Bridging the Gap in Spring Semester: Helping Students Select Specializations and Change Majors

Business Administration 1200

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Agenda

• Partner discussion: major change students
• Assessing need
• Designing BA 1200
• Results from SP15
• Updates for SP16
• Campus implementation
Let’s Talk

Take a moment to share your experience working with major change students with a partner or small group

Discussion Questions:

• Did you notice any common characteristics or challenges of these groups?
• What does your unit do to engage major changers?
Why BA 1200?
Why BA 1200?

Student-voiced concerns
- Uncertainty regarding specialization
- Major change students feeling behind their peers

Statistics
- How many major change students?
- How many applications to major from other colleges?

Research
- Career Indecision

Changing Policies
- More direct admit
- Competitive specializations
**Student-Voiced Concerns**

**Specialization Concerns**
- “I know I want business, I just don’t know what specialization”
- “I think I know the specialization that is best for me, but I don’t really know much about (logistics, operations, finance, etc.)”

**Major-Change Concerns**
- “It is so hard for me to get an internship”
- “Is it too late to study abroad?”
- “It is too late for me to join a Fisher Student organization”
Major Change Module Data

<table>
<thead>
<tr>
<th>Term</th>
<th>completed modules</th>
<th>not eligible</th>
<th>#who switched to pre-business</th>
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<tbody>
<tr>
<td>SP15</td>
<td>189</td>
<td>57</td>
<td>132</td>
</tr>
<tr>
<td>SU15</td>
<td>64</td>
<td>12</td>
<td>52</td>
</tr>
<tr>
<td>AU15</td>
<td>247</td>
<td>131</td>
<td>116</td>
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</table>

- 484 unique applicants
- 300 changed or added pre-business
### Application to Major Data

<table>
<thead>
<tr>
<th>Application Cycle</th>
<th>UExp</th>
<th>UASC</th>
<th>UEEng</th>
<th>UEHE</th>
<th>Other</th>
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<tbody>
<tr>
<td>SU15</td>
<td>80</td>
<td>52</td>
<td>9</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>AU15</td>
<td>1</td>
<td>17</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>SP16</td>
<td>52</td>
<td>21</td>
<td>10</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

- 266 total non-bus admits
Career Indecision is common

- 50% of college students experience career indecision (Morgan & Ness, 2003).

Career uncertainty has been found to have a negative effect on ones’ academics.

- Correlation between career indecision and lower GPA in the second year (Graunke & Woosley, 2005).
Major Change Students

Limited research on major change students

- Steele and Gordon note:
  - “unfortunately, students who are changing majors at many institutions are often ignored or not acknowledged as a group with special needs deserving of special advising approaches” (1994).
Direct Admit vs. Pre-Business

- Losing time to explore

Competitive specializations

- Finance and Operations have high GPA cut-off
- Students need to find an alternative
Designing
BA 1200
Committee of about five
Volunteers from our advising staff
Serve as continuation of BA 1100
Learning objectives created first
Course topics and assignments followed
Course Objectives

• Students will learn about resources for success.
• Students will gain self-knowledge in relation to business specializations and career choice.
• Students will understand the business curriculum and how to plan for graduation.
• Students will acquire information about the internship/job preparation process.
• Students will increase knowledge of leadership and engagement activities.
Holistic Focus

Course Topics:

• Goal Setting
• Career Assessments
• Involvement
• Academic Enrichment
• Specializations
• Resume Writing
• Reflection
• 4-year curriculum plan
Assignments

• Complete Finding your Focus career assessments
  • Work Interests (RIASEC)
  • Personality
  • Values
  • Leisure
  • Skills
• 4-year course plan
• Resume critique
• Group presentations
• Plan for Success final paper
Class Activities

• Reflection activities
• Student Panels
• Specialization presentations
  • Activity based
  • Peer led
BA 1200 Class Format

• Full Semester
• 80 minutes
• Once a week
• 16-21 students per class
• Peer Advisor
Advertising the Class

- Use BA 1100
- Advising appointments
- Exploration
- Targeted emails to students who completed the Major Change Modules
- Freshman forgive BA 1100
Let’s Talk About Logistics

- Groups of 4
- Write down all steps in Supply Chain to make a chocolate bar
**COCOA SUPPLY CHAIN**

1. Cocoa pods are harvested from cocoa trees (Oct.-Dec.)
2. Cocoa beans are transported in trucks by road to the Ghariani Port, where they are packed into containers.
3. A container ship transports the cocoa beans by sea to the Port of Singapore.
4. The cocoa products are transported in trucks by road back to the Port of Singapore.
5. A container ship transports cocoa products by sea to the Port of Melbourne.
6. A container ship transports ingredients from the Port of Melbourne to the port in Tasmania.
7. The ingredients are transported by road from the Port to the chocolate factory.
8. The ingredients are used at the chocolate factory to produce chocolate bars.
9. Orders are assembled at the distribution centre for customers.
10. The products are transported by ships for world export.

**SUGAR SUPPLY CHAIN**

1. Farmers harvest the sugar cane crop, cutting the stalks into small lengths called billets.
2. Trucks transport the billets by road to the sugar mill within 16 hours of harvesting.
3. Bulk raw sugar is made at the sugar mill and placed in large storage bins for transport.
4. The raw sugar is loaded into a bulk tank for transportation.
5. The orders are loaded onto pallets and into trucks then transported by road to the Port of Melbourne.
6. A refrigerated tanker transports the milk from the processing factory to the chocolate factory.
7. Milk is pasteurised and homogenised at the processing factory and is stored in refrigerated silos before and after processing.

**MILK SUPPLY CHAIN**

1. Cows at a dairy farm are milked twice a day and the milk is stored in a refrigerated silo for up to 48 hours.
2. A refrigerated truck collects milk from the dairy farm every 24-48 hours and transports it to a processing factory.
3. The ingredients are transported by road from the Port to the chocolate factory.
4. The ingredients are used at the chocolate factory to produce chocolate bars.
5. Orders are assembled at the distribution centre for customers.
6. The products are transported by ships for world export.
Results from Spring 2015
What was the most beneficial part of this course?
(Answers from students)

• Four-Year Course Plan (15 Students)
• Hearing from students during their specialization presentations in class (12 Students)
• Learning about Fisher and the resources available (12 Students)
• Career Coach presentation and professional development (7 Students)
• Meeting new people (3 Students)
Comments about the class:

- “I learned a lot about the business majors and found the right specialization for me.”
- “It was helpful in getting to know the different specializations better to help me decide mine.”
- “I learned a lot about Fisher, the specialization and resources that I previously didn’t know about and also this class helped me decide on a specialization.”
- “helped me a lot with figuring out what I want to do the next few years.”
- “I learned more about the specializations which was the main reason I signed up.”
- “Allowed me to learn more about the specializations Fisher has to offer. Taught me the different resources Fisher has to offer and how I can access them.”
- “Helped me plan for the future”
Spring 2016
Changes from Spring 2015 to Spring 2016

• Removed wellness assessment and presentation
  • Students had trouble connecting it to the rest of the class

• Moved sophomore panel during week 4
  • Students wanted to hear from students they can relate to. They wanted to hear about involvement early in the semester, while they could still act on it.

• Added Tour of Fisher
  • Introduced students to Fisher Career Services and Education Abroad resources

• Campus Change Students Added
Class profile for SP15 and SP16

<table>
<thead>
<tr>
<th></th>
<th>SP16</th>
<th>SP15</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA Average</td>
<td>3.225</td>
<td>2.93</td>
</tr>
<tr>
<td># in class</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>No BA 1100</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td># of Freshmen</td>
<td>14</td>
<td>28</td>
</tr>
</tbody>
</table>

- SP16 – most students new to Business
- GPA increase
- Fewer freshmen
Snap Shot Activity

When I think about my academic plan, I feel…

Unprepared
Nervous
Stressed
Unsure
Confused
Anxious

“Alright, I guess”
“Excited and nervous”
“Confident, at the same time, unsure”

Confident
Excited
Prepared
Eager
Motivated
Ready
My intended specialization is:

- **Finance** (16) – 3.7
- **Accounting** (9) – 3.0
- **Marketing** (8) – 3.1
- Undecided (4)
- Logistics (3)
- Info. Systems (3)
- International Bus. (1)
- Economics (1)
How much do you agree with the following statements:

• I believe OSU is a good fit for me (4.44)
• I believe Fisher is a good fit for me (4.25)
• I know where to go to get help with my academics (3.83)
• I am satisfied with my academic performance (3.58)
• I am confident in my specialization choice (3.47)
• I believe that I am good at interviewing (3.27)
• I am satisfied with my campus involvement (3.11)
• I know how to write a professional resume (2.86)
Goals for SP17
Goals for Sp17

- Increase enrollment
- Session 2 offering
- Autumn – online
- Evaluate audience and purpose
33 populations of students:
- Major Change
- Campus Change
- Undecided

Welcome to the college workshop
Presentation on Carmen
Start conversation about helping these often forgotten groups
Questions?