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Below is a summary of your
responses

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Spring 2021 Back on Track Program Academic Success Plan

STUDENT INFORMATION:

First and Last Name

Cheryl Fong

USF ID#

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Academic Success Coach

Lydia Chung

Academic Success Coach Email

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STEP 1 REFLECTIONS: Factors Contributing to Academic Difficulty

STUDY SKILLS:

DIRECTIONS: Please check any of the following that you think may have contributed to your grades.

STUDY SKILLS

☐ Lack of study skills

☒ Poor study environment

☐ Difficult classes

☒ Ineffective studying

☐ Poor high school preparation

☐ Inadequate study time

- | | |
|---|--|
| <input type="checkbox"/> Difficulty managing time | <input type="checkbox"/> Reading skill challenges |
| <input type="checkbox"/> Unhappy with teaching skills of instructor | <input type="checkbox"/> Writing skills challenges |
| <input type="checkbox"/> Unable to understand course materials | <input type="checkbox"/> Math skill challenges |
| <input type="checkbox"/> Too heavy of a course load | <input type="checkbox"/> Note taking challenges |
| <input checked="" type="checkbox"/> Test anxiety | <input checked="" type="checkbox"/> Difficulty concentrating/focus |
| <input type="checkbox"/> Poor test preparation | <input type="checkbox"/> Unclear education goals |
| <input checked="" type="checkbox"/> Negative attitude | <input type="checkbox"/> Poor academic advising |
| <input type="checkbox"/> Poor study habits | <input type="checkbox"/> Other |

FAMILY/SOCIAL ADJUSTMENT:

DIRECTIONS: Please check any of the following that you think may have contributed to your grades.

FAMILY/SOCIAL ADJUSTMENT

- | | |
|---|--|
| <input type="checkbox"/> Adjustment to America | <input type="checkbox"/> Trouble making friends |
| <input type="checkbox"/> Adjustment to USF | <input type="checkbox"/> Relationship worries/break-up |
| <input type="checkbox"/> Separation from home, family & friends | <input type="checkbox"/> Inclusion issues (based on race, ability, sexual orientation, etc.) |
| <input type="checkbox"/> Housing roommate issues | <input checked="" type="checkbox"/> Home or family problems |
| <input type="checkbox"/> Other | |

CAREER/MAJOR ISSUES:

DIRECTIONS: Please check any of the following that you think may have contributed to your grades.

CAREER/MAJOR ISSUES

- | | |
|---|---|
| <input type="checkbox"/> Unsure of major | <input type="checkbox"/> Not enjoying the classes in my major |
| <input type="checkbox"/> Unable to decide on major | <input type="checkbox"/> Parental pressure |
| <input type="checkbox"/> No clear career goals or plans | <input checked="" type="checkbox"/> Unsure of interests & abilities |
| <input type="checkbox"/> Other | |

PERSONAL ISSUES:

DIRECTIONS: Please check any of the following that you think may have contributed to your grades.

PERSONAL ISSUES

- | | |
|---|---|
| <input type="checkbox"/> Difficulty saying "no" to others | <input type="checkbox"/> Financial difficulties |
| <input type="checkbox"/> New independent status (lack of discipline) | <input type="checkbox"/> Use of alcohol or other substances |
| <input type="checkbox"/> Physical illness, health problems, injury | <input type="checkbox"/> Poor nutrition |
| <input type="checkbox"/> Numerous class absences | <input checked="" type="checkbox"/> Loneliness; lack of emotional control |
| <input type="checkbox"/> Pressure, stress, tension, anxiety | <input type="checkbox"/> Sleep difficulties |
| <input type="checkbox"/> Can't find meaning for anything; lack of motivation | <input checked="" type="checkbox"/> Family health problems |
| <input type="checkbox"/> Divorce/Separation in family | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Conflicts with social obligations/activities | <input type="checkbox"/> Involvement with student organizations |
| <input type="checkbox"/> Addiction to/or over investment in video games, TV, internet | <input type="checkbox"/> Possible learning disability |
| <input type="checkbox"/> Other | |

OTHER ISSUES - If there are other issues not listed (please specify)

Do you feel that the factors contributing to your academic difficulty have been resolved? If not, how will you try to resolve them?

No. A lot of times I wish there was a pill to numb my emotions for a few hours and get going with actual work. Unfortunately, nothing like that exists, it's a challenge to stay in the moment and not let my mind wander. I am working with my psychiatrist on these issues.

STEP 2 MAKING PLANS: **REFLECTION on STRENGTHS & CHALLENGES**

DIRECTIONS: Please reflect on your motivations, study habits, challenges, resources, and classroom experiences by completing the following sentences/questions.

1. I plan to use my college degree after graduation in the following ways..

To get a job, and probably graduate school.

2. How many hours per week did you study last semester? Did you feel you studied enough?

I would spend 9 am to 5 pm most days and then on certain days up to 7 or 8 pm. No, I never feel like I have enough time, being a perfectionist gets the better of me.

3. I do my most productive studying in the following setting (e.g. my room, in the library, etc.)...

I used to study in the library weekdays before the pandemic. However, since the pandemic, I was confined in a small room with thin walls and noisy housemates. I've moved to a new location so I no longer have these issues. My most productive place is my room right now.

4. Which courses did you do best in? What factors contributed to your success?

Communication with the course professor was key in meeting deadlines and understanding material. However, not all professors are easy to talk to. This is something I need to get comfortable with even outside of academics too.

5. Which courses were more challenging and what made them challenging?

Having course material in various places/websites i.e. outside of Canvas and/or unstructured lectures that are different each time. Longer than necessary lecture time with no clear goals/objectives.

6. Has school ever been difficult for you in the past (elementary, junior high, or high school)? If yes, what do you believe was the primary issue (for example, lack of motivation, over-involvement with student activities, family concerns, learning disability, ADD/ADHD, other health issues, etc.)?

My inability to deal with my family and having difficult conversations with them puts me down and I am what keeps me from reaching my goals.

7. I find the following aspects of college challenging...

Just not having enough belief in myself. If I don't have my back then who will?

8. The following obstacles outside of school make it hard for me to be an effective student...

My family issue and having difficult friends.

9. My support network of people available to assist me in being successful at USF includes (e.g. parents, teachers, advisors, classmates, etc.)...

My mother, but she is no longer with us. She wasn't particularly easy to talk to, but I knew she supported me unconditionally. I guess my psychiatrist is my primary support right now.

. Who are your role models and what characteristics do you admire about them?

My role model for the longest time was my mother, she is strong-willed and seemed like she could do anything she wanted. However, as much as she puts effort into building that kind of impression and personality. I learned the hard way that we are all human and are limited by our human abilities e.g. age and health. No amount of determination can bring a person back. I admired her confidence. However, her strong stoic personality made it hard to relate to.

11. I am comfortable asking others for help - why or why not?

No, I'm usually not comfortable especially when it comes to personal issues. Eventually, it gets so overwhelming that it pours into other aspects of my life. To me, it is a sign of weakness. However, I am trying to learn that is not the case, and it takes a level of maturity to reach out to and feel comfortable doing this.

12. What skills or self-care items will you focus on this semester to develop academic success?

Keeping up with my psychiatric appointments, so that I can get over my personal hurdles.

13. What specific steps will you take to work on these items?

I have a plan laid out by my psychiatrist, that involves journaling, exercise, eating right, and having a regular routine. I know it is easier said than done.

14. Strengths I have that HELP my academic success are?

Sticking to a schedule, communicating with my professors, and getting a head start on things sooner than later.

COMMUNICATION with YOUR CASA ACADEMIC SUCCESS COACH:

What do you need? How can your coach best support you throughout the semester?

15. How often would you like to meet with your CASA Academic Success Coach?

- ☐ Once Every Other Week
- ☐ Once Per Month
- ☐ Mid-Term Time (When Progress Reports are Due)
- ☒ As Needed (I will schedule the appointments when I feel I need it)

16. How often would you like to communicate (email, phone calls, skype, etc) with your CASA Academic

Success Coach?

- ☐ Once Per Week
- ☐ Once Every Other Week
- ☐ Once Per Month
- ☒ Mid-Term Time (When Progress Reports are Due)
- ☐ As Needed (I will schedule the appointments when I feel I need it)

STEP 3: TAKING ACTION
MAPPING MY GOALS FOR ACADEMIC SUCCESS

Directions: Examine the courses that you are taking this semester and complete the following questions for each course.

Course One:

Course Title	Ethics
Realistic Grade I Hope To Earn	A-
What Skills Do I Need To Do Well In This Class	Keeping up with readings, and drafting papers.
Resources On Campus	Library

Course Two:

Course Title	Christian-Jewish Relationship
Realistic Grade I Hope To Earn	A-
What Skills Do I Need To Do Well In This Class	Keeping up with readings, and drafting papers
Resources On Campus	Library

Course Three:

Course Title	French 101
Realistic Grade I Hope To Earn	A
What Skills Do I Need To Do Well In This Class	Practice speaking, reading and also writing.
Resources On Campus	Online Resources as suggested by professor.

Course Four:

Course Title	
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Realistic Grade I Hope To Earn	<input type="text"/>
What Skills Do I Need To Do Well In This Class	<input type="text"/>
Resources on Campus	<input type="text"/>

Course Five:

Course Title	<input type="text"/>
Realistic Grade I Hope To Earn	<input type="text"/>
What Skills Do I Need To Do Well In This Class	<input type="text"/>
Resources On Campus	<input type="text"/>

Next Steps

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