Session Goals

• Tell you the story of our CEAS Transition Team and how we are impacting change on our campus

• Present Kotter's Change Model as a framework for our work

• Create space for you to outline areas of opportunity and next steps on your campus
Flow

• Context
• High-level overview of Kotter’s model
• Working the eight steps
• Questions for implementation
College Context

University of Cincinnati (UC)
- Public urban research university with R1 designation
- 13 unique Colleges
- Multi-campus university system:
  - Uptown Clifton campus
  - Medical campus
  - Two regional campuses: Blue Ash and Clermont
- Enrollment highlights: 46,000+ students enrolled
  - 6,000 distributed across regional campuses
  - 11,000 graduate, law, or medical students

College of Engineering and Applied Science (CEAS)
- 5,200 undergraduates across 13 programs
- 16 full-time undergraduate advisors
- Competitive – co-op
  - Avg salary is $57,000 over 5 work semesters
  - Placement rate over 90%
- 1000+ students engage with our transfer/transition process each year
  - 300 transfer applications
  - 850 transition applications
- All these numbers are increasing!
Terminology

**Key Student Groups**
- **Transfer**: Applying from other institutions
- **Change of College (COC) or Transition**: Switching between academic colleges across all campuses
- **Change of Major (COM)**: Switching between CEAS programs

**Additional Terms**
- **First-Year Engineering Program (FEP)**: subset of COM students with a unique set of criteria
- **Pre-Engineering**: programs offered at regional campuses to keep students on-track to apply to CEAS
- **Exploratory**: Uptown program designed for students who are undecided, exploring majors, or seeking admission to competitive programs
- **Transfer & Transition Advising Center (TTAC)**: university-wide advising support for transfer, transition, change of major, and non-matriculated students
- **Inclusive Excellence and Community Engagement (IECE)**: unit in CEAS committed to increasing the enrollment, retention, and graduation of racially and ethnically diverse students
College Conditions

**Enrollment Growth**
- College-level strategy shift from limiting program growth to a strategic sizing model
- Push to identify opportunities for enrollment growth outside of first-year admissions
- Removal of admissions capacity restrictions for COM, Transition, and Transfer applicants
- Closely aligned with University strategic sizing initiatives

**Transfer-friendliness**
- University-wide charge from Enrollment Management to...
  - Be more welcoming to transfer students
  - Create/improve pathways to make the transfer process easier
  - Partner with faculty to ensure reasonable timelines to graduation

**Investment in Advising**
- Hired an inaugural Director of Advising and centralized services
- Hired five new full-time undergraduate advisors
- Devoted a half-time advisor to transition advising
The 8-Step Process for Leading Change

By: John P. Kotter

An applicable model for our work

(Kotter, 2021)
CREATE A CLIMATE for CHANGE

- Create a Sense of Urgency
- Build a Guiding Coalition
- Form a Strategic Vision

(Kotter, 2021)
ENGAGE & ENABLE the ORGANIZATION

- Enlist a Volunteer Army
- Enable Action by Removing Barriers
- Generate Short-term Wins

(Kotter, 2021)
IMPLEMENT & SUSTAIN the CHANGE

- Institute Change
- Sustain Acceleration

(Kotter, 2021)
The Opportunity

According to Kotter (2021)
The big opportunity can:
• be identified
• be communicated
• ignite the hearts and minds of people

Identified for CEAS Transition Team
The big opportunity was/is to:
• be the “transition-friendly” face of CEAS
• provide an answer and a plan for how to grow enrollment beyond first-year admissions
• insist that increased transparency, access, and inclusion were/are the best approaches for recruiting target populations

(Kotter, 2021)
Creating Urgency

According to Kotter (1996)
This requires:
- honest and convincing dialogue
- helping stakeholders understand why change is needed

For CEAS Transition Team
- New Dean committed to strategic sizing
- Call from campus partners to streamline criteria and expand programming
- Dipping enrollment in some programs, rapid growth in others
- Renewed sense of urgency amidst COVID enrollment concerns

(Kotter, 2021)
Building a Coalition

According to Kotter
A strong guiding coalition has:
• right composition
• a level of trust
• a shared objective (Kotter, 1996, p. 52)

For CEAS Transition Team
Coalition initially included:
• Campus partners tasked with smooth transitions to CEAS

(Kotter, 2021)
Building a Coalition

**Institute Change**

**Create a sense of urgency**

**The Big opportunity**

**Build a guiding coalition**

**Form a strategic vision**

**Generate short-term wins**

**Enable action by removing barriers**

**Enlist a volunteer army**

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**ADVANCING STUDENT SUCCESS & EDUCATION TEAM (ASSET)**

**TEAM MEMBERS**

- **Corinne Cook**: CEAS, FEP/EASE, Transition students
- **Sean Dwyer**: CEAS, ASE/ME/MET
- **Kim Zimmerer**: CEAS, AE/CE/CM
- **Beth Shelton**: CEAS, CMPE/CS/EE/EET
- **Vikki Bernotski**: CEAS, BME/CHE/ENVE
- **Aaron Zani**: Pathways
- **Steph Knox**: Exploratory, Exploring STEM Sub-Plan
- **Pilar Ramos-Richey**: UC Clermont, Pre-Engineering
- **Renee Rivers**: UC Blue Ash, Pre-Engineering

(Kotter, 2021)
Forming a Vision

According to Kotter
A good vision:
• clarifies the direction for change
• motivates action in the right direction
• coordinates actions of different people (Kotter, 2021, p. 18)

For the CEAS Transition Team
• Establish project priorities
• Co-create mission statement
• Continuously revisit and realign goals

(Kotter, 2021)
Forming a Vision

What’s missing?

- Faculty mentorship
- Better hand-off to EXPL
- Card sorts
- How to student - workshops, guides, etc.
- Student organizations
- Transition back to classes after co-op
- Choosing a major
- Financial planning - managing your first co-op salary
- Peer mentorship
- ENED project support
- Listserv for prospective CEAS students
- Mental health
- Stress management
- Tech major support, advocacy, image
- Course complaints
- Etiquette workshops (i.e. email)
- Reserved seats in ENED courses for non-CEAS students
- Priority admission for UC students
- How to handle not getting into your choice of major.
- Do I need to change my major to change my path?
- Having alum speak to students about their work.
- Bring in non-traditional alum (CE who became a math teacher) to speak to students about options.
- Weekly food for thought emails (random/nerdy facts about engineering, etc.)
- Shadow a coop program or videos shadowing a coop for a day
- Saving a few pieces of swag for students who join us after that stuff gets passed out (kids who are outside the college)
- Resource list of what students who are not yet in the college or major can engage in anyways (student groups, etc.)
- Senior project videos available (interviews with students for younger students to see, esp groups that might be interdisciplinary)
- Everyone admitted into FEP initially and then decide after two semesters which major they want to join
- Invite MET and ME grads working in industry in to show students where they have gone and what sort of futures they can expect with their majors. Especially ones that have done the unexpected.
- Improve SRS sessions and make mandatory for second semester majors below a certain GPA
- Change Culture throughout college—top-down to cease defining tech majors as secondary.
- Open lines of communication between CEAS and EXPL/UCBA/UC Clermont during and thru the transition process (spreadsheet is awesome, keep it up!)
- Credit hour minimum for transition students (24 – 30 cr. hrs.). UC specific credits? Total college credits?
- Online, self-paced exploration activity for CEAS major and career exploration (the card activity)
- Early alert for CEAS first-years (refer to A&S Learning Commons Referral Program via Starfish)
- PD 1011 Co-op course – should non-CEAS students take this? Huge source of confusion. Sub PD 1070, PD 1011?
- Transition “Orientation” – DAAP piggy backs on summer BBO, LCB does ½ day and virtual sessions
- Quantiﬁable #’s for capacity to communicate
- Continue new advising model/contact w/ Corinne for prospective students
- Transition scholarships (small, but something is better than nothing)
- PRE-REQ FREAKING BLOCKS! OR, 20BAC/20BC blocks
- Pre-recorded accessible videos from CEAS Graduates and/or persons in the ﬁeld
- Contacts for support for non-CEAS students in CEAS courses (INED, speciﬁcally)
- CEAS Contact (Corinne?) in EXPL-STEM LC’s 1-2x a semester
- Information Sessions – DAAP and Nursing 1x year – not enough
- Major “Deep Dives” – what is this major? What can I do with this major? Engineer Your Major, but small scale?
- Limiting application deadlines (1-2x/year instead of 3?)
- Limit to apply to CEAS or change major within CEAS
- Bring main campus advisors to branch campuses
- How do we handle growth
  - Classroom size
  - Faculty teaching loads
- Housing while on co-op
- Co-op advisors talk about opportunities for careers with their major (you can get jobs in other areas of engineering without changing your major)
- What can I do with ... (online resource guide for students considering their major and career options)
- Information sessions for transition students based on team/group of majors to meet advisors and learn about expectations
  - Fall and spring semesters
Forming a Vision

What is worth pursuing?

Impact Ease Matrix

Impact / Payoff

Ease/Effort of Implementation

Possible

Discard

Academic and Social Support (Sean, Beth)

Implement
- Position support with tribunal - mt gaol and google doc, students sharing their experiences in locations
- Workshops - time managing
- Health and fitness
- Study tips - How to use time wisely
- Outcomes - stress coping skills
- "Learned" at "the talk" sessions
- ENID - student guide
- Post-Grad transition program - guidelines
- Online and in-class with the MAAS center has MATH, PHYS, and Q1-214 study sessions

Challenge
- Liaising with OU - PCA's club contact info - meeting times
- Compensating that and flexibilities with schedules and two seminar activities
- "Learned" at "the talk" sessions
- ENID - student guide
- ENID - student guide
- On-campus activities
- On-campus and off-campus activities
- Enables students to explore alternative options
- Can ask questions and explore alternative options to students who are interested in pursuing them

Possible
- Coordinate with tribunal for student feedback on courses and faculty
- Part 2 - empower students to tell advisors about options, not just positive
- Pathways onto access - Time block dedicated to students who need additional information
- Open day between Q1214 - Open day - Collaborative meeting per month with alternating host sites
- Underrepresented Students Support - Weekly open meeting space where conversations can take place
- Crisis response team
- News feed - Student workshops
- Email - Social skills
Forming a Vision

The CEAS Transition Team is a team of university-wide advocates that collaborates to clarify requirements and provide transparency and guidance to students and advisors during the transition and transfer process in order to provide a seamless experience to all.

(Kotter, 2021)
Enlisting Volunteers

According to Kotter (1996)
Include others by communicating the vision.
• extend impact by involving those beyond the coalition
• address concerns and issues open and honestly

CEAS Transition Team Allies
• College faculty and administrators: Program Directors, Assistant Dean, Department Heads
• Student leaders: Tribunal, Ambassadors, and other student organization leaders
• Wider range of student services staff: Advising, Recruitment, Marketing, IECE

(Kotter, 2021)
Enabling Action

According to Kotter (1996)
The key to action is the removal of barriers.
• Encourage risk-taking
• Empower employees to act
• Reward people for endorsing change

The CEAS Transition Team worked to
• Create and communicate a consistent, centralized (pan-college), and transparent transition process
• Reduce/remove "baseless" barriers of tradition and legacy
• Support and celebrate faculty/departments who are eager to welcome transfer and transition students
• Insist on the value of our project work

(Kotter, 2021)
Generating Wins

According to Kotter (1996)
Quick wins are critical to maintaining momentum.

- Identify short-term goals that contribute to the larger goal
- Recognize those wins

Quick wins for CEAS Transition Team

- Clarifying and documenting college/department policies
- Increasingly consistent criteria
- Published criteria and GPA calculation guidelines on website, PDF
- Expanded information sessions

(Kotter, 2021)
Generating Wins
Expanded information sessions

Spring 2019 ➔ Fall 2019 ➔ Spring 2020 ➔ Fall 2020 ➔ Spring 2021
According to Kotter (1996)

To sustain change:
- build upon wins
- do not declare complete too early
- continue to set goals
- relate change to successes

For CEAS Transition Team
- Organize information session offerings into yearlong Transition Recruitment Plan driven by Canvas
- Collaborate with Recruitment and Marketing to overhaul and expand our web presence
- Organize gathered information into advisor-facing tools and resources

(Kotter, 2021)
Sustaining

Website improvements and usage

January 1–August 18, 2019

- Number of pages: 4
- Number of page views: 1,578

Note: There were not transfer/transition pages that existed on the CEAS website until June 2019. No data to be collected before June.

Pages
- Transfer/Transition home page
- Transfer requirements
- Transition requirements
- Transition information session

January 1–August 18, 2020

- Number of pages: 4
- Number of page views for all 4 pages: 5,571
- Spikes of traffic happened in February and May
- Google search: 3,520 (more than 53% of all traffic came from Google search)

Pages
- Transfer/Transition home page
- Transfer requirements
- Transition requirements
- Transition information session

January 1–August 18, 2021

- Number of pages: 9
- Number of page views for all 9 pages: 14,830
- Spikes of traffic happened in February and March
- Google search: 8,814 (71% of all traffic came from Google search)

Pages
- Transfer/Transition home page
- Transition criteria
- Transfer criteria
- Freshman Engineering program criteria (previously)
- First-Year Engineering program (new)
- Math/Science GPA requirements
- Transition FAQ
- Transition information session
- Archive requirements
Sustaining Advising tools and resources

Students Requesting to take CAECM Classes

If you are not currently in the CAECM Department but would like to add one of our classes, please complete the information below.

If you are currently in our department and would like to take a CAECM class that is currently closed or you do not meet the prerequisites of the class or the class is restricted to one of our other majors (AE, CE, CM) but is not your major, please complete the information below.

Requests will begin being reviewed at the following times for change of major students. You will be contacted via email regarding the outcome:
- Fall Semester Classes: August 1
- Spring Semester Classes: January 1
- Summer Semester Classes: May 1

After the start of each semester - Requests reviewed within 24 business hours.

ME/CS students, please check with your advisor for the due date for review of your request.

Wait List Request for EECS Courses

If you are not currently in the EECS Department but would like to add one of our classes, please complete the information below.

If you are currently in our department and would like to take a EECS class that is currently being held for one of our majors (CS, EE, EECS) that is not your major, please complete the information below.

Requests will begin to be reviewed at the following times. You will be contacted via email regarding the outcome:
- Fall Semester Classes: August 1
- Spring Semester Classes: January 1
- Summer Semester Classes: May 1

Student Request for permission to take ME/MET 1072C

Engineering Education Advisor Guide

This document is not designed to be shared with students directly, rather the content should be disseminated via encouraging conversations.

Organization:
A. What are the ENED1100 and ENED1120 classes?
B. Logistics
C. Methodology
D. The Purpose

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<th>ME</th>
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Instituting

According to Kotter (1996)
This is anchoring the change in the organization’s culture
• Important to do so through the people and continuing support of change

For CEAS Transition Team
• Setting yearly transition goals
• Consulted regarding removing unnecessary barriers for delivering students to CEAS and engineers to the world
• Sharing/posting/implementing Transition Recruitment Plan
• Incorporation of advising tools and resources into university Intranet
• Data-informed criteria recommendations

(Kotter, 2021)
Instituting

Proposing criteria

Holistic Review Implementation Guide 2020-2021
College of Engineering and Applied Science

The criteria in this document applies to: Freshman Engineering Program, Change of Major, Transition, and Readmission students

Proposed Admissions Criteria 21-22
FEP, Change of Major, and Transition
College of Engineering and Applied Science

Rationale:
• COM/Transition GPA Criteria align with proposed Transfer GPA Criteria
• FEP Criteria are .1 GPA points below the proposed COM/Transition GPA Criteria
• Holistic review is cut-off is .2 GPA points below the corresponding criteria

Graduation Year
Math Science

Final Cumulative GPA
CHE-BSCHE Graduates

Transfer
COM
Direct
EASE
FEP
Transfer
Transition

Math Science GPA
CHE-BSCHE Graduates

Transfer
COM
Direct
EASE
FEP
Transfer
Transition

Density

GPA

GPA

0.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0
4.5
5.0
5.5
6.0
6.5
7.0
7.5
8.0
8.5
9.0
9.5
10.0

Density

GPA

GPA
According to Kotter

- In the change process, steps of the process will be revisited.
- Steps will repeat multiple times to institute change.

For CEAS Transition Team

After some quick wins, the Team has revisited earlier steps

- Redefining vision
- Who else do we need to bring to the table?
Implementing on your campus
What is the Opportunity in your organization?

(Kotter, 2021)
Who will be in your guiding coalition?
Thank you!
Please feel free to contact us with questions.

References

CEAS Admissions Snapshot 2020


Student Fact Book Fall 2020