



Look For ACE-it Events, Materials, and Programs

- ◆ Posters about UI students' academic behaviors
- ◆ Ads in the Argonaut
- ◆ Prize patrol
- ◆ Pamphlet about University academic resources
- ◆ Mini-Grant Competition
- ◆ Poster Design Competition
- ◆ Informational booth outside the UI food courts
- ◆ Academic success performance workshops
- ◆ Initiatives with faculty including workshops, guides, and in-class presentations

Examples of ACE-it Facts*

- ◆ 9 out of 10 UI students have high academic expectations
- ◆ 4 out of 5 UI students attend class 90% of the time or more
- ◆ 7 out of 10 students put in a high level of academic effort at UI
- ◆ 3 out of 4 UI students use free student support or administrative services on campus
- ◆ 90% of UI students talk with their friends outside of class about their classes

*Data collected from the 2005 ACE-It Student Survey. For details or complete results call 885-0155.

ACE-it Contact Information

Project Director:

Michael Griffel, Director of University Residences

Project Co-Directors:

Bruce Pitman, Vice Provost of Student Affairs

Dee Dee Kanikkeberg, Associate Director for University Residences

Project Coordinator:

Cori Planagan, planagan@uidaho.edu

Web Address:

<http://resnet.uidaho.edu/aceit>

Phone:

(208) 885-0155



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Get More From Your Students

A Professor's Guide to Changing Students' Academic Perceptions and Behaviors

Professors are valuable carriers of messages to students. We invite you to learn more about our project to positively influence your students.

ACE-it promotes Academic Success Behaviors at the University of Idaho, with the goal of raising student GPAs, and increasing retention and graduation rates.



What can you do?

Action Items for Professors

1. Talk about what students are doing right when it comes to academic success behaviors.
2. Invite a member of the ACE-it team to present to your class, particularly in the event you need to cancel class.
3. Include ACE-it facts on your syllabi.
4. In applicable courses, use our data set(s) from our survey for class projects or examples.
5. Consider the academic success behaviors (listed at right) that correlate with college student academic achievement in your interaction with students.



The Social Norms Approach:

Changing Perceptions and Behavior

The Social Norms Approach is to gather credible data from a target population and, using various communication strategies, consistently tell the truth about actual norms of academic success behaviors. With repeated exposure to a variety of positive, data-based messages, the misperceptions that help to sustain problem behavior are reduced, and a greater proportion of the population begins to act within academic success behavior norms. This approach has been successfully applied in post-secondary educational settings across the nation and abroad to reduce risky alcohol, tobacco, and other drug use behaviors.

ACE-it assesses, measures, and documents perceptions about students' academic behaviors, and provides accurate data about actual academic success behaviors that UI students practice.

The Social Norms Approach Model of Change

1. **Baseline** – Identify actual and misperceived norms
2. **Intervention** – Intensive exposure to actual norm messages
3. **Predicted Results**
 - a. Less exaggerated misperceptions of norms
 - b. Reduction in harmful (academically unsuccessful) behavior
 - c. Increase in healthy (academically successful) behavior



Academic Success Behaviors

Academic achievement is the most critical element of college student retention and graduation. The behaviors on which ACE-it focuses that correlate with academic achievement are:

1. hours preparing for class
2. interacting with faculty
3. discussing course content outside of class
4. working on group projects for classes
5. tutoring other students
6. discussing racial or ethnic issues
7. socializing with other students from a different racial or ethnic group
8. holding a leadership position in a club or organization
9. participating in a college internship
10. volunteering and participating in community service
11. having a part-time job on campus

(Alexander Astin, What matters in College? Four Critical Years Revisited, 1993)