

# ACADEMIC SUCCESS PLAN

Complete both sides of this form and meet with an academic advisor in the Academic Advising Center to review your academic probation status and plan for success.

CCBC CATONSVILLE  
Building K, room 200

CCBC Dundalk  
Building A, room 100

CCBC Essex  
Building A, room 220

Name	ID #	Today's Date
Address		
Phone	E-mail	

**1. REFLECT ON YOUR SITUATION.** Ask yourself – Why am I on academic and/or financial aid probation? What have I done or not done to find myself in this situation? How am I responsible?


**2. ASSESS YOUR STUDY SKILLS.** Consider each statement. If it applies to you, check YES; if it doesn't, check NO.

	YES	NO
<b>Concentration</b>		
• I study where it is quiet and free of outside distractions.		
• I study at my most productive time of the day.		
• I have an agenda for each study period.		
• Even when the subject matter is not interesting to me, I find ways to learn it.		
<b>Listening and Notetaking</b>		
• I sit in front of the classroom, close to the speaker.		
• I prepare for class by doing all the required reading beforehand.		
• I listen for the main topic, key points, and organization of ideas when I am in class.		
• I review my notes immediately after class.		
<b>Reading</b>		
• Before reading an assignment, I survey headings, bold print, questions, and summaries.		
• I formulate questions to answer as I read an assignment.		
• I look for main ideas as I read.		
• I take notes as I read my textbook assignments.		
<b>Writing</b>		
• I start papers well before they are due.		
• I break down the task of writing a paper into small units.		
• I know how to organize my notes into an outline for a paper.		
• I allow enough time to write a rough draft and then revise it afterwards.		
<b>Time Management</b>		
• I study 2 hours for every hour I am in class.		
• I create semester, weekly, and daily schedules for myself in order to stay organized.		
• I write out short-term and long-term academic goals.		
• I avoid cramming.		
<b>Exams</b>		
• I begin studying for an exam when material is first assigned or covered in class.		
• I anticipate material that might appear on exams.		
• When I don't understand something, I get help from tutors, instructors, or classmates.		
• I make outlines and summary sheets.		

3. **BUILD ON YOUR STRENGTHS.** Identify 3 strengths you can draw on to achieve academic success.

1.
2.
3.

4. **IDENTIFY CHALLENGES.** Check all the challenges that may be obstacles to your academic success.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Unclear goals              | <input type="checkbox"/> Poor time management    | <input type="checkbox"/> Financial challenges         |
| <input type="checkbox"/> Low motivation             | <input type="checkbox"/> Test anxiety            | <input type="checkbox"/> Undecided about major/career |
| <input type="checkbox"/> Family conflicts/struggles | <input type="checkbox"/> Managing stress         | <input type="checkbox"/> Course load too heavy        |
| <input type="checkbox"/> Social distractions        | <input type="checkbox"/> Disability concerns     | <input type="checkbox"/> Courses too challenging      |
| <input type="checkbox"/> Health issues              | <input type="checkbox"/> Personal issues         | <input type="checkbox"/> Too many work hours          |
| <input type="checkbox"/> Friends/relationships      | <input type="checkbox"/> Transportation problems | <input type="checkbox"/> Other:                       |
| <input type="checkbox"/> Inadequate study skills    | <input type="checkbox"/> Housing concerns        |   |

5. **SET GOALS.** What are 3 specific goals you need to set for yourself in the upcoming semester in order to improve? Be sure to consider your **study skills**, your **strengths**, and the **challenges** that are obstacles to your academic success.

Goal 1 – I intend to:
Goal 2 – I intend to:
Goal 3 – I intend to:

6. **LEARN TO PLAN.** Decide on a plan for how to accomplish each of the 3 goals identified above. List specific tasks necessary for you to achieve each goal. Follow these guidelines:

- Define tasks as concrete actions that can be measured.
- Keep tasks small and manageable.
- Choose tasks that are top priority.
- Include precise times for starting and finishing.
- Make tasks independent of the actions of other people.
- Use rewards to support rather than undermine your efforts.

Goal 1 – Tasks with deadlines for completing:
Goal 2 – Tasks with deadlines for completing:
Goal 3 – Tasks with deadlines for completing:

7. **SEEK HELPFUL RESOURCES.** List 3 resources you can use to increase your chances for academic success this semester.

1.
2.
3.