



PROBATION should be followed by REMEDIATION

Academic Probation

If the cumulative grade point average in all faculty work falls below 60%, an undergraduate student is subject to academic probation. A student shall be removed from academic probation only when the cumulative grade point average in all faculty work is 60% or higher.

Remediation

AUM requires each entering undergraduate to take the English Placement Test (EPT), Arabic Placement Test (APT) and the Computer literacy placement test (CLPT) prior to enrollment **except those exempted in accordance with the bylaws and regulations of HEAC and AUM**. These placement tests are not a condition for admission to AUM, but they should be in the near future a condition of enrollment. These examinations are designed to identify entering students who may need additional support in acquiring university entry-level English, Arabic and computer literacy skills. Undergraduate students who do not demonstrate university-level skills in English, in Arabic and in computer literacy will be placed in appropriate remedial programs and activities during the first term of their enrollment.

Students placed in remedial programs in either English, Arabic or computer literacy must complete all remediation in their first year of enrollment.

Goal: Remediation should stem from EMPOWERING Students on academic probation and build up their proactive agency.

Objectives: Each faculty needs to shoulder the following tasks:

1. To come up with the Intervention programs and involvement of academic support systems to help students on academic probation recover from their learning difficulties.
2. To have advisers fully implement the new intervention program that includes group tutoring, learning strategy seminars, counseling workshops and rigorous follow up on students' attendance.
3. To advocate for academic advisers to work closely with students on academic probation and to strive to understand the multitude of difficulties and barriers that may impede learning. This can be done by having student self-assess themselves to learn about the student's perception of why he or she faced academic difficulty and the goals and resources he or she would utilize to improve academic work.
4. To have advisers work with individual students to create more personal success plans and have ownership of his or her own education. This is attainable by having students write their learning outcomes (LO) along with their advisers to empower students to take an active role in the decision-making of their empowerment. The effectiveness of the (LO) should be measured and monitored through an on-going assessment
5. To have advisers leverage University resources to maximize the effect and efficiency of the intervention program.



ACADEMIC PROBATION FOLLOW-UP FORM

Form Sequence Number: _____

Student's Name: _____ ID #: _____

Faculty: _____ Department: _____

Date of Contact: _____ Advisor's Name: _____

Semester/Year: _____ Fall _____ Spring _____

Student's Status

_____ Probation, first semester

_____ Probation, second semester

_____ Progress Probation (suspension rescinded)

_____ Special Study Program

_____ Other: _____

Student's SGPA * _____ Credits Earned _____ Credits Attempted _____

Student's CGPA ** _____ Credits Earned _____ Credits Attempted _____

Credits transferred: _____

Completion Rate: _____ % of (credit hours courses completed / credit hours courses attempted)

I. Please check reasons given by student for his/her poor performance (mark all that apply) student with academic advisor side by side.

- 1- _____ campus atmosphere, environment
- 2- _____ personal issues
- 3- _____ lack of motivation
- 4- _____ postponing study until last minute
- 5- _____ boredom, lack of interest
- 6- _____ poor study habits

*SGPA is calculated by multiplying the grade points earned in a course with the number of credit hours of that course, taking the sum of such products for each course taken in that semester and finally dividing the result by the total number of credit hours registered in that semester

** CGPA is calculated in a similar manner to that of the SGPA for all the courses taken so far in all the semesters of the degree program.

- 7- _____ learning difficulties



- 8- _____ missed too many classes
- 9- _____ distractions
- 10- _____ poor time management
- 11- _____ could not understand instructor
- 12- _____ language barrier
- 13- _____ Instructor's performance and conduct
- 14- _____ Not understanding the Instructor
- 15- _____ The course is difficult
- 16- _____ Others, please indicate _____

II. AUM Policies

- 1- Is the student receiving any AUM financial aid? Yes _____ No _____
- 2- Is the student aware of the AUM probation policy? Yes _____ No _____
- 3- How many quality (grade) points (minimum) (**Needed SGPA**) must the student earn **this current** semester to satisfy remediation requirements. (-----)***

III. What action steps will the student take to improve his/her academic status? Check all that apply)

- 1- _____ go to Math Lab
- 2- _____ go to Writing Lab
- 3- _____ go to science/computers/relevant Lab
- 4- _____ enroll in intervention programs of remediation
- 5- _____ seek departmental tutoring
- 6- _____ spend more time studying, particularly on the weekends and after class
- 7- _____ join study group/session
- 8- _____ seek social and behavioral advising
- 9- _____ attend academic advancement workshops and seminars
- 10- _____ go to class and take more efficient notes
- 11- _____ cut-back on social activity

*** Needed SGPA= $[60 * (\text{current credit hours registered} + \text{attempted credit hours}) - (\text{CGPA} * \text{attempted credit hours})] / (\text{current credit hours registered})$.

- 12- _____ watch less TV; and cut-back on other time wasting activities
- 13- _____ attend summer school if necessary
- 14- _____ others, please indicate _____

If student plans to go to remediation courses, what courses will he/she take? (Please explain procedure for taking courses on campus)

Student's Signature _____ Date: _____
Academic Advisor Signature _____ Date: _____



AUM advisors: Please complete a separate follow-up form for each student to which you were assigned. Thank you for your time and help with advisement.

Advisor's First Name:

Advisor's Last Name:

Advisor's Email Address:

Advisor's Skype Address:

Student's First Name:

Student's Last Name:

Follow up type:

- Met with the student in person regularly
- Emailed the student
- No follow-up contacts made with the Student
- Other

Follow-up result:

- Met with student as scheduled
- Student did not show, successfully rescheduled and met with student
- Student did not show, was not able to reschedule or meet with student
- Student did not respond
- Other



Remediation Plan for Students

Faculty:	Department:	Course Title:	Course Number:		
Student Name:		GPA:			
ID:					
Semester/Year:					
Learning Outcome Number	Action	Tasks and Activities	Time Frame	Measurement and Evaluation	Proof of Evidence (Box File number)