

GPA Improvement Plan

To be piloted SPRING 2019

This GPA Improvement Plan is a reflective tool meant to be used to facilitate conversations about improving academic performance for School of Education students enrolled in the AA program.

Rational: The plan is grounded in Appreciative Advising theory which asks students to reflect on their strengths and successes to build future pathways. By focusing on strength, students can identify strategies to succeed. Instructions:

Step 1- Student Identification

Students meet with AA advisor in the spring of their freshman (likely during course registration for the coming fall). Students with an interest in becoming teachers and enrolling in the BA program after their sophomore year but have a GPA below 3.0 are advised to take part in the GPA Improvement Plan

Step 2 – Academic History Reflection

Students complete the Academic History Reflection section of this plan independently prior to meeting with an advisor. They should bring the completed plan to a meeting with their advisor.

Step 3 – Meeting & Planning

After spring semester grades are entered students schedule a meeting with the AA advisor and meet at a mutually agreed upon time. The advisor and student can discuss the completed academic history reflection. Advisors can listen for themes or opportunities to provide resource referrals or general observations. After discussing the reflection, the student and advisor should agree upon 2-3 goals for the upcoming term (or completion of current term if completed during a term).

Step 4

Monitor student progress throughout the term following the plan completion. Revise goals and refer to resources as necessary.

Step 5

At the completion of Fall term (of sophomore year), the student's GPA will be re-evaluated for compliance with BA admission requirements. If student does not automatically meet the required GPA, improvement in the term GPA will be examined.

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Student Name: _____

Advisor: _____

Academic History Reflection

Thinking about your academic history, please complete the following two charts.

One focuses on your academic successes and the other on your challenges.

Identifying our successes and challenges helps us build solid paths to success in the future.

Academic Success – think about three moments of success in your academic history. These can be classes that you excelled in, successful projects that you completed or milestones in your academic journey. Describe the elements of success (In other words, why do you identify that as a success). Finally, describe your actions, behaviors or choices that led to that success.

Success Moment	Why was this a success?	What did I do that led to that success?

Academic Challenge– think about three moments of challenge in your academic history. These can be classes that you did not successfully complete, struggles or barriers, or difficult milestones in your academic journey. Describe the elements of challenge (In other words, why do you identify that as a challenge). Finally, describe your actions, behaviors or choices that led to that challenge.

Challenge Moment	Why was this a challenge?	What did I do that led to that challenge?

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Reflecting on your Academic Successes and Academic Challenges, what are the things that you will plan to do in the future (and not do in the future) to be more successful? These can be general strategies or related to your specific upcoming courses.

Based on my academic history, I know that I am successful when I do the following things. Therefore, I commit to the following:

- 1.
- 2.
- 3.

Based on my academic history, I know that I experience challenges when I do the following things. Therefore, I commit to not doing the following things:

- 1.
- 2.
- 3.

Given your reflection and commitments for improvement, take a moment to review your next term's schedule. Is there anything you could or should change in order to help you maintain your commitments? *For example, if you struggled with morning classes and are scheduled for another 8am class, could you look for another option?*

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When thinking specifically about your upcoming classes, what are some specific strategies that you will use with these classes:

Class	Goal for Class	Specific Strategy that I will use to meet my goal	Resources available on campus to help me

Goals

The end of the Academic History Reflection asked you to set goals for your specific classes. In this section, you and your advisor can discuss broader goals for improving your overall experience at Otterbein. Examples could include meeting with your advisor, visiting support offices such as the Academic Support Center or Center for Career and Professional Development, or overall academic performance by the end of the term (term GPA). You will revisit these goals throughout the term when you meet with your advisor.

I have completed this plan understanding that it will support renewal of my academic scholarship for one semester. I understand that fulfilling the plan goals, including meeting with your advisor twice in the current or upcoming semester, will be used to evaluate future renewal of my academic scholarship.

Student Signature

Date

Advisor Signature

Date