

NPP ACADEMIC SUCCESS PACKET

The purpose of this *Academic Success Packet* is to help you identify what is important to you academically and personally and design an *Academic Success Plan* that will allow you to accomplish those goals this academic year. Each of us have our own struggles and obligations in our lives and sometimes adding college into the mix can complicate matters. You will probably complete this packet as part of an Academic Success Workshop with your NPP Coordinator and other NPP students.

- Complete a [Student Reflection Worksheet](#) to start to identify the key parts of your plan.
- Set some basic academic, internship, and personal goals for this year.
- Build a [Weekly Personal Schedule](#) based on your NPP program’s internship schedule.
- Agree on an [Academic Success Plan](#) with your NPP coordinator.
- Learn about the academic tools you have access to as a NPP student and make a plan to use them in the [Academic Success Tools Cheat Sheet](#).

Simply taking the time to make this Academic Success Plan is a great step toward a successful year as both a student and an intern.

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STUDENT REFLECTION WORKSHEET

1. Why are you pursuing an education through the Church Partnership Program?
2. What degree do you want to pursue and what do you want to do with it once you are done?
3. Where do you see yourself in 5 years?
4. How many hours a week do you think your internship & classes will take? Work with your coordinator to get a realistic number.
5. What other obligations do you have in your life other than your internship & classes? Another job? Family obligations? Chores at home?
6. How do you plan to balance your life outside of the Church Partnership program and classes? How do you need to adjust your schedule and responsibilities to make time for internship and class responsibilities?
7. When do you plan on studying on your own? How many hours outside of study hall do you plan to invest in studying and completing assignments for your classes each week?
8. Where do you plan on studying outside of the church building? It is important to have a designated area (or areas) where you are free from distractions. (Library, Starbucks etc.)
9. Please write down the name of a family member, a friend, mentor, or fellow intern that you will ask to be there for you to help uplift and support you during this new journey.
10. What friends and family members do you need to talk to about your goals and aspirations for school to help them adjust to your different schedule?

RETURNING STUDENT EVALUATION

Before you set goals for this year, review your goals from last year. If you did not do an Academic Success Plan or set goals last year, then answer the questions as best you can. Even if this is your first year in college, or as a NPP student, you can still answer these questions based on your High School or other college experiences.

- Overall, how did last year go? If you were to give yourself an overall grade for academics last year, what would it be and why?
- What were your academic goals last year? Do you feel like you accomplished your goals? Where did you succeed and why? Where did you fall short, and why?
- What challenges did you face? How did you overcome them? You will have more time to explore this in the “Identifying ‘Success Barriers’ Questionnaire” below.
- What do you feel you could improve upon next semester? How?
- What specific goals could you set to address your challenges or to reach new dreams? You will have more time to set your goals in the “Goal-setting Worksheet” below.

IDENTIFYING “SUCCESS BARRIERS” QUESTIONNAIRE

Identifying barriers to success is a key step in being successful. This questionnaire helps you identify when learning in college (or high school) is or has been difficult for you, such as when...

- Personal factors interfere with your performance
- You are unhappy with the college you are attending
- You have problems with your courses
- Your approach to studying does not bring good results for you
- You are not really sure that you want to be in college at all/right now

Think about how each of these factors may have been a barrier to success in the past, or how it could be in the future. Our goal is to identify them and make a plan to get rid of them.

1. What events in your personal life may have had an impact on both your motivation to study and your ability to learn effectively? Check all that may have been a problem for you.

- | | |
|---|---|
| <input type="checkbox"/> Poor Health | <input type="checkbox"/> Lack of Child Care |
| <input type="checkbox"/> Too Many Commitments | <input type="checkbox"/> Family Problems |
| <input type="checkbox"/> Clash Between Job and School | <input type="checkbox"/> Unresolved Problems |
| <input type="checkbox"/> Change in Important Relationship | <input type="checkbox"/> Loneliness |
| <input type="checkbox"/> Worked Too Much (_____ hours/wk.) | <input type="checkbox"/> Alcohol Overuse |
| <input type="checkbox"/> No Transportation | <input type="checkbox"/> Drug Use |
| <input type="checkbox"/> Anxiety (about _____) | <input type="checkbox"/> Gambling |
| <input type="checkbox"/> Too Much Social Life | <input type="checkbox"/> Online Activities |
| <input type="checkbox"/> Lack of Confidence in My Abilities | <input type="checkbox"/> Computer/Video Games |
| <input type="checkbox"/> Pressure from Parents | <input type="checkbox"/> Other - _____ |
| <input type="checkbox"/> Financial Difficulty | _____ |

2. How did the school you attended (High School or College) make it more difficult to succeed? Once you are at a college, you find out more about what it is really like. When your everyday campus experience is far different from what you would like it to be, you may find it harder to achieve the results you want. Check all that were a problem for you.

- | | |
|---|---|
| <input type="checkbox"/> Poor Advising | <input type="checkbox"/> Too Few People with Background and Interests Like Mine |
| <input type="checkbox"/> Classes Too Big/Too Small | <input type="checkbox"/> No Opportunity for Involvement with Other Students |
| <input type="checkbox"/> Values Different From Mine | |

- | | |
|--|--|
| <input type="checkbox"/> Not Enough Support to Help Me | <input type="checkbox"/> Inadequate Study Facilities |
| <input type="checkbox"/> Poor Teaching | <input type="checkbox"/> Problems with Instructors |
| <input type="checkbox"/> Inconvenient Hours | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Lack of Good Tutors | _____ |

3. The particular courses you choose as well as your overall course load and schedule for a given semester may influence your success. Check all items that were a problem for you.

- | | |
|--|---|
| <input type="checkbox"/> No Interest in Courses (Which Ones?)
_____) | <input type="checkbox"/> No Tutors/Support (Which Courses?)
_____ |
| <input type="checkbox"/> Inadequate Background for Courses
(Which Courses?)
_____) | <input type="checkbox"/> Did not Use Support Services (Advising,
Writing Center, Tutoring) |
| <input type="checkbox"/> Courses did Not Fit My Academic/
Career Goals (Which Courses?)
_____) | <input type="checkbox"/> Uncertain of Academic/Career Goals |
| <input type="checkbox"/> Course Load Too Heavy | <input type="checkbox"/> Uncertain of Connection Between
Courses & Academic/Career Goals |
| <input type="checkbox"/> Too Much Work Assigned | <input type="checkbox"/> Too Much Work Assigned |
| | <input type="checkbox"/> Too Little Study Time |
| | <input type="checkbox"/> Burnout from Too Many Classes |

4. Study Habits – There are different ways to go about studying. How you study makes a tremendous difference in how well you learn. Check all that apply to you.

- | | |
|---|---|
| <input type="checkbox"/> Good Intentions/Poor Follow Through | <input type="checkbox"/> Spotty Reading Habits |
| <input type="checkbox"/> Uncertain What is Important to Study | <input type="checkbox"/> Concentration Broken Easily |
| <input type="checkbox"/> Unexpected Questions on Tests | <input type="checkbox"/> Difficulties in Specific Classes (Which?)
_____ |
| <input type="checkbox"/> Memorize Instead of Understanding | <input type="checkbox"/> Unprepared for Classes |
| <input type="checkbox"/> Lecture Notes Useless for Studying | <input type="checkbox"/> Too Little Review Time |
| <input type="checkbox"/> Worries About Failure | <input type="checkbox"/> Too Little Time Preparing |
| <input type="checkbox"/> Materials Quickly Forgotten | <input type="checkbox"/> Too Little Time Studying |
| <input type="checkbox"/> Unsure How to Learn Material | |

5. Learning in college is difficult when you are really not sure that you want to be in college. Students who question their commitment to college often feel unmotivated to do the everyday work that earning a degree in higher education requires.

- | | |
|--|--|
| <input type="checkbox"/> Only Enrolled Because Expected to | <input type="checkbox"/> Off-Campus Activities Distract Me |
| <input type="checkbox"/> Self-discipline not Motivation Keeps me
in School | <input type="checkbox"/> Little Interest in my Courses |
| <input type="checkbox"/> Working/Earning Money More Important | <input type="checkbox"/> Learning is Rarely Fun |
| <input type="checkbox"/> Life "On Hold" While I am in School | <input type="checkbox"/> Unsure How School Fits my Goals |
| <input type="checkbox"/> Negative Emotions (Stress, Boredom,
Frustration) Have Become my "Normal" | <input type="checkbox"/> Little or No Energy for School/Major |
| | <input type="checkbox"/> Unsure of Career Options After
Completing my Degree. |

As you go to the next step, setting goals, keep these barriers in mind and set some goals directly aimed at overcoming them.

SETTING S.M.A.R.T. GOALS

Setting good goals is an important step in success, particularly when faced with new and big challenges. Setting goals helps you stop and think about what you want and what it will take to get there. Good goals focus you on what matters and help you identify specific actions steps and strategies you can take along the way to reach to your goals. Most of all, good goals are S.M.A.R.T Goals. [Watch Smart Goals Video](#)

Specific – Good goals state exactly what will be done when you hit your goal. “To get better grades” is not a good goal. “To get a B average this semester” is a good goal.

Measurable – You can keep track of your progress toward a good goal. “To study as much as possible” is not a good goal. “To study 8 hours per week per course” is a great goal.

Actionable – Is it clear what you need to do to achieve the goal? What is your action plan? What is your first step? An Academic Success Plan is an action plan to achieve your goals.

Relevant – Good academic goals focus on actions that will have the most effect on your academic success. A goal to run a marathon is good, but not *relevant* for your academic life (although working out could have a positive effect on your ability to concentrate and overall academic success). But, the goal to put three specific study skills into practice is directly relevant to your academic success.

Time-bound – Good goals have deadlines and standards. By when each week will you do your reading? Turn in assignments? How much study time will you put in each week?

SPECIFIC GOALS

NPP Students set goals in five specific areas.

1. GPA – What grade point average do you want to earn for the Fall Semester? For the entire year?
2. Study Time – How much time do you need to study each week to earn that GPA? Where? When?
3. Study Skills – What specific study skills will you put into practice this year?
4. Academic Tools – What academic tools (writing center, tutoring, NU library Online, etc.) will you use to help you succeed? How often? What subjects will you need more help with?
5. Self-Care – What do you need to do on a weekly basis so that you have enough gas in the tank to finish the semester well? Schedule what you need into your week.
6. Internship – What do you want to accomplish through your internship this year.

ACTION STEPS

You will notice that each goal has specific action steps to choose from to help you take concrete steps toward your goals right away (to make it *Actionable*). There are also blank lines for you to add your own.

GOALS WORKSHEET

Use this worksheet to set your goals for this semester and school year, and to identify your first steps to accomplish them. Don't try to "reinvent the wheel." Most of the goals are very straight-forward, just fill in the blanks. As you set each goal, write (type) them in the Academic Success Contract below (after the "Setting Your Weekly Schedule" worksheet).

First watch these videos on setting goals: [Don't Tell People Your Goals](#) & [Write Down Your Goals](#)

GPA GOAL

I will get a GPA of _____ for the Fall Semester and a GPA of _____ for the year.

Action Steps (Check each step you will take to succeed and write it down on your plan)

- Attend every class and be on time (for classes with live professors).
- Turn in every assignment on time (Schedule a weekly "Assignment Self-Check" time).
- _____
- _____

STUDY TIME GOAL

I will put at least 8 hours of study time in my weekly schedule per week per class (this does not include time for live lectures or extra study time that will be necessary).

Action Steps (Check each step you will take to succeed and write it down on your plan)

- Schedule eight hours minimum study time per class in your weekly schedule.
- Schedule study time in 2-3 hour chunks.
- Establish a dedicated study space for each study block (I study at Starbucks on Mondays...)
- Put the most motivating rewards for the end of your study times in your Weekly Schedule
- Schedule *when* each week you will do the following for each class (Write into weekly schedule).

Class reading	Reading Quiz	Discussion Posts
ALA (essay) rough draft	ALA final draft	Time for reviewing notes

- _____
- _____

SETTING YOUR WEEKLY SCHEDULE (SCHEDULED STUDY TIME)

After you have identified your goals you are ready to fill out your weekly personal schedule (you have probably already started doing this). Your weekly personal schedule will be based on the weekly schedule of your church or ministry's weekly internship program schedule, set by your NPP Coordinator or Director. Go to the back of this packet for the Weekly Schedule Grid to fill out your weekly schedule.

You will notice the weekly internship schedule already has many of the following elements blocked out:

- √ Class Time
- √ Study Hall
- √ Scheduled Study Times
- √ Internship Meetings
- √ Intern Training
- √ Intern Service Time

The key element in personalizing your weekly schedule is personal study time. Every NPP student is expected to have *8 hours of scheduled personal study time per week per class*. This does not include any study halls or writing centers scheduled as part of your internship or School of Leadership. That means a full time student should have about 16 hours of scheduled personal study time per week. This does not include another five hours of discretionary study time each week. One more thing, you should not schedule your personal study time in blocks longer than two or three hours without a break of some kind. Pull out that weekly schedule grid and write your study time.

You will also want to include some of the following items in your weekly schedule: class time (for classes with a live instructor), free time, work hours (if you have a job), time to work out, etc. By setting up a schedule for yourself you will be able to manage your time more efficiently and will be more successful academically.

STUDY SKILLS GOAL

I will put ____ study skills into practice this year on a weekly basis (Choose two or three study skills from the following list that you will put into practice this semester).

Action Steps (Check each study skill you will put into practice and write it down on your plan)

Note-Taking

- | | | |
|------------------------------------|--------------------------------------|---|
| <input type="checkbox"/> Outlining | <input type="checkbox"/> Mind-map | <input type="checkbox"/> Write-on-the-slide |
| <input type="checkbox"/> Cornell | <input type="checkbox"/> Flow Method | |

Active Reading

- | | | |
|--|---|--|
| <input type="checkbox"/> Pseudo-skim | <input type="checkbox"/> Write down questions | <input type="checkbox"/> Mark up or take notes |
| <input type="checkbox"/> Reading Backwards | <input type="checkbox"/> Watch formatting | <input type="checkbox"/> SQ3R Approach |

Other Skills and Approaches

- _____
- _____

ACADEMIC TOOLS AND HELPS GOAL

I will use ____ of the academic tools and helps listed below this semester. (Identify which ones you will use and how often as action steps. See the end of this packet for more details.)

Action Steps (Check each step you will take to succeed and write it down on your plan)

Smarthinking

- | | |
|--|--|
| <input type="checkbox"/> Online Writing Center (Grammar) | <input type="checkbox"/> Tutoring (Subject?) |
| <input type="checkbox"/> Online Writing Center (Essays) | <input type="checkbox"/> Offline Questions |

NU Library

- | | |
|--|---|
| <input type="checkbox"/> Check Out Books/Articles | <input type="checkbox"/> Research Paper Tutorials |
| <input type="checkbox"/> Chat with Librarian | <input type="checkbox"/> Using EasyBib |
| <input type="checkbox"/> Research Paper Help | <input type="checkbox"/> Citation and Bibliography Guides |
| <input type="checkbox"/> Research Paper Guides (by subject/class) | |
| <input type="checkbox"/> I will schedule a weekly assignment/grade self-check every week at (time and day of the week) | |
| <input type="checkbox"/> I will complete the Foundations for Success Workshop in Fall A | |
| <input type="checkbox"/> _____ | |

Writing Helps (On Eagle Academic Success Page)

- I will use the "Writing Help Resources" for every assigned essay

SELF-CARE GOAL

What will you put in your weekly schedule to take care of yourself (and when)? Write down this goal as a bullet list and put each one in your weekly schedule. For example...

- I will exercise for two hours three times a week (What day and time? Doing what?)
- I will take a two hour Small Sabbath twice a week (What day and time?)

Action Steps (Check each step you will take to succeed and write it down on your contract)

- Watch time-management videos on the [Eagle Academic Success Page](#)
- Schedule a Weekly Sabbath (internship or academic time)
- Put 2-hour “Small Sabbath” blocks in your Weekly Schedule
- Put 1-3 hour blocks in your weekly schedule for...
- Exercise Friends _____
- Fun Reading _____
- Hobby (What?) _____ _____
- _____

INTERNSHIP GOAL

What is (are) your goal (goals) for your internship this year? (Use the “Personal Development Plan” from the Eagle – Internship and Practicum Page for this goal.)

- Identify the ministry you feel called to (this might change this year).
- Identify your gifts or strengths. Make a plan to develop and deploy your gifts or strengths.
- Clearly identify your weaknesses and how to manage them.
- Set 3-5 year goals for academics and career.

Action Steps (Check each step you will take to succeed and write it down on your plan)

- Use weekly intern journal as time to discuss strengths, weaknesses and call
- Use weekly intern meeting as time to discuss strengths, weaknesses and call
- _____
- _____
- _____

ACADEMIC SUCCESS PLAN

(Write down all your goals and action steps from above on this page)

GPA Goal – _____

Action Steps

- _____
- _____
- _____
- _____
- _____

Study Time Goal – I will put at least 8 hours of study time in my weekly schedule per week per class (this does not include time for live lectures or extra study time that will be necessary).

Action Steps

- _____
- _____
- _____
- _____
- _____

Study Skills Goal – I will learn _____ new study skills this year.

Action Steps

- _____
- _____
- _____
- _____
- _____

Academic Tools and Helps Goal – _____

Action Steps

- _____
- _____
- _____
- _____
- _____

Self-Care Goal – _____

Action Steps

- _____
- _____
- _____
- _____
- _____

Internship Goal – _____

Action Steps

- _____
- _____
- _____
- _____
- _____

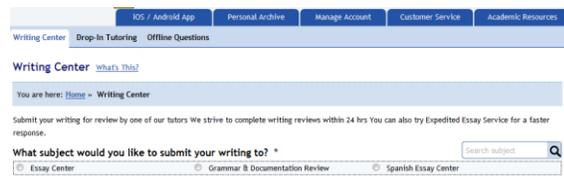
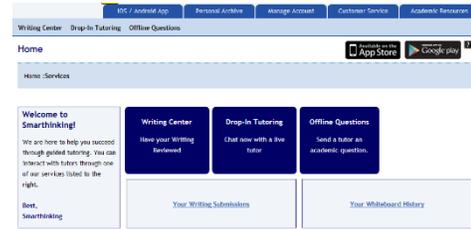
SMARTHINKING – ONLINE WRITING CENTERS AND TUTORING

See [Introduction to Academic Success Video](#) (13:00-:25) and the [Eagle Academic Success Page](#)

Every NU NPP student has access to the [Smarthinking](#) online writing and tutoring center. Here is what the page looks like when you go to [Smarthinking](#).

Smarthinking has three main services:

- Online Writing Center (for Grammar and Punctuation Review or Essay Helps).
- Online Drop-in Tutoring (Live)
- Offline Questions.



To use the [Online Writing Center](#), turn a rough draft of your paper into the [Smarthinking Online Writing Center](#) for help with Essay Format (thesis, supporting paragraphs etc.), or Grammar and Documentation Review. Do this no later than Thursday, so you have time to do your draft and turn it in by Sunday.



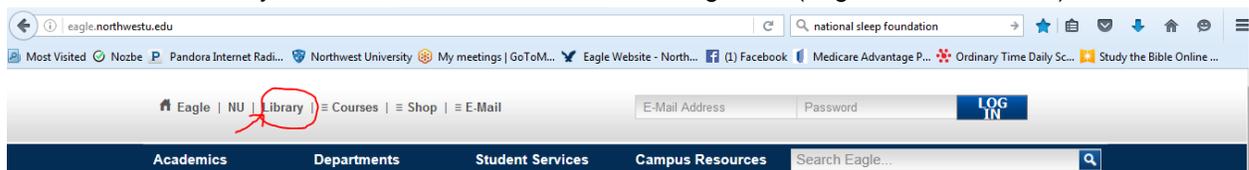
[Online Tutoring](#) – A tutor is always available to NU NPP Students. 10 hours of [personal tutoring](#) per semester [on these subjects](#) (average session - 15 minutes), 24/7 access to Smarthinking as an NU NPP student.

[Offline Questions](#) – Submit anytime.

NU LIBRARY RESOURCES

NU NPP Students have 24/7 access to the NU Library resources at the [NU Library Webpage](#). To get started, view [Library Orientation Video](#) to learn how to...

- Check out books, articles, and other resources for essays and research papers (download eBooks immediately, put a book on hold at our Kirkland, or Salem campuses).
- Chat with a librarian – resource ideas, ideas for a thesis for your essay, and more
- Get research paper help
- Research Tutorials
- Citation and Bibliography Guides
- Access the Library Website for all these tools on the Eagle site (eagle.northwestu.edu).
- Using EasyBib
- Research Guides by Subject & Class





Spiritual Vitality
Academic Excellence
Empowered Engagement

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 – 7:00							
7:00 – 8:00							
8:00 – 8:30							
8:30 – 9:00							
9:00 – 9:30							
9:30 – 10:00							
10:00 – 10:30							
10:30 – 11:00							
11:00 – 11:30							
11:30 – 12:00							
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 – 1:30							
1:30 – 2:00							
2:00 – 2:30							
2:30 – 3:00							
3:00 – 3:30							
3:30 – 4:00							
4:00 – 4:30							
4:30 – 5:00							
5:00 – 5:30							
5:30 – 6:00							
6:00 – 6:30							
6:30 – 7:00							
7:00 – later							
Study Time							