# 2022-2023 Annual Report

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**Courtney DeMayo Pugno, Ph.D., AVPAA and 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 Owen Center for Teaching and Learning has established itself as the hub of wrap-around academic support for students and faculty. In the 2022-2023 academic year, the OCTL established four strategic goals with 19 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 as they improve their teaching to better support student success.** | | |
| | 100% of faculty members will participate in new faculty orientation and mentoring | *Objective Met* |
| | 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. | *Objective Met* |
| | Increase faculty utilization/integration of library resources and academic support in their courses by 10% over 2021-2022 AY. | *Objective Not Met* |
| | 50% of full time faculty members will participate in faculty development activities related to teaching and learning. | *Objective Met* |
| **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. | *Objective Met* |
| | Achieve 100% completion for all academic appraisals. | *Objective Not Met\** |
| | Conduct proactive outreach to 100% of students flagged as "at risk" utilizing Cadence. | *Objective Met* |
| | Support 100% of incoming students in AIM Hei through proactive advising strategies. | *Objective Met* |
| | Increase student utilization of academic support resources by 10% over 2021-2022 AY. | *Objective Met* |
| **Collaborate, both within the CTL and outside the CTL, to support the university's core student mission.** | | |
| | 100% of academic alerts, accommodations, and academic honesty violations will be processed through Guardian to better serve students and faculty. | *Objective Met* |

| | |
|---|---|
| Conduct timely assessment of 100% of CTL programs to adopt a culture of continuous improvement. | *Objective Met* |
| Collaborate with faculty committees to develop and execute HYPE Day faculty development programs, August Opening Workshop, and January Opening Workshop. | *Objective Met* |
| Work with HYPE Career Ready and Placement, Integrated Studies General Education & Honors to integrate AIM Hei, Gen Ed, Honors, and HYPE into cohesive student academic experience. | *Objective Met* |
| **Increase campus and community awareness about the Owen Center Services.** | |
| Update the CTL's web presence, both on internal and external facing websites. | *Objective Met* |
| Maintain up-to-date resources for faculty in the CTL's faculty-facing Canvas course. | *Objective Met* |
| Maintain up-to-date resources for students in the CTL's student-facing Canvas course. | *Objective Met* |
| Increase the number of interactions on the CTL's Instagram and Twitter feeds. | *Objective Met* |
| Utilize Cadence for timely communication with 100% of first year students. | *Objective Met* |
| Participate in 3 events for external stakeholders to increase the visibility of the CTL. | *Objective Met* |

Although the CTL did not meet two objectives, we came close on one of the two: appraisals were completed at a 95% rate in the 2022-2023 academic year. Overall, the Owen Center for Teaching and Learning provided significant support for all students and faculty.

In the 2022-2023 academic year, the OCTL focused heavily on activities that have a direct impact on first-to-second-year student retention. By leveraging information gathered from the Stay Project, HEDS site visit, and extensive assessment data, the OCTL was able to significantly increase student use of Academic Support, implement widespread adoption of proactive academic advising strategies by faculty, and improve student satisfaction with accessibility services. The only area that did not meet the majority of its objectives was Beeghly Library, primarily due to staffing changes. By the end of the 2022-2023 academic year, the OCTL had established a highly functional, collaborative, and stable staff. Cassandra Lagunzad Brown was promoted to Director of Library Services; Erin Chapman was promoted to Director of Academic Advising, and David Briggs was hired as the Academic Advising Coordinator.

Contained within this report is a further breakdown of each functional area's work towards accomplishing it's individual goals. Reports have been edited for clarity and brevity, and reformatted for consistency. Each report includes a link to the individual assessment and alignment chart, which was developed in August of 2022 to establish the goals, objectives, and activities for the year. Overall, in the 2022-2023 Academic Year, the Owen Center for Teaching and Learning made important progress towards accomplishing its long term goals.

Looking ahead, the OCTL is excited to settle into our new space in the Learning Commons in Beeghly Library. As we continue making improvements to the Library's physical space by modifying the contents of the collection and redistributing the materials in the existing space, we are excited to fully integrate all aspects of the OCTL's services and incorporate the HYPE Career Ready & Internship Office and staff into our menu of student support.

**Academic Advising**
**Erin Chapman M.Ed., Director of Academic Advising**
**David Briggs, M.Ed., 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*

Academic Advising developed, maintained, and made more accessible multiple resources that support informed decision making. Written and Video tutorials were housed in the Academic Support Canvas Page and the Canvas Pages for each AIM Hei group. 100% of Curriculum Maps were updated to include the new general education requirements. The CTL also worked on Two Year Completion Maps for students transferring to Heidelberg and pathway maps for students enrolling in graduate programs at and outside of Heidelberg. A tutorial was created for students on how to view their appraisals and what to do with the information found in them. This was circulated in the fall when 4 week appraisals were available for the first time. The accessibility of tutorials was expanded by adding tutorials to AIM Hei Canvas courses. Resources for faculty advisors were expanded throughout the year.

In-person Academic Advising resources were used more often than online resources. Use of video tutorials continue to decline, likely due to change in AIM Hei and the shift to online instruction during the COVID-19 Pandemic. The majority of the videos were viewed in late October/ early November before the registration for the spring semester.

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

In-person usage went up from the fall to the spring semester. In the Fall the Computer Science & Business departments held Group Advising sessions for their students. Within the two groups, 20 students attended. In the Spring the Computer Science, Business, & Exercise Science/ Sport Management departments held Group Advising sessions for their students. In addition, there was a group advising session run for the students in NDI 128. Across the 5 groups, 65 students attended sessions. During Registration Week for the Fall of 2023, 94 drop-in advising sessions and advising phone calls were held in the Owen Center alone. Drop-in advising was not tracked in the fall but the amount of students that utilized drop-in appointments in the fall led us to keep track in the spring.

The revision to AIM Hei also helped advance this goal. 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. In the Fall 76% of students who responded to the survey said they agree or strongly agree that they know how to use Oasis to register for Classes and HYPE requirements. In the spring survey, 94% of respondents agreed or strongly that they know how to Register.

71% of AIM Hei students were registered full-time during the first week of registration. All students registered for all HYPE sessions during the October or November HYPE day as a part of the AIM Hei curriculum.

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

As part of the revision to AIM Hei, first year students were asked to develop academic completion plans in Degreeworks. AIM Hei instructors reported that about 72% of first-year students submitted academic completion plans in Degreeworks. This is the first year requiring students to create and submit four-year plans. Of the 72% of students that submitted all plans were reviewed by faculty advisors. The most useful skill and knowledge that students gained throughout HEI 101, 102, and 103 were those that related to future planning and goal-setting. 73% of respondents listed navigating Degreeworks or mentioned planning as the knowledge or skill that will help them the most throughout their Heidelberg careers.

### Goal 3 - Create a culture of Proactive Advising

The Owen CTL provided extensive faculty development and training for Proactive Advising practices. 27 total advisors had some amount of training in proactive advising practices. 16 faculty advisors were present at the AIM Hei workshop in the fall. 4 additional faculty advisors participated in the Proactive Advising HYPE group in the spring of 2023. The 7 new faculty members were given an overview of proactive advising practices and how to navigate Heidelberg advising systems.  88% of faculty instructors were trained in the use of tech tools including Degreeworks, Oasis, and Cadence. In between semesters, there were two changes to staff and the replacement faculty were not trained in Cadence. The two replacement instructors have used Degreeworks and Oasis previously. Four additional faculty members were trained in Cadence. Five other staff members were trained in cadence to support advising. Members from Student Accessibility Services, the Business Office, Financial Aid, and Alumni Engagement were trained. Throughout the year, students received messages about holds, registration initiatives, and reminders about important dates. The Academic Advising Team sent 12,099 messages throughout the academic year, an average of 448 messages per user. The team received 2,351 messages.

Advising training was included as part of the revision to AIM Hei and the ongoing assessment and continuous improvement of that program. Three assessment surveys were administered as a part of the assessment of the program, one survey after the AIM Hei workshop for faculty and one survey each for faculty and students after each semester. In addition to those surveys, there was a weekly exit ticket for students to fill out after each class session.  In the end-of-spring-semester survey, 81% of students agreed or strongly agreed that they feel more prepared for the rest of their time at Heidelberg after taking the course. Overall students gained knowledge about navigating the systems and planning for their futures. The majority of students found the course useful. Both students and faculty want less frequent meetings around appraisal weeks. Other students wanted to know more about things going on around campus. A common response from the first semester was that assignments overlapped with their other courses. Based on those results small changes will be made to the syllabus for AIM Hei in the 2023-24 academic year.  External evaluation of the AIM Hei revisions, conducted by the firm iEval as a component of the RPED grant project, likewise demonstrated the positive impact of the AIM Hei revisions. That evaluation report is available here.

Academic Advising also supported Proactive Advising through the maintenance of an academic advising Google calendar so that all faculty are aware of upcoming advising deadlines and important points in the semester. Additionally, Academic Advising provided a companion set of dates for inclusion in the Student Prince Planner (see Academic Support report, below). Finally, Academic Advising also developed an administrative reporting cycle in partnership with Enrollment Management. This reporting cycle allows professional advising staff to pull time sensitive Argos reports and conduct proactive outreach to students to help them resolve issues that may prevent their on-time registration and progress towards graduation.

| 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 |
| February | Missing FAFSA |
| March | Advisor meeting/ Not registered list |
| April/ May April/ May | Not Registered Not Registered |
| July | SAP Report |

To provide a more consistent message CCP advising was moved to the Owen Center. Advising information was sent out to all faculty advisors throughout the academic year. Important information from AIM Hei and HYPE group discussions was sent to all advisors. Advisors not a part of the AIM Hei faculty attend additional training throughout the semester.

### *Goal 4 - Support the implementation of the new Integrated Studies Gen Ed Model and HYPE Career Ready*

Curriculum maps were revised according to the new general education program. All Curriculum Maps were approved by all departments except the School of Music and Theater, which were submitted to the School Director in October but not approved. To ensure Curriculum Maps are updated annually, department chairs will review and revise draft maps at the annual Department Chairs workshop in August, beginning in 2023. Due to ongoing changes to Majors and General Education requirements templates were not created this academic year. Templates will be created after the Maps are approved. Academic Advising also worked collaboratively with HYPE Career Ready to revise the program requirements and submit the appropriate catalog change paperwork to UCC.

**Academic Support**
**Morgan Harrigan, M.Ed., 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***

| Academic Support Type | Total, 2022-2023 | | Total, 2021-2022 |
|---|---|---|---|
| Academic Coaching/Embedded Peer Sessions | **106** | **(39% increase)** | 76 |
| Supplemental Instruction | **1,714** | **(107% increase)** | 827 |
| Writing Consultations | **296** | **(212% increase)** | 95 |
| Subject Tutors | **252** | **(45% increase)** | 174 |
| Study Hours | **1,988** | **(8.8% decrease)** | 2,180 |
| **TOTAL USAGE** | **4,356** | **(29% increase)** | 3,386 |

       Academic Support continues to expand to the needs and requests of Heidelberg University Students.  Due to the constraints of the current Owen Center Space, students met in the newly renovated Miller Hall study lounges, Beeghly Library, The Heidelbean!, 4th floor of Adams Hall, Frost Lecture Hall and in the study rooms above Berg Bistro 1850.

       Supplemental Instruction was provided for BIO 121, BIO 122, BIO 123, BIO 124, BIO 223, BIO 224, CHM 111, CHM 112, and HSC 213. Each course provided 2 in-person sessions with the ability to schedule 1 on 1 tutoring with the supplemental instruction leader.  Exit Tickets were completed after every session to track attendance, address concerns, and provide feedback for our services and student tutors.  Students who attended SI sessions regularly performed better in the courses compared to those who did not. Attendance is also important in determining services offered for the 2023-2024 academic year.  Supplemental Instruction will continue in courses that had 70 or more sessions attended.  Lack of significant attendance encourages reevaluation to better utilize resources.  Instead of offering Supplemental Instruction for these courses, peer subject tutors will be available and small group study sessions may be scheduled.

| Average # of SI sessions attended (all students enrolled) compared to course grade | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **BIO 123** | **CHM 111** | **CHM 112** | **HSC 213** | **BIO 124** | **BIO 223** | **BIO 224** | **BIO 121** | **BIO 122** |
| **A** | 7.7 | 7 | 8.63 | 10 | 3.1 | 1 | .46 | 2 | 1.4 |
| **B** | 9.4 | 6.7 | 7.9 | 9.6 | 1.77 | 2 | 2.3 | 1.2 | 0 |
| **C** | 5.7 | 5.6 | 4 | 7.25 | 0.5 | 15.5 | 1 | 1.67 | 0 |
| **D** | 2.6 | 3.8 | 6.7 | 6 | 0.5 | 1 | 13 | 0 | 0 |

| F/W | 0.8 | 1.2 | 0 | 0 | 0 | 0 | 0 | 0.8 | 0 |
|---|---|---|---|---|---|---|---|---|---|
| Total | 461 | 398 | 386 | 114 | 73 | 67 | 37 | 33 | 7 |

Weekly study sessions were also provided for ACC 190, CHM 104, CHM 202, CHM 205, and CPS 150.

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

| Resource | # of engagements 2022-2023 | # of followers | Creation Date |
|---|---|---|---|
| **Student Prince Planner** | All Undergraduate Students | **Feedback** | Every student received planner at Check-In |
| **Canvas Page: Academic Support** | 101,854 | 1,928 enrolled in course 1,773 individual users engaged in page | Created in November 2020 New students are added each semester |
| **Instagram: HUOwenCenter** | 7,505 | 264 (increase of 39%) | Created in October 2020 |
| **Twitter: HUOwenCenter** | 10,713 | 122 (increase of 21%) | Created in October 2020 |
| **Campus Signage** | Academic Support Availability Posters were posted in every dorm, various locations across campus, shared with coaches, and through Canvas Announcements. The QR on the posters was linked to the available academic support doc so it would remain accurate throughout the entire academic year. | | |
| **Website Updates** | Updated information on Heidelberg University's inside and main websites. | | |

Hiring a student "Social Media Manager", as recommended by students in the Spring 2022 section of MED 304, proved to be fruitful as engagements increased across all platforms.

Another support service we provided students in the 2022-2023 academic year was the Student Prince Planner. This planner included the Heidelberg academic calendar, important dates and events on campus, weekly and monthly schedules to help with organization and time management, links through QR codes to important resources, goal planning and scheduling worksheets, as well as appraisal reviews and information regarding all the support services Heidelberg University offers.  Students utilized these planners in AIM HEI, NDI 128, the INT program, and in athletics.

Students were directed to a scheduling site (linked via QR codes throughout the Student Prince Planner and campus) that directly embed their appointment into Google Calendar.  This has helped remove barriers to scheduling and increased reminders for sessions-which has led to 54 fewer "no show" appointments compared to 2021-2022.

A group of students in Salil Khetani's MKT 325: Consumer Behavior course chose The Owen Center, specifically The Writing Center, as their focus project for the Spring 2023 semester.  The main focus of the project was to understand why more individual students are not utilizing writing center appointments. This collaboration was data-inspired by the Heidelberg MAC Program Stay Interviews. Students admitted support resources, specifically the writing center, being helpful; however, they also admit to not utilizing services they had access to.

### Goal 3: Improve Guardian Academic Alert System

The main goal in improving the academic alert system was establishing more awareness and utilization. Email templates were created within the Guardian system to help with timely outreach and follow-through. 115 individual academic alerts were submitted and reviewed through the Guardian Conduct System. 87 individual students reported, 28 repeat alerts. Each student was contacted through Cadence and emailed by the Director of Academic Support. If the student had a known connection on campus (athletics, music/theatre, faculty/staff, etc) they were also contacted regarding the alert. Additionally, faculty advisors were added to cases in which their advisees had an academic alert.

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

This goal was advanced through the use of 4-, 8-, and 12-week appraisals, Academic Alerts through Heidelberg's Guardian Conduct System, the Student Prince Planner, supporting the Integrated Studies program through Embedded Peers, and expanding NDI 128: The Learning Process in an Academic Environment.

The importance of accurate and completed appraisals was emphasized during the 2022-2023 academic year. Faculty and adjunct staff were sent consistent reminder emails which included a video tutorial and step by step explanation of the process. Appraisals were completed at a 95%+ completion rate. Faculty questioned why 4-week appraisals are reserved for first-year students and those on probation or warning. Through working with UAPC and updating catalog language, 4-week appraisals are being expanded to all-students starting in 2023-2024. Rationale behind this change included the following:

1. Provide an additional check on first week attendance
2. Reduce redundancy of systems (Guardian Academic Alerts, appraisals through OASIS).
3. Provide an early check in for students at all levels..

Overall, expanding the 4-week appraisals to all undergraduate students better supports the 4-year Graduation Guarantee, the goal of improving the 4-year graduation rate, and provides students and advisors more information about student progress.

### Goal 5: Foster personal responsibility and accountability for learning

To advance this goal, the Director of Academic Support engaged in extensive professional development over the 2022-2023 academic year. Specifically, conferences on academic success, being a Student Success Champion, DEI, and individual readings were helpful in developing best practices applicable to HU students.

The HEDS Student Success Champion Program supports people at member institutions who lead student success projects and helps develop their leadership and change management skills. This two-year program will be completed in 2023-2024 and has provided a network of support from colleagues across the country in addition to several professional development workshops and sessions.

### Goal 6: Enhance and Expand NDI 128: Promote academic success and help with the transition to college for students that are deemed high risk upon admittance

NDI 128 was taught in the fall for incoming students identified as "at risk" and in the spring for students placed on Academic Probation or Academic Warning. NDI 128 continues to have a positive impact on incoming (first year) students, but the impact on returning students is limited. Due to the small number of Academic Probation/Warning students who opted in, NDI 128 will focus on incoming students in the future.

| NDI 128 Program Summary Data, Fall of 2022-2023 Academic Year |
| :---: |
| **52 total students, 44 first-year, 2 transfers, 6 returning students in academic jeopardy** |

| | |
|---|---|
| Average HS GPA | 2.86 |
| # of participants placing into MTH 090 | 31 of 44, 70% of participants |
| # of participants re-testing out of MTH 090 | 20 of 31: 65% of participants (9 students that did not increase their ALEKS score transferred or WD) |
| Average 1st Semester GPA | 2.41 *21 students earned above a 3.0* |
| % of Credit Hours Passed | 535 out of 652; 82% |
| Fall 22 to Spring 23 Retention | 42/52= 81% |
| Fall 22 to Fall 23 (Enrolled in courses) | 35/52= 67% |
| **NDI 128: Spring 2023   (Opt-in course for students in academic jeopardy)** | |
| Average Fall 22 GPA (Before NDI 128) | 1.75 |
| Average Cumulative GPA (Before NDI 128) | 1.92 |
| Average Spring 23 GPA (After NDI 128) | 2.22 |
| Average Cumulative GPA (After NDI 128) | 2.06 |
| # of students on academic probation prior to NDI 128 | 5 out of 11 |
| # of students in good standing after NDI 128 | 8 out of 11 |

NDI 128 continues to be evaluated for improvement. In 2022, Morgan Harrigan was selected to participate in the HEDS Student Success Champions program, which allows her to network with other HEDS members engaged in work to promote student success. Her project for this program, which runs from 2022-2024, is the continuous evaluation and improvement of NDI 128.

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

   Consultations and instruction sessions recorded stayed the same for the last two years. This however is still less than half of where these numbers were three years ago, indicating that we have not bounced back to pre-Covid numbers. Anecdotally, student research consultations have been positive, however, interactions indicate that students need a high level of research help beyond what skills they acquired through instruction sessions. Academic support sending students who were having difficulty with research to the library for assistance was very effective.
   Due to various challenges and their impact on student engagement, the library will employ a new method in order to approach instruction sessions with more intentionality than has been employed in the past in order to make sure students are given the skills they need to access the information they require. This new approach will include a "menu" of skills and sessions listed in a toolkit of library services that will be made available to faculty before the start of the school year:

| Reference Help Type | 2022-2023 | 2021-2022 | 2020-2021 |
|---|---|---|---|
| Consultations | **11** | 11 | 32 |
| Instruction Sessions | **6** | 6 (Spring only)* | n/a |

**\***data not recorded for Fall 2022

***Goal 2: Plan for the hiring and onboarding of a new Director of Library Services***
   The library hired Cassandra Lagunzad Brown as the New Director of Library Services. Outgoing director Repp gave Lagunzad Brown a month-long crash course and turned over google doc permissions and physical paperwork. There was some difficulty getting onto OhioLINK's director mailing list. This issue was resolved in time for the next director meeting which covered progress pertaining to the upcoming data migration that will occur due to the selection of a new Integrated Library System (ILS) that will replace Sierra in the coming years. OhioNet, who helps manage aspects of the OPAL consortium, offered to connect Heidelberg's incoming director with a mentor from a similar institution. Lagunzad Brown has also contacted previous directors and contacts in order to use them as resources in the future.

***Goal 3: Increase use of library resources, both online and in person***
   There has been a steady decline in circulation of physical materials. Anecdotal evidence from speaking to faculty and staff indicates that many students are unfamiliar with how to use the library catalog. In one instance, a librarian had to demo Beeghly's catalog to the new DEI director, because a student indicated that Beeghly's collection did not include diverse books, which was false.
   There has been an increase in Ebook and Emedia use, however OhioLINK added 4 new collections of Ebooks at no additional cost due to the consortium using Governor's Emergency Education Relief (GEER) funds to purchase the following four e-media collections: Routledge Handbooks from

Taylor & Francis, Elsevier e-books, University Press e-books from De Gruyter, Sage e-videos. Without further information, the cause of this is unclear.

Library instruction is vital to the increased use of these resources, and without that instruction, students will either rely on less reliable sources of information or pay out of pocket for items they might already have access to. Having a dedicated Instruction and Resource Librarian is key. Members of faculty have shown resistance to utilizing these resources rather than defaulting to Google Scholar, and without their buy-in, this is an uphill battle difficult although not insurmountable.

| Library Resource Type | 2022 | 2021 | 2020 |
|---|---|---|---|
| Physical | 538 | 665 | unavailable |
| Ebook and Emedia | 21653** | 15761*** | unavailable |

**More available equals more usage. This is in reference to GEER resources.
***Covid-19 Pandemic likely had a significant impact on usage.

### *Goal 4: Organize and provide access to the University Archives, both in-person and online.*

We have a single student worker working to organize the University Archive. This student is well trained and suited to this work, however we only have her for one more year before she graduates. Due to the Archives still in the process of being organized, it was only open during Alumnae Weekend by appointment. Digitization is currently stalled. OPAL provides information on how to set up Content DM, however it was difficult to continue without having an experienced archivist on staff. Robin Heaton reached out to Cassandra Lagunzad Brown, and now the two of them are working with Heather Surface to plan and approach the Kililik arm of the digitization endeavor, tracking and storing issues that are already available in digital form.

### *Goal 5: Work with Emily Isaacson and Integrated Studies Program faculty in the development of course work and curriculum regarding information literacy skills.*

Cassandra Lagunzad Brown met several times with Emily Isaacson in order to brainstorm and plan INT-specific library instruction materials for the upcoming year. Generated a list of topics, then decided on what the track of instructions sessions offered would look like. Currently creating content for the instruction sessions, and a unified look and branding will then follow for the content.

**Accessibility Services**
**Alyssa Kontak, M.A.C., LPC, Coordinator of  Student Accessibility Services**
Accessibility Services Assessment and Alignment Chart
**Vision:** A Heidelberg without barriers
**Mission**: Advocate equal access and development of an institutional environment that provides members of the Heidelberg community opportunities for personal and academic success.

### *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.*

The Coordinator of SAS has developed an Accommodations Processes document that has been created and shared with members of the Owen Center for Teaching and Learning. This will remain a living document as some of the processes in The Office of SAS are subject to change. The Coordinator has also made process improvements by utilizing Guardian more extensively; these improvements include using the features available through the Guardian reporting system to set up email templates and attributes for consistent record keeping.

The Coordinator completed a thorough, interactive process with every student who applied for academic, housing, or return to learn accommodations. 107 unique students received academic, housing, or return to learn accommodations in the 2022-2023 academic year. To evaluate the office culture, the Coordinator of SAS began conducting exit interviews with students receiving accommodations. In the Fall 2022 semester, eleven of fifty-one students (21%) who received academic accommodations completed an exit interview. In the Spring 2023 semester, fifteen of forty-two students (35%) who received academic accommodations completed an exit interview. Common themes among student responses, for both semesters, include

    a.  Students like the amount of proactive communication from The Office of SAS.
    b.  Students like the Glean note taking service.
    c.  Students like the relationship that they have with the Coordinator of SAS. They feel "understood and validated".
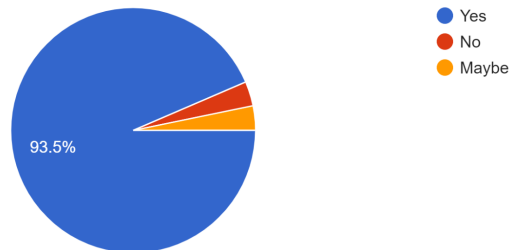    d.  Students like the testing center.

In addition to the exit surveys discussed above, thirty-one students completed an Accessibility Services Survey.  Responses can be found in the tables below. Other, qualitative responses can be found here.

What was your reason for visiting The Office of SAS
31 responses



- ● Apply for academic accommodations
- ● Apply for housing accommodations
- ● Apply for an ESA
- ● Renew my accommodations
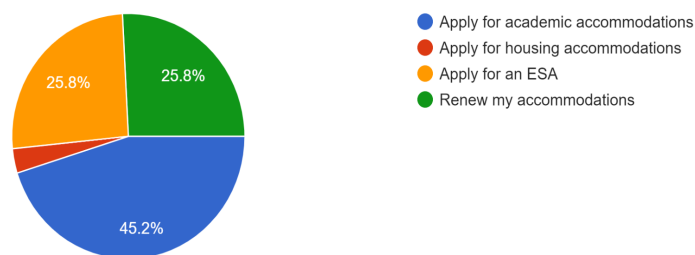
Did you receive the information you needed to move forward?
31 responses



Yes
No
Maybe

93.5%

   The Coordinator of SAS adopted a more proactive approach to student contact, having 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". In the Fall 2022 semester fifteen appointments took place between 4, 8, and 12 week appraisals. Three students who attended appointments in the first four weeks were not identified as "at risk" for the remainder of the semester. In the Spring 2023 semester twelve appointments took place between 4, 8, and 12 week appraisals. The Coordinator plans to continue this method of outreach in the future but will ask more pointed questions about if/how their accommodations are eliminating barriers to academic success.

   In addition to her direct work with students, the Coordinator of Student Accessibility Services also worked closely with other members of the campus community to promote an equitable environment. In the 2022-2023 school year, the Coordinator of SAS provided consultations for 22 distinct full- and part-time faculty for a total of 47 consultations. The Coordinator, along with the rest of the OCTL, met with the marketing team to make necessary changes to the campus website, and updates were implemented in the Fall of 2022. The Coordinator provided business cards and ½ page handouts to the admissions office to give new and prospective students. The Coordinator also met with six prospective students during their on campus visits. Finally, the Coordinator hosted one informational session with two colleagues from other universities. This group is continually meeting to make improvements to the presentation and make plans for future sessions.

### *Goal 3: Increase campus knowledge of accessibility and spread awareness of disability related issues.*

   The Coordinator, along with Jordan Kaufman, conducted focus groups, aimed at gathering information about student knowledge/awareness of accessibility when planning events, with various student organizations. The Coordinator put together an "event checklist" for student organizations to assist in creating accessible events from advertisement to execution. The Coordinator is currently working on educational workshops to conduct in the Fall 2023 semester for student organizations. The information gathered will be used to develop programs and activities to promote campus knowledge of accessibility and raise awareness about disability related issues.

**Faculty Development and Instructional Technology**
**Rebecca Frank, M.S., Director of Faculty Development and Instructional Technology**
[Alignment and Assessment Chart](#)
Faculty Development Vision: Effective teaching driven by evidence-based, student-centered pedagogy.
Faculty Development Mission: Support all Heidelberg faculty by promoting evidence-based best practices in teaching and learning.

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

       The Executive Director of the OCTL and the Director of Faculty Development reached 65 faculty members in over 200 individual consultations with support for technology, advising, pedagogy, academic honesty, and a variety of other needs. Additionally the CTL ran the summer Integrated Studies workshop with 17 attendees, hosted two Lunch and Learn sessions with 8 attendees each, and held an online active learning session with 4 attendees plus several additional attendees watching the recording later. New Faculty Orientation and Mentoring included 7 new faculty members, 1 new faculty member who departed mid-year, and 1 new faculty member who joined mid-year. Our new full time faculty had the opportunity to participate in New Faculty Orientation before the start of the Fall 2022 semester as well as New Faculty Mentoring throughout the 2022-2023 school year. The OCTL also supported faculty working on portfolios; of the 7 faculty members who submitted 2-year, 4-year, and tenure/promotion portfolios, 4 faculty members attended workshop sessions.

       The Director of Faculty Development also supported the roll out of the Integrated Studies General Education Program by running the '22 summer workshop for those reaching INT 100/101 and providing feedback and offered support to the Director of the Integrated Studies General Education Program once they were established. Support included creating rubrics for all approved learning outcomes for the ISGE Program on Canvas, providing instructional material for faculty on utilizing the rubrics, and compiling data from the 2022-2023 courses.

       Finally, the OCTL promoted evidence-based teaching and learning through HYPE Day Faculty Development offerings. The results of the [interest survey](#) were used to plan the HYPE Faculty Development topics for the Spring semester. This resulted in an increase in attendance compared to the Fall semester and 2021-2022 HYPE attendance. In order to help alleviate some of the tasks for faculty members, feedback was solicited from the leaders of the groups only, with positive results. Three of the four groups also decided independently to provide a deliverable of what they had learned to the full faculty. One group compiled research to create a proactive advising guide which was disseminated to the AIM Hei faculty advisors. Another group provided annotations and suggestions for faculty based on the Stay Report for future decision making. The third group shared technology tools they tried during the spring semester in their classes along with tips and suggestions on how the other faculty members could use those tools to increase student engagement and learning.

### *Goal 2: Support faculty to use teaching technology effectively*

       The Director of Faculty Development and Instructional Technology maintained up-to-date resources to support faculty use of Canvas. Both the [faculty manual](#) and [student manual](#) were updated throughout the year. Faculty support for Canvas this year more often included direction to Canvas's own materials as many questions were more specific than the faculty manual's topics.

       Between the Executive Director and the Director of Faculty Development, over 160 individual technology consultations were conducted this year. This reached 60 individual faculty, or 48% of all 124 instructors. These consultations included support for Canvas, Panopto, Proctorio, IDEA surveys, Google Suite tools, Microsoft Office tools, and other technologies.

       The OCTL continues to promote the effective use of Canvas by faculty instructors. A Canvas shell was created and offered to all faculty members teaching in the INT 100/101 courses. This was used by 2 classes in the Fall semester and 3 classes in the Spring semester. The faculty who used the shell were

more likely to collect the appropriate data on the program learning outcomes. This is because of the outcomes being built into the shell and the settings for mastery learning being turned on, which helped encourage their use.  A Canvas Shell was created and imported into all AIM Hei 100 courses in the 2022-2023 year. This allowed for a uniform curriculum for all first year students, and allowed the Director of Advising to ensure all students were supported via the four year plans, as well as registering for the appropriate courses for the Spring, Summer, and Fall semesters.

   A Faculty Learning Community was developed and established to run during the 2023 summer. It began in June. 9 faculty members have joined the FLC to design a course to run online and be accessible for CCP students. There was no programming during the '23 Spring Semester specifically to meet this objective.

### *Goal 3: Support and collaborate with the OCTL staff*

   As previously stated, a Canvas Shell was created and imported into all AIM Hei 100 courses in the 2022-2023 year in collaboration with the Director of Academic Advising. The Director of Academic Advising worked closely with the Director of Faculty Development to plan and implement workshops for AIM Hei instructors. This allowed for all faculty to be prepared to meet the objectives of the AIM Hei program throughout the year. It also helped the Director of Faculty Development partner with the Director of Academic Advising to offer a HYPE faculty development session on proactive advising to meet the needs of the faculty.

   All members of the Owen Center for Teaching and Learning and Beeghly Library were included in both the planning and implementing of the New Faculty Mentoring Program. New faculty were given ample opportunity to meet, connect with, and work with the OCTL and Beeghly staff. During the New Faculty Mentoring meetings, 7 of the new faculty members connected with the Director of Academic Support, 7 connected with the Coordinator of Student Accessibility Services, and 6 new faculty members connected with the Director of Academic Advising. Opening up these lines of communication resulted in 3 unique consultations for new faculty members with the Coordinator of Student Accessibility Services, 2 unique consultations with the Director of Academic Advising, and 4 consultations with the Director of Academic Support.

   While the Director of Faculty Development and Director of Academic Support frequently worked together, there was not an official coordinated effort of alignment. This highlights an area for improvement in the 2023-2024 year.

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

   The OCTL worked extensively with Marketing to revamp our web presence on both the internal and external websites. This objective was met by other members of the OCTL. The Director of Faculty Development did not specifically support this objective. Faculty Development and Instructional Technology will also begin sending press releases to Marketing to help increase community knowledge of OCTL programming and faculty support.