

## YOUR ACADEMIC PLAN

This Academic Plan will help you address your academic strengths as well as areas needing improvement. You will also map out your specific goals and plans for future success at Fox Valley Technical College. A staff member will work with you to complete your personalized Academic Plan.

### YOUR ACADEMIC PLAN INVOLVES

- Determining why you are in college, your experience with academics, and the resources that are available to you as a student
- Examining your academic strengths and areas in need improvement
- Developing concrete goals related to your academic success at Fox Valley Technical College

Separate worksheets related to each of the items listed above are included in this packet. Before continuing, please include your Student Information below.

| STUDENT INFORMATION               |  |
|-----------------------------------|--|
| <b>Student Name:</b>              |  |
| <b>Student ID:</b>                |  |
| <b>Program:</b>                   |  |
| <b>Phone Number:</b>              |  |
| <b>Email Address:</b>             |  |
| STAFF USE                         |  |
| <b>Appointment Date and Time:</b> |  |
| <b>Staff Member Name:</b>         |  |

## ABOUT YOU

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It is helpful to reflect on your personal situation as you begin to develop a clear plan for academic success.

**WHAT MOTIVATED YOU TO PURSUE A COLLEGE DEGREE AT FVTC?**

[Click here to enter text.](#)

**HOW DO YOU PLAN ON USING YOUR COLLEGE DEGREE AFTER GRADUATION?**

[Click here to enter text.](#)

**WHAT DO YOU FIND CHALLENGING IN COLLEGE?**

[Click here to enter text.](#)

## YOUR STUDY HABITS

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**GENERALLY, HOW MUCH TIME DO YOU SPEND STUDYING OR DOING HOMEWORK PER DAY?**

[Click here to enter text.](#)

**GENERALLY, HOW MUCH TIME DO YOU SPEND STUDYING OR DOING HOMEWORK PER WEEK?**

[Click here to enter text.](#)

**IN THE FUTURE, HOW MUCH TIME DO YOU PLAN TO STUDY DAILY AND WEEKLY?**

[Click here to enter text.](#)

**IN WHAT TYPE OF SETTING (LOCATION, LIGHTING, NOISE LEVEL, ETC.) DO YOU FEEL YOU DO YOUR MOST PRODUCTIVE STUDYING?**

[Click here to enter text.](#)

# YOUR COLLEGE EXPERIENCE

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## WHAT HAS BEEN YOUR BEST EXPERIENCE AS A STUDENT AT FOX VALLEY TECHNICAL COLLEGE?

[Click here to enter text.](#)

## WHAT HAS BEEN YOUR LEAST ENJOYABLE EXPERIENCE AS A STUDENT AT FVTC?

[Click here to enter text.](#)

## WHAT DIFFICULTIES/CONCERNS HAVE YOU EXPERIENCED? CHECK ALL THAT APPLY.

|  |   |
|--|---|
| <input type="checkbox"/> Academically underprepared                  | <input type="checkbox"/> Illness  |
| <input type="checkbox"/> Alcohol and/or drug use                     | <input type="checkbox"/> Missed too many classes                          |
| <input type="checkbox"/> Difficulties with instructor(s)             | <input type="checkbox"/> Over-committed in activities                     |
| <input type="checkbox"/> Difficulties asking for help                | <input type="checkbox"/> Poor time management                             |
| <input type="checkbox"/> Difficulties making friends                 | <input type="checkbox"/> Relationship problems                            |
| <input type="checkbox"/> Disability                                  | <input type="checkbox"/> Undecided or unsure of program choice            |
| <input type="checkbox"/> Enrolled in too many credits                | <input type="checkbox"/> Working too many hours                           |
| <input type="checkbox"/> Family problems                             | <input type="checkbox"/> Other: <a href="#">Click here to enter text.</a> |
| <input type="checkbox"/> International student or non-native speaker |   |

## WHICH RESOURCES HAVE YOU UTILIZED DURING YOUR TIME AS AN FVTC STUDENT? CHECK ALL THAT APPLY.

|   |   |
|---|---|
| <input type="checkbox"/> Adult Basic Education  | <input type="checkbox"/> Multicultural Student Services                   |
| <input type="checkbox"/> Center for New Students  | <input type="checkbox"/> Student Financial Services (Financial Aid)       |
| <input type="checkbox"/> Childcare Services   | <input type="checkbox"/> Student Life                                     |
| <input type="checkbox"/> Counseling & Advising Services                                   | <input type="checkbox"/> Teaching and Learning Center (TLC)               |
| <input type="checkbox"/> Educational Support Services                                     | <input type="checkbox"/> Transfer Credit/Advanced Standing                |
| <input type="checkbox"/> Employment Connections<br>(formerly Student Employment Services) | <input type="checkbox"/> Veteran's Assistance                             |
| <input type="checkbox"/> Enrollment Services  | <input type="checkbox"/> WIA Program Representative                       |
| <input type="checkbox"/> Financial Wellness Center (FISC)                                 | <input type="checkbox"/> Other: <a href="#">Click here to enter text.</a> |
| <input type="checkbox"/> Instructor   |   |
| <input type="checkbox"/> Global Education/ELL   |   |

# YOUR ACADEMIC HISTORY

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Think about the college courses you have taken. Which of those did you enjoy? In which ones were you successful? In which ones could you have improved? What factors contributed to your success, enjoyment, or performance? Print a record of your academic history by logging into your MyFVTC account and clicking Unofficial Transcript in the Academics section. Then, use this worksheet to highlight three courses in each category below.

| <b>COURSES IN WHICH YOU WERE SUCCESSFUL OR FOUND ENJOYMENT</b> |  |  |
|--|--|--|
| <b>Course and Final Grade</b>                                  | <b>Factors that contributed to success</b> | <b>Strategies you used during this course that could be used in the future</b> |
|  |  |  |
|  |  |  |
|  |  |  |

  

| <b>COURSES IN WHICH YOU COULD HAVE IMPROVED</b> |  |  |
|---|--|--|
| <b>Course and Final Grade</b>                   | <b>Factors that contributed to the lower grade</b> | <b>What you could have done to improve performance</b> |
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## GOALS

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Goals are targets that you set with deadlines. The steps you take under each goal are objectives that you need to make. Goals are best achieved when written down and laid out with achievable steps. A solid goal is SMART (Specific, Measurable, Achievable, Relevant, and Time Oriented). Barriers and obstacles can occur to block a goal so you must think of ways to deal with them.

# MY GOALS

|   |   |   |
|---|---|---|
| Sample SMART Goal: Study in a quiet place at least 6 hours a week for my 3 credit class   |   |   |
| Target Completion Date: Weekly  |   |   |
| <b>Steps to attain goal</b>   | <b>Possible obstacles</b>   | <b>Strategies/Solutions</b>   |
| <ul style="list-style-type: none"> <li>Reserve a study room in Student Success Center</li> <li>Chunk study time into 1 or 2 hour blocks</li> <li>Stay after class every week</li> </ul> | <ul style="list-style-type: none"> <li>Varying work schedule</li> <li>Cannot find quiet study area</li> <li>Unsure how to schedule study time into my life</li> </ul> | <ul style="list-style-type: none"> <li>Enter work schedule into calendar weekly</li> <li>Locate other quiet areas now before issue arises</li> <li>Create a weekly schedule and schedule study time.</li> </ul> |
| SMART Goal #1:  |   |   |
| Target Completion Date:   |   |   |
| <b>Steps to attain goal</b>   | <b>Possible obstacles</b>   | <b>Strategies/Solutions</b>   |
| <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  |
| SMART Goal #2:  |   |   |
| Target Completion Date:   |   |   |
| <b>Steps to attain goal</b>   | <b>Possible obstacles</b>   | <b>Strategies/Solutions</b>   |
| <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  |
| SMART Goal #3:  |   |   |
| Target Completion Date:   |   |   |
| <b>Steps to attain goal</b>   | <b>Possible obstacles</b>   | <b>Strategies/Solutions</b>   |
| <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  |

# YOUR ACADEMIC PLAN

Map out your course load for the next TWO semesters by filling out the table below.

|  |               |                |
|--|---------------|----------------|
| Click here to enter text.<br><br><b>Semester</b> | <b>Course</b> | <b>Credits</b> |
|  |               |                |
|  |               |                |
|  |               |                |
|  |               |                |
|  |               |                |
|  |               |                |
| Click here to enter text.<br><br><b>Semester</b> | <b>Course</b> | <b>Credits</b> |
|  |               |                |
|  |               |                |
|  |               |                |
|  |               |                |
|  |               |                |
|  |               |                |

Your Enrollment Appointment is the date and time FVTC’s registration system will allow you to enroll in upcoming courses. Check your Enrollment Appointment in your MyFVTC account early each semester. Registering at your Enrollment Appointment will ensure you have the best selection of available classes.

|  |  |
|--|--|
| <b>YOUR ENROLLMENT APPOINTMENT</b><br><i>(or date your appointment will be available to view in MyFVTC):</i> |  |
|--|--|

Explore the GPA Calculator, found at [www.uwfox.uwc.edu/admreg/calc.html](http://www.uwfox.uwc.edu/admreg/calc.html)

Student’s Cumulative GPA at FVTC: Click here to enter text.

# YOUR SUPPORT TEAM

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Your support team is made up of the people who encourage and assist you toward academic success. Your support team may include family members, friends, classmates, employers, instructors, advisors, and/or other staff members at FVTC. List the members of your support team below.

|                          |  |                      |  |
|--------------------------|--|----------------------|--|
| <b>Supporter's Name:</b> |  | <b>Contact Info:</b> |  |
|--------------------------|--|----------------------|--|

|                          |  |                      |  |
|--------------------------|--|----------------------|--|
| <b>Supporter's Name:</b> |  | <b>Contact Info:</b> |  |
|--------------------------|--|----------------------|--|

|                          |  |                      |  |
|--------------------------|--|----------------------|--|
| <b>Supporter's Name:</b> |  | <b>Contact Info:</b> |  |
|--------------------------|--|----------------------|--|

|                          |  |                      |  |
|--------------------------|--|----------------------|--|
| <b>Supporter's Name:</b> |  | <b>Contact Info:</b> |  |
|--------------------------|--|----------------------|--|

|                          |  |                      |  |
|--------------------------|--|----------------------|--|
| <b>Supporter's Name:</b> |  | <b>Contact Info:</b> |  |
|--------------------------|--|----------------------|--|

|                          |  |                      |  |
|--------------------------|--|----------------------|--|
| <b>Supporter's Name:</b> |  | <b>Contact Info:</b> |  |
|--------------------------|--|----------------------|--|

|                          |  |                      |  |
|--------------------------|--|----------------------|--|
| <b>Supporter's Name:</b> |  | <b>Contact Info:</b> |  |
|--------------------------|--|----------------------|--|

|                          |  |                      |  |
|--------------------------|--|----------------------|--|
| <b>Supporter's Name:</b> |  | <b>Contact Info:</b> |  |
|--------------------------|--|----------------------|--|

# MOVING FORWARD

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In order to regain satisfactory academic standing, you are **REQUIRED** to do the activities indicated below. Initial in the spaces provided after a staff member has checked the item.

- Click here to enter text. Earn at least a 2.0 TERM Grade Point Average (GPA)
- Click here to enter text. Retake any courses for which you received an “F” grade
- Click here to enter text. Limit your enrollment to 12 hours or less per semester until directed otherwise
- Click here to enter text. Enroll in a College Success Course
- Click here to enter text. Meet with a staff member as scheduled during the semester
- Click here to enter text. Turn in a mid-semester progress report from your instructors
- Click here to enter text. Attend Click here to enter text. tutoring sessions
- Click here to enter text. Attend Click here to enter text. TLC workshops
- Click here to enter text. Complete a Career Development Workshop
- Click here to enter text. Other Requirement:
- Click here to enter text. Other Requirement:
- Click here to enter text. Other Requirement:

In addition, it is recommended that you do the following: Click here to enter text.

**I understand that as a result of poor academic performance, I have been placed on Academic Probation. I agree to participate in this academic agreement with an advisor for the duration of my probation and I will work toward satisfactory academic standing.**

|  |  |              |
|--|--|--------------|
| <b>Student Signature:</b>  |  | <b>Date:</b> |
| <b>Staff Signature:</b>  |  | <b>Date:</b> |
| <b>Staff Use Only:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student knows who their staff member(s) is/are and has contact information</li> <li><input type="checkbox"/> Student knows when to register for classes, and which classes are required for his/her program</li> <li><input type="checkbox"/> Student has mapped out his/her next two semesters of coursework</li> <li><input type="checkbox"/> Staff has entered PeopleSoft comments</li> <li><input type="checkbox"/> Staff has removed Probation hold</li> </ul> |  |              |



## FVTC STUDENT RESOURCES

|  |   |  |   |
|--|---|--|---|
| <b>Adult Basic Education</b>                         |   | <b>Global Education/ELL</b>  |   |
| <b>Appleton:</b><br>Room G202/G211<br>(920) 993-5210 | <b>Oshkosh:</b><br>Room<br>(920) 236-6142     | <b>Appleton: Room G130</b><br><b>World Languages: (920) 735-4810</b><br><b>ELL: (920) 735-2443</b> |   |
| <b>Center for New Students</b>                       |   | <b>Multicultural Student Services</b>  |   |
| <b>Appleton:</b><br>Room E114<br>(920) 735-4708      |   | <b>Appleton:</b><br>Room E120<br>(920) 735-4825  |   |
| <b>Childcare Services</b>                            |   | <b>Student Financial Services</b>  |   |
| <b>Appleton:</b><br>Room B108<br>(920) 735-5751      |   | <b>Appleton:</b><br>Room E118<br>(920) 735-5650  | <b>Oshkosh:</b><br>Room 101<br>(920) 236-6101 |
| <b>Counseling and Advising Services</b>              |   | <b>Student Life</b>  |   |
| <b>Appleton:</b><br>Room E121<br>(920) 735-5696      | <b>Oshkosh:</b><br>Room 101<br>(920) 236-6101 | <b>Appleton:</b><br>Room E137<br>(920) 735-2545  | <b>Oshkosh:</b><br>Room 101<br>(920) 236-6171 |
| <b>Educational Support Services</b>                  |   | <b>Teaching and Learning Center (TLC)</b>  |   |
| <b>Appleton:</b><br>Room E122<br>(920) 735-2569      | <b>Oshkosh:</b><br>Room 101<br>(920) 236-6155 | <b>Appleton:</b><br>Room G200<br>(920) 993-5227  | <b>Oshkosh:</b><br>Room 232<br>(920) 236-6101 |
| <b>Employment Connections</b>                        |   | <b>Transfer Credit/Advanced Standing</b>   |   |
| <b>Appleton:</b><br>Room E135<br>(920) 735-5627      | <b>Oshkosh:</b><br>Room 101<br>(920) 236-6101 | <b>Appleton:</b><br>Room E111<br>(920) 735-4720  |   |

## FVTC STUDENT RESOURCES (CONTINUED)

|  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> <b>Enrollment Services</b>              |   | <input type="checkbox"/> <b>Veteran's Services</b>                   |  |
| <b>Appleton:</b><br>Room E111<br>(920) 735-5645                  | <b>Oshkosh:</b><br>Room 101<br>(920) 236-6101 | <b>Appleton:</b><br>Room E119<br>(920) 735-5651                      |  |
| <input type="checkbox"/> <b>Financial Wellness Center (FISC)</b> |   | <input type="checkbox"/> <b>WIA Program Representative</b>           |  |
| <b>Appleton:</b><br>Room E121<br>(920) 735-4855                  |   | <b>Appleton (Mondays/Wednesdays):</b><br>Room E114<br>(920) 735-2583 |  |
| <input type="checkbox"/> <b>Instructional Department</b>         |   | <input type="checkbox"/> <b>Other:</b>                               |  |
|  |   |  |  |

## REMEMBER... THE CHOICES OF SUCCESSFUL STUDENTS

| Successful Students...   | Struggling Students...   |
|--|--|
| ...accept <b>PERSONAL RESPONSIBILITY</b> , seeing themselves as the primary cause of their outcomes and experiences  | ...see themselves as victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others |
| ...discover <b>SELF-MOTIVATION</b> , finding purpose in their lives by discovering personally meaningful goals and dreams                                      | ...have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of purpose in their lives               |
| ...master <b>SELF-MANAGEMENT</b> , consistently planning and taking purposeful actions in pursuit of their goals and dreams                                    | ...seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate                             |
| ...employ <b>INTERDEPENDENCE</b> , building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same) | ...are solitary, seldom requesting, even rejecting offers of assistance from those who could help  |
| ...gain <b>SELF-AWARENESS</b> , consciously employing behaviors, beliefs, and attitudes that keep them on course   | ...make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts  |
| ...adopt <b>LIFE-LONG LEARNING</b> , finding valuable lessons and wisdom in nearly every experience they have  | ...resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play  |
| ...develop <b>EMOTIONAL INTELLIGENCE</b> , effectively managing their emotions and the emotions of others in support of their goals and dreams                 | ...live at the mercy of strong emotions such as anger, depression, anxiety, or a need for instant gratification                                      |
| ... <b>BELIEVE IN THEMSELVES</b> , seeing themselves as capable, lovable, and unconditionally worthy human beings  | ...doubt their competence and personal value, feelings inadequate to create their desired outcomes and experiences                                   |