

UNIVERSITY OF MARYLAND EASTERN SHORE
CENTER FOR ACCESS AND ACADEMIC SUCCESS
ACADEMIC IMPROVEMENT PLAN

This plan is a reflective tool meant to be used to facilitate conversations about improving academic performance. 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:

Students should 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 2:

The student and advisor should 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 3:

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

Background Information

Name: _____ SID: _____ Classification: _____

Campus Address: _____ Cell Phone: _____ Other Contact: _____

UMES Email: _____ Non-UMES Email: _____

Major: _____ Advisor: _____ ARRS 188 Instructor: _____

Fall: 20 _____ Spring: 20 _____ Cumulative GPA: _____ Cumulative Credits: _____

Courses in which you received a “D” and/or “F”:

<u>Course</u>	<u>Grade</u>	<u>Semester</u>	<u>Course</u>	<u>Grade</u>	<u>Semester</u>

Write a brief statement explaining any D’s and/or F’s:

Recommended Courses:

<u>Course</u>	<u>Semester</u>	<u>Course</u>	<u>Semester</u>

(See your faculty advisor for final approval for the above recommended courses.)

What factors may impact your academic success this semester? Check all that apply

- | | |
|---|--|
| <input type="checkbox"/> Lack of family support
<input type="checkbox"/> Personal health concerns
<input type="checkbox"/> Job commitment
<input type="checkbox"/> Substance abuse/drug related issues
<input type="checkbox"/> Death
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Financial concerns
<input type="checkbox"/> Family health concerns
<input type="checkbox"/> Emotional/mental health concerns
<input type="checkbox"/> Judicial matters
<input type="checkbox"/> Lack of financial resources for books |
|---|--|

How might you manage the above factors you checked? _____

How might the CAAS team assist you in being successful? _____

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?

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 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?

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 UMES. Examples could include meeting with your advisor, visiting support offices such as the Center for Access and Academic Success 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.

Plan of Action for the semester:

- | | |
|--|-----------------------------------|
| _____ Bi-Weekly meeting with CAAS | _____ Library/ Study Hours |
| _____ Meeting with Professor(s)/Faculty advisor | _____ Tutoring |
| _____ Counseling Services | _____ Disability Services |

Student Signature _____

Date _____

Academic Coordinator Signature _____

Date _____