



ACADEMIC SUCCESS PLAN FOR STUDENTS ON ACADEMIC PROBATION

You are reading this form because you are currently on academic probation. Your status may seem discouraging, but we are here to partner with you to get your academic progress back on track! This planning guidance is the first step and is designed as a supportive resource to help you begin to strategize and develop your academic skills, goals, and ultimately result in your academic success.

Please follow these steps, do not delay:

BEFORE YOU RETURN TO CAMPUS

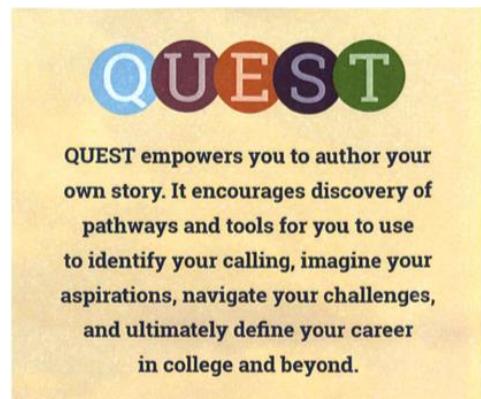
- Use the instructions on the reverse side of this sheet as a guide to reflect on your goals and performance and to create a draft Academic Success Plan.
- A QUEST professional staff member will be assigned to be your success plan partner. You will hear from QUEST about setting up an initial appointment with your partner during the first week of the semester.
- If you have questions, contact QUEST at 814-641-3150 or QUEST@juniata.edu

FIRST WEEK OF THE SEMESTER

- Meet with your QUEST partner to discuss, revise, and finalize your Academic Success Plan.

DURING THE SEMESTER

- Share your Academic Success Plan and your goals and priorities with your academic advisors, and discuss how they can help you to be effective in your academic journey.
- Implement your plan. Check in frequently with your QUEST partner. Make progress. See results.



Everyone is on a different quest where you can build on individual strengths, consider pathways for growth, and identify the resources you need for your journey.

QUEST will connect you to academic coaches, career exploration and planning professionals, Disability Services, the Dean of Students and student life professionals, and the Registrar.

QUEST is ready to assist you as you acquire and hone skills, seek mentoring and advice, ask questions, use planning resources, and access various ways to enrich your educational journey.

QUEST also partners with the Beeghly Library, the Writing Center, the Center for International Education, and other offices to connect your interests and opportunities.



ACADEMIC SUCCESS WORKSHEET

FIRST: Set aside some time and share your reactions to the prompts below. With yourself (journaling) or someone you trust (discussion), reflect on the following:

- ☛ What do you think got in the way of your academic progress or performance previously?
- ☛ What are your self-expectations for the upcoming semester? What would being successful academically look like in terms of outcomes, grades or achievements? What would social success look like?
- ☛ What campus resources have you explored and found valuable? Explored but found unhelpful? Feel like you might be needing or missing out on?
- ☛ How will you manage your job as a student? Who will be on your team and how often will you be checking in with them?
- ☛ Are there red flags or early warning signs we might watch for that might suggest distress?
- ☛ Are there achievements or milestones that we might monitor that would indicate success?
- ☛ What role will your family play in your academic progress? How will you communicate with them?
- ☛ What role might your doctor/counselor/etc. play in your academic progress? How will you communicate with them?
- ☛ What else do you need/want from an academic advisor, success coach, or from QUEST?

SECOND: Access these resources

- ✓ A talk by Eduardo Briceno on developing a growth mindset: <https://youtu.be/pN34FNbOKXc>
- ✓ An introduction to SMART Goals: <https://www.mindtools.com/pages/article/smarts-goals.htm>

THIRD: Draft your plan using the following framework.

FRAMEWORK

Goals/Expectations

- ✖ What do you expect of yourself?
- ✖ What will you do to meet your expectations?
- ✖ What concrete actions will you take?
- ✖ What is your daily, weekly, monthly plan?

Team

- ✖ Whom will you seek out for support?
- ✖ How often will you connect with them?
- ✖ What will you share and with whom?

Resources

- ✖ What campus resources will you use or explore?
- ✖ How will you explore your awareness of resources available?

Accountability

- ✖ How will you determine whether you are on track?
- ✖ What will suggest that you are making progress?
- ✖ What will suggest that you are in distress?

<u>EXAMPLE</u>
Goals/Expectations
<ul style="list-style-type: none">☛ Achieve a B- or better in all classes☛ Attend every class meeting through Sept☛ Establish a relationship with each prof by attending office hours once weekly☛ No studying in my room☛ Use my planner to track classes, assignments and plan study periods☛ Use math lab tutors every week to understand Calculus homework
Team
<ul style="list-style-type: none">☛ QUEST Academic Coach (every other week)☛ Math Lab tutors (weekly)☛ Profs (attend office hours weekly)☛ Counselor (every other week)
Resources
<ul style="list-style-type: none">☛ QUEST Academic Coach, Math Lab & Counseling Services☛ Kennedy Fitness Center (workout 3x week)☛ QUEST Student Accessibility Services
Accountability
<ul style="list-style-type: none">☛ Individual grades received are C+ or better☛ Log into Moodle every day☛ Turn in all assignments on time☛ Avoid nights of 4 or less hours of sleep☛ Don't miss QUEST or Counseling appts.

FINALLY: In your initial meeting with your QUEST partner, you will share highlights of your reflection and your draft success plan. Together, you will create a final version. You will share your final Academic Success Plan with your academic advisor/s for discussion and follow-through.

QUEST

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