



UMSL College of Nursing Academic Success Plan Policy

Introduction: UMSL College of Nursing is establishing a plan to address students at-risk of failure and appropriately remediate knowledge deficits.

Purpose: To provide students and faculty guidelines for referral for academic or personal assistance.

Policy Statements: The University of Missouri-St. Louis (UMSL) College of Nursing (CON) is committed to fostering a culture which provides academic opportunities and an environment for all qualified students to be successful in the classroom and in the healthcare workplace. The College of Nursing is committed to supporting students through academic coaching and services.

Summary: The CON is committed to supporting student's academic success. This program is designed to identify students at-risk of failure and appropriately provide a plan for filling learning gaps by providing knowledge assessments and focused reviews to guide remediation. This program is designed to prepare the student for the clinical practice and National Council Licensure Examination (NCLEX).

Policy-Related Procedures: The UMSL College of Nursing standardized Student Success Plan policy will be used by undergraduate faculty, program directors, associate dean, and dean's fellows.

Data collection process:

1. Data collection tool: Data tracking students given Academic Success Plans will include exam scores, ATI scores, and NCLEX results.
2. How often collected: Data is collected by semester and by cohort by the Program Director and Dean's Fellow for Teaching, Testing, and Learning Enhancement.
3. Data storage location: Data is stored in a protected file in Teams.
4. Responsible parties for collection: Program Director and Dean's Fellow for Teaching, Testing, and Learning Enhancement
5. Reporting Process: Report Student Success Plan program results to Undergraduate Committee.

Original Effective Date:	08 September 2023
Last Review Date:	08 September 2023
Last Revision:	08 September 2023
Next Review Date:	
Policy Owner:	Undergraduate Committee

Academic Success Plan Policy

The Academic Success Plan (ASP) is designed to promote the success of pre-licensure students at-risk of being unsuccessful in a course or having difficulty achieving course objective and/or core competencies in the College of Nursing (CON). The ASP is intended to supplement the student's learning, not replace course curriculum. The ASP is initiated to address the following situations:

- Academic jeopardy (exam average below 76% after two or more exams)
- In danger of failing clinical or lab
- A grade below a B- in Pathophysiology
- Repeating a course
- GPA <2.75 for traditional; GPA <3.0 for accelerated
- Two Cs or C+s in a semester (should this be clinical only, or preclinical as well?)
- Scoring below level 1 on an ATI exam
- Score level 1 on more than one ATI exam

The CON will support variable workload release for select faculty members to serve in the role of academic coach. The academic coach requires expertise in various teaching pedagogy, extensive knowledge in nursing content areas and educational theory. Academic coaches will provide individual and group academic support. Academic coaching will be initiated by referral using the *Academic Success Plan* form (see attached). Coaching meetings will address weak content areas or skills noted in the Student Success Plan. All meetings will be recorded on the form and the form will be placed in the student's academic file.

Course faculty, program directors, Dean's Fellows, and Student Services may initiate the Academic Success Plan as soon as an at-risk student is identified. Faculty members are responsible for meeting with the student to discuss identified deficits and create a plan based on individual student needs. If a student is struggling in multiple areas, separate remediation plans are to be established for each at risk behavior. The ASP must be documented using the *Academic Success Plan form* and meet the following guidelines:

- Clearly describe the area(s) of deficiency;
- State if referral to academic coach is recommended;
- Outline activities individualized to the student's deficits such as practice-tests, written study materials, laboratory skills practice or demonstration, or any other methods suggested by the faculty;
- Identify specific desired and measurable goals;
- Record of all meetings with academic coach, retention coordinator, and/or Dean's Fellow for Teaching, Testing, and Learning Enhancement;
- Time frame for completion of plan;
- Signed by student and faculty;

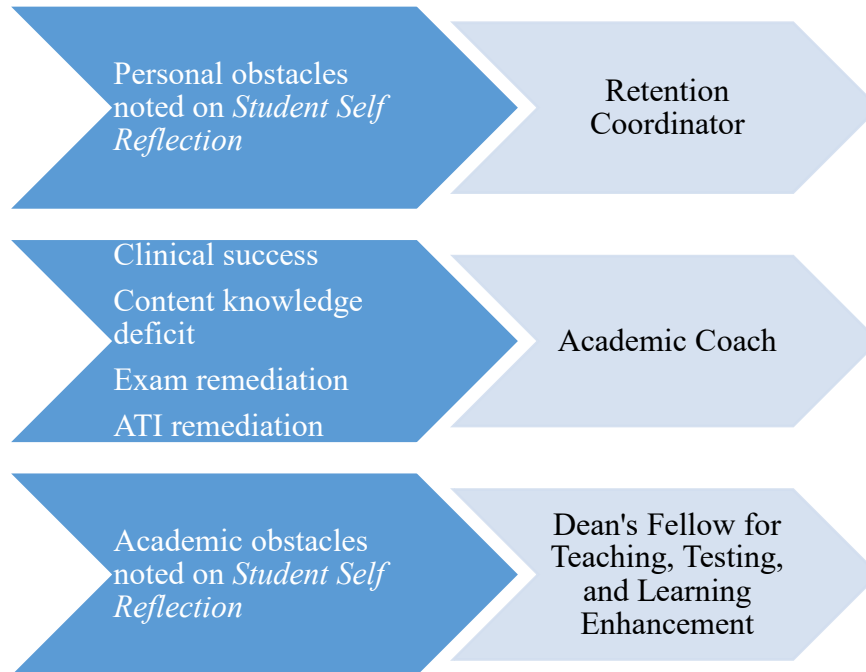
Procedure:

Faculty:

1. Identify student meeting criteria of ASP policy.
2. Post 'flag' in MyConnect (Starfish). Record "Student meets ASP criteria" in comments of flag.
3. Schedule a meeting with the student to discuss performance **within 5 business days**.
 - a. Assign *Student Self Reflection* to complete and bring to student-faculty meeting.
 - b. Student's must have ASP meeting before being released to sit for further exams in the affected course.

4. Initiate the Academic Success Plan form at student meeting.
 - a. Determine the need to refer to retention coordinator, academic coach, and/or Dean's Fellow for Teaching, Testing, and Learning Enhancement.
 - i. First and second semester students – Dr. Diane Saleska
 - ii. Third and fourth semester students – Dr. Bill DeClue
 - b. Outline areas of deficit and recommended learning activities for content advising meeting such as list of concepts and exemplars missed on exam, ATI exam individual performance profile, skills to develop, etc.
 - c. Submit the completed and signed form to Student Success and Retention Coordinator.

Determining Referrals:



In some cases, the Academic Coach may determine the interventions and/or frequency of their meetings should be adjusted. Any changes to the plan must be initialed/signed by the faculty member who initiated the ASP. Student Services will be involved in all ASPs. Once a 'flag' is placed in MyConnect (Starfish), a meeting will also be scheduled between the student and The Student Success and Retention Coordinator. Students on ASPs are to attend weekly student success sessions during the scheduled academic lab. Attendance will be collected by the facilitator and shared with the retention coordinator and Dean's Fellow of Teaching, Testing and Learning Enhancement.

University of Missouri St. Louis College of Nursing
Academic Success Plan Form

Student Name:			
Current Semester:			
Graduation Cohort:			
Instructor:			
Course:			
Program:			
Reason for Referral:			
<input type="checkbox"/> Exam Grade average <76%	<input type="checkbox"/> In Danger of Failing Clinical or Lab	<input type="checkbox"/> Pathophysiology Grade <B-	<input type="checkbox"/> Repeating a Course
<input type="checkbox"/> GPA Risk (2.75 for Traditional; 3.0 for Accelerated)	<input type="checkbox"/> Two Cs or C+ in a Semester	<input type="checkbox"/> Below Level 1 ATI Score	<input type="checkbox"/> 2 or more Level 1 ATI Scores
Student Success Plan:			
Step 1: Faculty Meeting (date/time):			
Focus areas identified:			
Step 2: Referral			
<input type="checkbox"/> Student Success and Retention Coordinator	<input type="checkbox"/> Academic Coach	<input type="checkbox"/> Dean's Fellow Teaching, Learning, Testing Enhancement	
Documentation of Progression:			
Date:	Summary:		
Acknowledgment of Receipt of Student Success Plan:			
By signing this form, you confirm that you understand the information in this document. You also confirm that you and your faculty have discussed the success plan. Signing this form does not necessarily indicate that you agree. This form and supporting documentation will become part of your student file, and the respective program director will be notified. Repeated behaviors will be monitored throughout the program and may result in disciplinary action, up to and including dismissal from the program.			
Student Signature			Date:
Faculty Signature			Date:

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Student Self Reflection: Completed by the student and submitted to instructor on or before first meeting.

Name:			
Email:			
Phone number:			
Are you currently employed:		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, how many hours do you work in a week during the semester?			
How long is your commute to campus?		To clinical?	
Academic Obstacles Assessment:			
<p>In reviewing your academic performance, what do you feel has impacted your grades? Select all that apply.</p> <p><input type="checkbox"/> Ineffective study skills/unprepared for exams</p> <p><input type="checkbox"/> Undeveloped time management skills</p> <p><input type="checkbox"/> What worked before isn't working anymore</p> <p><input type="checkbox"/> Difficult classes/not prepared for course level</p> <p><input type="checkbox"/> Unable to understand course content</p> <p><input type="checkbox"/> Unable to understand professor/conflict with professor</p> <p><input type="checkbox"/> Hard to concentrate</p> <p><input type="checkbox"/> Taking classes outside the major</p> <p><input type="checkbox"/> Poor class attendance</p> <p><input type="checkbox"/> Other _____</p>			
Personal Obstacles Assessment:			
<p>In reviewing your academic performance, what do you feel has impacted your grades? Select all that apply.</p>			
<input type="checkbox"/> Financial difficulties <input type="checkbox"/> Health problems <input type="checkbox"/> Difficulty sleeping/not enough sleep <input type="checkbox"/> Pressure, stress, anxiety or tension <input type="checkbox"/> Lack of motivation <input type="checkbox"/> Over-involved with extra-curricular activities		<input type="checkbox"/> Working too much <input type="checkbox"/> Roommate/relationship issues <input type="checkbox"/> Personal/family situation <input type="checkbox"/> Childcare issues <input type="checkbox"/> Difficulty with transportation <input type="checkbox"/> Other _____	
<p>Please explain, in detail, the three most significant obstacles that affected your academic performance, with a brief description of how it has impacted you.</p> <p>1.</p> <p>2.</p> <p>3.</p>			
Student Signature		Date:	