

## 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/seminarseries.html)  
[http://www.studentsuccess.vt.edu/Academic\\_Success/sathours.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

Do you currently plan to work?                      ☐ Yes                      ☐ No

How many? \_\_\_\_\_

How many hrs (wk)? \_\_\_\_\_

## U-Turn Self-Assessment

### 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.)

	Never	Seldom	Sometimes	Often	Always
How often do you plan in an effort to keep life from running out of control?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you put daily plans on paper?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you allow flexibility in your plans?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often do you accomplish all you plan for a given day?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often do you plan time for what matters most to you?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often is your daily plan destroyed by urgent interruptions?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

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

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

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

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

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6. Why?

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### 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?

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

Give a brief description of a project or activity you have completed.	What did you like about this project or activity? What were you able to do well?
What did you not like about this project or activity? What problems did you have? Why?	What did you learn about yourself? Strengths, interests, preferences, and needs.

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.

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

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7. Why?

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## 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.

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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.

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### 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:

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

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### 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:*

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*Factor #2:*

*Description:*

*Resource To Use:*

*Action Plan for Semester:*

*Factor #3:*

*Description:*

*Resource To Use:*

*Action Plan for Semester:*

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**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](http://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](http://www.ssd.vt.edu)

310 Lavery Hall

540-231-3788

[ssd@vt.edu](mailto:ssd@vt.edu)

*Campus Alcohol Abuse Prevention Center*

[www.alcohol.vt.edu](http://www.alcohol.vt.edu)

135 War Memorial Hall

540-231-2233

[caapc@vt.edu](mailto:caapc@vt.edu)

*Student Legal Services At VT*

[www.legal.sga.vt.edu](http://www.legal.sga.vt.edu)

143 Squires Student Center

540-231-4720

# U-Turn Acknowledgement

## 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.

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Signed

ID#

Date