

MISSION:

This program is intended to help students on academic probation learn and adopt behaviors associated with academic success. Our expectation is that the probation program will promote a successful outcome, and result in a more satisfying and productive college experience for the student.

GOAL:

Each student will achieve a 2.0+ semester GPA at the conclusion of the semester. Each student will develop a better understanding of what is required of the successful college student.

OBJECTIVES:

1. Taking Responsibility: the source of probationary status

Student outcomes are a result of specific behaviors, actions, and decisions. The connection between student outcomes and personal responsibility for these outcomes are sometimes obscured by the popular notion that the university has somehow failed the student. The premise of the academic probation program is the student (not the university) is responsible for the student's academic probationary status. The present intervention program will explore what the choices (and associated behaviors) were, why they were made, and what is now needed to change the results.

2. Developing a Plan of Attack: setting goals and how to get there

Choices and decisions are not relegated to an individual time and a place. They present daily and are continual. Students on academic probation have made choices that resulted in their current academic standing. To remedy this and to avoid future similar situations the advisor will review what the university asks of the student and explore what the student is willing to do for success. Together they will develop a plan that addresses the demands placed on the student and will emphasize student behaviors that will support academic success.

3. Different Pathways to University Success

The student on probation is at a disadvantage. The playing field in which academic success can be achieved is not even as students come to the University of Idaho from different economic backgrounds, have different levels of family support and varying levels of motivation. There are many different pathways to success that can be fashioned and sculpted around the probationary student's past and current experiences, social and personal needs, cognitive perspectives, and worldview. The advisor and student will take a look at the academic strengths and weaknesses each student brings to the university in an attempt to identify a successful academic path.

4. Assessing Progress: exams, assignments, midterms, and new behaviors

Close attention will be paid to progress and retention. Upon notice of academic probationary status, the student will want to reestablish good academic standing. Expressions of this goal will manifest in both verbal and behavioral statements. Verbal statements will serve as the basis of goal development. The advisor will work with the student to translate these to measurable (behavioral) action that will then contribute to our mutual assessment of changes made.