The Academic Improvement Plan—an Intervention Fostering Partnership for Academic Success with Students on Academic Probation/Suspension

Julie E. Preece, Ph.D.  
Scott Hosford, Ph.D.  
Melanie Burton, M.S.  
Farris Child, M.S.  
Ron Chapman, Ph.D.  
Brigham Young University

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Program

• Academic standing at BYU
• Partnerships between departments
• The component parts of the Academic Improvement Plan
• Theory behind the Academic Improvement Plan process
• Data
• Advisors’ experiences and role plays
• Advisors’ practices
• Summary
• Web address
Welcome to One Idea
Academic Standing at BYU

- Good
- Previous (Good)
- Warning
- CAP
- Suspension
- Dismissal
- 12 months away

Key:
- < 2.0 GPA
- > 2.0 GPA
- 3.2 GPA or higher
Partnership of Advisement on our Campus

• 13 localized College Advisement Centers work with students on:
  o Good,
  o Warning,
  o Probation and
  o Continued Academic Probation (CAP)

• Academic Support Office—centralized work with students on:
  o Probation,
  o Continued Academic Probation and
  o Suspension/Dismissal
  o Students as requested
What is an Academic Improvement Plan?

• First and foremost a partnership and process

• Consists of
  o AIP form
  o Workbook
  o Academic Obstacles Worksheet and on occasion
  o Graduation plan

• Visits with a college advisor or faculty advisor in the student’s major or University Advisement Center

• For some students, visits with an advisor from the Academic Support Office
“A high involvement model (intrusive advising) includes not only notification of poor performance and resource availability but also required meetings with advisors who oversee contract-like agreements to use resources, promote activities to improve study strategies, and initiate follow-up contact.”

“In conclusion, we feel that high-institutional involvement is effective in providing assistance to students experiencing academic difficulty, especially for those students who have difficulty in seeking help.”

“In fact, high-involvement intervention may be a positive outcome regardless of eventual academic performance: Students may feel that the people in the institution care enough to reach out during their times of difficulty.”

Steps in Developing and Submitting an Academic Improvement Plan?

1. Student follows invitation to go to advisement/ASO

2. Complete the online Academic Obstacles Survey Workbook
   - Obstacles
   - Solutions—which form the goals for the AIP

3. Complete the
   - Online Workbook, Obstacles Sheet and Academic Improvement Plan Questionnaire

4. Visit with the student’s advisor or faculty advisor
   - Return for further advisement as necessary
Steps in Developing and Submitting an Academic Improvement Plan?

5. Turn in the signed form to the Academic Support Office

6. If the student is on Continued Academic Probation (returning from academic suspension/dismissal) the student must meet with an ASO advisor who will also sign the AIP
Why An AIP?
Objectives of the Academic Improvement Plan Process?

- Process, process, process
- To help students identify reasons for their current academic standing and to develop activities to address those reasons
- To demonstrate to the university that a student on Academic Warning or Probation is taking steps to improve his or her academic performance
- To remove the academic block that has been placed on a student's record while on Academic Warning or Probation
- **For students to receive assistance**
ACADEMIC OBSTACLES SURVEY

BYU ID: 
Date ___/___/___

Name: 
Last Name: 
First Name: 

Gender: 
○ Female 
○ Male

Marital Status: 
○ Single 
○ Married 
○ Academic Standing: 
○ Warning 
○ Probation

Class Standing: 
○ New Freshman (0-29.5 credits) 
○ New Freshman (0-29.5 credits) 
○ Sophomore (30-59.5 credits) 
○ Junior (60-89.5 credits) 
○ Senior (90+ credits)

Directions for Checklist: Fill in the bubble of each academic obstacle which is affecting your academic success.

Academic/Study Skills Obstacles: 
○ Learning disability 
○ Poor study habits 
○ Poor study environment 
○ Ineffective studying 
○ Inadequate study time 
○ Inadequate academic preparation 
○ Inadequate reading skill 
○ Inadequate writing skill 
○ Inadequate math skill 
○ Inadequate science skill 
○ Inadequate subject knowledge 
○ Poor note-taking skills 
○ Poor concentration 
○ Unhappy with instructor 
○ Instructor impersonal 
○ Poor academic advising 
○ Unclear educational goals

Free Time Obstacles: 
○ Too much social life 
○ Too overextended in my outside activities 
○ Too much TV 
○ Too much internet/social media

Financial Obstacles: 
○ Worried about money 
○ Financial aid requirements 
○ Inadequate financial aid 
○ Spouse not working 
○ Too many debts 
○ Time limit on school funds

Work-Related Obstacles: 
○ Work too many hours 
○ Problems with the boss 
○ May lose job 
○ Conflicts with the job 
○ No part-time work available 
○ Must work to survive

Obstacles Related to Major: 
○ Selecting a major 
○ Major entry requirements 
○ GPA requirements 
○ Classes unavailable 
○ Major not offered 
○ Not happy with major

Personal Obstacles: 
○ New independent status 
○ Roommate problems 
○ Relationships worries/breakup 
○ Loneliness 
○ Socially uncomfortable/shy 
○ Housing problems 
○ Value conflicts 
○ dislike BYU 
○ Demanding church calling 
○ Dislike college & studying 
○ High anxiety 
○ Previous failure 
○ Negative attitude 
○ Parental pressure 
○ Lack of sleep

Obstacles Related to Fear of: 
○ Failure 
○ Not being perfect 
○ Accomplishments 
○ Pressures 
○ Success 
○ Commitment 
○ Making decisions 
○ Making mistakes 
○ Difficult tasks

Other Obstacles: 
○ Sensitive Obstacles: 
○ Such as: 
    - Anxiety or Stress
    - Depression
    - Divorce or Separation
    - Emotional abuse
    - Family health problems
    - Family issues/concerns
    - Health/Medical worry
    - Illness or death
    - Learning disability
    - Marriage or Relationship issues
    - Physical abuse
    - Pregnancy
    - Rape or assault
    - Substance abuse or use

Academic Support Office, 2500 WSC.
ACADEMIC IMPROVEMENT PLAN

FACULTY RECOMMENDATIONS AND ENDORSEMENT

Student’s Name: ___________________________ Current Date: ___________________________

Last Name: ___________________________ First Name: ___________________________

Student ID#: ___________________________ Current Academic Standing: Probation

Warning or CAP (Continued Academic Probation)

Are you currently enrolled? ☐ No ☐ Yes # of credits: ___________________________

If no, when will you next enroll (yr/sem)? ___________________________

Major: ___________________________ Class Standing: Freshman

Sophomore ☐ Junior ☐ Senior

Section I: Instructions to Student

This form is used by students on Academic Warning or Probation as part of a process to improve their academic performance. For this process, students must complete each of the following steps:

1. Complete the Academic Success Workbook and the Academic Obstacles Answer Sheet available from your College Advisement Center (CAC) or the Academic Support Office in 2500 WSC. Write the solutions from the last step of the workbook in Section II of this form.

2. Meet with a faculty member from the academic department or program in which you are enrolled to review your plan to improve your academic achievement. Your College Advisement Center will identify the faculty member who has agreed to meet with you.

3. Take this form, the Academic Success Workbook, and a copy of your Progress Report to an appointment with the faculty member. Meeting with a faculty member is an opportunity to review your plan and progress in your major and to discuss academic concerns or challenges. You may also want to discuss future plans related to graduate study or work in your field.

4. Return this form and the Academic Obstacles Answer Sheet to the Academic Support Office. For priority registration, this form must be submitted by the 35th day of the semester or 20th day of the term to the Academic Support Office, 2500 WSC.

Section II: Student’s Academic Improvement Plan

Student’s solutions: ___________________________

Implementation date: ___________________________

Section III: Instructions to Faculty

Thank you for assisting the above named student toward academic success. The student is currently on Academic Warning or Probation, which has resulted in a registration block. This block can be removed for priority registration if you approve and sign this form.

Please discuss the identified obstacles to academic success and proposed solutions with the student. The purpose of this discussion is to provide the student with the perspective of an experienced member of the campus community. However, it is ultimately up to the student to use his or her own judgment in identifying obstacles and solutions to academic success, as well as adjusting the solutions.

Students with personal or sensitive issues, e.g., academic, medical, legal, etc., should be referred to professionals who have the training and skills required to deal with these issues.

Section IV: Faculty Recommendations and Endorsement

Meet with Faculty Advisor weekly, bi-weekly, monthly, bi-monthly (once preference)

Meet with professors in the following classes: ___________________________

Receive academic advisement through student’s College Advisement Center and follow any resulting plans or advice.

Other Requirements (specify): ___________________________

Student referred to: ___________________________

The academic improvement plan, developed by the student, justifies the removal of the academic block on the student’s registration.

Faculty Member or Other Authorized Signature: ___________________________ Date: ___________________________

Student’s Signature: ___________________________ Date: ___________________________

Faculty Member or Other Authorized Name (Please Print): ___________________________

To the Student: Distribute the copies as follows: WHITE = ACADEMIC SUPPORT OFFICE; YELLOW = FACULTY MEMBER; PINK = STUDENT

ACADEMIC SUPPORT OFFICE: Room 2500 WSC
**Academic Obstacles Answer Sheet**

**Class Standing**
- New Freshman
- New Freshman (0-29.5 credits)
- Sophomore (30-59.5 credits)
- Junior (60-89.5 credits)
- Senior (90+ credits)

**Gender**
- Female
- Male

**Marital Status**
- Single
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**Academic Standing**
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**Free Time Obstacles**
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- Inadequate writing skill
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- Poor note-taking skills
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- Failure
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- Success
- Commitment
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- Making mistakes
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**Personal Obstacles**
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- Socially uncomfortable/shy
- Housing problems
- Value conflicts
- Dislike BYU
- Demanding church calling
- Dislike college & studying
- High anxiety
- Previous failure
- Negative attitude
- Parental pressure
- Lack of sleep

**Other Obstacles**
- _______________________
- _______________________

**Sensitive Obstacles**
- Anxiety or Stress
- Depression
- Divorce or Separation
- Emotional abuse
- Family health problems
- Family issues/concerns
- Health/Medical worry
- Illness or death
- Learning disability
- Marriage or Relationship issues
- Physical abuse
- Pregnancy
- Rape or assault
- Substance abuse or use

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**Directions for Checklist**: Fill in the bubble of each academic obstacle which is affecting your academic success.

**Name**: __________________________________________

**BYU ID**: ____ - ____ - ______

**Last Name**

**First Name**

**Date** __/__/____
Academic Success Rate by Group

![Bar chart showing academic success rates for different groups and years.]
Overall Academic Success Rates for All Classes of Students Who Turned in or Did Not Turn in the AIP
How The Partnership and Process All Come Together

• Advisors’ experiences and role plays

• Steps of AIP process in action
Farris and Adjustment to College
(Too Much Fun?)

- What is Farris’ theory behind what he does?
- What do you see Farris doing and saying?
- How does Farris engage Zane?
- How does Farris assist Zane in planning for academic success?
- What do you notice that Farris does in particular that you like?
Melanie and What Now?

• What is Melanie’s theory behind what she does?
• What do you see Melanie doing and saying?
• How does Melanie engage Miquelle?
• How does Melanie assist Miquelle in planning for academic success?
• What do you notice that Melanie does in particular that you like?
Model for Advising as Coaching:

- Active listening (continues throughout the process)
- Paraphrasing
- Determine the desire, dream, and/or problem
- Evaluate what has been done
- Identify options
- Select options and develop a plan
- Engage in and evaluate the plan
- Follow-up

Advisors’ Practices

1. Student Contact
   • Several personalized emails inviting/strongly encouraging students to come in (two offices)
   • ASO: 4 emails plus 2 letters per student
   • Requirement that the student complete the AIP in order to remove a registration block on the student’s academic record

2. Get to know the student and what happened: Remember-Process, Process, Process
   • Active listening
   • Career and academic goals
   • ASO: Empathetic listening, paraphrasing, determining problems, looking for patterns and identifying options
Advisors’ Practices

- **Tools**
  - AIP
  - For some Advisors, own questionnaire
  - Academic Record (Patterns)
  - Checklist

- **ASO**
- AIP, Workbook, Academic Obstacles Sheet
- Learning Suite with the student to look at performance in current classes
- Advisement regarding dropping classes, discontinuance
- Referrals to other resources (counseling, disability Services, International Student Services)
Advisors’ Practices

3. Identifying options
   • Brainstorming different options
   • Based off the reasons – sharing all applicable campus resources
   • Frankness, withdraw, etc.
   • Same

4. Selecting solutions and creating a specific plan with time frames
   • Solutions are applicable to problem
   • Specific Times to complete the goals
   • Same

5. Commitment
   • Verify this is the student’s plan not the advisor’s plan for the student
   • Set up a further contract with the student
   ASO uses a different way of committing students—asks for engagement. Uses academic blocks and a way to get the blocks removed.
Advisors’ Practices

6. Personalized plan
   o Follow up
     • Depending on the student
     • Different types
       o Email, in person, etc.

   o Critical for high risk students

   • ASO: Uses all the above but more often than not requires bimonthly/monthly face-to-face with advisor and peer coach
Summary: All About Partnership and Process

- Contact student: Invite the student to come in and seek advisement
- Help student discover core problem(s)
- Evaluate what has already been done
- Brainstorm different possible solutions
  - Share campus wide resources
  - Referrals to different resources (working together to help the student)
- Create a specific plan with time frames
- Have student commit to the plan/contract
- Create a personalized graduation plan for the student
- Follow up
Online Forms

• https://aso.byu.edu/academic-support-forms

• Bridger_talbot@byu.edu
Questions Anyone?

Julie_preece@byu.edu
Scott_hosford@byu.edu