity-Minded Teaching* to guide their work. 9 faculty joined the FLC, with 3 faculty members completing their work. Learning Online Teaching and Learning, or LOTL, is the course designed to put faculty members in the role of a student in an online course to prepare them to teach online. This summer we had 12 people begin LOTL and 7 people

successfully complete it, including 2 full time and 3 part time faculty members. In LOTL, participants designed an online course and implemented best practices in online teaching.

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

This objective was met. This year we had 1 new full time faculty member join us in the Fall semester and 2 new full time faculty members join us in the Spring semester. Because of the small size, we did not run our traditional New Faculty Orientation or large group New Faculty Mentoring sessions. Instead new faculty members met one-on-one with the Director of Faculty Development and Instructional Technology as well as their faculty mentor, a member of the Faculty Development Committee. Each faculty member met with the Director quarterly and their mentor monthly. Meetings included introductions to institutional resources and procedures as well as best practices in teaching.

Objective 3: 50% of faculty who are working on 2-year, 4-year, and tenure/promotion portfolios will attend workshop sessions on portfolio writing

This objective was not met. The Assistant Vice President for Academic Affairs and Executive Director of the Owen Center for Teaching and Learning did not hold workshop sessions this year but rather answered individual questions as they arose.

Objective 4: Hold listening session with at least 5 departments to get a better understanding of their faculty development needs and use that to plan workshops and/or advise FDC on workshops to host

This objective was not met. This highlights an area of improvement for the coming year.

Goal 2: Support faculty to use teaching technology effectively

Objective 1: The CTL will manage and update faculty and student technology manuals annually based on technology updates and new adoptions.

This objective was met. Both the [faculty manual](#) and [student manual](#) were updated throughout the year. There were no significant updates or adoptions this year outside of TurnItIn's new AI Checker. TurnItIn updates were handled by offering a Zoom workshop with a TurnItIn trainer for faculty members and additional trainings for the Director of Faculty Development and Instructional Technology.

Objective 2: The CTL will provide one-on-one support to 37% of faculty (full-time and part-time) via email, Zoom face-to-face, and phone consultations

This objective was met. This year the Director of Faculty Development and Instructional Technology held over 160 one-on-one technology consultations. This reached 65 individual faculty and staff members, or roughly 59% of all 110 instructors. These consultations included support for Canvas, Panopto, Proctorio, IDEA surveys, Google Suite tools, Microsoft Office tools, and other technologies.

Objective 3: Develop and implement an online teaching FLC to support faculty in moving their courses online and/or hybrid consisting of 4-8 faculty members

This objective was partially met. The Director for Faculty Development and Instructional Technology developed and implemented a summer Faculty Learning Community. The FLC focused on transforming a course to be equitable and accessible online for all learners. (Please note this FLC targeted 100 and 200 level courses available for CCP students, as at the time the direction of our online courses initiative hadn't been determined.) The FLC read and used the workbook *The Norton Guide to Equity-Minded Teaching* to guide their work. However while 9 faculty joined the FLC, only 3 faculty members completed their work.

Objective 4: Facilitate a summer section of LOTL, Learning Online Teaching and Learning, for faculty to get certified to teach online

This objective was met. Learning Online Teaching and Learning, or LOTL, is the course designed to put faculty members in the role of a student in an online course to prepare them to teach online. This summer we had 12 people begin LOTL and 7 people successfully complete it, including 2 full time and 3 part time faculty members. In LOTL, participants designed an online course and implemented best practices in online teaching.

Additionally the Director of Faculty Development and Instructional Technology designed a pathway to a LOTL exemption for faculty members who will work with an Instructional Designer to implement this coming year.

The goal of this pathway is to utilize the work done with the IDs to ensure faculty are prepared to teach online in the future.

Objective 5: Deliver PD sessions on how faculty can use IDEA surveys to improve their teaching

This objective was partially met. While there was no PD specifically planned about IDEA surveys, the HYPE FD Teach Slams included using student feedback to improve teaching. New faculty members were also introduced to how to use IDEA survey data to improve their teaching.

Goal 3: Support and collaborate with the OCTL staff and CNIT

Objective 1: 100% of faculty will receive information about how to utilize OCTL resources appropriately (Advising, Academic Support, Library, Accessibility, Faculty Development).

This objective was met. The OCTL staff reached out to faculty in a variety of ways this semester. Most notably was presenting at the HYPE FD Teach Slams, where 4 OCTL staff presented. Additionally the Director of Faculty Development and Instructional Technology implemented a Quick Hits email this year where each week, an OCTL member would prepare short information for the faculty on OCTL resources or topics. 22 Quick Hits emails were sent this year.

Objective 2: Coordinate with the Director of Advising to offer an advising refresher for second year faculty

This objective was partially met. The Director of Faculty Development and Instructional Technology coordinated with the Director of Advising to target second year faculty members to attend planned sessions on advising with the Director of Advising, but workshops specifically focused on second year faculty were not held.

Objective 3: Coordinate with CNIT for Ellucian Experience training and rollout

This objective was met. CNIT completed the bulk of this process, but the OCTL Staff provided valuable feedback and support to ensure the rollout was successful.

Objective 4: Collaborate with CNIT on updating and sharing resources for classroom technologies and other endeavors.

This objective was met. A collaboration between CNIT and the Director of Faculty Development and Instructional Technology, along with the Distance Learning Task Force, resulted in the completion of the campus recording lab. Additionally collaboration was frequent via the Helpdesk system for other endeavors and support as needed.

Objective 5: Collaborate with Department Chairs and AA Administration to develop implementations for online CCP, transfer courses.

This objective shifted during the year. As determined by AA Administration, the push for online courses shifted away from CCP and transfer courses. Instead the initiative focused on moving a few select programs online, including the MBA program. This objective was met. The Director of Faculty Development and Instructional Technology spearheaded the search for Instructional Designers, contracted to work Spring 2024, Summer 2024, and Fall 2024; helped allocate the course loads for the IDs based on program needs; vetted faculty and ID development plans; and oversaw the process of course development for 19 courses thus far, plus 9 additional courses planned for Fall. Of the 19 courses, 4 are completed and 7 more are past the 50% completion mark as of the end of June. All courses will use the same online course template, purchased by Heidelberg to ensure continuity of online programs.

Additionally Heidelberg joined the Quality Matters Ohio Consortium this year. QM is a program based on peer reviews of online courses to ensure quality in course design. This highly structured program will help Heidelberg work towards excellence in all online courses. To begin the rollout process, the Director of Faculty Development has completed the Quality Matters Coordinator training as well as begun to map out a 5 year plan to implement QM standards across campus.

Goal 4: Increase campus and community awareness about Owen Center services

Objective 1: Review and update as needed external and internal websites with accurate information on the Owen Center annually.

This objective was met.

Objective 2: Send regular updates for press releases to Marketing to help increase alumni knowledge and support of Owen Center programming

This objective was met. The OCTL frequently spoke to Marketing about programming.

Beeghly Library

Cassandra Lagunzad Brown, MLS., Director of Library Services

[Beeghly Library Assessment and Alignment Chart](#)

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.

Goal 1: Expand the campus-wide awareness of the full repertoire of Beeghly's library services

Objective 1: Update the library policies and outward facing media to reflect the current state of library

This objective was not met. Progress in this area was inhibited by not having the additional staff member. Additionally, there were a lot of training issues with student workers and the director has identified changes that need to be made to training. By summer's end, the director will translate the work flows to assist student workers to be more reader friendly and easy to follow.

Objective 2: Increase research/reference consultations by 10%

This objective was met. Consultations increased by about 150%. However, this only helps students who actively pursue library reference help. The director will need to find more ways to promote services, they will be collaborating with the Owen CTL team to increase awareness of research consultations. Additionally, the director plans to partner with CNIT in order to provide programming to improve tech literacy in students.

Reference Help Type	2023-2024	2022-2023	2021-2022	2020-2021
Consultations	28	11	11	32
Instruction Sessions	4	7	14	29

Objective 3: Increase engagement with students, staff, faculty by 10%

This objective was met. There was increased foot traffic from both faculty and staff but technical difficulties hampered the accuracy; however, student employees have been regularly taking the [hourly count](#).

Objective 4: Simplify and standardize requests for instruction sessions

This objective was partially met. Unfortunately, this was pushed down in priority due to not hiring an additional staff member. To compensate, the following materials were created to help with what Instruction sessions are supposed to accomplish:

[Research Using Library Resources Video](#)

[Research Using Library Resources PPT](#)

[Library Resource Demo Video](#)

[Accessing Library Resources PPT](#)

[Beeghly Library Services Quick Guide](#)

[Steps to Library Access](#)

Objective 5: Finish Faculty Toolkit for library services

This objective pivoted. In lieu of faculty toolkit, the director created Beeghly Library Services Quick Guide, Steps to Library Access, and Accessing Library Resources PPT for distribution on Quick Shots.

Goal 2: Optimize total library staffing in order to provide effective and efficient service campus community

Objective 1: Increased specialization in student workers

This objective was partially met. The director scheduled students to perform shelf maintenance: this was successful and the students were able to shelf-read and catch errors in shelving throughout basement stacks.

Scheduling students to perform OhioLINK and Interlibrary Loan was less successful; however, the director has made adjustments for the upcoming year. These include moving more processing upstairs and readjusting the bag storage for better organization.

Objective 2: Hiring and onboarding of a new Instruction and research librarian

This objective was not met. After finding a suitable candidate, we were not permitted to proceed due to budget cuts. Being down the additional staff member is a barrier to progress.

Objective 3: Maintain sufficient staffing for student workers

This objective was met. Increasing student staffing improved coverage; however, due to further budgetary pressures, the director left shifts open during periods when they could cover.

Objective 4: Preparing future Circulation GA to take on role

This objective was not met. The Circulation GA candidate is no longer interested due to finding a better job opportunity in their field.

Goal 3: Continue to support the conversion into the Learning Commons

Objective 1: Design and create a plan to transform Beeghly Library into a welcoming space that is conducive to study, collaboration, and increased foot traffic

This objective was met. 90% of shelf cleanup is completed and the director is in the process of finding locations for extra shelving.

Objective 2: Promote areas for collaboration and support among all current and future of the departments within the Learning Commons

This objective was not met. This has proven the most difficult element, as there still exists communication breakdown. While we all wish to help Heidelberg flourish, the differences in our job processes and philosophies are apparent.

Objective 3: Complete weeding the periodicals

This objective was met. The periodicals have been successfully weeded and moved to their new location.

Objective 4: Complete reshelving process and remove excess furniture

This objective was partially met. 90% of the collection is moved to its new location. Excess furniture will be removed prior to students moving in for the Fall 2024 semester.

Goal 4: Restructure the policy, procedure, and function of the University Archives in order to balance access and conservation of artifacts within the range of our budget and staffing

Objective 1: Provide sufficient staffing for the function of the archive

This objective was not met. The archive student worker was unable to work much during the summer. In general, this is a difficult position to fill without adequate staff oversight. The director notes that student workers made sense when we had dedicated archival staff but are hard to guide and oversee without a professional archivist.

Objective 2: Provide access to the University Archives, both in-person and online

This objective was not met. While the director has been digitizing items, determining where to house them for public access has to be figured out. With the upcoming LMS migration, the digitization project has been put on hold due to limited staff.

Study Abroad

Amy Hammitt LoConti, Study Abroad Coordinator and Administrative Assistant to the Owen CTL

[Study Abroad Assessment and Alignment Chart](#)

Study Abroad Vision: Expand global learning opportunities for Heidelberg students.

Study Abroad Mission: Provide comprehensive support for students seeking international education experiences.

Goal 1: Grow student participation to 5 per semester.

While semester travel is still not growing, summer programs are increasing. One student traveled for a full year abroad and 4 students traveled for summer programs.

Objective 1: Meet with 10 students in a one-on-one meeting to talk about Study Abroad (SA) or American Junior Year (AJY).

This objective was met. The coordinator met with 17 new students and had an additional 10 follow-up meetings.

Objective 2: Plan 3 campus-wide events to promote SA/AJY

This objective was partially met. The coordinator participated in several campus events to promote Study Abroad and AJY. The coordinator hosted an AJY lunch for interested students with the Director of the AJY Program.

Objective 3: Visit 4 classes to talk about our SA/AJY programs (2 per semester).

This objective was met. The coordinator spoke to 3 classes (BSC 200 Fall and Spring and BUS 201), presenting to 62 students. Additionally, the coordinator hosted a HYPE session in October and had 30 students in attendance.

Goal 2: Develop infrastructure to support Study Abroad

This goal evolved the most over the past year. Ongoing work needs to be done to build a stronger foundation and a larger returning student base before peer-to-peer events and social media takeovers will be able to be implemented.

Objective 1: Advertise - posters, fliers, marketing, and social media

This objective was met. AJY launched a new website and updated brochures and documents to match the updated branding. The coordinator and director have reevaluated documents and have made several changes to what information the students need to provide. Here are links to the new [website](#) and [materials](#).

Objective 2: Host 3 peer-to-peer events

This objective was not met. While the coordinator was not able to get current students involved in a peer-to-peer activity, they did invite program alumni to speak (via Zoom) during the classroom takeovers and HYPE session.

Objective 3: Update existing & develop new support materials. Make available on Academic Support Canvas.

This objective was met. The coordinator created a [faculty guide](#) to help students plan for Study Abroad and built a cheat sheet for “when you travel” to add to students’ four-year plans. When students make an appointment with the Study Abroad Coordinator, they are directed to fill out a [Google Form](#) to help them narrow down their options and help have a more productive meeting.

Goal 3: Expand AJY

Objective 1: Campus-wide events

This objective was met. The coordinator hosted a meet and greet/informational lunch for prospective AJY students with the Director of the AJY Program.

Objective 2: Update articulation agreements with partner schools

This objective was partially met. The coordinator was able to update 75% of the articulation agreements. Many sending schools have been slow to send agreements back so this is a constant work in progress. Additionally, three new sending schools have been added through the work of Martin Kley, the Director of the AJY Program.

Objective 3: Launch Slate for AJY applications

This objective was met. Slate has been launched for online applications and paperwork collection. This has streamlined the process as students have one place to manage all needed documents. Additionally, tracking what is required from each student and seeing what communications they are reading and responding to has been pivotal. Switching to Slate has helped us eliminate outdated practices and streamline communication. The coordinator is continuing to make new and improved changes due to streamlining through Slate.