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# The Owen Center for Teaching & Learning

## **2024-2025 Annual Report**

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# Executive Summary/Annual Report Overview

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

[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.

## Overview

The 2024–2025 academic year was a period of dynamic growth and strategic development for the Owen Center for Teaching and Learning (OCTL) at Heidelberg University. Key advancements included the hiring of an Academic Coaching Coordinator and a College Credit Plus Coordinator, as well as the successful migration of Beeghly Library’s systems to the Ex Libris integrated library platform. Under an expanded leadership structure, the Executive Director maintained oversight of all OCTL departments and directly managed academic support services, the Student Prince Promise Program, faculty development, and online course development.

The OCTL's strategic objectives remained closely aligned with the University's Key Strategic Indicators (KSIs) outlined in the Strategic Growth Action Plan, focusing on improving graduation rates, enhancing retention, and increasing campus engagement. This comprehensive approach yielded measurable improvements in student success metrics, strengthened faculty-student interactions, and modernized library systems.

## Key Achievements

- Achieved over 50% student utilization rate for academic support services, demonstrating widespread engagement with tutoring and coaching resources
- Successfully supported 295 first-year students through the AIM Hei program, resulting in an impressive 93% fall-to-spring retention rate
- A 460% increase in “Don’t Cancel Class” sessions (45 delivered)
- Organized and participated in ten campus visibility events, substantially increasing awareness of OCTL services
- Beeghly Library transitioned from the Innovative platform to Ex Libris, improving resource access, library staff workflows, and training opportunities.
- System migration involved effective collaboration across consortia, successful staff development in Alma and Rapido, updated online training modules, and an update of the library website infrastructure.
- Developed comprehensive CCP Handbook and pathway documentation
- Established and strengthened local high school partnerships to expand College Credit Plus opportunities

## Summary of 2024–2025 Objective Completion

The OCTL's strategic efforts focused on comprehensive support for both faculty and student success across four primary goals:

<b>Goal 1: Support faculty in their teaching and advising to support equal access and success for all students.</b>	
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 2024-2025 academic year	<i>Objective Somewhat Met</i>
50% of full time faculty members will participate in faculty development activities related to teaching and learning.	<i>Objective Met</i>
<b>Goal 2: Provide resources to help students achieve their goals, both at Heidelberg and after Heidelberg</b>	
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 2024-2025 cohort.	<i>Objective TBD *fall census date</i>
<b>Goal 3: Collaborate, both within the CTL and outside the CTL, to support the university's core student mission.</b>	
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>
<b>Goal 4: Increase campus and community awareness about the Owen Center, Beeghly Library, and Learning Commons services.</b>	
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>

The OCTL demonstrated progress across all strategic objectives, successfully fostering a supportive and inclusive environment for both students and faculty while strengthening its role as a central hub for teaching excellence, learning innovation, and student achievement at Heidelberg University. Moving forward, increasing faculty utilization of library resources will remain a priority focus area as the major system migration reaches full implementation.

### **Executive Director Responsibilities and Achievements**

<b>Goal 1: Enhance Faculty Development and Support Campus-Wide Teaching Excellence</b>	
Organize and execute comprehensive faculty development programming	<i>Objective Met</i>
Coordinate New Faculty Orientation and ongoing support	<i>Objective Met</i>
Implement and expand the "Don't Cancel Class" program	<i>Objective Met</i>
Conduct requested Small Group Instructional Diagnoses (SGIDs)	<i>Objective Met</i>
Facilitate faculty forums and professional development opportunities	<i>Objective Met</i>

Throughout 2024–2025, the Executive Director led faculty development initiatives across campus. As an active member of the Faculty Development Committee (FDC), the Executive Director provided leadership for most major initiatives, including the organization of regular Faculty Brown Bags to promote informal professional exchange and coordination of the Aigler Faculty Forum as a venue for scholarly engagement.

The Executive Director successfully planned and executed both Fall and Spring Opening Workshops, delivering comprehensive faculty development experiences, and coordinated New Faculty Orientation as the onboarding program for incoming instructors. New faculty particularly valued the Campus Scavenger Hunt conducted with their mentors as a program highlight.

A standout achievement was the dramatic expansion of the "Don't Cancel Class" program, which delivered 45 classroom sessions, representing a 460% increase over the previous year. The Executive Director personally conducted 27 of these classroom interventions, providing direct faculty support. Additionally, individualized support was provided through the facilitation of Small Group Instructional Diagnoses, directly contributing to improved teaching practices and enhanced student engagement.

<b>Goal 2: Provide Resources to Support Student Goal Achievement</b>	
Maintain oversight of Academic Support Center operations	<i>Objective Met</i>
Support implementation of Academic Coaching Coordinator role	<i>Objective Met</i>
Ensure integration across all OCTL departments	<i>Objective Met</i>
Monitor student success metrics and program effectiveness	<i>Objective Met</i>
Revamp the Academic Improvement Plan and Process	<i>Objective Met</i>

The Executive Director maintained effective oversight of the Academic Support Center, promoted successful integration of the newly established Academic Coaching Coordinator position, and ensured seamless collaboration among OCTL departments.

Significant revisions to the [Academic Improvement Plan](#) were developed and approved by the general faculty for implementation in the 2025-2026 academic year. These enhancements include an intensified focus on program monitoring and improved support mechanisms for students identified as academically at-risk. Supporting documentation includes the [Academic Improvement Plan Overview](#) and [Academic Improvement Plan Agreement](#).

<b>Goal 3: Student Prince Promise Program Development</b>	
Conduct individualized motivational interviews with all cohort members	<i>Objective Met</i>
Develop action plans and schedule follow-up coaching sessions	<i>In Progress</i>
Achieve cohort first-year GPA $\geq 2.50$	<i>Objective Not Met</i>
Meet or exceed the institutional fall-to-fall retention rate	<i>Pending Census</i>

<b>Prince Promise 24-25 Data</b>	21 students in 1st cohort
HS GPA Average	2.6
Fall 24 GPA Average	2.49
Spring 25 GPA Average	2.0
Cumulative HU GPA	2.17
Cumulative 3.0+ (additional \$5,000 scholarship)	5 of 21 students
Fall 24 to Spring 25 Retention	19 of 21 students
Fall 24 to Fall 25 Retention	<i>Pending census</i>

	<i>*14 of 21 have schedules built</i>
Interviews completed for the 25-26 cohort	68

The Student Prince Promise Program (SPPP) was launched in 2024–2025 to expand admission opportunities for students with high school GPAs between 2.5-2.7 while providing comprehensive, individualized support for at-promise students. Students who achieve a cumulative GPA of 3.0 or higher after their first year earn an additional \$5,000 annual scholarship.

The Executive Director personally conducted 68 motivational interviews, developed individualized action plans, and embedded high-impact supports, including Academic Coaching and AIM HEI participation. While initial results show mixed outcomes in GPA performance, the significant decline in spring semester GPAs has been identified as a critical focus area for the 2025-2026 academic year.

Priority improvements will include enhancing student follow-through with appointments, expanding peer mentoring opportunities, and implementing closer collaboration between Academic Coaching services and Promise Students through a dedicated AIM HEI section taught by the Academic Coaching Coordinator.

<b>Goal 4: Online Course Development and Assessment Support</b> <i>Note: Rebecca Frank departed Heidelberg at the end of February 2025; the Executive Director assumed management of online course development and Canvas support through August 1, 2025.</i>	
Support faculty in developing online courses	<i>Objective Met</i>
Coordinate timelines, framework, and contracts with Instructional Designers	<i>In Progress</i>
Create plan for future online course development	<i>In Progress</i>
Assist with Canvas support for HU Faculty and Staff	<i>Objective Met</i>
Serve as HEDS Primary Contact to set up and disseminate New Student, Returning Student, and Climate surveys	<i>Objective Met</i>
Succession Plan for Online Course Development	<i>Objective Met</i>

A priority for the year involved supporting faculty in the development of high-quality online courses. The Executive Director coordinated project timelines, frameworks, and contracting with Instructional Designers, while also delivering technical assistance for faculty and staff on the Canvas learning management system.

As the primary contact for the Higher Education Data Sharing Consortium (HEDS), the Executive Director successfully managed implementation of New Student, Returning Student, and Climate surveys, establishing data for future program assessment.

<b>Goal 5: Strategic Leadership and Organizational Development</b>
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Align OCTL programs with SGAP KSIs	<i>Objective Met</i>
Lead OCTL strategic planning and assessment processes	<i>Objective Met</i>
Foster cross-campus collaboration in support of student success	<i>Objective Met</i>
Represent OCTL on university committees and initiatives	<i>Objective Met</i>

Advanced alignment of OCTL programming with institutional KSIs, expanded cross-campus partnerships, and enhanced continuous assessment and data-informed decision making.

### **Key Achievements**

- Attained substantial growth in faculty engagement, most notably through the 460% expansion of the “Don’t Cancel Class” initiative.
- Maintained high levels of student utilization in academic support services.
- Successfully launched the Student Prince Promise Program, integrating comprehensive support structures for at-promise students.
- Established an operational framework for online course design and assessment
- Completed major library system migration, modernizing resource access and staff capabilities

### **Areas for Continued Improvement**

- Enhance voluntary faculty engagement in development opportunities beyond minimum requirements
- Strengthen evidence-based assessment mechanisms for measuring faculty development impact on student learning outcomes
- Develop comprehensive analytics for monitoring online course quality and evaluating Student Prince Promise Program effectiveness
- Promote interdisciplinary and cross-department collaborations to accelerate improvements in student achievement and retention.

### **Professional Development and Continuous Improvement**

The Executive Director's commitment to professional growth included active participation in discipline-specific conferences (POD Network, Quality Matters Ohio, HEDS Student Success Champion Program, INED Conference through POD, HLC Conference), ongoing professional certification NACADA 1st Generation Advising, and grant development activities (TRIO-SSS proposal submission), all contributing to professional growth and continual improvement.

### **Conclusion**

The accomplishments of the 2024–2025 academic year reflect the OCTL’s commitment to faculty and student success. Strategic leadership, innovative program development, and responsive service delivery positioned the OCTL to address evolving institutional needs. Looking ahead, priorities will include scaling professional development for faculty, utilizing dashboards to make data-driven decisions, and expanding targeted support for at-promise student populations—ensuring sustained advancement of the OCTL’s mission to empower the Heidelberg community.

# Academic Support

Morgan Harrigan, Executive Director of the Owen Center for Teaching and Learning

[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.

The Academic Support Center maintained its strategic location within Beeghly Library during 2024-2025, maximizing session capacity and streamlining resource delivery for students across campus. The addition of a dedicated Academic Coaching Coordinator marked a transformative year for individualized student support, facilitating significant growth in coaching services and strengthening collaborative partnerships throughout the university. Strategic initiatives including the comprehensive revision of the Academic Improvement Plan, expansion of the popular "Study-A-Thon" programming, and implementation of targeted interventions for at-risk students culminated in exceptional satisfaction rates and measurable improvements in service utilization.

<b>Goal 1:</b> Provide quality academic support programs for a variety of academic areas that positively impact student success	
Expand academic support availability for high-enrollment courses	<i>Objective Met</i>
Increase utilization of academic coaching services with new coordinator	<i>Objective Met</i>
Maintain high satisfaction rates (above 4.5/5) for academic support services	<i>Objective Met</i>

## Academic Support Usage

Academic Support Type	2024-2025	2023-2024	2022-2023
Supplemental Instruction	1,977 (+1.2%)	1,955	1,714
Writing Consultations	193 (-36%)	303	296
Subject Tutors	381 (+1%)	377	252
Study Hours	2,655 (+11%)	2,391	1,988
Academic Coaching	109 (+303%)	27	106 (Embedded Peers)
<b>TOTAL USAGE</b>	<b>5,315 (+5%)</b>	5,053	4,356
Percentage of HU Students utilizing Academic Support	534/969= ~55%	553/905= ~61%	NA



Satisfaction Rate of support through student exit tickets (1-5 likert scale)	4.82/5=96.4%	4.81/5= 96%	NA
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Academic Support demonstrated strong overall performance during the 2024-2025 academic year, achieving 5,315 total sessions with a 5.2% annual increase and maintaining an exceptional 96.4% student satisfaction. The dramatic 303% growth in Academic Coaching services demonstrates the immediate impact of the new coordinator position, successfully addressing a critical gap identified in previous years.

The notable 36% decline in Writing Consultations reflects a significant national trend: recent studies indicate that 86% of students now utilize AI tools for academic writing assistance. This shift underscores the strategic importance of the Executive Director's planned AI Integration Initiative for 2025-26, which will position the OCTL to adapt proactively by leveraging AI technologies to enhance rather than replace human writing support, ensuring continued relevance and value in an evolving academic landscape.

<b>Goal 2:</b> Collaborate with campus partners to integrate academic success skills and strategies into Heidelberg events, initiatives, and programs	
Continue and expand the Reading Day "Study-A-Thon" program	<i>Objective Met</i>
Increase faculty participation in "Don't Cancel Class" program	<i>Objective Met</i>
Establish comprehensive baselines for academic support utilization across campus	<i>Objective Met</i>
Apply for the Department of Education Student Support Services TRIO Grant (Due July 15, 2024)	<i>Objective Met</i>

### Key Achievements:

- **Reading Day "Study-A-Thon" Success:** The program proved highly effective with 398 students completing exit tickets confirming their utilization of Owen CTL services during Fall and Spring events. These comprehensive support sessions provided drop-in study hours, group study sessions, presentation practice, and writing assistance throughout extended library hours, creating an inclusive and supportive environment for final exam preparation.
- **"Don't Cancel Class" Program Expansion:** This innovative initiative gained significant faculty adoption, resulting in 45 class sessions where Owen CTL staff substituted for unavailable instructors. These interventions delivered targeted academic support content covering study strategies, test-taking techniques, test proctoring, academic advising, study abroad opportunities, and time management skills, ensuring learning continuity while promoting OCTL services.
- **The OCTL successfully established critical utilization metrics,** including the benchmark finding that 55% of Heidelberg University students accessed academic support services in 2024-2025. This baseline provides essential data for measuring future engagement effectiveness and informing strategic outreach initiatives.

### TRIO Student Support Services Grant Application

Following the July 15, 2024 submission deadline, the Executive Director received notification on July 22, 2025 regarding the Department of Education Student Support Services (SSS) grant application:

*"Your application for FY 2025 Student Support Services (SSS) Program funding did not successfully meet the minimum scoring for FY 2025 funding. While your project was recognized for its merit, it falls just outside the funding cutoff score due to budget limitations and the highly competitive nature of federal grants."*

Application Results:

- OCTL Score: 110.33 out of 113 points
- Funding Threshold: 113.33 points
- Additional Context: Previous award recipients were eligible for 7 additional preference points, indicating that no new institutions received funding in this cycle

Despite the competitive outcome, the high scoring (97.3% of maximum points) validates the strength and merit of Heidelberg's proposed programming, positioning the institution well for future grant opportunities.

## Academic Coaching

**Erin Smith, Academic Coaching Coordinator**

 2024-2025 Academic Coaching Assessment & Alignment Chart

**Academic Coaching Vision:** All students have an academic support system on campus.

**Academic Coaching Mission:** Students will be able to recognize the role of academic coaches and understand the services they provide.

The 2024-2025 academic year marked the inaugural year for the dedicated Academic Coaching Coordinator position, representing a strategic evolution in how Heidelberg University delivers individualized student support. Building upon previous efforts where academic coaching was embedded within writing support services, the Academic Coaching Coordinator worked systematically to establish academic coaching as a distinct and specialized support service on campus.

This intentional separation of roles addressed a critical gap in student services—the need for focused executive functioning and academic success skills development beyond immediate assignment assistance. Previously, students working with coaches in combined roles often addressed only immediate academic needs rather than developing sustainable, long-term success strategies. The new structure enables coaches to focus specifically on helping students develop essential skills including time management, goal setting, study strategies, and academic planning.

To support this programmatic transition, the Academic Coaching Coordinator created a comprehensive [academic coaching library](#), providing an extensive collection of resources designed to individualize student support. This digital resource hub not only enhanced the quality of individual coaching sessions but also served to clearly define the distinct coaching role for both staff and students across campus.

<b>Goal 1:</b> Provide holistic support to all students to ensure academic and non-academic needs are being met.	
Increase resources and social media use to raise student awareness of available support.	<i>Objective Met</i>
Build a strong foundation for the program through work with Prince Promise students.	<i>Objective Not Met</i>
Train coaches to handle a variety of situations, ensuring they feel confident assisting students with any academic challenge.	<i>Objective Met</i>

This foundational goal reflects the core mission of academic coaching: recognizing and addressing the full spectrum of student needs that influence academic success. The program operates on the understanding that academic challenges frequently extend beyond traditional study skills into areas of executive functioning, personal development, and campus integration.

**Training and Development:** Weekly training sessions focused on developing coaches' abilities to identify underlying issues affecting student performance. For example, when students present with poor test performance, coaches are trained to explore broader factors such as class attendance patterns, time management challenges, and motivation issues rather than focusing solely on study techniques.

**Program Metrics:**

	Appointments Made	Appointments Attended
Fall Semester	95	77
Spring Semester	45	32
<b>Totals</b>	<b>140</b>	<b>109</b>

While consistent semester-to-semester engagement was achieved, data analysis revealed minimal recurring student participation—a critical finding given that academic coaching typically requires sustained, long-term engagement for meaningful skill development. This pattern indicates that students often approached coaching as a short-term solution rather than recognizing its value for ongoing academic development. Increasing repeat engagement will be a primary focus for future program enhancement.

<b>Goal 2: Foster cross-campus collaborations and build strong relationships to embed academic coaching within classrooms and organizations.</b>	
Utilize class visits to illustrate how coaching supports specific classes and broader academic success.	<i>Objective Met</i>
Work with academic coaches to integrate coaching into campus organizations.	<i>Not Met</i>
Leverage social media to increase awareness and approachability of the program.	<i>Objective Met</i>

Academic Coaching positioned itself as an adaptable bridge across campus, emphasizing collaborative partnerships that address the diverse needs of Heidelberg students. The program's strength lies in its individualized approach, recognizing that each student's major, academic year, background, and campus involvement inform their unique support needs.

Faculty partnerships proved highly effective, with several instructors incorporating coaching experiences as class assignments. This approach demonstrated measurable increases in appointment participation and provided students with structured opportunities to explore coaching services within their academic context.

**Social Media Impact:**

Platform	Semester	Posts	Follower Growth	Total Engagement
Instagram	Fall 2024	84	+40 followers	
Instagram	Spring 2025	41	+26 followers	456 total followers
TikTok	Fall 2024	42	+96 followers	40,000+ views

The launch of a TikTok account generated significant engagement with over 40,000 views during the academic year. The platform proved particularly effective for reaching students through creative content, including the popular "Granny on the Street" series. Content creation was temporarily paused in spring due to platform availability concerns, but plans are in place to resume and expand TikTok programming in 2025-26.

Efforts to deepen the integration of academic coaching include deploying coaches across different departments and coordinating program events with campus partners. These initiatives are designed to reinforce the message that skill development is relevant and accessible throughout all areas of campus life.

<b>Goal 3: Expand programming and resources to offer enhanced support for first-generation college students.</b>	
Develop and post a college dictionary of important terms for all students.	<i>Objective Met</i>
Collaborate with coaches to establish straightforward referral processes, connecting students to campus resources efficiently.	<i>Objective Met</i>
Organize events to foster a welcoming environment for academic support, focusing on first-year and first-generation students.	<i>Objective Met</i>

Academic Coaching prioritized creating an inclusive and accessible support environment, particularly for students who may lack familial guidance in navigating college systems. The program positioned itself as a central hub for campus resource connections, recognizing that student needs often extend beyond a single area of support.

Resource Development: The comprehensive college dictionary and referral systems were designed to demystify higher education terminology and processes, providing essential navigation tools for students from diverse backgrounds.

Throughout the year, Academic Coaching coordinated multiple engagement activities including:

- Study-a-thon participation and support
- Interactive trivia nights focused on campus resources
- Craft nights promoting stress relief and community building
- Collaborative events with other campus departments

These events successfully created positive associations with academic support services while building community connections among faculty, staff, and students.

<b>Goal 4: Academic Success Action Plans (ASAP): Establish structured support for students identified through academic appraisals, including outreach plans and follow-up sessions.</b>
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Develop a curriculum for referred students, outlining outreach strategies and session plans throughout the semester	<i>Objective Met</i>
Collaborate with coaches to help retain students referred through appraisals to create follow-up procedures, and set student goals to guide progress each semester	<i>Objective Not Met</i>
Coordinate marketing materials (posters and TV slides) to align with key appraisal weeks	<i>Objective Met</i>

The [Academic Success Action Plans \(ASAP\)](#) initiative represented an innovative approach to supporting students identified during academic appraisal periods. The structured program was designed to provide targeted interventions through a series of coaching appointments focused on actionable goal-setting and sustained support.

**Implementation Insights:** Initial program implementation prioritized coach training and faculty outreach over direct student marketing. While this approach established strong foundational systems, student participation patterns revealed important areas for improvement. Many conversations focused primarily on immediate challenges rather than developing long-term success strategies.

**Program Refinements:** Moving forward, the ASAP model will incorporate mandatory follow-up appointment scheduling at initial meetings, enhanced goal-setting frameworks, and expanded coach training emphasizing both immediate support and long-term pattern identification.

### **Key Achievements:**

- Successfully differentiated academic coaching as a distinct support service
- Created comprehensive digital resource library and referral systems
- Achieved significant social media growth with 40,000+ TikTok views
- Established effective faculty partnerships and classroom integration models
- Coordinated multiple successful engagement events

### **Areas for Continued Improvement:**

- Implement strategies to increase returning student participation in coaching services
- Develop targeted content, regular Canvas announcements, and maintain active campus presence through tabling and events
- Customize support programming specifically for incoming students navigating college adjustment
- Enhance data collection and program evaluation systems to inform continuous improvement
- Identify and address unmet student support needs to reinforce the program's holistic mission

The 2024-2025 academic year established Academic Coaching as a vital component of Heidelberg University's comprehensive student support ecosystem. With foundational systems now in place, the program is strategically positioned to expand its impact through enhanced student retention, increased campus visibility, and responsive programming that meets evolving student needs.

Looking ahead, Academic Coaching will focus on deepening program awareness, strengthening student engagement patterns, and developing innovative support strategies for incoming classes. Enhanced social media initiatives, academically focused events such as "Google and Glizzys," and expanded campus outreach will position Academic Coaching as the primary hub for holistic student support at Heidelberg University.

The program's commitment to individualized, executive-functioning focused support represents a significant advancement in the university's approach to student success, ensuring that all students have access to the academic support systems necessary for sustained achievement and personal growth.

## Student Accessibility Services

Alyssa Kontak, Director of Student Accessibility Services

[Student Accessibility Assessment and Alignment Chart](#)

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

**Student Accessibility Services Mission:** Advocate equal access through proactive outreach and education of all members of the Heidelberg community to develop an institutional environment that embodies the social justice model of accessibility

The 2024-2025 academic year represented a period of significant growth and infrastructure development for the Office of Student Accessibility Services, which provided comprehensive support to approximately 103 students seeking academic and housing accommodations. This marked an important milestone in the office's commitment to fostering an inclusive campus environment that removes barriers to educational access and success.

A transformative development during the year was the establishment of a permanent testing center in Beeghly 205. This dedicated space increased testing capacity, provided greater consistency for both regular semester and final examinations, and created a distraction-reduced environment that significantly enhanced the effectiveness of testing accommodations for students with disabilities.

The office's commitment to campus-wide accessibility was demonstrated through comprehensive event support, including live captioning at all major campus events—such as convocation, HYPE, PALS, and commencement—while American Sign Language interpreters were provided for the commencement ceremonies. These initiatives substantially expanded access to important institutional programming for community members with varying accessibility needs.

A particularly encouraging development was the notable increase in accessibility conversations among students, staff, and faculty across campus. This growth in awareness and engagement directly reflects the office's strategic efforts to raise campus-wide consciousness about accessibility resources and services while fostering a culture of inclusion and universal design.

The Office of Student Accessibility Services remains committed to advancing a barrier-free Heidelberg community.

Goal 1: Maintain an Office Culture of Equal Access that Embodies the Social Justice Model of Accessibility	
Implement reasonable accommodations for 100% of students who qualify	Objective Met
Maintain and update the Student Accessibility Services Process Binder	Objective Met
Obtain end-of-semester satisfaction information from 50% of students who receive academic accommodations	Objective Not Met
Obtain end-of-semester information from 30% of faculty	Objective Not Met
Provide one-on-one consultations for 30 full-time faculty members	Objective Not Met

The Office of Student Accessibility Services successfully fulfilled its core operational responsibilities, ensuring that all qualifying students received appropriate accommodations while maintaining comprehensive procedural documentation and exam proctoring services through the enhanced testing center facility. The Disability-Related Housing Accommodations policy, developed and implemented in the previous academic year, underwent a comprehensive review during 2024-2025. Based on feedback collected throughout the year, planned revisions have been identified to further strengthen policy effectiveness and student experience.

Despite employing multiple collection strategies, the office achieved a 37% response rate from students receiving accommodations, representing the highest response rate to date. This data was primarily gathered during the accommodation renewal process, though not all students opt for renewal each semester, contributing to the response gap. The improvement in response rates demonstrates enhanced engagement strategies and growing student comfort with providing feedback.

The office conducted 26 one-on-one consultations with full-time faculty, totaling 32 consultations throughout the year. While this fell short of the 30-faculty target, the consultations provided valuable opportunities for education, collaboration, and support in implementing effective accommodations. Plans are in place to integrate faculty feedback collection into the annual Owen Center for Teaching and Learning survey administered each April, providing a more systematic approach to gathering faculty perspectives.

Goal 2: Increase Campus Knowledge of Accessibility and Raise Awareness of Disability-Related Issues	
Conduct a campus-wide ADA self-evaluation	Objective Met
Plan and execute checkers tournament for students	Objective Not Met
Partner with the Diversity, Equity, Inclusion, and Culture (DEIC) committee to present on accessibility issues and event planning	Objective Met

Substantial progress was achieved on the comprehensive campus-wide ADA compliance project during 2024-2025. The Director of Student Accessibility Services, supported by a dedicated intern, advanced this critical initiative by conducting thorough assessments and compiling findings into a comprehensive compliance report submitted to the Senior Leadership Team (SLT). This ongoing project represents a significant institutional commitment to identifying and addressing accessibility barriers across campus infrastructure and services.

The successful partnership with members of the DEIC committee resulted in the impactful presentation "Accessibility Through The Years," which explored the historical evolution of disability laws and campus compliance requirements. This presentation, which included valuable student perspectives, was recognized for its effectiveness in raising awareness and promoting understanding of accessibility issues within the campus community.

While the planned student checkers tournament was not implemented during this reporting period, the office's focus on broader educational initiatives and compliance work generated significant impact across multiple campus constituencies.

Goal 3: Increase campus awareness about the Owen Center for Teaching and Learning and the services it offers.
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Partner with OCTL members to execute “Sips with Support” events in the HeidelBean	<i>Objective Met</i>
Offer accessibility observations for faculty members	<i>Objective Not Met</i>

The Director of Student Accessibility Services successfully coordinated weekly "Sips with Support" events in the HeidelBean throughout the fall semester, collaborating with other Owen Center for Teaching and Learning staff. These regular gatherings provided accessible venues for sharing information about campus resources, upcoming events, and accessibility services while fostering informal connections between students, faculty, and support staff.

The 2024-2025 academic year marked the first full implementation of the new Disability-Related Housing Accommodations policy. A comprehensive evaluation of policy outcomes identified areas for continued improvement, ensuring that housing accommodations continue to evolve in response to student needs and best practices.

The office welcomed its first intern during spring 2025, creating valuable professional development opportunities while expanding service capacity. Plans are in place to continue hosting interns through collaborative partnerships with faculty and staff, creating sustainable pathways for student engagement in accessibility services.

The Director led several significant campus-wide initiatives, including the annual "Walk A Mile In Her Shoes" and "Martin Luther King Jr. Day On" events, broadening accessibility awareness reach while demonstrating intersectional approaches to social justice education. Accessibility Tours were regularly integrated into the HYPE program, expanding accessibility education to incoming students and creating foundational awareness among new community members.

### **Key Achievements:**

- Establishment of a dedicated testing facility in Beeghly 205 with enhanced capacity and improved accommodation effectiveness
- Comprehensive support, including live captioning and ASL interpretation at major campus events
- Full deployment of housing accommodations policy with identified improvement opportunities
- Notable growth in accessibility conversations across campus constituencies
- Successful presentations and regular community engagement events
- Highest-ever satisfaction survey response rate (37%) from students receiving accommodations
- Launch of internship opportunities providing professional development and expanded service capacity
- 32 individual consultations supporting accommodation implementation and campus accessibility

### **Areas for Continued Improvement:**

- Refining methods for collecting and utilizing feedback data to ensure continuous service improvement and responsiveness to evolving needs
- Implementing planned revisions to housing accommodations policy based on first-year implementation experience and stakeholder feedback
- Expanding faculty engagement through systematic feedback collection and enhanced consultation programming
- Continuing campus-wide ADA evaluation and implementing recommended improvements in partnership with institutional leadership



- Building upon successful community engagement initiatives while exploring new approaches to accessibility awareness and education

The Office of Student Accessibility Services demonstrated significant progress during 2024-2025 in advancing its vision of "A Heidelberg without barriers." Through infrastructure development, policy implementation, and enhanced community engagement, the office strengthened its capacity to provide essential accommodations while fostering campus-wide accessibility awareness.

The establishment of the permanent testing center, implementation of comprehensive event accessibility support, and achievement of record-high student satisfaction response rates represent tangible advances in service delivery and student experience. The successful launch of the intern program and continued leadership in campus-wide accessibility initiatives demonstrate the office's commitment to sustainable growth and community impact.

The Office of Student Accessibility Services is committed to further advancing accessibility and inclusion throughout the Heidelberg community, ensuring that all students have equitable access to educational opportunities and campus life.

## Academic Advising

**Erin Chapman-Hoskins, Director of Academic Advising**

**David Briggs, Academic Advising Coordinator**

**Lacie Reinhart, CCP Coordinator**

[Academic Advising Assessment and Alignment Chart](#)

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

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

During the 2024–2025 academic year, Academic Advising made significant strides in fulfilling its mission of supporting student achievement. Most departmental goals were met, with areas for continued growth identified for the upcoming year.

The AIM Hei program continued to play an integral role in helping students recognize and utilize campus resources. Academic Advising staff supported both students and the wider campus community during the transition from Oasis to MyHeidelberg, the new student information platform, by developing tutorial videos and training faculty advisors on system use.

### Key accomplishments:

- 71% of first-year students created a four-year academic plan, citing AIM Hei programming as instrumental in developing planning skills essential for long-term goal attainment.
- Multiple faculty training opportunities on proactive advising practices were provided, including the AIM Hei workshop.
- Foundational systems to support proactive academic advising were partially implemented. Tools such as the advisor transition plan and advising calendar were created, with improvements to be made in future cycles.
- Goals for College Credit Plus (CCP) and transfer student support were achieved, supported by crucial new hires in the Owen Center and the Office of Admission.

<b>Goal 1:</b> Teach students to identify and utilize the resources available to them to make informed academic decisions	
Maintain and expand the number and usage of Academic Advising written and video resources	<i>Objective Met</i>
All first-year students will receive training sessions on registration processes in preparation for Spring/Fall Semester registration as a part of AIM Hei	<i>Objective Met</i>
80% of first-year students will successfully navigate Oasis/MyHeidelberg to register for HYPE and Spring courses in the AIM Hei program	<i>Objective Met</i>

Academic Advising achieved comprehensive success in resource development and student training initiatives. Eight new video tutorials were strategically developed to support both students and faculty during the campus transition from Oasis to MyHeidelberg, covering essential advising and registration processes. Additional specialized content addressed new waitlist procedures, providing valuable institutional data on course demand patterns during and following registration periods.

All first-year students participated in AIM Hei programming across both semesters, with registration training systematically embedded in fall curriculum and reinforced during spring programming. In Fall 2024, 295 first-year students enrolled in AIM Hei, with 276 (93%) continuing participation in the spring semester—demonstrating exceptional program retention. Registration success data revealed that 198 students (64%) registered for the following semester during fall registration week, with spring participation increasing to 203 students (71%) registering during the designated registration period.

<b>Goal 2:</b> Assist in developing educational plans consistent with students' aspirations, interests, strengths, and values	
85% of First-year students will build an advisor-approved academic plan in DegreeWorks	<i>Objective Not met</i>
Students will identify links and relationships between long-term career goals and academic activities and requirements	<i>Objective Met, with opportunities to improve</i>

In 2024–25, 71% of AIM Hei students completed an advisor-approved academic plan in DegreeWorks, representing significant engagement in long-term academic planning despite falling short of the 85% target. Student feedback consistently identified skills developed in graduation planning and goal setting—particularly DegreeWorks navigation and pre-professional track preparation—as among the most valuable elements of the AIM Hei experience.

The connection between academic planning and long-term career objectives proved particularly strong for pre-professional students, who demonstrated clear understanding of academic requirement relationships to career goals. An identified opportunity exists to strengthen guidance and support for undecided students and those uncertain about specific career pathways, ensuring comprehensive support across all student populations.

<b>Goal 3: Create a culture of Proactive Advising</b>	
25 faculty advisors will be trained in Proactive Advising practices, including tech tools	<i>Objective Not met</i>
Implement, assess, and continuously improve AIM Hei	<i>Objective Met</i>
Present a consistent advising message based on NACADA Core to the campus community (students, faculty, staff, CCP students, administration, etc.)	<i>Somewhat met</i>
Plan opportunities for faculty advising professional development	<i>Objective Met, with opportunities to improve</i>

While 19 faculty attended the comprehensive AIM Hei workshop during fall semester, and a total of 26 faculty have participated in professional development programming to date, efforts to expand reach and accommodate diverse scheduling needs achieved limited success. Strategic plans include transitioning professional development resources to accessible digital formats to enhance faculty participation and ongoing engagement.

The continuous assessment and improvement of AIM Hei programming represents a significant departmental strength, supported by systematic feedback collection through exit tickets, comprehensive surveys, and qualitative data analysis. This assessment approach enables identification of common student questions and promotes responsive program enhancement. Following two semesters of AIM Hei participation, substantial majorities of students report feeling significantly more prepared for their continued experience at Heidelberg (83% in fall, 87% in spring).

<b>Goal 4: Establish Systems that support proactive advising practices by faculty</b>	
Create and implement an advisor transition plan	<i>Objective Partially met</i>
Department chairs will approve 100% of majors and pathways with up-to-date Curriculum Maps	<i>Objective Met</i>
Update and disseminate the annual academic advising calendar to 100% of faculty advisors	<i>Objective Met</i>
Create and Disseminate the Advisor Guide and Google Drive	<i>Objective Not Met</i>

The advisor transition plan was successfully implemented for transfer students following HEI 103 in the fall, with timely notifications to students and advisors. Spring transitions experienced challenges due to faculty changes, highlighting the strategic importance of earlier notification protocols in future implementation cycles.

Curriculum maps were updated to reflect the 2024–25 General Education requirements and integrated into students' four-year planning activities. The Academic Advising Google Calendar was updated and distributed to all faculty at the start of the academic year.

Completion of the Advisor Guide remains pending; moving forward, development of this resource as a Canvas course is planned to facilitate timely updates and ongoing access for faculty.

<b>Goal 5: Support Transfer and CCP Students</b>	
Maintain up-to-date maps for Open Transfer Pathways	<i>Objective Met</i>
Maintain up-to-date CCP offerings	<i>Objective Met</i>
Increase the number of CCP students and credit hours taken	<i>Objective Not Met</i>
Expansion and usage of CCP-specific materials	<i>Objective Met</i>

Updating transfer pathway maps and maintaining CCP offerings were accomplished, aided by the addition of three new support roles. The CCP coordinator has centralized and streamlined processes, producing a [CCP Handbook](#) and a new [pathways document](#). While CCP student and credit hour numbers declined slightly, the hiring of the CCP coordinator and plans to offer in-person courses at Tiffin Columbian High School are expected to strengthen recruitment in 2025–26.

Other achievements include the appointment of pre-professional advisors for Pre-Health, Pre-Med, and Pre-Law programs, enhancing support for students interested in graduate and professional school opportunities.

Continued efforts are planned to expand faculty professional development—both in-person and digitally via a new Canvas course—ensuring all faculty have ready access to the latest advising resources and best practices.

Academic Advising demonstrated strong progress in 2024–2025, particularly in resource development, student planning, and CCP program enhancements. Efforts will focus on increasing faculty engagement, strengthening support systems, and further integrating digital resources to support both advisors and students. With structural changes and new initiatives underway, the department is well-positioned for continued growth and improved student outcomes in the upcoming year.

## Library Services

### **Cassandra Lagunzad Brown, Director of the Library**

Beeghly Library Annual Report

[Assessment and Alignment Chart](#)

**Beeghly Library Vision:** Bolstering the individual spirit of exploration and lifelong learning for all members of the Heidelberg community.

**Beeghly Library Mission:** Providing materials, education, and services to support the Heidelberg community to access, evaluate, and synthesize information to support their academic, career, and personal success.

During 2024–2025, Beeghly Library focused on major initiatives, including an extensive system migration, resource optimization, and archive restructuring. While these goals were met, outreach efforts were limited due to staffing constraints and the demands of the migration project. The two-year, OhioLINK-wide transition to the Ex Libris library platform went live in June, involving collaboration among OPAL and OhioLINK consortia members to troubleshoot any migration challenges.

<b>Goal 1: Transition from Innovative Library Service Platform to Ex Libris Integrated Library System</b>	
Successful migration of data with little to no loss of service.	<i>Objective Met</i>
Successful training of staff in new Ex Libris systems (Alma, Rapido).	<i>Objective Met</i>
Create training modules for campus patrons, offering them in Canvas.	<i>Objective Met</i>
Assessment of feasibility and cost of consolidating additional services to Ex Libris.	<i>Objective Met</i>
Completion of Faculty Toolkit for library services	<i>Objective Not Met</i>

The migration proceeded as planned, with infrastructure updates to the library website enhancing flexibility and integration with the new system. Staff training materials were developed and are undergoing final edits prior to wider distribution through both the website and Canvas. The Faculty Toolkit remains in development and is expected to be finalized in the upcoming academic year.

<b>Goal 2: Expand Library Outreach and Educational Engagement</b>	
Increase reference and research consultations by 5%	<i>Objective Not Met</i>
Maintain or increase engagement with campus community by 5%	<i>Objective Met</i>
Present library data in user-friendly formats and reassess data collection methods	<i>Objective Met</i>
Host at least two in-person library programs (one per semester)	<i>Objective Not Met</i>
Develop offsite or passive engagement opportunities	<i>Objective Not Met</i>

Of five outreach targets, two were met. Staffing limitations and the prioritization of migration and archive projects precluded expansion in programming and in-person consultations. Reference consultations declined by 13%, a trend possibly influenced by the increased adoption of AI in university research activity. The library maintained overall engagement and has started compiling usage metrics into more accessible formats. No library-specific programs were held this year.

Beeghly Library Usage:

	<b>2025*</b>	2024	2023	2022
Consultation #'s	14	24	38	11
E-Book Circulation	-	8478	4424	31887
Electronic Journal Usage	-	10104	10677	10234
ILL/Ohio Loans Provided (Out)	-	216	284	125

	2025*	2024	2023	2022
ILL/Ohio Loans Received (In)	-	105	63	153
Instruction	9	4	4	7
Physical Circulation	-	391	400	538
Transactions	-	530	709	720

\*These stats are not complete for the 2025 year

<b>Goal 3: Optimize library resources and policy</b>	
Create an updated collection development policy aligned with new goals	<i>Objective Met</i>
Providing opportunities for campus participation with collection development to support diversity, equity, inclusion, and belonging.	<i>Objective Met</i>
Staff will utilize training opportunities to stay at the cutting edge of information technology, data science, and collection development.	<i>Objective Met</i>

New collection development policies were created and prepared for publication on the updated library website. The library engaged students and faculty in collection development, seeking to address campus needs and support diversity, equity, inclusion, and belonging. Staff attended specialized training, including the Academic Library Association of Ohio (ALAO) Conference and various webinars, to remain current in librarianship and technology.

<b>Goal 4: Restructure University Archives for Balanced Access and Conservation</b>	
Engage reliable consultants and volunteers for archives	<i>Objective Somewhat Met</i>
Implement methods for secure digital storage of artifacts	<i>Objective Met</i>
Partner with campus stakeholders on 175th anniversary presentations	<i>Objective Met</i>

Consultants for the archives have been selected and are scheduled to begin after finalizing contracts. Digitized materials are securely backed up, with support from CNIT for campus server storage. Collaborative projects with faculty and students supported archival initiatives and contributed to events marking University history, such as the 175th anniversary.

### **Key Achievements**

- Completed a complex consortium-wide migration to Ex Libris.
- Fostered partnerships with students, staff, and faculty on library and archival projects.

### **Areas for Continued Improvement**

- Developing new training methods to bridge generational and skill differences among library users.
- Streamlining patron services to make access and support more intuitive and efficient.
- Creating targeted instructional content in areas of information literacy such as disinformation and AI.

## **Operational and Service Support**

During 2024-2025, the library's serials and acquisitions supervisor played a critical role in daily operations. The supervisor managed dispatch coordination for OPAL and OhioLINK interlibrary loan requests, oversaw the logistics of material deliveries and returns, and maintained reliable communication with the dispatch driver regarding campus closures. These efforts ensured uninterrupted access to library resources for both students and faculty. The supervisor also took responsibility for regular mail collection—a task shifted from student workers—and contributed to themed book displays that promoted the library's collections. Amid the library's major system migration to Ex Libris, the supervisor helped maintain core services by adapting to shifting responsibilities, streamlining campus mail processes, and filling gaps left by staff transitions. By ensuring that dispatch and resource movements continued smoothly, the supervisor enabled the Director of Library to focus on technical migration tasks while minimizing service disruptions for campus users.

## **Conclusion**

Significant projects were accomplished in 2024–2025, including system migration and resource optimization, though this focus came at the expense of outreach and patron-facing services. With core systems now in place, priorities for the coming year include raising the visibility of library services, expanding engagement and educational offerings, and refining patron support to better meet the evolving needs of the Heidelberg community.

## **Study Abroad**

**Amy Hammitt, Administrative Assistant to the OCTL and American Junior Year**

**Functional Area Vision:** Expand global learning opportunities for Heidelberg students.

**Functional Area Mission:** Provide comprehensive support for students seeking international education experiences.

The Study Abroad office successfully achieved the majority of its strategic objectives while implementing innovative approaches to reduce financial barriers and streamline program accessibility for students across all academic disciplines.

A primary focus throughout the year centered on proactive student engagement, with particular emphasis on connecting with first-year students to establish early planning timelines essential for successful international experiences. The Study Abroad Coordinator strategically prioritized early intervention and comprehensive support systems, recognizing that effective study abroad participation requires sustained planning and preparation over multiple academic years.

The office made substantial progress in expanding financial accessibility through comprehensive endowed fund utilization and donor relations initiatives. Working collaboratively with Financial Aid and Donor Relations, the Study Abroad office successfully advocated for expanded fund accessibility and reduced restrictive language that previously limited student eligibility. This strategic approach directly addresses one of the most significant barriers to international education participation—financial constraints—while positioning Heidelberg students for transformative global learning experiences.

Additionally, the academic year marked continued development of volunteer abroad programming options, reflecting the office's commitment to diversifying international experience opportunities and meeting evolving student interests in service-learning and community engagement abroad.

<b>Goal 1:</b> Grow student participation in both the AJY and Study Abroad Programs	
Have at least 5 students Study Abroad	<i>Objective Met</i>
Meet with 10 Students per semester	<i>Objective Met (25 meetings)</i>
Increase presence at orientation	<i>Objective Met</i>
Visit 4 classes to talk about our SA/AJY programs (2 per semester)	<i>Objective Not Met (visited 3 classes)</i>

The Study Abroad office conducted 25 comprehensive meetings throughout the academic year, significantly exceeding the target of 20 yearly meetings. The majority of these consultations involved first-year students, establishing crucial early-planning frameworks that are essential for successful international education experiences.

Each consultation included development of personalized timelines and check-in protocols to ensure students maintain progress toward their international education goals while staying aligned with four-year academic planning requirements. This proactive approach recognizes that most students require 2-3 years of advance planning to successfully integrate study abroad experiences into their academic trajectories.

The enhanced presence at new student orientation proved highly effective in generating early student interest and parental engagement. The dual-audience approach—addressing both students and families simultaneously—created stronger foundational support for international education planning and helped establish study abroad as an integral component of the Heidelberg experience.

While classroom visits fell slightly short of the target (3 of 4 planned sessions), the quality and impact of these presentations generated substantial follow-up engagement, with multiple individual consultations resulting directly from classroom presentations. This outcome demonstrates the effectiveness of targeted outreach in generating sustained student interest.

<b>Goal 2:</b> Expand endowed fund option for student's traveling abroad	
Meet with financial aid to better understand what funds we can use when	<i>Objective Met</i>
Work with donor relations to expand the term and use of several funds for summer use.	<i>Objective Met</i>
Streamline the process for applying for funds	<i>Objective Somewhat Met</i>

Study Abroad has access to endowed funds to help students pay for their study abroad experience. There are 15 active funds, and they range from program-specific to general use. The coordinator's goal was to provide each student with at least \$2,000. Financial Aid has explained how each fund works and when it can be used. This helped the coordinator when recommending which fund students qualify for. The coordinator worked with Donor Relations to ask donors to amend the terms of their funds to help more students. This helped



remove restrictive language that limited how funds could be used. The coordinator created a Google Form for students to fill out to gauge what needs they had and what programs. This form did help, but the coordinator believes it needs to be refined with better questions.