

Developing a Second Year Success Plan

The Fall 2022 semester is coming soon, and CSUSM is ready to help make your second year better than the first. We are committed to your success and ensuring you get all the support you need to return to good academic standing. Together with one of our staff support team members, you can use this document to develop a Second Year Success Plan.

Opening Questions

We will start with a few personal questions:

1. What motivated you to pursue a college degree?
2. What are some of your short term goals? (e.g. improving a grade in a specific class, improving your study skills, attending class more regularly)
3. What long term goals have you set for yourself in regards to your education?
4. What kinds of things do you find challenging in college?
5. What are two or three of your current academic and/or personal strengths?
6. What has been your best experience as a student at CSUSM?
7. Who is in your support network? Who do you know that is available to assist you in becoming a successful student at CSUSM? (e.g. friends, family members, classmates, employers, professors, staff members, advisors, etc.)

Challenges in the Previous Academic Year

How would you answer the question: ***“My academic performance last semester did not meet my expectations because...”***

- I lacked the study skills to do well in my courses.
- I was not ready to make a commitment to college.
- I was only attending because I was pressured to go.
- I had poor time management skills.
- My work conflicted with school.
- I was unmotivated with school.
- I have a hard time concentrating on my studies.
- I have to work to support myself.
- I work at least ____ hours per week.

- I do not understand academic probation.
- I have a personal problem / issue (don't have to tell me what it is).
- I was not interested in the courses.
- I was sick and missed too many classes.
- The courses were too difficulty for me.
- I was undecided about my major.
- I have a learning disability (or I think I may have one).
- My work schedule changes every week / month.
- I do not feel comfortable asking my professors for help.

Are you using Financial Aid to help pay for school? Yes/No

Discuss your options for [retroactive withdrawal from courses](#). Successful withdrawal will change a course's grade to W and will then be removed from the GPA calculation. In order to qualify for a withdrawal, you must be able to present evidence of “serious and compelling circumstances” that impacted your ability to succeed in the course.

These examples are listed in the policy as *serious and compelling*:

- An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause withdrawal from the university.
- An extended absence due to a death in the immediate family. This applies to absences exceeding a week due to family affairs that must be attended to by the student.
- A necessary change in employment status which interferes with the student's ability to attend class. The student's employer must verify this change in employment status in writing for the term in which the withdrawal is being requested.
- Other unusual or very special cases, considered on their own merit.

The following are listed specifically in the policy as *not qualifying*:

- Grade anticipated in class is not sufficiently high, or student is doing failing work.
- Failure to attend class, complete assignments, or take a test.
- Dissatisfaction with course material, instructional method, or instructor.
- Class is harder than expected.
- Pressure of other classes, participation in social activities, or simple lack of motivation.
- A change of major.

If you are on Financial Aid, discuss your [Satisfactory Academic Progress](#) (SAP) status. If this is your second term on academic probation it is likely that you no longer have SAP and are ineligible for

Financial Aid. You may be able to submit a [SAP appeal](#) alongside a withdrawal petition if you have had some of the challenges listed above.

Academic History

Try to think about courses you’ve taken at CSUSM, another institution, or in high school. Which of those did you really enjoy? In which did you do well? In which could you have improved? **What factors contributed to your success, enjoyment, and/or performance?**

Courses in Which I Did Well and/or Enjoyed the Most

Course	Grade	Factors that Contributed to my Success and Strategies

Courses in Which I Could Have Improved

Course	Grade	Factors that Contributed to the Lower Grade

Strategies to Help Me Succeed Moving Forward

Strategy	How will it help?

Next, think about your **study habits**. How many hours a week do you study for a typical 3-unit course? What does “study” time mean for you (e.g. homework, tutoring, preparing for an exam, etc.)? You should expect to spend 2-3 hours per week *outside of class* per unit on a course: e.g. for a 3-unit course, that’s 3 hours in class and 6-9 hours outside of class per week.

How would you rate your **academic motivation**?

- On a scale of 1-5 (5 being the highest), how committed are you to your current major?
- On a scale of 1-5, how motivated are you to earn good grades this year?
- On a scale of 1-5, how committed are you to earning a college degree?
- On a scale of 1-5, how committed are you to earning a degree specifically from CSUSM?

Second Year Success Plan

Now you can start to build a concrete plan to return to good academic standing. Start by reviewing your course schedule and setting goals:

Course	Grade Goal	Specific study skills I will need in this class and what I will do to earn the grade I want	Resources on campus to help me succeed in this course

If you are repeating a course, make sure to reflect on why you feel you struggled the first time and what will need to change to have a better experience. If you are *not* repeating a course but failed a required course, check to see if there is an opportunity for you to enroll. Course repeats are the most effective way to improve student GPAs.

Connecting with instructors is crucial to your academic success, either informally before or after class or through email, or in the more formal setting of faculty office hours. Let’s make a plan to meet your professors:

Course	Instructor name	Meeting modality (e.g. in person, email, Zoom)	Topics to Discuss / Questions to Ask (2-3 things)

Finally, let’s make a Support Accountability Plan: who will you go to for help? What services on campus will you use regularly to ensure you keep moving forward? These should be places that you are *committing to go to on a regular schedule*, not just when something comes up. Some examples:

- If you are a member of a **special program** (e.g. EOP, SSS, ACE, etc), set up regular meetings with program staff and counselors
- If you are registered with [Disability Support Services](#), you should check in regularly, and if you need accommodations, get registered!
- [Learning and Tutoring Services](#) offers 1:1 and group tutoring for many lower division general education courses, including but not limited to math and writing
- Student Health and Counseling Services offers a range of free physical and mental wellness services including individual counseling and many different types of [support groups](#)
- Family and friends are support resources too!

Resource	How can this resource help you?	How often will you use / check in with this resource?