

# ACADEMIC SUCCESS PLAN



Be seen. Be heard. Be empowered.



# PROVISIONAL ADVISING

Dear Academic Advisor:

Thank you for your willingness to advise students admitted with the provision of enhanced advising. The transition to university courses and life can be challenging, and we want to ensure these students get off to a good start by connecting them with their advisors right away.

These first-year students are required to participate in enhanced advising based on their high school GPAs or their ACT or SAT scores. They must continue with this provision until they earn at least a 2.0 term GPA for two consecutive semesters.

With enhanced advising, you work closely with the student in support of his or her academic goals. You must meet with the new student during the first few weeks of the semester to create an Academic Success Plan (ASP). This plan will outline a path to the student's success while you and the student get to know each other. You may want to schedule follow-up meetings, and you must also meet with the student to schedule classes for next semester. If you know the student is starting to struggle academically (e.g., Starfish alert or midterm deficiency), please reach out and make yourself available or insist on a meeting. As you know, the sooner they get assistance the more time they have time to make positive changes in support of their success.

Please use the pages in this packet to get to know your student; to help your student better understand their strengths and areas for improvement; to plan with the student; to address midterm deficiencies; to identify their academic habits and challenges; to generate potential solutions to problems and challenges; and ultimately, to help them succeed and achieve their goals. If the student changes their major, please send their file to their new advisor.

How you use these materials varies. You might ask some of the questions verbally and take notes, or you might have the student complete parts of the packet followed by discussion of the responses together. The approach you take depends on you and the student. Find the method that works best.

Other helpful items you could include with the ASP are a four-year plan, academic requirements report, departmental advising sheets, course rotations, general education requirements, a copy of the student's transcript(s), and a copy of the student's current schedule.

For questions about enhanced advising, please contact MSU's Advising Coordinator, Heather Martin, at 701-858-3265 or [Heather.Martin@MontStateU.edu](mailto:Heather.Martin@MontStateU.edu) or in her office, in the Academic Support Center, located in the lower level of the Gordon B. Olson Library.

Thank you for your advising expertise and for helping to ensure all students have the support and resources they need to succeed.

Laurie Geller  
Vice President for Academic Affairs

# Minot State University

## Academic Success Plan for the New Student

Name: \_\_\_\_\_ ID#: \_\_\_\_\_  
MSU Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
Major: \_\_\_\_\_ Minor: \_\_\_\_\_

### Your Academic Success Plan will:

- Allow your advisor to get to know you and your academic experiences by reviewing your academic strengths and areas for improvement
- Develop concrete plans related to your academic success at MSU

### Student Information

*Please leave items blank if you are uncomfortable answering them.*

Age:      24 or less      25-30      31-39      40 or more

Will you be living on campus?      Yes      No

Marital Status:      Single      Married

Enrollment status for current term:      Part Time (less than 12 credits)      Full Time (12 or more credits)

How many credits do you plan to take each semester?

Fewer than 6 cr.      6-11 cr.      12-16 cr.      More than 16 cr.

Are you a student athlete?      Yes      No      If so, which sport?

Are you a caretaker for a child, a dependent family member, or friend?      Yes      No

Did either one or both of your parents graduate from college?      Yes      No

How long do you anticipate it will take you to graduate?      Less than 4 yrs      4-5 yrs      More than 5 yrs

Do you plan to complete your education at MSU?      Yes      No

Question:	Student Response:	Plan (developed with advisor, if needed):
<b>ACADEMIC/STUDY SKILLS</b>		
<i>What are your strongest subject areas?</i>		
<i>What are your weakest subject areas?</i>		
<i>How many hours do you plan to study each week?</i>		
<b>ACADEMIC PROGRAM</b>		
<i>What type(s) of career(s) are you interested in pursuing?</i>		
<i>How certain are you about your choice of major?</i>		
<b>FINANCIAL</b>		
<i>How concerned are you with the finances of attending college?</i>		
<i>What forms of Financial Aid are you receiving, if any (i.e. scholarships, loans, grants, etc.)?</i>		
<b>PERSONAL</b>		
<i>How do you balance the demands of school with your personal life?</i>		
<i>How do you handle stressful situations?</i>		
<b>WORK</b>		
<i>How many hours do you plan to work each week?</i>		

# Minot State University

## Academic Success Plan to address Midterm Deficiencies

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

MSU Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

### Your Academic Success Plan will help you to:

*Determine midterm challenges and create a plan to implement solutions to achieve academic success*

### STEP 1: Identify your greatest midterm challenges that may have contributed to your midterm deficiencies.

*Using the table below, identify your three greatest challenges and explain how they have interfered with your academic success.*

Challenge	How did it interfere with your success? (Be specific.)
1.	
2.	
3.	

**STEP 2: Generate potential solutions for overcoming your midterm challenges.**

*Using the table below, indicate possible solutions that might be helpful in overcoming your challenges.*

<b>Challenge</b>	<b>Solution #1</b>	<b>Solution #2</b>	<b>Solution #3</b>
1.			
2.			
3.			

**STEP 3: Commit to achievable solutions.**

*Using the table below, list the three most achievable solutions that you are willing to try, how these solutions will help you, and the sacrifices you will need to make to overcome your challenges and achieve success.*

<b>Solution</b>	<b>How will this solution help me?</b>	<b>What will this solution require of me in terms of time and effort?</b>	<b>Start date</b>
1.			
2.			
3.			

# Minot State University

## Academic Success Plan for Students on Academic Warning or Probation

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

MSU Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

### Your Academic Success Plan will help you to:

*Develop concrete plans to address challenges threatening to your academic success at MSU*

### STEP 1: Identify the challenges you encountered last semester (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> I did not go to class.                             | <input type="checkbox"/> I was homesick.                                      |
| <input type="checkbox"/> I did not take notes in class.                     | <input type="checkbox"/> I had trouble adjusting to life at MSU.              |
| <input type="checkbox"/> I did not pay attention in class.                  | <input type="checkbox"/> I had trouble with my roommate.                      |
| <input type="checkbox"/> I did not turn in assignments.                     | <input type="checkbox"/> I had health problems.                               |
| <input type="checkbox"/> I turned in assignments late.                      | <input type="checkbox"/> I had family issues.                                 |
| <input type="checkbox"/> I watched too much TV, Netflix, etc.               | <input type="checkbox"/> I had relationship issues with my significant other. |
| <input type="checkbox"/> I missed one or more exams.                        | <input type="checkbox"/> I had financial problems.                            |
| <input type="checkbox"/> I pledged a fraternity/sorority.                   | <input type="checkbox"/> I had test anxiety.                                  |
| <input type="checkbox"/> I spent too much time on the internet.             | <input type="checkbox"/> I had anxiety.                                       |
| <input type="checkbox"/> I did not study enough.                            | <input type="checkbox"/> I spent too much time with friends.                  |
| <input type="checkbox"/> I had trouble balancing work and school.           | <input type="checkbox"/> I allowed drugs and/or alcohol to interfere.         |
| <input type="checkbox"/> I did not do my readings.                          | <input type="checkbox"/> I became frustrated with my performance and gave up. |
| <input type="checkbox"/> I did not buy my books on time or at all.          | <input type="checkbox"/> I did not like my classes.                           |
| <input type="checkbox"/> I procrastinated.                                  | <input type="checkbox"/> I was not motivated.                                 |
| <input type="checkbox"/> I was unsure about academic goals.                 | <input type="checkbox"/> I was unsure about my major.                         |
| <input type="checkbox"/> I did not know how to study effectively.           | <input type="checkbox"/> I struggled with a learning disability.              |
| <input type="checkbox"/> I did not understand the material in my class(es). | <input type="checkbox"/> I was dealing with depression.                       |

Identify below the 3 greatest challenges you faced last semester & how they interfered with your success.

Challenge	How did it interfere with your academic success? (Be specific.)
1.	
2.	
3.	

**STEP 2: Generate potential solutions for overcoming your challenges.**

Indicate below which solutions might be helpful in overcoming your challenges.

Challenge	Solution #1	Solution #2	Solution #3
1.			
2.			
3.			

**STEP 3: Commit to achievable solutions.**

List below the three most achievable solutions that you are willing to try, how these solutions will help you, and what is required of you to overcome your challenges and achieve success.

Solution	How will this solution help me?	What will be required of me in terms of time and effort?	Start date
1.			
2.			
3.			



## Academic Habits

<b>TIME MANAGEMENT:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
<i>I make plans each week about how I will spend my time.</i>				
<i>I complete major assignments and hand them in on time.</i>				
<i>I allocate at least 2 hours per week of study time for every hour I spend in class.</i>				
<i>I find time for personal obligations and "down time" without sacrificing study or class time.</i>				

<b>TEST TAKING:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
<i>My study time for tests is organized and thorough.</i>				
<i>I begin studying for tests several days before the test.</i>				
<i>I seem to be able to study effectively and have studied what the instructor puts on the test.</i>				
<i>I complete my tests with time for review.</i>				
<i>When I study hard my test scores are good.</i>				
<i>I feel confident about my tests and have low anxiety.</i>				
<i>I am comfortable with all types of tests.</i>				

<b>STUDY SKILLS:</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
<i>I attend all of my classes each week.</i>				
<i>I complete small assignments within 24 hours after assigned.</i>				
<i>I read the syllabus after the first class and review it periodically.</i>				
<i>I study in blocks of time spread out over the week.</i>				
<i>I have a regularly scheduled study time.</i>				
<i>I take class notes that prepare me adequately.</i>				
<i>I use a variety of tools to help me study.</i>				
<i>I study with peers in study groups.</i>				
<i>I compose at least 3 drafts of my long papers.</i>				
<i>I read the chapter before the lecture covers it.</i>				
<i>I take notes on my readings.</i>				

<b>RESOURCES:</b>	<b>YES</b>	<b>NO</b>
<i>I have a network of friends/family who support my college work.</i>		
<i>I believe in my capacity to do well in college.</i>		
<i>I use the following college resources on a regular basis:</i>		
<i>Peer Tutoring Program</i>		
<i>Supplemental Instruction (SI)</i>		
<i>Writing Center</i>		

## What I Can Do to Be a Successful Student

Academic/Study Skills:	Personal:
<input type="checkbox"/> Complete online workshops	<input type="checkbox"/> Learn to prioritize
<input type="checkbox"/> Meet with peer tutors	<input type="checkbox"/> Develop a reward system
<input type="checkbox"/> Utilize Supplemental Instruction (SI)	<input type="checkbox"/> Develop a balanced schedule
<input type="checkbox"/> Meet with Writing Center	<input type="checkbox"/> Develop a routine
<input type="checkbox"/> Access Disabilities Services	<input type="checkbox"/> Join a student club or organization
<input type="checkbox"/> Consult with instructors	<input type="checkbox"/> Incorporate stress management techniques
<input type="checkbox"/> Participate in study groups	<input type="checkbox"/> Continue developing problem solving skills
<input type="checkbox"/> Attend Student Success Workshop(s)	<input type="checkbox"/> Receive assistance with goal setting
<input type="checkbox"/> Develop a study calendar	<input type="checkbox"/> Establish a solid sleep schedule
<input type="checkbox"/> Use an academic planner	<input type="checkbox"/> Visit Student Health when needed
<input type="checkbox"/> Meet with peer mentor	<input type="checkbox"/> Participate in wellness programming
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Implement an exercise program
Academic Program:	<input type="checkbox"/> Attend personal/group counseling
<input type="checkbox"/> Meet with academic advisor	<input type="checkbox"/> Access community resources
<input type="checkbox"/> Take career/interest inventory	<input type="checkbox"/> Create and utilize a to do list
<input type="checkbox"/> Attend career workshop	<input type="checkbox"/> Delegate duties
<input type="checkbox"/> Take a class in an interest area	<input type="checkbox"/> Just say "No"
<input type="checkbox"/> Change major	<input type="checkbox"/> Take a semester off to work on issues/concerns
<input type="checkbox"/> Declare a minor and/or concentration	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Complete an Internship	Work:
<input type="checkbox"/> Volunteer	<input type="checkbox"/> Get a different job
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Reduce job hours
Financial:	<input type="checkbox"/> Find a job
<input type="checkbox"/> Visit with Financial Aid Office	<input type="checkbox"/> Spouse/partner gets a job
<input type="checkbox"/> Learn more about loans/grants	<input type="checkbox"/> Change position within current job
<input type="checkbox"/> Look into scholarships	<input type="checkbox"/> Quit job
<input type="checkbox"/> Develop a budget	<input type="checkbox"/> Meet with career services
<input type="checkbox"/> Set up a payment plan	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Get help from family	
<input type="checkbox"/> Find a job	
<input type="checkbox"/> Other: _____	

# Challenges

## Academic/Study Skills:

- Poor study habits
- Poor time management
- Not turning in assignments on time or at all
- Poor study environment
- Ineffective studying
- Insufficient study time
- Learning disability
- High anxiety
- High test anxiety
- Inadequate reading skills
- Inadequate writing skills
- Poor note-taking skills
- Lack of concentration
- Negative attitude
- Dissatisfaction with instructor
- Procrastination
- Unclear academic goals
- Lack of interest in class material
- Lack of understanding class material
- Do not have required books for class(es)
- Other: \_\_\_\_\_

## Academic Program:

- Unclear about my major
- Don't understand major requirements
- Not meeting GPA requirements
- Pressure from family
- Classes unavailable
- Desired major not offered at MSU
- Not happy with selected major
- Other: \_\_\_\_\_

## Financial:

- Worried about money
- Not meeting financial aid requirements
- Inadequate financial aid
- Spouse or partner not working
- Too many debts
- Lack knowledge of resources
- Other: \_\_\_\_\_

## Personal:

- Not attending class
- Missed one or more exams
- Loneliness/homesick
- Anxiety
- Health problems
- Relationship issues
- Family issues
- Newly independent
- Shy/socially uncomfortable
- Housing problems
- Transportation problems
- Child care issues
- Roommate issues
- Dislike of college and studying
- Dislike of MSU
- Use of drugs/alcohol
- Lacking commitment
- Depression
- Lacking ability to make decisions
- Tasks being too difficult
- Too much internet or social media
- Watch too much TV, Netflix, etc.
- Too much time spent socializing
- Too overextended in outside activities
- Other: \_\_\_\_\_

## Work:

- Work too many hours
- Problems with employer
- Fear of job loss
- Conflicts with job
- No part time work available
- Must work to make ends meet
- Other: \_\_\_\_\_

**Of those items you checked, which do you have control over?** \_\_\_\_\_

**Of those items you checked, which are beyond your control?** \_\_\_\_\_

**What causes you to feel overwhelmed and/or discouraged?** \_\_\_\_\_

# NOTES