

Greek Academic Achievement Plan (GAAP)

The Greek Academic Achievement Plan (GAAP) formed in 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:

- The GAAP outline helps chapter leaders with academic improvement/recovery for **individuals** and **chapters** including topics such as:
 - A leader's role in the chapter's academic achievement
 - How to create an academic achievement plan for individuals and the chapter
 - Resources to assist a chapter in bouncing back from marginal standing
 - Building an educational environment within the chapter
- A sample GAAP plan that outlines individual goals, chapter goals, and a timeline for achieving those goals, found in Appendix A.
- A recommended activity for chapter leaders to utilize as they try to understand their chapter's academic culture, found in Appendix B.
- A calendar to help chapter leaders assess when designated academic programs and ideas need to be implemented for maximum success, found in Appendix C.

Target Populations:

- All students and chapters who want to improve
- First year students
 - Data collected from the ISU Office of the Registrar shows that freshmen consistently have significantly lower GPAs than upperclassmen.
- Students on Academic Warning or Probation, as determined by individual chapter bylaws
- Chapters who fall below their respective council's academic standards
 - Per Collegiate Panhellenic Council bylaws, Article 3 Section 3.B, "Chapters who fall below the all women's average GPA of Iowa State University will be required to participate in the Greek Academic Achievement Plan (GAAP) done through the Vice President of Scholarship and the Iowa State University's Academic Success Center".
 - Interfraternity Council chapters who maintain below a 2.75 GPA are expected to participate in the Greek Academic Achievement Plan (GAAP).
 - Chapters who fall below the academic standards set by the Student Activities Center

Chapters who are not required to fully participate in GAAP per their respective council's bylaws are still encouraged to utilize GAAP to improve chapter academics. Such chapters do not need to meet every GAAP requirement, but merely those that chapter leaders deem applicable.

Greek Academic Achievement Plan (GAAP) Worksheet

Chapter: _____

Date: _____

STEP 1: Establish the Facts!

Before moving forward, it is important to know where you are. Be sure that you know all the facts of your chapter, and make sure these facts are known to everybody else in your chapter. Consider GPA requirements for new and active members and target GPAs, as well as your chapter's academic history.

Step 1 is to be completed by the chapter's scholarship chair prior to initial meeting with their governing council's Vice President of Scholarship.

- 1) Minimum GPA to be considered for membership: _____
- 2) Minimum GPA for new members: _____
- 3) Minimum GPA for active chapter members: _____
- 4) Minimum GPA for chapter officers: _____
- 5) GPA Benchmark for Good Standing: _____
- 6) New Member Current GPA: _____ Target GPA: _____
- 7) Active Chapter Current GPA: _____ Member Target GPA: _____
- 8) Current GPA: _____ Target Chapter GPA: _____

How are minimum GPA requirements upheld with members above the GPA benchmark for members to be considered in good standing? What about those below the benchmark?

How are academic expectations communicated to your chapter? What is the GPA spread in your chapter? (i.e. are most members thriving or struggling, or is there an even balance?)

Based on the GPA graphs you were provided*, what are some noticeable trends in the data?

Do you have an inter/national scholarship plan or recommendations? What does it include?

How does your inter/national scholarship plan help new members? Active members? Those above and below the good standing benchmark?

*Contact council's Vice President of Scholarship for chapter GPA graphs

After Step 1 has been completed, chapter must contact council's Vice President of Scholarship to schedule a brief meeting before proceeding with Step 2.

STEP 2: Assess the Culture!

Now that we have established the academics of your chapter, it is important to assess the culture of your chapter. Consider the factors that affect academics, and what role you and your chapter play.

Step 2 is to be completed by chapter's scholarship team after completing a chapter-wide academic activity and after meeting with your governing council Vice President of Scholarship. A sample activity to help your chapter understand its academic culture is found in Appendix B.

What factors affect or hinder the academic culture of your chapter?

- 1) _____
- 2) _____
- 3) _____

Factor #1: _____

How does this factor affect academics?

Who influences this factor?

How can this factor be changed to improve academics rather than hinder?

What is a good first step of action to make this change?

Factor #2: _____

How does this factor affect or hinder academics?

Who influences this factor?

How can this factor be changed to improve academics rather than hinder?

What is a good first step of action to make this change?

Factor #3: _____

How does this factor affect or hinder academics?

Who influences this factor?

How can this factor be changed to improve academics rather than hinder?

What is a good first step of action to make this change?

Upon completion of Step 2, chapters must contact council's Vice President of Scholarship prior to proceeding to Step 3.

STEP 3: 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.

Step 3 is to be completed with council's Vice President of Scholarship as well as a representative from the Academic Success Center and Office of Greek Affairs.

What are the most significant factors regarding your chapter's academic achievements?

1) _____

2) _____

3) _____

How would you describe the academic culture within your chapter? Consider academic priorities with respect to grade, campus involvement, chapter involvement, etc.

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?

1)

2)

3)

4)

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

1)

2)

3)

4)

Other chapter needs or challenges:

1)

2)

3)

4)

5)

Based on the information you brainstormed above, begin setting goals. The goals should be 'SMART' goals (**s**pecific, **m**easurable, **a**chievable, **r**ealistic and **t**imely).

Academic Goals

These should be large-scale goals, such as GPA goals or culture changes.

1)

2)

3)

4)

Individual Academic Achievement Plan

These should be on a smaller scale, such as one-on-one discussions or incentives.

1)

2)

3)

4)

Chapter Academic Achievement Plan

This plan should consist of specific activities and programs designed to implement GPA goals and culture changes throughout the entire chapter.

1)

2)

3)

4)

Upon completion of Step 3, chapter scholarship chairs should collaborate with chapter's leaders in order to successfully complete Step 4.

STEP 4: Finalize Plan!

Outline the steps needed to achieve your Individual and Academic Achievement Plan Goals from Step 3 for each month, and record them in the attached calendar pages. Consider when you should introduce various changes and individual academic support programs, and be sure to include specific dates.

Step 4 is to be completed with chapter’s leaders after reviewing Step 3. For additional assistance, refer to the Academic Calendar in Appendix C.

Chapter Goals:

January: _____

February: _____

March: _____

April: _____

May: _____

August: _____

September: _____

October: _____

November: _____

December: _____

January: _____

Individual Goals:

January: _____

February: _____

March: _____

April: _____

May: _____

August: _____

September: _____

October: _____

November: _____

December: _____

January: _____

Upon completion of Step 4, council's Vice President of Scholarship must be contacted in order to receive approval of goals determined by chapter leaders.

Step 5: Track Your Plan!

In addition to tracking the progress of your own goals, it is important to track the progress of individuals. Consider making an excel sheet that reflects individuals' efforts every month, and if they met all components of their individual study plan with you. It could look something like the following:

Member Name	Attended 1:1?	Completed study hours?	Attended program/workshop?	Met with professors?	Study plan completed?
Gabby Greek	Yes	No; 30/40 hrs	Yes	Yes, but only one	No
Grant Greek	Yes	Yes	Yes	Yes, all	Yes

Step 5 is to be completed by chapter's leaders after receiving approval from council's Vice President of Scholarship to proceed beyond Step 4.

Now you have the opportunity to create your own tracking plan based on your chapter's needs. First identify who needs to be included in the tracking plan, and then consider the following topics to include in your tracking plan.

Who does your chapter need to hold accountable? Consider new members, those in poor standing, those below a certain benchmark, the entire chapter, etc.

Do you hold 1:1s with members? Would this be beneficial for you to track? Why or why not?

Do you require study hours? Would this be beneficial for you to track? Why or why not?

Does your chapter require attendance at academic workshops or programs? Would this be beneficial for you to track? Why or why not?

Does your chapter require members to attend office hours? Would this be beneficial for you to track? Why or why not?

Does your chapter require members to complete a study plan? Would this be beneficial for you to track? Why or why not?

Does your chapter enforce sanctions for not meeting certain standards (i.e. restricted social privileges)? Would this be beneficial for you to track? Why or why not?

Does your chapter reward excellent academic performance (i.e. an A on an exam)? Would this be beneficial for you to track? Why or why not?

Does your chapter have a way to monitor class attendance? Would this be beneficial for you to track? Why or why not?

Upon completion of Step 5, please communicate your ideas via email or in person with your council's Vice President of Scholarship.

STEP 6: Assess & Revise the Plan!

Please reflect upon the GAAP plan and academic changes you implemented this semester/year.

Step 6 is to be completed with council's Vice President of Scholarship as well as a representative from the Academic Success Center and Office of Greek Affairs.

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.
