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This is your new scholarship handbook. It has essential programming ideas that should help chapters tweak their strong scholarship programs and help those that are looking to start all over. The following information has been taken from past scholarship handbooks and from other strong Greek communities around the nation, and they are all compiled in this book for your benefit.

In addition to this material, council officers can provide you with numerous handouts addressing the aspects of college that can cause students the most grief. These topics include time management, reading, note taking, test preparation, and stress management. There are several activities that can be done in a chapter meeting that will increase your members’ chances of succeeding this year. Don’t hesitate to ask any questions, we are here for you!

The Academic Success Center can also be a vital resource for your chapter members, young and old. Be sure to check out all the support services they offer.

Good luck this year!
Tom McGee (IFC VP of Scholarship) and Breena Berkland (CPC VP of Scholarship)
2012 Council Leaders
THE SCHOLARSHIP CHAIR

The duties of the scholarship chair should include:

1. Providing and encouraging an academic atmosphere within the chapter and the facility and a positive academic attitude among the chapter members.

2. Establishing academic goals and objectives which will direct the scholastic endeavors of the membership toward improved scholarship perspective and attitudes.

3. Making all members aware of the fact that the chapter has set specific minimum guidelines for academic achievement in order for members to be in good standing with the chapter.

4. Maintaining an academic file on new and initiated members (examine the grade report handed out by ISU Greek Affairs at the beginning of each semester.) See page 5.

5. Developing and coordinating, in conjunction with the new member educator, a scholarship program for the new members. See page 7.

6. Establishing and enforcing a system of quiet hours for the chapter and/or designated study hours for members.

7. Developing an incentive and awards program for rewarding high (and improved) scholastic achievement. This can include rewarding those with high GPAs by offering first pick of parking spots and room signups, etc.

8. Establishing a tutoring system through which volunteers with good grades in their major field of study can help members who are having difficulty in that area.

9. Serving as chair of the scholarship committee, whose duty it is to coordinate a well-rounded scholarship program for the chapter.

10. Organizing academic speakers to present at chapter meetings, and publicizing important academic calendar dates found on the Iowa State University website calendar.
MAKING THE MOST OF CHAPTER GRADE REPORTS

1. Review the grade reports thoroughly with your chapter or faculty advisor. Highlight those individuals achieving low grade points, below your chapters minimum requirement.

2. Place individuals on probation according to your national and local chapter by-laws. Work on this with Chapter President and advisor.

3. Identify individuals for whom you will want to monitor their progress during the next semester. Schedule individual meetings with them to discuss how you can support them.

6. Write personal notes or make congratulation certificates for high achievers.

7. Discuss the chapter grade point average and ranking at one of the first chapter meetings in the new semester. Make a chart showing how the grade point has changed over the last few years, and then set a chapter GPA goal.

8. Identify individuals with GPA’s of 3.00 and above, and post their names as “chapter scholars” on your scholarship bulletin board.

9. If new member/associate GPA is low, review grades with the new member educator and revise your scholarship program for them. Review scholarship criteria used in membership selection also.
1. Look at each member's grade point average, number of hours, major, change in grade point average, and other relevant information.

2. Work with each member of the chapter on an individual basis.

3. Try to determine what some of the problems may be, and meet with each student on an individual basis (use your committee here!)
   a. Non-studiers
   b. Wrong major
   c. Lack of motivation
   d. Personal problems
   e. Over-achievers
   f. Overload on course work
   g. Poor time manager
   h. Too many extracurricular activities
   i. Test anxiety
   j. Poor study habits

4. Emphasize interest and concern for the individual as opposed to concern for the chapter's scholarship ranking. After all, the scholarship chair and the scholarship committee's purpose is to aid in scholarship programs. It all begins with individuals.

5. After you have talked with the member, you can make some suggestions for helpful resources and develop an action plan.

6. Have each member fill out a Performance Contract at the beginning of the semester to help set individual scholastic goals.

7. Follow up w/ members at the middle and end of the semester to review goals.

A scholarship performance contract has been attached at the back of this handbook.
THE NEW MEMBER PROGRAM

1. The scholarship chairman should meet with the new members at their first official meeting and should state the chapter's view of scholarship. They should also have individual meetings at the beginning and midterm of each semester.

2. Should conduct a tutorial on study techniques in college: organizing study time, developing a productive environment, following an appropriate study pattern, increasing comprehension, and maximizing study habits.

3. Should have a tutorial on preparing for and taking college examinations.

4. The selection of a big brother/big sister should be given consideration by the scholarship chair and the new member educator. The person selected should be able to work well with the new member in question, both intellectually and socially.

5. There should be a minimum standard for initiation or good standing based on a scholastic grade point.

6. Keep required events under 3 a week so new members can focus on academics and not become “infatuated” with Greek life. This includes: chapter and new member meetings, as well as events like Homecoming and Greek Week.

7. The Scholarship chairmen should talk with recruitment chairs to discuss what the chapter is looking for in terms of academics. Things to consider are ACT, high school grades, and AccessPlus grade reports.

Keep a close eye on your new members. Past GPA records have shown that in most chapters, new member GPA is significantly lower than active members. Always be on the same page with your new member educators regarding the direction of these young men and women.
SEVEN REASONS WHY FRESHMEN FAIL AT COLLEGE

Insufficient time for study. This is believed to be the principle reason why freshmen fail. The remedy lies in budgeting your time. Above all, don't depart very far from the two to three hours of study for each hour in class rule.

Ineffective study methods. Most failing freshmen say they don't know how to study, and in most cases, they haven't tried very hard to learn. The best way to learn to do anything is to do it. There are a number of requisites to effective study: a comfortable and quiet room well-lighted with proper furniture; an alert mind; no homesickness or lovesickness; a clear understanding of what you are expected to do in the assignment; and so on. There are many resources on how to study, so why not use them?

False sense of security. As a rule, failing freshmen are likely to be satisfied with doing just enough to get by. They hope they will be able to pass an examination. They have faith that the instructor will ask them the particular questions they think they can answer. They delay their preparation until the last minute. Don't try to hope or wish your way to knowledge or to a college degree. Don't be satisfied with intellectual tasks carelessly done. Don't allow your class assignments, problems, themes, or laboratory exercises to accumulate. Always strive to be ahead of your class.

Bad advice from upperclassmen. Occasionally an upperclassman may tell you that you can get along without studying very hard. Disregard such advice!

No real purpose in going to college. Some, though by no means a majority, of failing freshmen have just come to college, or perhaps they were sent to college. They were expected to go to college and they went. They appear not to have any well thought out purpose for college. Some freshmen are failing because they have not been clearly shown how four years in college will contribute to the enrichment of their lives. It is just plain common sense that many a person will do a thing poorly when he sees no sense in doing it. You are investing your precious time, energy, and money in your future. Have a purpose in being in college; if you can see no purpose for being here, then you should withdraw as soon as you can do so without embarrassment to yourself and your family. Why were these people invited into your chapter in the first place?

Working your way through college. Some freshmen fail because they are trying to carry a heavy schedule of studies with a half-time or part-time job. They neglect their studies in order to earn a living. Don't try to carry a full study load and at the same time cram all or part of your expenses. Reduce your study load. Don't attempt to finish college in four years; it is the degree that counts and not the time you take to earn it.

Social and extra-curricular activities. Planning the use of time with a proper balance between time assigned to scholastic work and time assigned to non-scholastic activities is a problem of college students. Social events and work with student organizations are helpful in developing strong personal and leadership skills. You can balance both and find time for what you want to do. If you really want to make satisfactory grades, you can. Stop offering alibis for your failures. Remember that nine-tenths of the responsibility for your success or failure lies with you.
SCHOLARSHIP PROGRAMMING IDEAS

During Chapter Meetings
1. Remind your chapter of all university deadlines for the week (i.e., drop/add dates, graduation deadlines, etc.). Also post these dates on the chapter master calendar and the scholarship bulletin board.
2. Promote campus and community social, cultural, academic, and career events (especially career workshops!). Encourage all members to participate.
3. Congratulate those members who did exceptionally well on a test, paper, or project, as well as those who got job offers, graduate school acceptance, etc.

During Recruitment
5. Display academic awards earned by your chapter and its members.
6. Make graphs of your chapter's academic progress and other related statistics and display them prominently on the scholarship bulletin board.
7. Make sure that potential members understand your chapter commitment to academic excellence.

In the Chapter Library/study room
8. Encourage and reward members to donate old textbooks and reference materials to the chapter library.
9. Maintain a professor/class evaluation file for members to evaluate each class and professor they have taken each semester.
10. Develop a checkout system for materials

Scholarship Bulletin Board
13. Post career information, including resume information, internship opportunities, and summer job information
14. Post tutoring information, including chapter tutoring program and other academic support services offered by the university.
15. Maintain an academic calendar for the entire year, listing all important dates for the university and the chapter to aid members in better managing their time.
16. Post information about study abroad programs.
17. Post information on the university honors program and other academic honor societies such as the Order of Omega and Rho Lambda.
18. Post financial aid information and scholarship applications and deadlines

Study Areas
19. Reserve rooms on campus for specified study hours, if you are a non-facility chapter or the house isn’t conducive to studying.
20. Post inspirational sayings around the room (and the entire house) to encourage achievement.
21. If your chapter does not have computers, encourage the chapter and the alumni/ae to budget for them. If you have computers, make sure they are all in working order and updated.

For New Members
22. Have older members talk to the new member class about what they would’ve done differently as freshmen and how much academics matter
23. Encourage them to use tutors-this is not a sign of failure, but a sign of a good student who realizes his/her weaknesses.
24. Send letters to parents discussing the chapter's academic programs and encourage them to take an active role in their son or daughter's academic success.
25. Give a special award to the new/associate member with the best class attendance.
26. Provide a calendar when they enter the house for them to mark important dates

For Older Members
27. You will need to try a variety of things to keep them involved in chapter academics. By the time they are juniors or seniors, they will hopefully be well on their way to graduation, but for those who aren't, you will need to go out of your way to reach them.
28. Hold resume workshops. Recruit alumni/ae to help. Get a speaker from career services.
29. Have a Career Night with local alumni/ae and other community members. After something like this, put together a catalog or handbook with all the local alumni that may be able to provide career services after graduation. This is an easy tool to network with.

Negative Reinforcement Ideas
30. Loss of voting, social, intramural, or parking rights.
31. Minimum GPA requirement for holding major chapter offices.

Other
32. Have a faculty appreciation dinner.
34. Budget money to reward high achievers
35. Exempt members above a certain GPA from certain house duties
36. Have 24 hour quiet hours during dead and finals week in chapter.
37. Ask Alums/mothers/house parents to make dead week treats and care packages
38. Have a mother-daughter/big brother-little brother competition
39. Have a motivational presidential address before finals
40. Have free coffee in thermos' available in the kitchen during all hours
41. Help Board: Post an "I Need Help" sheet for members to sign to request academic assistance and an "I Can Help" sheet for members offering academic assistance.
42. Challenge another chapter of similar GPA to a competition with the loser hosting a dinner exchange.
TEN IDEAS FOR REACHING OUT TO FACULTY

1. Invite a faculty member to dinner. Wear coats and ties/dresses and ask him/her to speak after dinner about a subject within his/her field which might interest members.

2. Invite faculty to present a study skills seminar to the chapter and/or new member class.

3. Ask faculty members in various fields to serve as chapter resources to help members having problems in a particular area. Arrange for each member to meet with the faculty resource person in his area at least once during the school year. Have a reception or dinner at the end of the year to thank faculty for their efforts.

4. Create a "Professor of the Month" award and present it to a different faculty member each month in recognition of outstanding teaching or research.

5. Start a faculty library. Contact faculty members who have published books and ask for an autographed copy to be included in a chapter library of works by local professors.

6. Invite faculty to Parents’ Day or Family Weekend activities. Recognize outstanding faculty members.

7. Encourage big and little brothers/sisters to visit faculty members together in order to obtain help for the new member in an area in which he/she would like to be doing better.

8. Send congratulatory notes to recognize faculty members who are doing outstanding teaching or research or who have won awards.

9. Buy an advertisement in the campus newspaper on Secretaries’ Day thanking college or university clerical staff for their hard work.

10. Let your Dean of Students know that your chapter will help when needed through community service or committee membership.

UTILIZING FACULTY ADVISORS

In addition to a chapter advisor, faculty advisors can act as a liaison between the chapter and the university. All too often this relationship is not fully utilized by the chapter. A faculty advisor is a good resource with whom to discuss career objectives, academic problems, scheduling questions, graduate school selection, and university policy. He or she can also be a great source for reference letters.

The faculty advisor should be involved in the development of the chapter scholarship program and should receive a copy of the chapter grade report. Have individuals on academic probation or with low GPAs discuss their situation with the faculty advisor; have the advisor do a scholarship workshop, develop scholastic rewards/sanctions with the faculty advisor; and invite the advisor and his/her family to scholarship dinners which the chapter sponsors.
Sample Scholarship Program

I. Chairman of Scholarship
   a. The Scholarship Chair shall be responsible for promoting good academic
      achievement within the chapter. He/she shall be responsible for organizing a
      scholarship incentive program and submitting a semester report to nationals.
      He/she shall work with the executive council in determining the scholastic
      standing of all actives and new members at least once each semester. He shall
      also be responsible for maintaining an organized test file and a practical, useful
      library.

II. Tutor Program
   a. All active and new members may apply to have half of their tutoring expenses
      paid for by the chapter.

III. New Member Studies
   a. At least once a week, new members are taken out to study on campus by an
      active brother to provide a good study atmosphere and accustom them to good
      study areas on campus.
   b. New members’ grades are monitored regularly. Each new member will turn in
      an estimate of his grade at the end of each week to the Scholarship Chair.
      These will be verified at mid semester and two weeks before finals to ensure
      that the new member is correct in his estimates and is on the correct path.
   c. The Scholarship Chair will work closely with the New Member Educator to help
      further maintain the new member’s grades.

IV. Incentive Programs
   a. Recognition
      i. The Big Brother/Little Brother or Big Sister/Little Sister with the highest
         combined GPA will have their names posted on a plaque to be hung in
         the living room.
      ii. The member with the most improved GPA will have his/her name placed
         on a plaque to be hung in the living room.
   b. Monetary Scholarship for Actives and New Members
      i. Most Improved Brother/Sister
      ii. High Big Brother/Little Brother or Big Sister/Little Sister combination.
      iii. General Guidelines
           1. The amount of monetary incentive is subject to determination by
               each individual chapter.
           2. In the event of a tie, all shall receive the full award if funds are
               available. If funds are not available, the award shall be divided
               evenly between all those involved in the tie.
           3. The Scholarship Chair shall make all final decisions in the
               awarding of these scholarships.
   c. Scholarship dinner every semester to recognize high academic achievers
   d. Recognizing members who received “A’s” on tests in chapter meetings
   e. Minimum GPA requirements for members to hold an office, be initiated, and to
      be in good standing, depending on the chapter bylaws.
   f. Recognizing members making Dean’s List and receiving 4.0’s

V. Scholarship Room/Library
   a. The roots of academic success lie in the ability of the students to study in an
      area conducive to studying.
b. The Scholarship Chair shall maintain the house library and make improvements as necessary.

c. The library is for the studying pleasure of all brothers/sisters and new members.

VI. Study Encouragement

a. Quiet hours at the house (7pm to 7am, Sunday through Thursday) enforceable with fines, if there is a violation.

b. Keeping the hallway lights off to discourage “hanging out.”

c. Study games-week long “games” where members accumulate points for studying during designated hours. You can do it as either individual competition or team competition (rooms). Award prizes to winners.

d. Study room at chapter house.

VII. Resources

a. Teacher files (brief description of professor, including recommendations)

b. Member of faculty as scholarship advisor

c. Guest speakers to talk about subjects such as time management

d. Paying for half of members’ tutoring costs

e. Current list of all members’ majors
New Members

Basic Requirements

- Scholarship Chair meet with new members.
  - Explain chapter academic policies
    - Tutors, Study Hours, Competitions, Etc.
  - Explain expectations
    - Chapter GPA goal
    - Study, attend class
  - Set and record class and individual goals.
    - New member educator and Scholarship Chair follow up throughout semester
- Encourage positive study habits
  - Ex. Visiting office hours, si sessions, test reviews, tutors
- Communicate with new members.
  - Ask how classes are going. If well, congratulate them at chapter.
  - Ask how they are adjusting to college and fraternity life.
  - Be genuine
- Be a part of recruitment
  - Provide your recruitment chairs with academic awards and chapter statistics.
  - Meet PNM’s and analyze where they may fit academically in the chapter.
- Ensure chapter activities do not interfere with academic requirements

Helpful Extras

- Schedule Academic Success Center Presentation
  - Especially Time Management
- Walk new members through class schedule
- Recommend Professors
- Organize study session
- Create new members vs. active GPA competition.
  - Ex. New members get higher GPA the active chapter buys them pizza
- Create study plans with new member
Student Testimonials: “What I wish I knew…”

Quality over Quantity: “It’s not about the quantity it’s about the quality. For example, it’s better to spend one hour studying well than six hours studying poorly” (i.e with distractions like the TV on, FaceBook, texting, etc.).

Professors: Talk to professors! It is extremely helpful and beneficial.

Class Attendance: “I wish I knew just how much skipping class would affect my grade. Everyone always says not to, but no one said how bad my grades would suffer from it.”

Help Seeking: “When you need help, get it right away or you will find yourself struggling the rest of the semester.”

Peers: “Collaborating with peers can help enhance your understanding of the material while making good friends.”

College is Takes Work: “I wish I had known that everyone is just as scared and nervous as I was. I had no idea what to expect in college. I felt like I was the only person going through these emotions, but truth is, everyone is in the exact same position.

Just Keep At It: “If you think you have worked hard enough, chances are you haven’t. Understand everything the professor puts in the syllabus; don’t overlook any opportunity to earn credit in the class.”

Study Environment: “The most beneficial resource was specific study areas. Those got me in the mindset and mood to study.”

You are in the Drivers Seat: “I think my academic success has increased from high school to college because I have taken responsibility for academics. My parents aren’t here to encourage good study habits, and my professors aren’t here to remind me of assignments. It’s up to the individual to attend class and set high goals.”
The Greek Academic Achievement Plan (GAAP) formed as a collaboration between the Office of Greek Affairs and the Academic Success Center to improve and sustain individual and Chapter academic performance within the Greek Community. The purpose of the GAAP is to outline for Chapters how to implement effective academic policies, develop and host successful academic programs, and design and support academic improvement plans for individual students.

Goals:
- To improve academic achievement for all Greek students
- To address obstacles hindering individual student’s academic achievement
- To establish a positive, educational environment within each Greek Chapter
- To help align Chapter goals and expectations with behaviors, attitudes and choices related to academic challenges.

Resources created include:
A GAAP worksheet to guide Chapter leaders in a quest for academic improvement/recovery for both struggling individuals and Chapters including topics such as:
- A leaders role in the Chapter’s academic achievement
- How to create an academic achievement plan for a struggling Chapter
- Resources to assist a Chapter in bouncing back from marginal standing
- Building an educational environment in the Chapter/house

A BlackBoard organization to assist Chapter leaders as they support individual student academic recovery, which includes resources surrounding topics such as:
- Time management
- Prioritization
- Goal setting & motivation
- Learning preferences/styles and corresponding learning strategies,
- Resources & help seeking
- GAAP planning documents

A sample GAAP plan that outlines individual goals, chapter goals and a timeline for achieving those goals.

Target Populations:
- At risk students
- Students on Academic Warning or Probation
- First year students
- Non Facility Chapters
- Chapters who fall below a set academic standard (Chapters that fall below the all women’s or all men’s average)
Greek Academic Achievement Plan (GAAP) Outline

Brainstorming, Planning & Assessing Academic Progress

Chapter: ____________________  Date: __________________________
Collaborators: ____________________, ____________________, ____________________, ____________________

STEP 1: Brainstorm a Plan!

Below are a few questions to consider when determining where your Chapter is presently and where you would like to see it go. Remember, a culture change or GPA change can feel more like turning the Titanic rather than a speed boat...slow, steady persistence is required. Plan to complete all sections with the assistance of your VP of Scholarship as well as someone from the Academic Success Center and Office of Greek Affairs, if needed.

1. What are the greatest concerns regarding your Chapter’s academic achievements?
2. How would you describe the academic culture within your Chapter?
3. Develop academic goals for your Chapter over the next 1-3 semesters.
4. Who could support your efforts to achieve those goals and change the academic culture?
5. How can you support individual academic achievement?
6. How can you support your Chapter’s academic achievement?
7. What are other Chapter needs or challenges at this time?

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

STEP 2: Create a Plan!

Based on the information you brainstormed above, begin setting goals. The goals should be ‘SMART’ goals (specific, measurable, achievable, realistic and timely). (See sample GAAP on page 6.)

1. Academic Goals: Large-scale GPA goals, culture change goals, etc.
2. Individual Academic Achievement Plan: Determine academic support opportunities for students through one-on-one discussions with those who are struggling.
3. Chapter Academic Achievement Plan: Implement chapter-wide changes to support individual and chapter academic progress and success.
4. Timeline: Determine when you will introduce various changes into chapter and individual academic support programs. This section can include general deadlines or specific dates.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

STEP 3: Assess & Revise the Plan!

Reflecting upon the GAAP plan and academic changes you implemented this semester/year:

1. What worked well? Why? What feedback did you receive?
2. What didn’t work as well? Why do you think that is? What feedback did you receive?
3. How has the academic culture within your Chapter changed?
4. What is one example of an academic success within your Chapter as a whole AND one student’s individual success story?
5. Brainstorm new academic goals for next year.

Use the worksheet that begins on page 23 to brainstorm and plan your GAAP.
Greek Academic Achievement Plan (GAAP) Worksheet
Brainstorming, Planning, & Assessing Academic Progress

Chapter: ____________________ Date: ____________________
Collaborators: ____________________, ____________________, ____________

**STEP 1: Brainstorm a Plan!**

What are the greatest concerns regarding your Chapter’s academic achievements?

1) 

2) 

3) 

4) 

How would you describe the academic culture within your Chapter?

________________________________________________________________________
________________________________________________________________________

Develop academic goals for your Chapter over the next 1-3 semesters.

1) 

2) 

3) 

4) 

Who could support your efforts to achieve those goals and change the academic culture?

________________________________________________________________________
________________________________________________________________________

How can you support *individual* academic achievement?

1) 

2) 

3) 

4) 

How can you support your *Chapter’s* academic achievement?
STEP 2: Create a Plan!

Academic Goals

1) 
2) 
3) 
4) 

Individual Academic Achievement Plan

1) 
2) 
3) 
4) 

Chapter Academic Achievement Plan

1) 
2) 
3) 
4) 

Timeline

STEP 3: Assess & Revise the Plan!
Reflecting upon the GAAP plan and academic changes you implemented this semester/year:

1. What worked well? Why? What feedback did you receive?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. What didn’t work as well? Why do you think that is? What feedback did you receive?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. How has the academic culture within your Chapter changed?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. What is one example of an academic success within your Chapter as a whole AND one individual student success story?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. Brainstorm new academic goals for next year.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
**Alpha Alpha Alpha**  
**Greek Academic Achievement Plan (GAAP)**  
**Spring 2012**

**Academic Goals**
- Increase Chapter cumulative GPA from a 2.70 to a 3.0 or higher
- Increase all Chapter member’s individual cumulative GPA to a 2.50 or higher
- Develop Chapter goals beyond the cumulative GPA to establish ‘buy-in’ from each member in an effort to increase individual accountability towards reaching Chapter goals.
- Further develop Chapter’s educational environment and focus upon academic achievement
- Build peer-to-peer academic support through study tables and celebrating achievements

**Individual Academic Achievement Plan**
- Require all members with a cumulative GPA of a 2.49 or below to attend 2 or more Academic Coaching Appointments with the Academic Success Center (ASC). As a result, individuals will:
  - develop an academic plan for success including course action plans, course grade goals and overall semester GPA goal.
  - share the academic plan with the Scholarship Chair and/or President to increase accountability for their goals.
  - consent (in writing) to communication between the ASC and the Chapter regarding student follow-through with coaching appointments (no session details to be shared).

**Chapter Academic Achievement Plan**
- Establish Chapter goals to increase buy-in by all members including a Chapter GPA goal and several smaller goals including first exam averages, study table attendance, etc.
- Host a 4 session workshop series presented by the Academic Success Center. (See example below.)
- Promote completion of the ‘assignments’ provided by the ASC to increase academic success.
- Implement study tables designed to assist with accountability and support
- Develop an ‘effort’ recognition and achievement recognition ‘pot’ for members to submit their ‘SMALL WINS’ on a weekly/monthly basis resulting in a drawing for gift cards/other small prizes.
  - Ex: Drop a slip in the bucket for an ‘A’ or ‘B’ exam/quiz scores or for completing 5 hours of study tables/tutoring/SI attendance, etc.

**Workshop series ideas/dates:**
1. **February 6 – 6-7pm: Time Management- Planning to be Successful!**  
   Topics to cover: Time management, organization, supporting each other, campus resources
2. **February 27 – 6-7pm: Motivation: Choosing to be Successful!**  
   Topics to cover: Choosing to be Successful vs. Self-Sabotaging, Motivation/Procrastination, Manage Distractions (creating a supportive, educational environment in the house)
3. **March 19 – 6-7pm: Balance: Managing everything to be Successful!** (Greek Week: March 26-30)  
   Topics to cover: Time management during busy weeks, Planning ahead, Prioritizing
4. **April 23 – 6-7pm: Perseverance: Crossing the Finish Line Successfully!** (VEISHEA: April 16-22)  
   Topics to cover: Finals Preparation (Finals Week: April 30-May 4), Time management during Dead Week/Finals Week, Supporting/Helping each other
Academic Support Resources

Time Management: Scheduling
Academic Success Center Iowa State University

What are you willing to give up temporarily in order to be a successful college student? There is just so much time. You cannot continue to do all the things you used to do and add the job of being a college student to it. You can't make more than twenty-four hours in a day, but you can make extra time in two ways:
   1. Doing the same task in less time
   2. Making use of time that we previously wasted. You will be seeking ways to do things faster and better.

The cardinal rule of time management is to always carry pocket work. Always have something that you can do while waiting. Make flash cards of what you need to study for test. Make copies of homework assignment or just make sure you have a book with you. Those wasted ten, fifteen, or twenty minutes add up. And you will discover later that you usually learn more in short sessions than longer ones. Program your mind; make it a habit to make use of "wait" time.

The second most important thing is to keep a date book, AND look at it! You think you will remember what an assignment is and when it is due, but you can be sure only by writing it down.

Principles of Scheduling
Planning your schedule is an important part of time management. Before you plan your schedule, consider the following principles:
   1. Make use of daylight hours. Research shows that each hour used for study during the day is equal to one and a half hours at night. This means trying to make use of free hours during the school day. These are the most effective yet most often wasted hours.
   2. Study before a class that requires discussion or frequently has pop quizzes. The material will be fresh on your mind.
   3. Study immediately after lecture classes. Retention and understanding are enhanced by studying right after class. Use this time to fill in gaps in your notes and to review information you have just learned. When we learn the label in the margin system for taking notes and processing lecture material, you will find using the hours immediately after class will be perfect to label your notes and will save you valuable time. You will be able to complete your assignments faster and more efficiently because you don’t have to re-focus your concentration. (Do you see why scheduling back to back classes is a mistake?)
   4. Study at the same time every day. A student should have certain hours set aside for study that are treated the same as class. Having the same study time five days a week will soon become habit and therefore easier to follow. Our minds are programmed by routine, and it will be easier to get started and to concentrate on the task at hand. Studying in the same place also aids concentration. If you have family responsibilities, it’s best to schedule your study time while you are on campus if at all possible. There are just too many things to interfere at home. If you have school age children, setting a time for everyone to study is a good idea, but you will accomplish more if you can schedule study time on campus just as if it were a class.
5. **Plan enough time to study.** The rule of thumb that you should study two hours for every hour you are in class is only a guide. Depending on your background or experience or the difficulty of the class, you may need to allow more. Start out by allowing two hours, but adjust according to your need.

6. **Space study periods.** Fifty to ninety minutes at a time for each subject is probably most efficient. You should then take a break for ten to fifteen minutes. Studying for longer periods of time often becomes counterproductive.

7. **List activities according to priorities.** By putting first things first, you will get the most important things done on time.

8. **Study during your prime time.** We all have daily cycles of sluggishness and alertness. If your work, classes and circumstances permit, make use of this knowledge. Schedule your hardest subject at your most alert time. And during the day when you are less productive than you’d like to be, schedule less demanding tasks.

9. **Leave unscheduled time for flexibility.** Packing your schedule with too many details will almost assure your failure. Lack of flexibility is the major reason why students don’t follow schedules.

10. **Analyze your use of time.** One cause of getting behind in college is failure to make use of short periods of time. By keeping a time log, you can see where you are currently wasting time. As we have said previously, the time between classes and during the school day is the time which is most often wasted even though it is the most efficient time to use for studying. Your time log may reveal a waste as simple as not responding to your alarm clock the first time or napping in the afternoon after classes.
Academic Services
Academic Help Rooms
http://www.dso.iastate.edu/asc/resources
Help rooms are available for chemistry, economics, English, foreign languages, math, physics, sociology and more.

Academic Success Center
1060 Hixson Lied Student Success Center  515-294-6624 www.dso.iastate.edu/asc

Academic Coaching (email: improvemygpa@iastate.edu)
*FREE* one-on-one meetings with students seeking help in evaluating and correcting academic challenges. Students at any level are encouraged to seek academic coaching to develop skills that can improve areas of their lives such as time management, note taking, study skills and test taking.

Psychology 131 - Academic Success Course
Psychology 131 is a one-credit hour course dealing with academic success strategies and tactics such as time management, exam preparation, motivation and goal setting.

Supplemental Instruction (SI) (email: sistaff@iastate.edu)
Supplemental Instruction (SI) is a program providing peer-facilitated study sessions for selected difficult 100-200 level courses. SI leaders, who have demonstrated competence in the course, attend lecture and conduct three regularly-scheduled 50-minute sessions to help students with course content and study skills. SI is free and participation is voluntary. Research shows that students who regularly participate in SI earn a ½ to 1 full letter grade higher than non-participants.

Tutoring Services (email: tutorsrv@iastate.edu)
Tutoring is available for most undergraduate courses. Tutoring occurs in groups of no more than four students. Tutoring sessions are generally held two hours per week. A fee of $4 per hour is charged to your U-bill, and financial assistance is available from a variety of sources. Tutors can help you clarify course content and meet your academic goals. You can apply on-line to receive a tutor or to become a tutor (a part-time paid position).

Student Disability Resources
Responsible for coordinating accommodations for students with documented disabilities.
Location: 1st floor, 1076 Student Services Building  Hours: M-F 8am-5pm
Phone: (515) 294-7220  Email: disabilityresources@iastate.edu
Website: www.dso.iastate.edu/dr/

The Writing and Media Help Center (WMHC)
WMHC provides a comfortable environment wherein undergraduate students from any discipline can collaborate with trained peer tutors to explore and develop self-awareness and self-sufficiency with written, oral, visual, and electronic communication. Peer tutors will assist with any stage of the composition process, from brainstorming and researching to content development.
Location: 300 Carver Hall  Phone: (515) 294-5411
Hours: Vary by semester (see website for current hours)
Website: new.dso.iastate.edu/asc/wmhc  Email: writectr@iastate.edu

Career Support
Career Exploration Program
Help students choose and change majors, learn how careers are related to certain majors, and how to apply to graduate/professional schools.

Location: 2nd floor, 2030 Student Services Building Phone: (515) 294-0742
Hours: M-F 8am-5pm Website: www.public.iastate.edu/~stdtcouns/Careerservices.htm

Career Services
Offers a wide range of programs to help students with career development and job search (i.e., major selection, career exploration and counseling, seminars, and internship opportunities).
Location/Hours/Phone: See website for college locations, hours and phone numbers
Website: www.career.iastate.edu

Student Employment Center
Provides assistance with the student job board and job search for on- and off-campus positions.
Location: 0640 Beardshear Hall Phone: (515) 294-5627
Hours: M-F 8am-5pm Email studentjobs@iastate.edu

Financial Support
Financial Counseling Clinic
Offers remedial counseling (financial crises), preventative counseling (budget management skills), and productive counseling (e.g. education planning).
Location: 1331 Palmer HDFS Building Phone: (515) 294-8644 Hours:
M-F 8am-5pm Website: www.hdfs.iastate.edu/financial Email: fcc@iastate.edu

Office of Student Financial Aid
Assists students to plan individual strategies to meet college costs, locating part-time employment, and provides information on loans, scholarships, and grants.
Location: 0210 Beardshear Hall Phone: (515) 294-2223
Hours: M-F 8am-5pm (no appointment needed) Website:
www.financialaid.iastate.edu

Counseling/Student Support Services
Student Counseling Service
Provides prevention education, intervention, information, consultation, and referral services to ISU students. Staff of professional counselors and psychologists works with students to enhance academic and personal well-being.
Location: 3rd floor, 3223 Student Services Building Phone: (515) 294-5056
Hours: M-F 8am-5pm Website: www.public.iastate.edu/~stdtcouns/

Student Assistance Services
Manage issues related to academic concerns, personal matters, emergencies, and navigation of university policies and procedures.
Location: 1st floor, 1010 Student Services Building Phone: (515) 294-1020
Hours: M-F 8am-5pm Email: dso-sas@iastate.edu
Website: www.dso.iastate.edu/sa/
Help Rooms and Reading Rooms

**Accounting Help Lab**: 2137 Gerdin

**Chemical Engineering Reading Room**: 3149 Sweeney Hall

**Chemistry Help Center and Resource Room**: 1761 Gilman Hall, 294-6342

**Organic Chemistry Help Room**: 1221 Hach Hall

**Design Reading Room**: 111 College of Design, 294-7102

**Economics Help Room**: 180 Heady Hall, 294-1599

**Language Studies Resource Center**: 3142 Pearson Hall, 294-9761

**Genetics Help Room**: 145 Bessey

**Horticulture Reading Room**: 109 Horticulture

**Journalism and Communication Reading Room**: 171 Hamilton Hall, 294-4353

**General Math Help Room** for Math courses up to 265: 385 Carver Hall

**Math Reading Room**: 401 Carver Hall, 294-1972

**NREM Reading Room**: 312 Science II

**Physics Help Rooms**:
- Physics 101, 106, 111, and 112, 53 Physics Hall
- Physics 221, B54 Physics Hall
- Physics 222, 83 Physics Hall

**Sociology Help Room**: 120 East Hall, 294-8411

**Statistics**: SAS and JMP Help Room, 307 Snedecor Hall

**Using Classrooms**
Classrooms are available for study spaces in many rooms, and are open until 10 pm, Monday - Thursday. To formally reserve a space, go to the [Facilities Planning and Management](#) website and fill out the online request form.

**Using Computer Labs**
A great number of computer labs with various programs and resources exist on campus. Rather than list them all here, please search for computer labs on the IT website to find exactly what you need.
Academic Success Center
1060 Hixon Lied Academic Success Center

Mission

The Academic Success Center enhances the academic development of students and reinforces the student centered learning environment at Iowa State University.

Through proactive, intentional, and innovative programs, the Academic Success Center designs opportunities for students to achieve academic goals, develop as reflective learners, experience peer facilitated learning, and lead their peers through academic accomplishments.

As a partner in the Iowa State University community, the Academic Success Center does this by:

• Creating transformative learning experiences for students
• Collaborating to meet the university’s academic success, retention, and graduation goals and objectives

Incorporating relevant research and implementing best practices into programming and activities

For access to all resources through Academic Success Center, go to this website: http://www.dso.iastate.edu/asc

Resources Provided:

- Academic Coaching
- Academic Intervention
- Supplemental Instruction
- Tutor Program
- Presentations and Workshops
- Peer educators
- All academic resource packet
USEFUL WEBSITES

- Iowa State GPA calculator: [http://www.registrar.iastate.edu/gpa-calc/gpaCalculator.html](http://www.registrar.iastate.edu/gpa-calc/gpaCalculator.html)
  - Could show the new class how hard it is to recover after a bad first semester

  - Great for those chapter members who need extra help, but aren’t quite in need of a tutor

- Study Blue: [http://www.studyblue.com/](http://www.studyblue.com/)
  - Useful for making online flash cards and other resources
  - Must first make an account

- Rate My Professor: [http://www.ratemyprofessors.com/](http://www.ratemyprofessors.com/)
  - Must take comments with a grain of salt
  - Useful for getting a general feel of the professor’s teaching style

  - Can see what courses are offered when and what professors are teaching them
  - Useful when registering for classes
SCHOLASTIC PERFORMANCE CONTRACT

Name:

Scholastic Goals:

Goal GPA:

What must you do to accomplish these goals?

How can the chapter help you achieve these goals?

Member Signature: _______________________________

Scholarship chair signature: ________________________

Date: ________________________

To help in making the contract, ask yourself the following:

1. What goals would you like to set for yourself?
2. What is your GPA?
3. What courses are you taking?
4. How many hours do you have?
5. What impact will your semester GPA have on your cumulative GPA?
6. What might keep you from achieving these goals?
7. What does the chapter need to do to help you accomplish these goals?
## COURSE INFORMATION FORM
(for chapter scholarship files)

**COURSE:** ______________________________

**INSTRUCTOR:** ______________________________

**TEXT:** ______________________________

Assignments:

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<th>Tests:</th>
<th>Type</th>
<th>Date</th>
<th>Percent of Grade</th>
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<td>(quizzes, mid-term, final)</td>
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<th>Labs:</th>
<th>When</th>
<th>Requirements</th>
<th>Percent of Grade</th>
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Final Project  

Term Paper  

Grading:  

% tests/lecture  
% tests/labs  
% papers  
% projects  
% class participation  
% final exam  

Comments on instructor (effectiveness, expectations, rapport, availability)