U-Turn
Self-Assessment and Corrective Action Plan

MSE students are required to complete a self-assessment and develop a corrective action plan upon returning from academic suspension. The intent of this self-assessment is to help identify academic areas that can benefit from a change.

Based on the self-assessment, the student will develop and implement a corrective action plan. Additionally, the student and the academic adviser will meet regularly throughout the remainder of the current semester. The initial meeting must be held within the first two weeks of the term. The student must bring all completed materials; COE probation packet and this form.

You will be completing self-assessment tools that are designed to help you develop your personalized Corrective Action Plan. In completing these exercises you can include campus resources that you wish to incorporate into your personalized plan. Campus Resources:

http://www.studentsuccess.vt.edu/Academic_Success/seminarseries.html
http://www.studentsuccess.vt.edu/Academic_Success/sathours.html
http://www.math.vt.edu/people/schmalej/tutors/home.php
http://www.studentsuccess.vt.edu/Employment/tutors.html

Information provided in this self-assessment is confidential. A copy of the completed form may be kept with the student’s advising records. It is the student’s responsibility to review the FERPA policy at the VT Registrar’s web site and update the FERPA agreement in Hokie SPA annually.

Please use blue or black pen & print clearly.

Student Information

Name: ___________________________________________  e-mail:___________________________
ID #: ___________________________________________  cell: ___________________________

Class Standing:  □ Freshmen  □ Sophomore  □ Junior  □ Senior

Currently enrolled in the following:
Course name      Instructor     Credits
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you receive Financial Aid?  □ Yes  □ No
Do you live on or off campus?  □ On  □ Off
Do you have roommates?  □ Yes  □ No  How many? ______
Do you currently plan to work?  □ Yes  □ No  How many hrs (wk)? ______
SECTION 1: SKILLS

THE FOLLOWING SECTION WILL ASK YOU QUESTIONS REGARDING YOUR ACADEMIC SKILLS: HOMEWORK, STUDY, TEST TAKING, READING, ETC.

1. When you are trying something new do you learn best by
   - reading about it   - hearing someone talk about it   - trying it yourself

2. If you read information that is new to you do you
   - see pictures of it   - read aloud to yourself   - make models or drawings

3. When studying or learning do you
   - like it quiet   - need to take frequent breaks   - like background noise

4. To learn do you tend to
   - play visual games   - color code or highlight   - write note cards

5. When hearing instructions do you
   - first make notes   - repeat it back to yourself   - jump in & get going

6. In class or at a presentation do you
   - sit near the front   - sit in the middle   - sit in the back of the room

7. When you are teaching someone something new do you prefer to
   - tell them   - draw them a diagram   - show them how to do it

8. Circle the statement that is appropriate for you. True = T False = F
   - I often have to read class materials several times before I understand it. □ T □ F
   - I believe I am more likely to remember things studied at the last minute. □ T □ F
   - I have difficulty preparing for exams because I have trouble predicting what will be on them. □ T □ F
   - I normally wait until the last minute before an exam to read textbooks or review lecture notes. □ T □ F

9. Thinking back to your past academic performance, identify the factors that have impacted your success. Check all that apply.
   - Poor study skills   - Don't like school
   - Classes too difficult   - Registered for too many classes
   - Unable to understand course content   - What worked in high school does not work anymore
   - Hard to concentrate / daydreaming

10. Where do you study?

_____________________________________________________________________________

11. Where do you complete your homework?

_____________________________________________________________________________

12. In questions 8 – 10 (on this page), which factor in has most affected your academics?

_____________________________________________________________________________

13. Why?

_____________________________________________________________________________
SECTION 2: TIME MANAGEMENT

THE FOLLOWING SECTION WILL ASK YOU QUESTIONS REGARDING YOUR TIME MANAGEMENT SKILLS AND CLASS ATTENDANCE RECORD.

1. For each question, check the number that best describes you. (The following exercise was written for USA WEEKEND by time management expert Hyrum Smith.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you plan in an effort to keep life from running out of control?</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Do you put daily plans on paper?</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>Do you allow flexibility in your plans?</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>How often do you accomplish all you plan for a given day?</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>How often do you plan time for what matters most to you?</td>
<td>□ 5</td>
<td>□ 4</td>
<td>□ 3</td>
<td>□ 2</td>
<td>□ 1</td>
</tr>
</tbody>
</table>

Score: Total all the numbers checked: __________

INTERPRETATION:

6-10: Terrible Planner: You should consider using new tools and processes to help you plan effectively. A great first step would be to take a time management course.

11-15: Below average planner: You may already have a planning system, but using it more effectively will help to reduce the stress and lack of control you feel in your life.

16-20: Average planner: Your planning system is working, but you can do better. You may need help focusing on priorities, dealing with urgent interruptions or writing your daily plan.

21-25: Above-average planner: Your planning system is working well. Keep up the good work, with periodic reviews to be sure you’re planning around what matters most in your life.

26-30: Excellent planner--or candidate for burnout: You have mastered planning and should experience the serenity that comes from taking charge of your life. But make sure you’re in control of your planning rather than letting it control you.

2. Did you miss any classes last semester? □ No □ Yes, I missed the following

____________________________________________________________________________

____________________________________________________________________________

3. Did you turn in all your homework? □ Yes □ No, I didn’t turn in the following

____________________________________________________________________________

____________________________________________________________________________

4. Did you miss a test? □ No □ Yes, I missed the following

____________________________________________________________________________

____________________________________________________________________________

5. Which factor in this section has most affected your academics?

____________________________________________________________________________

6. Why?

____________________________________________________________________________
SECTION 3: CURRICULUM AND MAJOR
THE FOLLOWING SECTION WILL ASK YOU QUESTIONS REGARDING YOUR CURRICULUM AND CHOICE OF MAJOR.

1. What course or courses have you liked best & liked least at VT? Why?

_____________________________________________________________________________
_____________________________________________________________________________

2. Reflect back to a class project that you enjoyed and complete the following:

<table>
<thead>
<tr>
<th>Give a brief description of a project or activity you have completed.</th>
<th>What did you like about this project or activity? What were you able to do well?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you not like about this project or activity? What problems did you have? Why?</td>
<td>What did you learn about yourself? Strengths, interests, preferences, and needs.</td>
</tr>
</tbody>
</table>

3. Were you prepared for the increase in amount of course work after you declared a major?
   □ No       □ Yes

4. Were you expecting the increase in difficulty in the course work?
   □ No       □ Yes

5. Read each of the following statement and select accordingly.
   □ I have definitely decided on the following major. ____________________________
   □ I am not sure what major is for me.

6. Which factor in this section has most affected your academics?

_____________________________________________________________________________

7. Why?

_____________________________________________________________________________
Choice of Major

Major and Career Exploration
In this section will you will explore career options using VT Career Services. Use extra paper if necessary.

Respond to the following as you did in Section 3 on page 4, titled Curriculum and Major.
Read each of the following statement and select accordingly.

☐ I have definitely decided on the following major. _______________________
☐ I am not sure what major is for me.

Complete the following if you indicated “I have definitely decided on the following major.”

1. Using the Career Services web site, research your selected major. Comment about career options and other employment aspects you find appealing.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. Using the Career Services web site, search for 3 current employment opportunities in your major. Indicate company, location (state), job title; give description of responsibilities, and salary.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Complete the following if you indicated “I am not sure what major is for me.”

3. When you were a small child what did you want to do when you grew up? _______________________
4. If salary, education, and time were irrelevant, what is your ideal job? _______________________
5. Visit the Career Services, meet with a career adviser and complete a self-assessment for career exploration. List three suggested career options:

_____________________ _____________________ _____________________

6. Research these three suggestions and write down comments about the suggestions here:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Complete the following after either of the above exercises.

7. Read each of the following statement and select accordingly.

☐ I have definitely decided on the following major. _______________________
☐ I am not sure what major is for me.
CORRECTIVE ACTION PLAN

REVIEW EACH OF THE ABOVE SECTIONS: SKILLS, TIME MANAGEMENT, AND CURRICULUM AND MAJOR. AT THE END OF EACH SECTION YOU WERE ASKED TO SELF-IDENTIFY THE ONE FACTOR THAT HAD THE MOST IMPACT ON YOUR ACADEMICS. USING THOSE THREE FACTORS COMPLETE THE FOLLOWING EXERCISE TO DEVELOP YOUR PERSONAL CORRECTIVE ACTION PLAN.

List the three factors:

1. Skills, pg. 2:  

2. Time Management, pg. 3:  

3. Curriculum, pg. 4:  

To develop your corrective action plan you will provide a detailed description of how each factor impacted your academics. Then identify a campus resource you will use to make improvements. Finally, describe what actions you will take to help avoid or prevent this factor from affecting your academics in the future.

Example

Factor: Difficulty taking notes in lecture
Description: I had problems taking notes in my CHE 105 class because it was at 8am. So I found myself dozing off while the instructor solved problems in class so when I went back to review my notes to solve problems I left off steps and didn’t fill in the answers and could not solve homework problems.

Resource I will use: Academic Success, Note-Taking in Large Lectures
Action Plan for this semester: My earliest class this semester is at 9am. Just in case I find myself dozing off, I will meet the instructor during office hours and I will make sure I make a friend in my class and compare notes.
Factor #1:

Description:

Resource To Use:

Action Plan for Semester:

Factor #2:

Description:

Resource To Use:

Action Plan for Semester:
Factor #3:

Description:

Resource To Use:

Action Plan for Semester:

Thoughts & Goals for Semester and Beyond:
HEALTH AND PERSONAL

IF YOU HAVE HAD OR ARE HAVING PROBLEMS OR CONCERNS WITH ANY OF THE FOLLOWING YOU ARE STRONGLY ADVISED TO CONTACT ANY OF THE ON-CAMPUS RESOURCES LISTED BELOW.

Problems or concerns with:
- Working too much / full or part time,
- Problems with roommate(s),
- Personal family problems,
- Problems with significant other (girl/boyfriend),
- Hard to make friends,
- Loneliness,
- Financial difficulties,
- Legal issues,
- Health problems,
- Use of alcohol or other substance abuse,
- Stress,
- Anxiety or tension,
- Possible or diagnosed learning disability,
- Lack of motivation,
- Over-involved with extracurricular activities or others not mentioned.

On Campus Recourses:
- Cook Counseling Center
  www.ucc.vt.edu
  240 McComas Hall
  540-231-6557

- Cook Counseling Center at East Eggleston
  107 East Eggleston
  540 231-7809

- Services For Students With Disabilities
  www.ssd.vt.edu
  310 Lavery Hall
  540-231-3788
  ssd@vt.edu

- Campus Alcohol Abuse Prevention Center
  www.alcohol.vt.edu
  135 War Memorial Hall
  540-231-2233
  caapc@vt.edu

- Student Legal Services At VT
  www.legal.sga.vt.edu
  143 Squires Student Center
  540-231-4720
Academic Eligibility Policy

As indicated on the VT Registrar’s web site “continued enrollment at Virginia Tech is a privilege that is granted as long as the student is making satisfactory progress toward a degree, maintenance of the required minimum Grade Point Average (GPA), and compliance with all regulations stipulated in the University Policies on Student Life.” The following is a summary of the Academic Eligibility Policy; the policy in its entirety can be found here: http://www.undergradcatalog.registrar.vt.edu/1213/acapolicies/index.html

- **GOOD STANDING** is when a student has a cumulative GPA of 2.00 or higher.
- **ACADEMIC WARNING** is when a student earns GPA of 2.00 or less for a term, but their cumulative GPA is above a 2.00
  - Required meeting with associate dean of college & sign academic contract.
  - MSE requires meetings with academic adviser
- **ACADEMIC PROBATION** is when a student’s cumulative GPA is less than 2.00
  - Cannot take more than 16 credits per semester
  - Required meeting with associate dean of college & sign academic contract.
  - MSE requires routine meetings with academic adviser
  - Academic Probation is lifted when cumulative GPA is 2.00 or higher at end of spring or fall term
- **FIRST SUSPENSION** will be imposed when *either*
  1. A student on probation has a Cumulative GPA less than 2.00 for the first 2 semesters of enrollment
  2. A student has 2 consecutive semesters thereafter with a cumulative GPA below 2.00
    - **FIRST SUSPENSION, FALL:** A student placed on suspension the end of fall term will be out through the end of spring term; eligible to return summer I.
    - **FIRST SUSPENSION, SPRING:** A student placed on suspension the end of spring term will be out through the end of fall term; not eligible for summer school.
      - A student must earn a minimum of 2.00 GPA the first term back and raise the cumulative GAP to at least 2.00 by the end of the second term back or
      - Earn a 2.50 GPA for every semester following the suspension until the cumulative GPA is 2.00 or higher.
- **SECOND SUSPENSION** will be imposed when unable to meet requirements upon returning.
  - **SECOND SUSPENSION, FALL:** A student placed on suspension end of fall term will be out through the end of the following fall term.
  - **SECOND SUSPENSION, SPRING:** A student placed on suspension end of spring term will be out through the end of the following spring term; must return in fall term.
- **FINAL SUSPENSION** is when a student is permanently dismissed for failure to meet returning performance requirements after second suspension.

Acknowledgement

- I have received, read and understand Virginia Tech’s Academic Eligibility Policy.
- I have received, read and understand MSE’s policy regarding Satisfactory Progress.
- I understand that if I do not improve my standing I could be suspended from MSE.
- I agree to hold all required meetings with my academic adviser for the remainder of this term.
- I will complete the Corrective Action Plans to the best of my abilities as outlined above.

Signed ____________
ID# ____________
Date ____________