



University of Connecticut

Office of First Year Programs: UConn Connects

<http://web.uconn.edu/uconnconnects/index.htm>

Your Academic Plan

By creating this Academic Plan, you will map out what it will take for you to produce a successful semester, and your specific plans 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 at least every other week;
- Meeting with each of your 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 what's broken, how do you know what to fix?

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"/> Writing Center |
| <input type="checkbox"/> Financial Aid | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Library | |

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

Learning from the Past:

Identifying Factors Contributing to Difficulty with College

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 caused difficulties for you during your enrollment at UConn.

What course problems have made learning difficult for you? This refers to each class you have taken

- | | |
|---|--|
| <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 | |

What personal issues may have interfered with your performance?

- | | |
|---|---|
| <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 | |

What institutional factors have made learning difficult for you?

- | | |
|--|--|
| <input type="checkbox"/> Poor teaching | <input type="checkbox"/> Classes too large |
| <input type="checkbox"/> Problems with professor | <input type="checkbox"/> Classes too small |
| <input type="checkbox"/> Problems with TA | <input type="checkbox"/> UConn doesn't seem interested in your needs |
| | <input type="checkbox"/> 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:
- _____
- _____
- _____

Describe how your approach to studying hindered your academic progress.

- _____ 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 factors that might be making learning difficult

- _____ 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 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	Factors that contributed to the lower grade	What I could have done to improve my grade

***If you need additional room, please attach separate page to this plan.**

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 t you	
How I will achieve this:	
When I will complete this goal:	
What will keep me from completing this goal?:	

Strategies to Succeed:

Please indicate the following area(s) that would help you achieve good academic standing.

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

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 me on my cell phone
- IM me
- 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.

http://web.uconn.edu/uconnconnects/calc_gpa.htm

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

<i>Course Name</i>	<i>Credits</i>	<i>X</i>	<i>Numerical Equivalent of the Grade*</i>	<i>=</i>	<i>Grade Points</i>
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 Equivalent of the Grades* can be found at the above link

Academic and Student Support Resources



University of Connecticut

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

<input type="checkbox"/> Academic Advising	ACES (Academic Center for Exploratory Students)	486-1788
	Liberal Arts Advisory Center	486-2822
	Business	486-2315
	HDFS	486-44632
	Nursing	486-3716
<input type="checkbox"/> Deciding on a Major	ACES	486-1788
	Career Services	486-3013
<input type="checkbox"/> Career Planning	Career Services	486-3013
<input type="checkbox"/> Library Usage	Help Desk	486-2513
<input type="checkbox"/> Reading/Writing	Writing Center (CUE Building)	486-4387
	Reading-Language Arts Center	486-4114
<input type="checkbox"/> Math/Science	Math Center (MSB Rm. 119)	486-6453
	Q Center (CUE)	486-1961
	Statistical Consulting	486-3414
<input type="checkbox"/> Study Skills/Time Management/ Stress Management	Academic Achievement Center (CUE 130)	486-6972
<input type="checkbox"/> Tutoring	UConn Connects Online http://web.uconn.edu/uconnconnects/tutor.htm Departmental Tutors	Call Specific Department

<input type="checkbox"/> Learning Disabilities	Center for Students with Disabilities	486-2020
<input type="checkbox"/> Financial Issues	Financial Aid Office	486-2819
	Fee Adjustments	486-4830
	Emergency Loan Fund	486-3426
<input type="checkbox"/> Mental Health Issues	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