In Spring 2016, the Allen Student Advising Center (ASAC) and Academic Advancement Center (AAC) decided to consolidate Academic Coaching and Study Skills Tutoring into a collaborative approach called College Study Skills Coaching (CSSC).

CSSC provides one-on-one meetings designed to help students implement personal solutions for overcoming academic barriers. Common topics include time management, test preparation, goal-setting, and organization. Combining the pre-existing programs allowed University College to increase coach availability and strengthen departmental partnerships.

Collaborations
The ASAC and AAC ramped up marketing efforts to increase program visibility for Fall 2017. Through collaboration with Learning Communities, we presented an academic success session during UC 1000 Instructor Training to highlight the CSCC program. Lesson plans on test anxiety and test preparation were also included in the training binder as a resource for instructors.

In Fall 2017, we are partnering with OMSAR to provide CSCC for their scholarship students on probation. Students will be required to attend an appointment within the first four weeks of the term and before the eighth week of the term. Using TutorTrac, we will be able to track attendance and provide usage data to OMSAR at the end of each deadline.

Scripps College of Communication plans to mail CSCC bookmarks to all students on probation in an effort to encourage resource utilization earlier.

Marketing
- OHIO Guide ad
- Updated Bookmarks
- CSCC Website
- Hot off the Presses article
- Assistant Deans Meeting
- Student Success Advisor Meeting

### Spring 2017 Stats

**College Study Skills Coaching usage**

- Appointments = # of students who attended an appointment
- Visits = # of repeat appointments

**Spring 16 Usage by Class**

- First-year: 21%
- Sophomore: 55%
- Junior: 12%
- Senior: 12%

**Spring 17 Usage by Class**

- First-year: 18%
- Sophomore: 29%
- Junior: 40%
- Senior: 13%

**Top 4 Reasons for Visits**

- Goal-setting: 35%
- Organization: 9%
- Test Preparation: 7%
- Time Management: 4%
Turning Points is a college-required, intensive, academic support program for undergraduate students who have been reinstated to Ohio University. The purpose of the program is to give students who have been academically dismissed another opportunity to succeed at OHIO.

Students are required to participate during the first semester in which they re-enroll. Depending on their academic performance, students are removed from academic probation, continued on academic probation, or academically dismissed.

Turning Points advisors provide students with a structured series of modules on topics, including time management, study skills, learning styles, character development, procrastination, utilizing course instructors, and test preparation.

**Stats**

<table>
<thead>
<tr>
<th>Fall 2016 Results</th>
<th>Spring 2017 Results</th>
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<tbody>
<tr>
<td><strong>Removed</strong></td>
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41 participants

20 participants

**Overall success rate: 83.6%**
ACADEMIC SUCCESS WORKSHOPS

Academic Success Workshops (ASWs) are required for students who have been placed on probation, but they are also a valuable resource for any student experiencing academic difficulty. ASWs focus on helping students identify their dreams, understand academic probation policies, calculate GPA, and learn self-empowerment strategies. During the workshop students can expect to engage in a variety of reflective, hands-on, and collaborative activities designed to give them a dynamic experience.

In Fall 2016, the ASW presentation and structure underwent a comprehensive redesign. The PowerPoint was updated to be more visually appealing, the flow was revised to mirror the appreciative advising model, and clickers were replaced with TopHat, a mobile-compatible tool.

Spring 2017 marked the roll-out of new registration and survey processes. Registration is now through EventBrite which provides a mostly automated process, visually appealing communication, and professional branding. EventBrite sells students a “ticket” to each workshop and availability is updated on the ASAC website when “sold out.” Updating registration spurred an improved survey collection process. In Fall 2016, students were sent a survey 24-48 hours after workshop attendance, which yielded only four responses. In an effort to increase the response rate and capture real time feedback, the survey is now a part of the workshop. Students now sign-in on a laptop, and Qualtrics sends the survey one hour after sign-in. At the end of the workshop, students are encouraged to provide feedback so that we can continue to improve the workshop experience. After implementing this approach, we received 365 responses/462 attendees, which is a staggering improvement.

Fall 2016: 127 completed a workshop/189 placed on probation = 67% attendance rate

Spring 2017: 462 completed a workshop/545 placed on probation = 85% attendance rate

Survey Responses

The workshop’s subject matter matched/exceeded my expectations. 89% AGREE

I felt that the facilitators demonstrated comprehensive knowledge of the subject matter. 98% AGREE

I know the GPA I need to be removed from Academic Probation. 100% AGREE

I am able to identify campus resources that can help me raise my GPA. 99% AGREE

I am able to identify course retake options. 99% AGREE

I understand the difference between Fixed and Growth mindset and will try to use a growth mindset when faced with obstacles. 95% AGREE

I know the difference between my semester GPA and accumulative GPA. 100% AGREE

Has attending this workshop empowered you to make small changes in your life at Ohio University as it relates to courses, studying, and raising your GPA? 92% AGREE

Additional Feedback Survey Responses

"I like the use of TopHat. It kept my attention because I knew I would have to be interacting with the instructors and others around me."

"Good workshop helped me understand how to calculate my GPA and made me believe in myself more than I already do."

"Super nice positive people leading the seminar!!"

"Very informative, I’m going to retake a course that I convinced myself I couldn’t do better in. I refuse to keep that F, I want to replace it with something better."

"I appreciate the positivity when dealing with this challenging circumstance."

"I went into this workshop thinking it would be useless but it has honestly made me feel confident and happy that I am able to get off of probation. I thought retaking a course made both attempts count to GPA but since this isn’t the case I am confident in my ability to get off of probation."

"A small meeting like this could be influential to all students regardless of academic standing."

"I thought this was very helpful and was a lot more engaging that I assumed it would have been."

"It sucks I had to come to this because of my grades but the instructors were very nice and positive and dint make me feel like was in ‘trouble.’"
GRAD ASSISTANT AUXILIARY PROJECTS

Allen Student Advising Center Graduate Assistants assist with many central office projects. This brings new energy and ideas to our work, and provides staff with opportunities to grow and develop their expertise.

Social Media and Outreach

This year the Allen Student Advising Center set up tables at four OHIO Up Close events and OHIO STEM Day. New table decorations were added to enhance our “curb appeal.” White, light-up “ASAC” letters and colorful flowers were used to catch the eyes of students attending these events. Updated flyers of our services and College Study Skills Coaching bookmarks were distributed to prospective and admitted students.

The display board was upgraded this semester, with infographics, vibrant colors, and student quotes. The redesign allowed us to provide the most relevant information to admitted and prospective high school students.

Throughout this project we oversaw social media platforms such as Twitter and Facebook. We tweeted on a daily basis and our main messaging revolved around the services the Allen Student Advising Center has to offer. Updates were also made to the office’s Facebook Page throughout the year.

In Spring Semester 2016-17, the Allen Student Advising Center launched a Spring Into Advising campaign which included spring inspired office decorations, candy, cookies, and advertisements on the Baker televisions. Our goal was to increase visibility and provide a welcoming, festive environment for students visiting our office during advising season.
GRAD STUDENT AUXILIARY PROJECTS

Global Connections Series: American Sports Chalk Talk

SERIES GOALS
- Assist international students in campus integration: help them acclimate to the local culture and provide them with the connections and tools to succeed as students and as members of the community.
- Help domestic students adjust to college study and life. Help these domestic students, especially first-year students, understand international students.
- Enhance both international and domestic students’ multicultural competence by creating more interactions between them through a series of extracurricular activities.

SPONSORS
Main Sponsors: Allen Student Advising Center, Office of International Student and Faculty Services, Office of Community Engagement; Collaborators: Council of Inclusion and Diversity of Sports Administration Program, Ohio Program of Intensive English, Office for Multicultural Student Access and Retention, Office of University Communications and Marketing, Office of International Studies

GLOBAL CONNECTIONS EVENTS
- Feb 9, Community Service Fair
- Feb 15, American Sports Chalk Talk 1: College Basketball
- Feb 17, American Sports Chalk Talk 2: Ice Hockey
- March 2, Talk: How to Get Out of Athens
- March 13, Staying Smart on Social Media
- March 18, American Sports Chalk Talk 3: Baseball
- March 22, Talk: Classroom Culture
- March 28, Talk: Working in the U.S.
- April 6, Talk: Student Self-Care
- April 8, Trip to Columbus Zoo

RESULTS
The Allen Student Advising Center hosted the American Sports Chalk Talk series. Pundits from the Sports Administration program were huge supporters to the success of this event. All the students who participated gave very positive feedback, including their enjoyment of the information and activity.

The turnout of the first talk on college basketball was less than desired; only three students attended. However, the three pundits invited from the Sports Administration program still gave a wonderful and fun presentation on college basketball.

After the first Chalk Talk, marketing strategies were altered, thus improving attendance. The second American Sports Chalk Talk on ice hockey had seven students: two domestic students and five international students. The pundit was a Canadian student in the Sports Administration program. He explained the game rules while providing fun facts and examples of commonly used jargon.

In the last talk on baseball, a total of eight attendants showed up. Considering it was on Saturday at noon, this was a good turnout. Seven of the eight attendants were international students. Among them was a visiting scholar from China who saw our advertisement in the OU Chinese student and faculty group on WeChat. The visiting scholar brought her daughter, who is studying in the local high school to learn about baseball. Many of the attendees expressed their desire to continue these sports talks in the future.

Lastly, the Global Connections program earned media coverage through Compass. The university publication distributed a report about the new program on Monday, March 13, mentioning the role of the Allen Student Advising Center in this program (https://www.ohio.edu/compass/stories/16-17/03/global-connections-series-spring-2017.cfm). This report has been reposted by other participating offices on their social media.

SUGGESTIONS
First, try using direct marketing. Students are often oblivious to the event promotion conveyed by flyers or the university’s social media. This semester showed it was more effective to individually invite students rather than employ mass marketing efforts.

Second, consider incorporating the program activities into the existing learning community and OMSAR programs. Both the international students and domestic students seemed resistant to get out of their comfort zones. It would be beneficial to require cultural event attendance as part of their learning community’s curriculum.
GRAD STUDENT AUXILIARY PROJECTS

Allen Center Video Series
Expanding upon the work done in 2015-16, three videos were created this year using Camtasia, Audacity, and iMovie computer software.

In Fall 2016, two “how-to” advising videos were created.

1. How-to change/declare a major: https://www.ohio.edu/uc/advising-center/change-your-major.cfm.

In Spring 2017, the project shifted away from “how-to” topics which resulted in the production of a five-minute video about first-generation college students at OHIO. This video was created to share first-generation student experiences and available resources for first-generation students on our campus. This video is in use on the OHIO First Scholars website homepage.

Project Graduation

Project Graduation is an intervention program for students who are near graduation, but have ceased making degree progress. Implemented by the Allen Student Advising Center (ASAC) in 2009, professionals and graduate assistants in the office work to review the student records for students that meet the requirements below:

- Student has earned 105+ credit hours and is within 15 hours or 5 classes of graduating
- Student is not registered during the current term
- Student has not graduated with one degree previously
- Student has at one time been an Athens Campus student
- Student has earned 2.0 GPA or above
- Student does not have a financial hold exceeding $200
- Student does not have a judicial hold

During the spring semester of 2017, staff worked closely to review 1,553 student cases from the past five years. From this, 212 students were identified as having met the above requirements and were referred to the Assistant Dean of their college. The breakdown of referral numbers by college are as follows:

- College of Arts & Sciences: 91
- College of Business: 27
- Scripps College of Communication: 21
- Patton College of Education: 13
- Russ College of Education: 3
- College of Health Sciences & Professions: 39
- Regional Higher Education: 4
- University College: 14

In addition, 18 students were identified as having completed all of their degree requirements and were just awaiting final graduation clearance. They were also referred to their Assistant Dean to help them navigate the graduation application process to obtain their degree. The college breakdown is below:

- College of Arts & Sciences: 9
- College of Business: 4
- Scripps College of Communication: 2
- College of Health Sciences & Professions: 2

Care, consideration, and encouragement are extended to each individual, as well as academic advising toward completion of their degree program. All of the current student data has been sorted through for students meeting the above requirements. In spring semester 2018, the Allen Student Advising Center is planning to continue Project Graduation by working with 2016-17 data.
Exit Interviews
Allen Center Staff Completed 114 Exit Interviews

- 61% of the students who completed an exit interview indicated they knew they would leave before they completed their first term, which means that early intervention is critical.
- The top seven reasons students reported leaving were:
  » Financial Reasons 32
  » Distance from Home/Transferring Closer to Home 29
  » Better Opportunities Elsewhere 12
  » Unhappy/Mental Health concerns 11
  » Not the right fit 11
  » Homesick 6
  » Family reasons (such as sickness, moving, unemployment) 6
- Half the students said they would not change anything about their experience at Ohio University. Of those that would change something, here were the top responses
  » Getting More Involved/Doing More Activities 10
  » Added costs/Tuition costs 8
  » Fix roommate situation/different roommate 5
  » Make more friends/find people like me 4
  » Location of Campus 4
- Half the students reported that if they had the chance, they would return to Ohio University.

The OHIO Guide
The OHIO Guide is a guidebook containing important information, including university policies, procedures, and resources that assist first-year students in transitioning to Ohio University. The OHIO Guide is distributed to students, families, and guests at Bobcat Student Orientation.

This year, over 60 contributors updated their OHIO Guide content and added new information for incoming first-year students. The Allen Center staff facilitated the editing process for the guide and collaborated with students, faculty, staff, and administrators across campus to design an accurate and useful OHIO Guide for the 2017-2018 academic year.

RECOMMENDATION
- Create an e-book containing live links to campus resources
GRAD STUDENT AUXILIARY PROJECTS

The Advisor
The Advisor is an electronic newsletter that goes to all Athens Campus faculty and staff advisors with information that helps them stay fully informed of helpful information prior to each advising season.

Academic Alerts
The Academic Alert program is designed to give faculty and staff across campus an opportunity to express concern for students’ academic success in their courses. Academic alerts serve as a formal request for designated advisors to meet with the student to create a plan for improvement. The alert process is as follows:

1. An instructor submits an academic alert through the Allen Student Advising Center website.
2. The student automatically receives a copy of the alert and the instructor submitting the alert will receive a confirmation email. (Note: the student will receive a shortened version of the alert.)
3. The academic alert is forwarded to the student’s designated advisor within three days.
4. The designated advisor contacts the student within seven days to create a plan for improvement and to set up a meeting with the student.
5. After contacting and meeting with the student, the advisor completes the Academic Alert Resolution Form that is sent to them by the Allen Student Advising Center.
6. If a resolution form is not submitted within the seven-day period, a follow-up email is sent to the student’s advisor.
7. At the end of the semester, students who received academic alerts are prompted to evaluate their academic alert experience via a Qualtrics survey.

Academic alerts were not advertised during the 2016-17 academic year due to the implementation of My OHIO Success Network. In Fall 2016, 121 alerts were submitted. In Spring 2017, 52 alerts were submitted.

The Academic Alert program will transition to My OHIO Success Network starting Fall 2017.
2016-17 Staff

Jenny Klein, Director of ASAC and Assistant Dean for Success and Persistence for University College
Angela Lash, Associate Director and Director of OHIO First Scholars
Antonique Flood, Assistant Director
Stephanie Breeze, Administrative Associate
Josh Barclay, 2nd Year Graduate Student (now working at Xavier University)
Michael Davenport, 2nd Year Graduate Student (now working at University of Arizona)
Tessa Smith, 2nd Year Graduate Student (now working at UW-Madison)
Taylor Snider, 2nd Year Graduate Student (now working at Virginia Tech)
Tami Brown, 1st Year Graduate Student
Amber Herron, 1st Year Graduate Student
Gabi Maylock, 1st Year Graduate Student
Carli Rosati, 1st Year Graduate Student
Brandy Stiverson, 1st Year Graduate Student
Meng-Wei Su, Doctoral Student