

Academic & Personal Success Plan

Student's Name (Please Print) _____ M# _____

Semester I begin my academic/personal success plan (ex. Spring 2017) _____

The Office of Student Engagement and Success is committed to helping you reach your academic and career goals. This worksheet is designed to help you develop a plan for academic and personal success. Be honest with yourself about the commitment and effort you are willing to invest so that you can develop a plan that is achievable and workable for you.

Identify the obstacles you encountered in the previous two semesters

Using the matrix below, identify the three greatest obstacles you faced during the last two semesters and how they interfered with your academic success. If needed, you may use the list provided to help you identify obstacles.

| Obstacle | How did this interfere with your success? (Be specific.) |
|----------|--|
| 1. | |
| 2. | |
| 3. | |

- | | |
|---|--|
| <input type="checkbox"/> I didn't go to class. | <input type="checkbox"/> I watched too much TV. |
| <input type="checkbox"/> I didn't take notes in class. | <input type="checkbox"/> I spent too much time on the internet, Facebook or playing video games. |
| <input type="checkbox"/> I didn't pay attention in class due to texting, surfing the net, etc. | <input type="checkbox"/> I wasn't organized enough. |
| <input type="checkbox"/> I didn't turn in homework or other assignments (or turned them in late). | <input type="checkbox"/> I missed a test or lab. |
| <input type="checkbox"/> I didn't study enough. | <input type="checkbox"/> I procrastinated too much. |
| <input type="checkbox"/> I wasn't sure how to study effectively. (I never had to study in high school.) | <input type="checkbox"/> I didn't keep up with the reading. |
| <input type="checkbox"/> I had trouble adjusting to college life. | <input type="checkbox"/> I didn't participate in class. |
| <input type="checkbox"/> I had test anxiety. | <input type="checkbox"/> I didn't get enough sleep. |
| <input type="checkbox"/> I am uncertain about my educational goals. | <input type="checkbox"/> I had trouble balancing work and school. |
| <input type="checkbox"/> I allowed the use of alcohol or other drugs to interfere with my academics. | <input type="checkbox"/> I became frustrated about my performance and just gave up. |
| <input type="checkbox"/> I had difficulty prioritizing between school work and social activities. | <input type="checkbox"/> I think I might have an undiagnosed learning disability. |
| <input type="checkbox"/> I wasn't motivated enough. | <input type="checkbox"/> I didn't buy the book(s) for the class. |
| <input type="checkbox"/> I wasn't sure that I wanted to be at MSU. | <input type="checkbox"/> I had financial problems. |
| <input type="checkbox"/> I had personal problems or issues. | <input type="checkbox"/> I had difficulty with the subject matter in one or more of my classes. |
| <input type="checkbox"/> I had health problems. | <input type="checkbox"/> I worked too many hours. |
| <input type="checkbox"/> I didn't have transportation. | <input type="checkbox"/> Other (be specific) |
| <input type="checkbox"/> I didn't manage my time well. | _____ |
| | _____ |

Effort, Persistence and Positivity Will Pay Off!

Generate potential solutions for overcoming the obstacles you listed

In the matrix below, write the three obstacles you listed on page 1. Then list three potential solutions for each obstacle. If needed, you may use the list below to help you identify potential solutions.

| Obstacle | Solution #1 | Solution #2 | Solution #3 |
|----------|-------------|-------------|-------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |

- ☐ I will meet with my academic advisor to discuss my schedule and develop a plan for success.
 - ☐ I will meet with my advisor, the Office of Student Engagement and Success staff, or another student support services person to develop a time management plan that works for me.
 - ☐ I will attend all of my classes.
 - ☐ I will go to class prepared.
 - ☐ I will stay focused in class.
 - ☐ I will make school a high priority.
 - ☐ I will set a study schedule for each class and follow it.
 - ☐ I will seek assistance from tutors (tutoring.murraystate.edu)
 - ☐ I will seek assistance from the Writing Center in the Library
 - ☐ I will seek assistance from the Oral Communication Center in the Library
 - ☐ I will seek assistance from the staff in Student Disability Services
 - ☐ If I am having difficulty in a course for which tutoring is not currently offered, I will speak to the instructor and ask about tutoring options or study groups.
 - ☐ I will reduce the number of hours I work per week (20 hours/week is recommended).
 - ☐ I will utilize the major and career exploration services in Career Services office, 100 Applied Science.
 - ☐ I will seek assistance from someone in the Financial Aid Office.
 - ☐ I will make better choices regarding my health, sleeping and eating habits.
 - ☐ I will make better choices regarding my use of alcohol and/or other drugs.
 - ☐ I will get to know my instructors.
 - ☐ I will ask my instructor for help if I am having difficulty in a course.
 - ☐ I will get involved in fitness activities at the recreation center.
 - ☐ I will not spend time with people who are not understanding of my goals for academic success and my need for study time.
 - ☐ I will check and respond to my Racer Email so that I don't miss important messages
 - ☐ I will get involved on-campus (attend an event; join a student group; etc.).
 - ☐ Other solutions that will allow me to be successful
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-

Commit to workable and achievable solutions

From the list of solutions you included in the matrix on page 2, select the three most achievable solutions you are willing to try. Then describe how these solutions may help you, and the sacrifices you will need to make to achieve your goals

| Solution | How will this solution help me? | What will this solution require of me in terms of time and effort? |
|----------|---------------------------------|--|
| 1. | | |
| 2. | | |
| 3. | | |

Remember that with effort and persistence, you can stay in or return to good academic standing! Keep the following in mind:

1. **BE COMMITTED** to achieving academic success.
2. **UNDERSTAND** what academic suspension means and what grades you'll need to earn to return to good academic standing.
3. **IDENTIFY** the problems that led to your poor grades.
4. **CONSIDER** all of your options – including adjusting your course load, cutting back on working hours, cutting back on extracurricular activities, repeating courses, etc.
5. **KNOW** the “Add, drop, and withdrawal” deadlines as well as other academic policies that pertain to you.
6. **LET OTHERS ASSIST YOU** and take advantage of student support services such as tutoring, personal counseling, and academic advising.
7. **THINK POSITIVELY** and **WORK HARD! DON'T GIVE UP!**

Academic and/or Personal Success Goals

Goals must be specific, dated, and your very own (not for someone else)

(Example: I will study two more hours each week for ECO 230 to support my goal of earning a B in that course by end of spring semester.)

1.

2.

3.

4.

Student's Signature: _____

Date: _____

Signature of Mentor, Student Engagement and Success Staff, or Advisor: _____

Date: _____

This worksheet was adapted from student success worksheets at NC State University, Virginia Tech University and Clemson University. This worksheet is used with permission. Permission granted: Rose Marie Ackerman, Assistant Director, Department Student Services Civil Engineering, University of Toledo. Permission received August 14, 2014. Revised 02/2017

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