
Your Academic Plan

By creating this Academic Plan, you will map out what it will take for you to produce a successful semester, and the specific actions necessary for achieving that goal.

Remember as you create this plan and move through the semester the wisdom of Rita Mae Brown, who noted that the definition of insanity is doing the same thing over and over and expecting different results. Decide right now to make different choices this semester in order to produce a different result.

Your Academic Plan Involves:

- Determining why you are in college, your experience with academics, and the resources available to you;
- Answering the following with complete honesty;
- Meeting with your UConn Connects facilitator once a week;
- Meeting with each of your advisors and professors at least once this semester; and
- Developing concrete goals related to your academic success at UConn

Attached you will find separate worksheets for each of these tasks.

Academic Plan certified as complete:

UConn Connects Participant Signature: _____

UConn Connects Facilitator Signature: _____

Date: _____

About Me

Self-reverence, self-knowledge, self-control; these three alone lead one to sovereign power.

Alfred Lord Tennyson

It is important to examine the choices that you have made in the past as you begin to construct a plan for academic success in the future at the University of Connecticut. If you don't know how you got to this point, you will not know what to tweak in order to improve?

General Information:

I was motivated to pursue a college degree because:

My college degree will allow me to:

Some things I find challenging at UConn are:

My Study Habits

Generally I study ____ (minutes / hours) a day.

When I study, I: (describe surroundings, study methods, time of day, etc.)

The following strategies help me score well on tests and other assignments:

I have used the following resources at the University of Connecticut [Check all that apply]:

- | | |
|---|--|
| <input type="checkbox"/> Academic Advisor | <input type="checkbox"/> Q Center |
| <input type="checkbox"/> Career Services | <input type="checkbox"/> Supplemental Instruction |
| <input type="checkbox"/> Mental Health and Counseling | <input type="checkbox"/> Other tutoring: _____ |
| <input type="checkbox"/> Student Disability Services | <input type="checkbox"/> W Center |
| <input type="checkbox"/> Financial Aid | <input type="checkbox"/> Academic Achievement Center |
| <input type="checkbox"/> Library | <input type="checkbox"/> Other: _____ |

The following personal resources are available to assist me in becoming a successful student (employer, friend, family member, etc.):

Learning from the Past:
Identifying Factors That Contributed to My Performance

I've come to believe that all my past failure and frustrations were actually laying the foundation for the understandings that have created the new level of living I now enjoy.

Tony Robbins

Check each of the items you feel may have created challenges for you during your enrollment at UConn.

Course Challenges:

- | | |
|---|--|
| <input type="checkbox"/> Did not have prerequisites for a course | <input type="checkbox"/> Unrealistic amount of work assigned in course |
| <input type="checkbox"/> Course load too heavy | <input type="checkbox"/> No interest in a particular course |
| <input type="checkbox"/> Unsure of major | <input type="checkbox"/> Too little time available in your schedule to complete the coursework |
| <input type="checkbox"/> Course does not fit your academic/career goals | <input type="checkbox"/> Other course problems:
_____ |
| <input type="checkbox"/> No clear career goals or plans | _____ |
| <input type="checkbox"/> No tutors or other support for course | _____ |
| <input type="checkbox"/> Unrealistic choice of courses | _____ |
| <input type="checkbox"/> Courses unavailable when you need them | _____ |

Personal Challenges:

- | | |
|---|---|
| <input type="checkbox"/> Poor health (self and/or family) | <input type="checkbox"/> Learning disability |
| <input type="checkbox"/> Financial difficulty | <input type="checkbox"/> Poor nutrition/diet |
| <input type="checkbox"/> Too many commitments | <input type="checkbox"/> Change in relationship with someone important to you |
| <input type="checkbox"/> Personal problems | <input type="checkbox"/> Anxiety |
| <input type="checkbox"/> Lack of confidence in your abilities | <input type="checkbox"/> Loneliness |
| <input type="checkbox"/> Employment commitments | <input type="checkbox"/> Burnout from taking classes |
| <input type="checkbox"/> Family problems | <input type="checkbox"/> Other personal issues:
_____ |
| <input type="checkbox"/> Social distractions | _____ |
| <input type="checkbox"/> Substance abuse | _____ |
| <input type="checkbox"/> Lack of motivation | _____ |

Institutional Challenges:

- | | |
|--|---|
| <input type="checkbox"/> Poor teaching | <input type="checkbox"/> Problems with TA |
| <input type="checkbox"/> Problems with professor | |

- _____ Classes too large
- _____ Classes too small
- _____ UConn doesn't seem interested in your needs
- _____ Professor's values differ from your own
- _____ Poor advising
- _____ Lack of good tutors
- _____ Inadequate facilities for studying
- _____ Unaware of support services to help students with problems

- _____ No opportunity for involvement with other students
- _____ Few people with backgrounds or interest similar to yours
- _____ Other institutional factors:

Studying Challenges:

- _____ Good intentions but poor follow-through
- _____ Concentration easily broken
- _____ Worries about failure interrupt study
- _____ Difficulty reading textbooks
- _____ Unprepared for classes
- _____ Unexpected questions on tests
- _____ Lecture notes useless for studying
- _____ Unsure about how to study
- _____ Uncertain about what is important

- _____ Material quickly forgotten
- _____ Memorization substituted for understanding
- _____ Too little time to prepare for tests
- _____ Other approaches to studying:

Other Challenges:

- _____ Enrolled in college only because you were expected to
- _____ External expectations rather than internal motivation keep you on campus
- _____ Off-campus activities distract you
- _____ Life seems to be "on hold"
- _____ Prefer job responsibilities to schoolwork
- _____ Energy low for completing assignments

- _____ Unsure how college fits into your goals
- _____ Learning is rarely fun
- _____ Negative emotions (stress, boredom) are part of college routine
- _____ Other motivational issues:

Now think about the courses that you have taken at UConn. Which of those did you really enjoy? In which ones did you do well? In which ones could you have improved? What factors contributed to your performance? Use this worksheet to highlight five of the courses in each category.

Courses In Which I Did Well		
Course / Grade	Factors that contributed to my success	Strategies I used in this course that I should use again
Courses In Which I Could Have Improved		
Course / Grade	What contributed to the lower grade	What would have improved my grade

Meeting with My Professors
Eighty percent of success is showing up.
Woody Allen

Attending class is one of the single most important factors in improving your grades. Getting to know your professors increases your motivation and chances for success.

Contact each of your professors this semester to introduce yourself. Work with the professor to gain a better understanding of what is required in the class and determine what you need to do to guarantee your success in the course. Most professors provide their contact information on their class syllabus.

Complete the following chart about your contact with professors.

Course	Professor	Date of Meeting	Topics Discussed

Mapping My Goals for Academic Success

Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.

Pablo Picasso

Now it's time to get down to specifics. How exactly are you going to create a great semester? What skills, attitudes, and behaviors do you need to reach your desired GPA?

Examine the courses you are taking this semester and complete this chart.

Course	Grade I want	Skills, attitudes, and behaviors I need to do well in this class	Possible Challenges

My Overall UConn Goals

When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.

Confucius

Beyond improving your GPA, what other overall goals do you have for your time at UConn? For example, consider what activities, clubs, or organizations you want to become involved with. Develop three goals here, including how you will achieve these and by what date.

Goal #1 Describe the goal and why it is important to you	
How I will achieve this	
When I will complete this goal:	
What will keep me from completing this goal?	

Goal #2 Describe the goal and why it is important to you	
How I will achieve this:	
When I will complete this goal:	
What will keep me from completing this goal?:	

Goal #3 Describe the goal and why it is important to you	
How I will achieve this:	
When I will complete this goal:	
What will keep me from completing this goal?:	

Strategies to Succeed:

Which of the following area(s) would help you achieve high academic performance if you became more effective and efficient?

- | | |
|---|--|
| <p>_____ Study skills</p> <p>_____ Math skills</p> <p>_____ Stress management</p> <p>_____ Time management</p> <p>_____ Dealing with personal issues</p> <p>_____ Lifestyle changes</p> <p>_____ Choosing a major</p> <p>_____ Writing skills</p> | <p>_____ Overcoming test anxiety</p> <p>_____ Test-taking skills</p> <p>_____ Career exploration</p> <p>_____ Dealing with chemical dependency</p> <p>_____ Others:</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|--|

Congratulations! You have documented what it will take for YOU to be successful.

One last question: What could keep you from getting excellent grades this semester?

For my UConn Connects facilitator/coach: If I go AWOL this semester, you should:

- Call my cell phone (My number is _____)
- Contact me on FB
- E-mail me
- Come to my room

Submit this plan to your UConn Connects Facilitator and keep of a copy for yourself.

**Another Way to Look at Where You are
and Where you Want to Go**

We are not what we produce.

We are not how fast we run the race.

We are not how many points we score in the game.

We are not our GPA.

All of the products above are results, and results, while not telling us who we are, do tell us how effective our preparation was on a particular task. Products also may have consequences.

It is important to know where you are in each course during the semester. As you get back quiz and test scores, grades from labs, papers, or presentations, you need to keep track of what your grade in the class would be "if the course were to end today". It is also important to calculate your GPA "as if the course was ending today".

Below are some tools that will help you figure your GPA or what you would need to get your GPA up to a particular point.

If you want to figure a GPA by hand, the formula is:

Course Name	Credits	X	Numerical Equivalent of the Grade*	=	Grade Points
Example:					
PSYC 132	3	X	(A) 4.0	=	12
CHEM 127	4	X	(C) 2.0	=	8
<i>Total</i>	<i>7</i>				<i>20</i>

Divide *Total Grade Points* (20) by *Total Credits* (7) and your GPA for these courses is 2.857

Numerical Equivalents of the Grades:

A	=	4.0	C	=	2.0
A-	=	3.7	C-	=	1.7
B+	=	3.3	D+	=	1.3
B	=	3.0	D	=	1.0
B-	=	2.7	D-	=	.7
C+	=	2.3	F	=	0.0

Academic and Student Support Resources

UConn Connects Facilitator, please check which offices you suggest the student visit:

<input type="checkbox"/> Academic Advising	<p>ACES (Academic Center for Exploratory Students) 486-1788</p> <p>Liberal Arts Advisory Center 486-2822</p> <p>Business 486-2315</p> <p>HDFS 486-4463</p> <p>Nursing 486-3716</p>
<input type="checkbox"/> Deciding on a Major	<p>ACES 486-1788</p> <p>Career Services 486-3013</p>
<input type="checkbox"/> Career Planning	<p>Career Services 486-3013</p>
<input type="checkbox"/> Library Usage	<p>Help Desk 486-2513</p>
<input type="checkbox"/> Reading/Writing	<p>Writing Center (CUE Building) 486-4387</p> <p>Reading-Language Arts Center 486-4114</p>
<input type="checkbox"/> Math/Science	<p>Math Center (MSB Rm. 119) 486-6453</p> <p>Q Center (CUE) 486-1961</p> <p>Statistical Consulting 486-3414</p>
<input type="checkbox"/> Study Skills/Time Management/ Stress Management	<p>Academic Achievement Center (CUE 130) 486-6972</p>
<input type="checkbox"/> Tutoring	<p>UConn Connects Online http://web.uconn.edu/uconnconnects/tutor.htm Departmental Tutors</p> <p style="text-align: right;">Call Specific Department</p>
<input type="checkbox"/> Learning Disabilities	<p>Center for Students with Disabilities 486-2020</p>
<input type="checkbox"/> Financial Issues	<p>Financial Aid Office 486-2819</p> <p>Fee Adjustments 486-4830</p>

<input type="checkbox"/> Mental Health Issues	Emergency Loan Fund	486-3426
	Mental Health Services	486-4705
	Center for Students with Disabilities	486-2020
<input type="checkbox"/> Physical Health Issues	Health Services (Infirmary)	486-4700
	Mental Health Services	486-4705
<input type="checkbox"/> Substance Abuse Prevention	Office of Alcohol & Other Drug Education Services	486-9431