AIMing for Success:

An Intervention for Underperforming Students

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Outline

- AIM program student population
- Proactive (Intrusive) Advising
- AIM program goals and outcomes
- AIM program overview
- Assessment

Target Student Population

- Successfully appealed dismissal
- Reentering students form previous dismissal

Dismissal at UB

- Only after spring semester
- Attended 2 semesters
- GPA under 2.0
- Quality point deficit greater than 20

Quality Point Deficit

Grade & Quality Points

Class grade x credits

i.e.

A: 4 gp x 3 = 12 qp

B: 3 gp x 3 = 9 qp

C: 2 gp x 3 = 6 qp

D: 1 gp x 3 = 3 qp

Deficit

2.0 (minimum GPA)

x total credits taken

- Quality points earned

Quality Point Deficit

2.0 x 30 = 60 – 25 = **35**

dismissed

Quality Point Deficit

Grade	GP	Credits	QP
C	2	3	6
C	2	3	6
F	0	4	0
F	0	3	0
D	1	3	3
B	3	1	3
C	2	3	6
F	0	3	3
D	1	5	5
TOTAL		28	32

2.0

x 28

56

- 32

point deficit: 24

dismissed

Dismissal Appeal

Common reasons for approval:

- Change in major
- Articulate realistic changes
- Summer coursework

If denied:

- Can apply to reenter one year later

Lessons form Proactive Advising Theory

Also called Intrusive Advising Theory

Proactive (Invasive) Advising

- Intentional student intervention
- Intensive advising focused on improving likelihood of success
- Promote student motivation
- Educate student on options and help them identity solutions
- Advisors demonstrate interest and involvement with students
- Advisors identify students and reach out prior to problems developing

Proactive (Invasive) Advising

- What are the first signs of problems academically?
- When do we see these signs?
- How can advisors intervene?

Proactive (Invasive) Advising

The key is to offer an **intentionally** designed **outreach** that provides assistance students may not know they need assistance or know to ask for it

Applying to Our Population

The Problems
- Poor performance in classes
    - Time management
    - Study skills
    - Attendance
- Unsure about major choices or career interests

AIM

focusing on Academic Improvement Methods

AIM Goals & Outcomes

Goals

- Retain students through an intentional, individualized intervention
- Help students reach good academic standing
- Help students identify strategies to successfully complete their degree at UB

Learning Outcomes

By participating in this program students will be able to:

- Set realistic goals for academic achievement
- Make a realistic plan to reach good academic standing at UB
- Identify techniques that will allow them to be successful in classes at UB

AIM program

- 1 hour "coaching" session (September – after add/drop)

- 30 minute follow-up (October/November – registration time)

- 30 minute follow-up (February – after add/drop)

Inviting Students

- Holds placed right after add/drop
- Advisor emails students invitation and instructions
    - 1 hour appointment
    - Bring all class syllabi

"Coaching" Session

Academic Plan Worksheet

- Review grade requirements and grade goals
- Semester Planning: time management and course workload
- Personal Improvement Plan: Action goals for academic improvement
- "Past Performance Based Action Items"

Semester Planning

- Weekly schedule
  - Discuss where and when for coursework
  - Discuss amount of time spent on course work
  - Discuss likelihood of following this schedule
- Assignment/Test planner
  - Identify busy times
  - Discuss strategies to manage the load

Goal setting

Goals should be Specific, Measurable, Attainable, Relevant, and have a Timeframe (SMART)

Make these "SMARTer"

- Do all of the assigned reading
- Not miss any class
- Study more
- Take better notes

"SMARTer"

Goal	SMARTer goal
Do readings for my classes	Complete all readings for the week by Sunday night. Complete 10 hours of scheduled class reading every week
Not miss any classes	Attend all classes I am physically able to, but if I need to miss a class, I will review the syllabus and email the professor prior to the class meeting time
Study more	Attend tutoring for math two nights a week Create a study group for X class by the week before the first exam Rewrite class notes every week during my Tuesday afternoon break between classes Complete 10 hours of scheduled study time per week
Take better notes	Attend a workshop to learn note taking strategies within the first three weeks of school

Actual Goal Examples:

Past Performance Issues

Barrier	Action Item
Struggled with their old major	Make an appointment with a career counselor (further explore current major, or others, possibly do career assessments) – students sets goal of when to complete this by
Time management	Get and use a planner (virtual or hard copy), Identify specific times to check it every day; Identify at least one workshop to attend
Struggled with attendance	Identify plans to make sure they are attending class, possibly life and workshop if related to other issues
Struggled with tests or other class performance	Attend workshops. Set a date by which to register if there is one.

Follow-up appointments

- Revisit goals
- Reflect on accomplishments
- Discuss future plans/goals

Assessment

Assessment tools

- Queries for grades and other success markers (2 years of data)
- Student survey for all participants (1 year of data)
- Advisor rubric for all participants (1 year of data)

Participation

Fall 2014

- 19/44 students that were granted their dismissal appeal

Fall 2015

- 23/30 students that were granted their dismissal appeal
- 5/6 students reentering UB after previous dismissal

Goal 1: Retention

- **85.11 % (40) of AIM participants were retained for the spring semester following their participation**, compared to 59.38% (19) of students that chose not to participate.

Goal 2: Achievement

	Participants	Non-Participants
Change in GPA (average)	**+0.23**	**+0.04**
Credits Earned (average)	**+13.48**	**+12.30**
Change in QPD (average)	**-3.90**	**+1.70**

Goal 2: Achievement

- **19.15% (9) of AIM participants were in good standing by the end of the fall semester they participated** compared to 12.50% (4) of other students on deferred dismissal

- **74.47% (35) of participants saw an improvement in their Quality Point Deficit** (a reduction or elimination), while only 53.13% (17) of students that did not participate improved.

Goal 3: Strategies for Success

- **100% (9) of students who completed the student survey said that they can identify techniques that will help them to be successful after their participation in the AIM program.**

Objective 1: Goal Setting

- **Over 60% (7) of participants said they achieved the goals they set**
- **100% (9) of participants said that they are prepared to set realistic goals for themselves**
- **100% (9) of participants said that they felt that setting goals** for academic achievement with their advisor **was a helpful component to the AIM program**.

- **53.84% (7) AIM students were rated as "good" or "excellent" for completion of their goals**. (4 point scale)

Objective 2: Planning

- **100% (9) of participants said that they followed the success plan**

- **100% (9) of participants said that they are prepared to create a realistic plan for academic achievement**.

- **100% (9) of participants said that they felt that creating a realistic plan** for academic achievement with their advisor **was a helpful component to the AIM program**.

- **61.54% (8) AIM students were rated as "good" or "excellent" for making a realistic plan.** (4 point scale)

Objective 3: Techniques

- **100% (9) said that they can identify techniques that will help them to be successful after their participation in the AIM program.**

- Participants **identified specific techniques they were utilizing** such as **time management, increased time preparing for exams, increased time dedicated to course work, and new study techniques.**

Other Findings

Component of AIM	Usefulness (out of 5)
Meet with advisor at multiple points	4.89
Set goals	4.67
Create a success plan	4.67
Map out my test and exam schedule	4.56
Complete the weekly planning worksheet	4.33
Attend other presentations and activities	4.00

Other Findings

- "The AIM program helped me to recognize how I can help myself through the semester. I was able to identify and start doing many things on my own that began to affect my grade. The program helped to put me on the right track and I continue to follow my AIM plan."

Other Findings

- "Writing out a deadline schedule and putting it on my wall was a constant reminder to help improve myself. It also helped avoid procrastination as the plan motivated me to keep a check on myself."

- "It helped me set realistic goals for myself. I was able to physically see the changes I could make if I worked harder and achieved my goals"

Remaining Questions