THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

Welcome FYE Colleagues!

Supporting the CFAES ATI

Campus Change Student from the Beginning – A college Model

January 31, 2018

The Advisor Commitment

"Students should walk out of every appointment knowing, if they never return, their advisor will notice."

Jennifer Belisle

Office of Undergraduate Education

The Ohio State University

Facilitators

- Benjamin J. Carignan, M.S.
  - CFAES College Academic Counselor
- Paul A. Heimberger, M.S.
  - CFAES College Academic Counselor
- Molly E. Zacour, M.A.
  - Ohio State ATI Transition Counselor
- Micah Mensing
  - Current CFAES student; campus-changed AU17

Session Purpose

- Highlight strategies utilized by the CFAES ATI Transition Academic Counseling Team to support ATI students planning to transition to Columbus campus

- Outline the CFAES 'Transition Student Management' process

- Define the operationalization of the strategies, and how the challenges of geographical distance have been managed

The Ohio State Agricultural Technical Institute (ATI)

- Established in 1969
- Located in Wooster, OH – #37 on places to live in U.S.
- 2-year, public institution
- Statewide mandate to provide comprehensive agricultural education
- Student enrollment in AU16 was 722 (89% full-time, 11% part-time)
- Unique student population
    - Low income
    - First-Generation
    - Students with disabilities

The Ohio State Agricultural Technical Institute (ATI)

- Associate degree-granting unit of the College of Food, Agricultural, and Environmental Sciences (CFAES)

- Offer 26 associate degrees in:
    - 13 Associate of Science
    - 13 Associate of Applied Science

- 13 majors leading into multiple Bachelor degree programs on Columbus campus

ATI History of Campus Change Process

- ATI students would speak with ATI advisor about desire to campus change

- Advisor would communicate to CFAES Asst. Dean who served as a point of contact here in Columbus for all ATI transition students

- Asst. Dean would meet with students, individually, to review degree audits and assist in course selection

- Offered 3, 1-2 workshops for ATI students each semester

- Faculty Advisor was not assigned until student was on Columbus campus

7

The Ohio State ATI Re-Envisioning Project

- Launched November, 2013

- Initiative was led by a core team of 25 faculty and staff from the Columbus and Wooster campuses, and included 2 student reps

- Focus was to better align ATI campus with changes in student population, emerging industry needs and opportunities, and future budgetary landscape

The Ohio State ATI Re-Envisioning Project, continued

- Process included review of all academic programs/degree plans, including those in decline and identifying new areas of interest in support of 2-year degrees and students wanting to pursue 4-year programs

- Project also designed to look at ways to improve integration with CFAES and Ohio State Columbus-campus, university-wide programs

- Initiated the effort to review and improve the campus change and transition processes

9

The First Year Experiences at the ATI

- Transition process introduced to all new ATI students
  - Summer Orientation – Collaborate with Ohio State ATI Admissions
  - Fall College Orientation Course

- Access to information
  - ATI Curriculum Pathways from the A.S. degree to B.S. degree posted online
  - 24/7 access to online Carmen modules
  - Opportunity to meet with ATI Transition Counselor, CFAES College Academic Counselors, and CFAES department and faculty advisors for intended/interested degree plan throughout the year

- Connection to ATI faculty advisors as soon as degree plan is decided

10

ATI Campus Change Population

2016-17 Academic Year
- AU16 – 121 ATI students campus-changed to Columbus campus
- SP17 – 11 students
- SU17 – 2 students

2017-18
- AU17 – 110 ATI Students campus changed to Columbus campus
- SP18 – 9 students
- SU18 – 2 students identified

2018-19
- AU18 – 114 students currently identified as possible campus change
- SP19 – 8 students

- Currently tracking AU19/SP20

The Ohio State ATI Transition Student Management Program

- Purpose of program is to streamline, outline, and document the specific steps taken in support of the campus change process for ATI students

- Details 6 steps that outlines the processes, staff responsibilities and intended goals for assisting ATI students with the campus change process

- Developed during SU16 as a result of the ATI Re-Envisioning Project

- CFAES and ATI staff teamed in authoring the program

- Program's intended implementation - AU16

12

The CFAES-ATI Transition Student Academic Counseling Team

- Focus was to develop an 'ATI Transition Student Management' model

  Team included:
  - Dr. Steven M. Neal - Professor and Interim Associate Dean for Academic Programs
  - Jeanne M. Osborne - Asst. Director, ATI Academic Affairs
  - Molly E. Zacour - ATI Transition Counselor
  - Jill Gallion - ATI Academic Affairs Associate
  - Benjamin J. Carignan - CFAES College Academic Counselor
  - Paul A. Heimberger - CFAES College Academic Counselor
  - Lynn Mande – CFAES Academic Records Manager
  - Renee Johnston - Program Manager, School of Environment and Natural Resources
  - Susie J. Burks - Academic Advisor, SENR
  - Sara N. Fries - Academic Advisor, SENR

6-Step, ATI Transition Student Management Program

- Step 1 – Schedule and organize 'Campus Change Q&A' Session
    - Offered in AU and SP semesters at Ohio State ATI
    - Lead by Molly and Ben
    - Outline campus change process, including requirements for campus change approval
    - Detail communication and advising structures in support of campus change
    - Students sign up and are sent reminders
    - Distribute important handouts and Columbus-campus information

- Step 2 – ATI Preparation for individual meetings with ATI students
    - Students meet with Molly to review campus change eligibility
    - Review student's degree audits for Associate and Bachelor degrees
    - Ensure all Ohio State and any transfer credit is satisfying appropriate degree requirements

6 Steps – ATI Transition Student Management Program

- Step 3 – ATI students meet with ATI Transition Counselor
    - Molly reviews curriculum sheet and degree audit with student
    - Discusses how ATI courses meet requirements of Bachelor degree
    - Reviews course selections for intended-term of campus change; internships
    - Student instructed to contact CFAES/SENR for scheduling assistance
    - Review of Columbus-campus resources, contacts, and next-steps
    - ATI-to-Columbus spreadsheet updated (updates to CFAES and SENR on Friday)

- Step 4 – Campus Change Form Verification During Meeting
    - ATI Transition Counselor verifies form has been completed accurately
    - Review of requirements, if student is 'In Progress' of completing requirements
    - If student has met requirements, ATI Transition Counselor will sign form and send to CFAES or SENR contact

6 Steps – ATI Transition Student Management Program

- Step 5 – ATI to Columbus Spreadsheet Updated
  - Student confirmed for Campus Change on CFAES Columbus spreadsheet
  - CFAES/SENR 'builds' new program stack in SIS
  - Columbus campus advisor assigned
  - CFAES departments notified 4-6 weeks prior to the start of semester of impending campus-change students (in support of faculty advisor assignments)
  - CFAES/SENR begin communication effort with student during last semester of enrollment at ATI

- Step 6 – Survey and Review of Transition Process
  - Students sent survey during Week 4
  - Feedback used to refine program during the summer semester

How CFAES Assists with the Campus Change Process

- CFAES College Academic Counselor serves as a single point of contact
- Works directly with the ATI Transition Counselor
- Weekly email from ATI Academic Affairs listing campus change students
- CFAES Academic Counselor updates spreadsheet for department updates
- CFAES Academic Counselor contacts ATI transition students via email before start of semester, and during first semester of enrollment
- All rank 3 and rank 4 students must meet with a faculty advisor prior to scheduling to ensure degree progress

The First Year Experience in Columbus

- Transitioning students are connected with college, department, faculty advisors, staff, peer mentors, and university resources

- CFAES AU and SP new student welcome events specifically designed for campus change (and transfer) students

- Event is held during the first week of the semester

- Students sent survey for purposes of gaining insight about transition and processes

CFAES – ATI Programs in Support

- CFAES Regional Campus Transition Day

  - Held during the Spring Semester and coordinated with ATI Academic Affairs

- CFAES Academic Counselor visits ATI each semester

- ATI Q&A

  - 3 sessions scheduled each year: 1 in AU semester; 2 in SP semester

The Student Perspective – Micah Mensing

Keys to building an effective program:

- Help students navigate the process with the end in mind

- Build a process that encourages students to intentionally communicate

- Provide avenue for students to ask questions

- Highlight opportunities for students to get involved with student activities and connect with other students

Continuous Improvement

- CFAES and ATI Academic Affairs team continue to make improvements to the 'ATI Transition Student Management Program'

- Information from survey, meetings with students, staff and faculty advisor insight used to identify blind spots in programming

- Establish an ATI–CFAES Student Transition Team

- Develop a "Experience Columbus Campus for a Day" Program

UPON THE SUBJECT OF EDUCATION... I CAN ONLY SAY THAT I VIEW IT AS THE MOST IMPORTANT SUBJECT WHICH WE AS A PEOPLE MAY BE ENGAGED IN.
ABRAHAM LINCOLN

Questions?

Thank you for attending
Have a great semester
Go Bucks!