

Greetings:

The Registrar's office has informed the Academic Standards and Admissions Committee (ASAC) that you have been placed on Academic Warning. Students are placed on Academic Warning when either their semester or cumulative GPA is below 2.0. Please note that students may be both on Academic Warning and Academic Probation. Students are placed on Academic Probation if their semester GPA falls below the threshold to be in Good Standing. Students with 2 consecutive semesters of Academic Probation face suspension from the university. Please refer to the catalog for details on Academic Probation and Suspension. It is your responsibility to know if you are on Probation as well as Warning. A hold will be placed on your registration for the duration of your warning semester so any changes to your semester's schedule will need to be completed by paper registration.

The Academic Warning process is intended to help you identify and address the issues that led to your poor academic performance. This process is designed in steps to help you prepare as much information as possible for your discussions with your academic advisor. You must work with your academic advisor on the Goal Setting and 3 semester plan. To proceed:

- Complete the enclosed Academic Success Action Plan beginning with **Step 1-** Self Assessment questionnaire. This is designed to help you identify the specific issues that have had an impact on your academics along with some potential strengths and solutions to help ensure future academic success.
- **Step 2**— to be completed with a representative of the Financial Aid office— understanding your requirements to keep or regain aid is important in goal setting.
- **Steps 3 and 4** —this information will provide you and your advisor essential information to help the two of you develop effective goals for the coming semester.
- **Steps 5 and 6** — **To be completed with your advisor.** You may wish to print a copy of your transcript to take your advising session so that you and your advisor are aware of any pre-requisite issues etc. as you formulate your goals and three semester plan.
- Turn in completed Academic Warning packet to the Registrar's Office **no later than the FRIDAY BEFORE classes begin. Please remember that the final day to add classes is the second Tuesday of the semester.**
- Your Academic Warning packet will be reviewed by a representative from the Academic Standards and Admissions Committee. You will receive an e-mail letting you know that you plan was approved or if further work is needed. Once approved you may proceed with any necessary registration changes.

If you have any questions you can contact us either at 575.835.5208 or edebrine@admin.nmt.edu

Best,

Elaine DeBrine Howell

Associate Dean for Student Success

Student Name _____

Major/Advisor _____

Student ID _____

NMT E-mail _____

Academic Success Action Plan

Please return completed Action Plan to the Registrar’s Office – Fidel 285

Step 1 – Self Assessment Questionnaire

The following are common obstacles that impede academic success in college. Check all obstacles that you feel hinder your academic progress. Check all strengths that you feel you possess. Review the corresponding potential solutions and select which ones will help you to achieve academic success.

	Obstacles	Potential Solutions	Notes
	Academic/Study Skills		
<input type="checkbox"/>	Learning disability	Visit the Counseling & Disabilities Office	
<input type="checkbox"/>	Inadequate study habits	Find a study partner	
<input type="checkbox"/>	Inadequate reading skills	Learn SQ3R method of reading textbooks	
<input type="checkbox"/>	Inadequate writing skills	Visit Writing Center in Fitch	
<input type="checkbox"/>	Inadequate math skills	Go to Math Dept help sessions	
<input type="checkbox"/>	Inadequate note-taking skills	Learn Cornell style or Concept map style	
<input type="checkbox"/>	Inadequate test-taking skills	Meet with instructors	
<input type="checkbox"/>	Concentration	Develop an effective study schedule	
<input type="checkbox"/>	Ineffective study environment	Try different settings-Fidel, library	
<input type="checkbox"/>	Ineffective studying time	Join or start a study group	
<input type="checkbox"/>	Inadequate understanding of learning style		
<input type="checkbox"/>	Late to class	Set alarms on your phone and/or computer	
<input type="checkbox"/>	Don't attend class regularly	Partner with another student in class	
<input type="checkbox"/>	Inadequate preparation for class	Follow study schedule	
<input type="checkbox"/>	Unhappy with instructor	Go to office hours and get to know instructor	
<input type="checkbox"/>	Inadequate background in the course	Go to tutoring	
<input type="checkbox"/>	Lack of interest in the course	Partner with another student in class	
<input type="checkbox"/>	Procrastination	Stick to time management schedule	
<input type="checkbox"/>	Lack of Motivation	Learn about goal setting	
<input type="checkbox"/>	Memorize course material instead of learning it	Join a study group; test yourself on material	
<input type="checkbox"/>	Other:	Other:	

Obstacles**Potential Solutions****Notes**

	Job Related		
<input type="checkbox"/>	Must work for living expenses	Consider going half time	
<input type="checkbox"/>	Work too many hours	Check out other job opportunities	
<input type="checkbox"/>	Problems with work	Make appointment with Career Services	
<input type="checkbox"/>	Time conflicts between school and work	Speak with your employer	
<input type="checkbox"/>	Other:	Other:	

	Degree Requirements		
<input type="checkbox"/>	Required general degree courses are difficult	See your academic advisor	
<input type="checkbox"/>	Out of sequence with major requirements	See your academic advisor	
<input type="checkbox"/>	Unhappy with major	Join your academic club, get job in your dept.	
<input type="checkbox"/>	Unsure of major	Make appointment with Career Services	
<input type="checkbox"/>	Interested in too many areas	Consider adding a minor; graduate school	
<input type="checkbox"/>	Lack confidence in ability in major courses	Review study plans with advisor, get tutoring	
<input type="checkbox"/>	Classes unavailable	Make 3 degree progress plans with advisor	
<input type="checkbox"/>	Other:	Other:	

	Fear of		
<input type="checkbox"/>	Failure	Speak with your advisor; seek counseling	
<input type="checkbox"/>	Math	Attend math department help sessions	
<input type="checkbox"/>	Not being perfect	Make appointment with Counseling Services	
<input type="checkbox"/>	Losing financial aid or scholarships	Speak with Financial Aid counselor	
<input type="checkbox"/>	Making decisions	Speak with your advisor	
<input type="checkbox"/>	Making mistakes	Learn decision making strategies	
<input type="checkbox"/>	Difficult tasks	Join a study group, go to tutoring	
<input type="checkbox"/>	Commitment	Speak with instructors; advisor	
<input type="checkbox"/>	Other:	Other:	

Obstacles**Potential Solutions****Notes**

	Time Management		
<input type="checkbox"/>	Internet	Study away from computer	
<input type="checkbox"/>	Cell phone	Turn off phone when studying	
<input type="checkbox"/>	Socialize too much	Use social life as reward for accomplishing tasks	
<input type="checkbox"/>	Overextended in activities	Set goals and follow them; learn to say 'No'	
<input type="checkbox"/>	Gaming	Study away from the computer; seek counseling	
<input type="checkbox"/>	Other:	Other:	

	Financial		
<input type="checkbox"/>	Worried about money	Make appointment with local bank representative for financial counseling	
<input type="checkbox"/>	Do not understand financial aid/scholarship requirements	See Financial Aid Counselor	
<input type="checkbox"/>	Inadequate financial aid/scholarship	Surf the web for outside scholarships	
<input type="checkbox"/>	Other:	Other:	

	Family		
<input type="checkbox"/>	Parental expectations	Discuss goals and keep them informed on a comfortable basis	
<input type="checkbox"/>	Household obligations	Find roommates to share load	
<input type="checkbox"/>	First time on your own, away from home	Make friends who share your values	
<input type="checkbox"/>	Family health problems	Ensure they get proper care and step back	
<input type="checkbox"/>	Spouse/children problems	Seek counseling	
<input type="checkbox"/>	Divorce/Separation	Seek counseling	
<input type="checkbox"/>	Other:	Other:	

Obstacles

Potential Solutions

Notes

	Personal		
<input type="checkbox"/>	Stressed out	Take a yoga class, exercise	
<input type="checkbox"/>	Roommate problems	Speak with RA, find mediator if off campus	
<input type="checkbox"/>	Relationship problems	Seek counseling	
<input type="checkbox"/>	Loss of family/friend	Make appointment at Counseling Services	
<input type="checkbox"/>	Loneliness	Join a club or go to campus events	
<input type="checkbox"/>	Homesick	Speak with RA, find someone from your home state/town	
<input type="checkbox"/>	Depression	Seek counseling	
<input type="checkbox"/>	Socially shy	Go to group events like tutoring, study groups, campus activities	
<input type="checkbox"/>	Illness	Go to Student Health Center	
<input type="checkbox"/>	Housing problems	Speak with RA, landlord, find roommates	
<input type="checkbox"/>	Anxiety	Exercise, sleep and eat well, seek counseling	
<input type="checkbox"/>	Value/moral conflicts	Join a local church of your choice	
<input type="checkbox"/>	Substance use or abuse	Seek counseling	
<input type="checkbox"/>	Physical/emotional abuse	Speak with campus police, seek counseling	
<input type="checkbox"/>	Overweight	Take an exercise class, go to gym, speak with Gym Director	
<input type="checkbox"/>	Negative attitude	Set realistic goals with rewards, volunteer in the community	
	Eating Disorder	Seek Counseling	
<input type="checkbox"/>	Other:	Other:	

Strengths**Potential Applications****Notes**

<input type="checkbox"/>	Written Expression	Take thorough notes in class	
<input type="checkbox"/>	Learn by listening	Attend all classes, get a study partner/group	
<input type="checkbox"/>	Learn by doing	Use white board when doing homework or studying	
<input type="checkbox"/>	Organized	Plan work and follow schedule	
<input type="checkbox"/>	Able to work alone	Find optimal work environment and schedule time accordingly	
<input type="checkbox"/>	Able to work well with others	Organize study groups for challenging classes	
<input type="checkbox"/>	Expressing ideas orally	Participate in class discussions and meet with instructors to review course material	
<input type="checkbox"/>	Concentration	Develop an effective study schedule	
<input type="checkbox"/>	Industrious	Self-start to stay on top of assignments, work on a task until completed	
<input type="checkbox"/>	Leadership ability	Join student clubs, academic societies	
<input type="checkbox"/>	Conscientious	Develop and use daily To Do lists	
<input type="checkbox"/>	Cooperative	Volunteer, get involved in campus/community activity	
<input type="checkbox"/>	Diplomatic	Problem solving in difficult situations	
<input type="checkbox"/>	Dependable	Follow through with daily goals	
<input type="checkbox"/>	Competent	Meet deadlines	
<input type="checkbox"/>	Observant	Attend all classes, take notes	
<input type="checkbox"/>	Persuasive	Partner with another student in class	
<input type="checkbox"/>	Resourceful	Anticipate obstacles and set up strategies to avoid	
<input type="checkbox"/>	Honest	Accept responsibility for your difficulties and seek help	
<input type="checkbox"/>	Enthusiastic	Delve deeper into the material you are learning	
<input type="checkbox"/>	Loyal	Don't give up	

<input type="checkbox"/>	Courageous	Face academic challenges head on	
<input type="checkbox"/>	Decisive	Develop goals early and follow them	
<input type="checkbox"/>	Responsible	Make and keep commitments	
<input type="checkbox"/>	Intelligent	Use skills in productive ways	
<input type="checkbox"/>	Dedicated	Don't let people influence you away from your goals	
<input type="checkbox"/>	Tolerant	Keep an open mind to try new ways to learn	
<input type="checkbox"/>	Patient	Use stress management when overloaded	
<input type="checkbox"/>	Optimistic	Approach each task with energy and enthusiasm	
<input type="checkbox"/>	Thrifty	Avoid time wasters	
<input type="checkbox"/>	Introverted	Give yourself quiet time to think about what you are learning	
<input type="checkbox"/>	Extroverted	Work with others	
<input type="checkbox"/>	Motivated	Offer to help someone else with their homework	
<input type="checkbox"/>	Respectful	Treat others how you wish to be treated	
<input type="checkbox"/>	Ethical	Know the rules and expectations so not blindsided	
<input type="checkbox"/>	Compassionate	Everyone is going through the same thing so help when you can	
<input type="checkbox"/>	Sense of Humor	Laugh at yourself every once in a while	
<input type="checkbox"/>	Confident	Take pride in your work	
<input type="checkbox"/>	Easy-going	Make time for fun after completing homework	
<input type="checkbox"/>	Creative	Keep motivation up even if don't care for material	
<input type="checkbox"/>	Cautious	Develop task management schedule	
<input type="checkbox"/>	Appreciative	Get the most out of all your classes	

If this is not your FIRST time on Academic Warning, you MUST complete this page.

It is essential for you to identify the reasons your initial Academic Success Plan failed to take you off Academic Warning. Please complete the following to assist you in formulating new goals. Check all that apply.

	Reason	Explanation	Notes
<input type="checkbox"/>	Discovered new obstacles		
<input type="checkbox"/>	Inadequate or Ineffective Solutions		
<input type="checkbox"/>	Inadequate or Ineffective Goals		
<input type="checkbox"/>	Did not follow through with stated plan		
<input type="checkbox"/>	Making progress but cumulative GPA still below 2.0		
<input type="checkbox"/>	Course(s) needing to repeat not offered during Warning semester		
<input type="checkbox"/>	Did not take the warning process seriously		
<input type="checkbox"/>	My advisor was unavailable to meet		
<input type="checkbox"/>	Did not attend class		
<input type="checkbox"/>	Did not do homework		
<input type="checkbox"/>	Did not study for exams		
<input type="checkbox"/>	Other:		

Name _____

ID # _____

Step 2 -- Financial Aid and Scholarship

Meet with the Financial Aid office staff to assess your status so you can understand what you will need to either keep or regain your aid. **You must complete this even if you do not have financial aid or scholarships. This information will be useful for your advising session.**

Aid Type	Current Status	Requirements to Retain/Regain
<input type="checkbox"/> Grants <input type="checkbox"/> Loans <input type="checkbox"/> Workstudy	<input type="checkbox"/> Ok standing <input type="checkbox"/> Financial Aid Warning <input type="checkbox"/> Financial Aid Suspension <input type="checkbox"/> Maximized Eligibility	<input type="checkbox"/> Raise cumulative GPA to ____ <input type="checkbox"/> Earn at least ____ hours <input type="checkbox"/> Earn all hours attempted with a minimum semester GPA of ____ <input type="checkbox"/> Continue meeting SAP <input type="checkbox"/> Other _____
<input type="checkbox"/> New Mexico Tech Scholarship	<input type="checkbox"/> Ok status <input type="checkbox"/> Lost <input type="checkbox"/> Maximized Eligibility	<input type="checkbox"/> Earn a minimum of ____ hours with a minimum cumulative GPA of ____ <input type="checkbox"/> Other _____
<input type="checkbox"/> Legislative Lottery Scholarship	<input type="checkbox"/> Ok status <input type="checkbox"/> Probation <input type="checkbox"/> Lost <input type="checkbox"/> Maximized Eligibility	<input type="checkbox"/> Earn a minimum of ____ hours with a minimum cumulative GPA of 2.5 <input type="checkbox"/> Other _____

Financial Aid Representative

Date

Step 3 -- Academic Obstacles

Using your Self Assessment Questionnaire beginning on page 2, identify and list up to four of your most significant obstacles and how they are interfering with your academic success.

Obstacles	How does this obstacle interfere with your academic success?

Step 4 -- Possible Solutions to Obstacles

Using your Self Assessment Questionnaire, list up to four possible solutions for each of the obstacles listed above.

Obstacles	Strengths	Solution #1	Solution #2	Solution #3

Goal Setting Techniques

SMART Rewards Goal Setting

- **Specific** – goal must be detailed and specific. “I want to pass my classes” is not a specific goal. “I want to pass my classes with B’s because this meets my scholarship requirements” is a much more specific goal.
- **Measurable** – use solutions to help break down the goal into specific actions and select a “due by” date, i.e. attend Math department help sessions 2 times a week, etc.
- **Affirmative** – goal must be positive – “I will not fail Chemistry” is a negatively stated goal.
- **Realistic** – first candidly evaluate whether the goal is possible for you and if you can commit to the chosen solutions to reach the goal.
- **Timely** – deadlines are crucial to ensure that you stay on track with your solutions and your overall goal achievement.
- **Rewards** – it is essential to build in a method to reward yourself along the path to achieving the goal. As you achieve each measured solution, give yourself a small reward to keep yourself motivated and positive.

DAPPS rule (Downing 1999). DAAPS stands for:

- **Dated.** Effective goals have specific deadlines. Short-term goals usually have deadlines within a few months; long-term goals have a deadline of a year or more.
- **Achievable.** Effective goals are realistic. If you are going to make a mistake on the achievability of a goal, err on the side of optimism.
- **Personal.** Effective goals are ones you have come up with, not someone else’s. Trust that you know better than anyone which goals are the best for you.
- **Positive.** Effective goals concentrate on what you do want rather than what you do not want. An example of a negative goal is to stop being late for class. A positive goal is to arrive to class on time.
- **Specific.** Effective goals are clear, concise and measurable. For example a goal of wanting to do better in school is not enough. A more measurable and clear goal is to say you will achieve a GPA of 3.5 or better this semester.

Step 5 -- Goal Setting – To Be Completed With Your Advisor

You must use the information from Steps 1-4 to develop your goals. Goals must be specific, realistic and actions that you will commit to doing if you wish to see an improvement in your performance. Your Goal #1 has been started for you. Please refer to Goal Setting Techniques on page 11.

Goal #1

Specific Goal Statement I will achieve a semester GPA of:

Measured by monthly calculations of GPA; midterm grades; semester GPA

Date to complete will review progress monthly and make adjustments to approach as needed

Check all applicable actions you will utilize to achieve your goal.

- | | |
|---|---|
| <input type="checkbox"/> Attend all classes | <input type="checkbox"/> Form a study group |
| <input type="checkbox"/> Meet with advisor (circle) weekly 2xmo 1xmo | <input type="checkbox"/> Find a campus job |
| <input type="checkbox"/> Meet with instructor (circle) weekly 2xmo 1xmo | <input type="checkbox"/> Monitor progress on a regular basis |
| <input type="checkbox"/> Attend Math dept. Help Sessions ___x week | <input type="checkbox"/> Develop a study schedule |
| <input type="checkbox"/> Attend Chem dept. Help Sessions ___x week | <input type="checkbox"/> Join a student club or campus activity |
| <input type="checkbox"/> Attend Physics dept. Help Sessions ___x week | <input type="checkbox"/> Volunteer in the community |
| <input type="checkbox"/> Seek Counseling | <input type="checkbox"/> Enlist the support of parents |
| <input type="checkbox"/> Complete all assigned homework | <input type="checkbox"/> Other _____ |

Goal #2 - Not Related to Grades or GPA. This is taken care of in Goal #1.

Specific Goal Statement _____

Measured by _____

Date to complete _____

Check all applicable actions you will utilize to achieve your goal.

- | | |
|---|---|
| <input type="checkbox"/> Attend all classes | <input type="checkbox"/> Form a study group |
| <input type="checkbox"/> Meet with advisor (circle) weekly 2xmo 1xmo | <input type="checkbox"/> Find a campus job |
| <input type="checkbox"/> Meet with instructor (circle) weekly 2xmo 1xmo | <input type="checkbox"/> Monitor progress on a regular basis |
| <input type="checkbox"/> Attend Math dept. Help Sessions ___x week | <input type="checkbox"/> Develop a study schedule |
| <input type="checkbox"/> Attend Chem dept. Help Sessions ___x week | <input type="checkbox"/> Join a student club or campus activity |
| <input type="checkbox"/> Attend Physics dept. Help Sessions ___x week | <input type="checkbox"/> Volunteer in the community |
| <input type="checkbox"/> Seek Counseling | <input type="checkbox"/> Enlist the support of parents |
| <input type="checkbox"/> Complete all assigned homework | <input type="checkbox"/> Other _____ |

Step 6 -- Coursework Plan — To Be Completed With Your Advisor

Develop a 3 semester plan for coursework with a maximum of 15 credit hours in the first semester.
You must include 3 regular semesters. Summer school may be included as a 4th semester.

Warning Semester: _____

Semester: _____

Semester: _____

Courses: _____

Courses: _____

Courses: _____

Total Credit Hours: 15

Total Credit Hours: _____

Total Credit Hours: _____

Summer Session: _____

If you require greater than 15 hours for the retention of scholarship, financial aid or other required programs, please include an explanation below:

Advisor

Date

Student

Date

Please return your completed Action Plan to the Registrar's Office, Fidel 285