

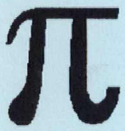
SCIENCE ?



Thinking about your career?

Need help making a choice?

MATH ?



The answer may be...

SMET 101: "Introduction to Science, Mathematics, Engineering, and Technology"

ENGINEERING ?



SMET 101 is an introductory course for academic and professional planning covering topics such as: study and life skills; critical thinking skills; and practical, hands-on, career preparation skills.

TECHNOLOGY ?



Developed by the New Mexico Alliance for Minority Participation ~ 1998

NEW MEXICO
ALLIANCE
for
MINORITY
PARTICIPATION

FORWARD

The New Mexico Alliance for Minority Participation is pleased to share with you the SMET 101 Instructor Manual and the Academic Achievement Plan, which is a key component of the SMET 101 course. The course was developed by the New Mexico AMP to assist students in planning their college career and exploring the possibilities that are available in the science, mathematics, engineering and technology disciplines. Currently the course is offered throughout New Mexico via satellite and videotape.

To date, over 100 students have participated in the course, and evaluations are positive. Students report they feel more focused, more informed and better prepared to complete their four-year degree. Students who have completed SMET 101 are currently being tracked and a follow up survey will be sent to them to evaluate their progress and their use of the Academic Achievement Plan.

If you choose to incorporate some or all of the SMET 101 materials, please share with us how you implement the course and what changes you incorporated to fit your audience. This information is valuable to us in our constant effort to improve the course structure and content.

The New Mexico Alliance
for Minority Participation

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation. This material was developed under Grant HRD-9353215.

INSTRUCTOR MANUAL

SMET 101

**INTRODUCTION TO SCIENCE,
MATHEMATICS, ENGINEERING, AND
TECHNOLOGY**

LAST REVISED: April 1998

FOR MORE INFORMATION . . .

NEW MEXICO AMP:

Carolina (Carrie) Aguirre
Project Coordinator,
(505) 646-5212
caaguirr@nmsu.edu

or

Michele Buntain
Program Manager
(505) 646-1847
mbuntain@nmsu.edu

NMSU CENTER FOR EDUCATIONAL DEVELOPMENT
(TECHNICAL ASSISTANCE):

Denise Welsh
Tele-classroom Manager
(505) 646-1402
dwelsh@nmsu.edu

CONTENTS

INTRODUCTION	1
Q & A	2
COURSE CONTENT	5
COMMON COURSE ASSIGNMENTS	10
INSTRUCTOR PLANNING AND RESOURCE GUIDE	16
APPENDICES	
A. STUDENT ASSIGNMENT SHEETS	
B. INSTRUCTOR RESOURCES	
C. STUDENT RESOURCES	

INTRODUCTION

SMET 101, "Introduction to Science, Mathematics, Engineering, and Technology," is a distance learning course developed by the New Mexico Alliance for Minority Participation. SMET 101 was developed to contribute to the overall goal of the Alliance to increase the number of baccalaureate degrees awarded to underrepresented minorities in the SMET disciplines. The course is grounded in the latest scholarship in effective learning and incorporates the concepts of collaborative learning, writing across the curriculum, portfolio assessment, and student development. Flexible learning strategies and creative problem-solving are emphasized.

SMET 101 provides incoming freshman at NMSU and students at 2-year community college campuses with important information about:

- Degree programs in SMET
- Problem-solving strategies
- Undergraduate research, co-ops, and internships
- Contacting faculty and other students in their chosen field of study
- Career opportunities
- Graduate studies

Students are given ample opportunity and assistance to practice teaming skills, participate in a peer and/or faculty mentoring program, attend local professional events, and develop a personal Academic Achievement Plan.

The following section addresses many of the most common questions asked about the SMET 101 course. Subsequent sections discuss course content and provide suggestions for planning your semester. Appendices contain student assignments as well as instructor and student resource materials.

Q & A

WHAT IS SMET 101?

SMET 101 is an introductory-level course designed to promote the interest and enthusiasm of students intending to transfer to one of New Mexico's six public four-year universities to pursue a baccalaureate degree in science, mathematics, engineering, or technology (SMET).

WHAT ARE THE OBJECTIVES OF SMET 101?

The first objective of the course is to improve student recruitment and retention. This is accomplished by providing students with appropriate information about available disciplinary studies and the important academic skills that will allow them to effectively and efficiently pursue their goals.

The second objective of the course is to provide students with the information and tools necessary to become successful students regardless of discipline. Throughout the course, students progress from the position of "passive recipients" to "active learners."

WHY IS SMET 101 IMPORTANT?

SMET 101 is an important recruitment and retention tool that provides students with a solid foundation for pursuing their four-year degrees; they become well-informed and well-prepared for further studies. SMET 101 also contributes to the overall goal of the New Mexico AMP--to increase the number of underrepresented minority students receiving BS degrees in the SMET disciplines.

WHEN WILL THE COURSE BE OFFERED?

SMET 101 is offered every Fall Semester.

WHO IS THE AUDIENCE FOR THE COURSE?

Students receiving New Mexico AMP assistance are the primary audience. Enrollment in SMET 101 (or, where unavailable, an equivalent college skills course) is strongly suggested for all New Mexico AMP students. SMET 101 is, of course, open to all interested students. On some campuses, local high school students have also participated.

WHO WILL TEACH THE COURSE?

SMET 101 is taught by a primary instructor at NMSU and by an on-site instructor at each campus. Videoconferences are hosted by, and up-linked from, NMSU.

HOW IS SMET 101 STRUCTURED?

SMET 101 is offered as a three credit course (MW 4:00 p.m. to 5:15 p.m.) The course format combines the best of both traditional classroom approaches and distance learning technologies. The course format includes:

- 4 videoconferences
- 19 required videotapes
- 7 optional videotapes
- Internet component
- On-site sessions locally coordinated

Course sessions revolve on the videoconference dates, which are set well in advance. Sets of videotape sessions common to all sites are viewed between videoconferences. Resources are also available on the SMET 101 Home Page <http://www.nmsu.edu/~nmamp> . Each semester, there will be a number of "open" sessions to allow on-site instructors to tailor the course to the needs of their students; several optional videotapes are available to

assist instructors in planning these sessions. Common course assignments include the Academic Achievement Plan, exercises associated with the videotapes, a final exam, and a course evaluation.

HOW WILL THE COURSE BE FACILITATED AT RECEIVING SITES?

The course is facilitated by on-site instructors specifically trained to teach the course. Materials and training are provided through the New Mexico AMP administrative office. Student evaluation and grading are the responsibility of the on-site instructor. The primary instructor at NMSU and the SMET 101 Coordinator are available for questions throughout the semester. The site instructor will be asked to provide the SMET 101 Coordinator with information and evaluation materials about their class.

WILL SMET 101 ARTICULATE TO THE STATE'S FOUR-YEAR INSTITUTIONS?

SMET 101 is accepted by New Mexico State University (NMSU) for credit in lieu of other introductory courses in the SMET disciplines (ENGR 101, or AS 100). It is anticipated that the remaining four-year universities will allow for a similar substitution.

WILL THE STUDENT RECEIVE COMMUNITY COLLEGE CREDIT FOR THE COURSE?

Application of credit at the two-year college will be determined by each institution.

HOW WILL TUITION RATES BE DETERMINED?

Students enroll at their respective institutions and pay local tuition.

HOW WILL STUDENTS REGISTER FOR THE COURSE?

Students follow regular registration procedures for their institution.

HOW WILL GRADES AND CREDITS BE ISSUED?

Grades and credits are issued by the two-year institution.

COURSE CONTENT

VIDEOTAPE SESSIONS

Twenty-six videotape sessions are provided by the New Mexico AMP office. Nineteen of the twenty-six video sessions will be viewed by all students at all sites. The syllabus for each semester will indicate videoconference dates and the videotape sessions to be shown between each videoconference. Within these guidelines, specific dates for viewing the tapes are determined by each instructor. These required sessions are intended to serve as the common core for the course and may be referred to in subsequent videoconferences.

Topics for videotape sessions are:

Personal Assessments Using the Holland's Self-Directed Search - Students will complete an inventory of their skills, aptitudes, challenges, and interests. The results of this extensive self-evaluation process will form the basis for assignments completed throughout the semester. The study skills assessment will help student focus on their strengths and help them develop a strategy to overcome weak study skills.

Team Building - Terry Cook discusses the dynamics of team formation and performance, including the characteristics of successful teams and their problem-solving abilities. Following the lecture, students will form groups to complete a team-building exercise. Students will then individually assess their effectiveness as a team member.

Teams in Action - Barbara Kimbell, Assistant Director for the New Mexico Collaborative for Excellence in Teacher Preparation (CETP) and herself an electrical engineer, discusses research as a team effort and shows exciting

video clips demonstrating the variety of research activities being conducted throughout New Mexico. Additionally, two students will discuss their undergraduate research experiences.

College Weeks (8 videotapes) - Faculty from the colleges of Arts and Sciences; Engineering; and Agriculture and Home Economics present the variety of SMET disciplines supported by the New Mexico AMP program. Presenters discuss topics including academic preparation for transfer, degree plans, research activities, student organizations and support structures, and professional opportunities available to graduates.

Conceptual Blockbusting (2 videotapes) - Dr. Bill Bridges, Professor of English at NMSU, presents a series of exercises to help students unleash their problem-solving potential. A variety of visual, mathematical, and verbal approaches to problem solving are explored.

Problem Solving - Building on the sessions presented by Dr. Bill Bridges, Terry Cook discusses the problem-solving process and explores new ways of developing our problem-solving skills both as individuals and as teams. Common barriers to successful problem-solving are discussed as well as strategies for overcoming those barriers. Students also view a problem-solving situation involving previous SMET 101 students and then attempt to solve the same problem in their own classrooms.

Care and Feeding of Your Professor - Students receive an overview of what to expect from their professors and what professors expect of them as university students. Students will also learn about faculty duties and responsibilities.

Funding Your Education - Professional staff from NMSU provide information on scholarships, financial aid, student employment, and career placement services.

Integrating Your Skills - Students learn how to pull together all of the skills learned during the semester and apply them to their entire academic career.

Course Review and Final Exam - Terry Cook reviews the semester and provides instructions for the final exam.

VIDEOCONFERENCES

Four live videoconferences will be scheduled each semester. Dates for these videoconferences will be provided well in advance, and technical coordination will be the responsibility of each receiving institution.

These are interactive events up-linked in real time from the NMSU campus. Students will be given a toll free number so they can call in with questions or comments. The success of these events depends on the contributions of all participating sites. Instructors are encouraged to require a minimal level of participation by their respective students. One approach is to assign students to groups and require that each group call in at least one time during the broadcast. Follow-up inquiries are also encouraged and can be sent via e-mail to the SMET-List serv.

Topics for the videoconferences are:

Student Success Panel - Senior students from the NMSU campus will present and discuss their research activities. In the past, this "peer mentoring" forum has been very popular with students. Questions and comments are, of course, encouraged.

Success in Mathematics - A presentation on the historical view of mathematics and demonstration that will de-mystify math.

Making the Transition - A variety of issues related to the transfer process will be discussed, and resources for transfer students will be presented. Interaction from all sites is encouraged.

Professional Panel - Working professionals from a variety of SMET disciplines will discuss workplace expectations and answer questions from all sites.

OPEN SESSIONS

In addition to the videotapes and videoconferences, additional, "open" sessions are built into the syllabus, which allow each instructor to tailor the course to the needs of his or her students. Optional videotapes provided with the course materials can be used, or instructors can schedule guest speakers, campus tours, or other group activities. These sessions can also be used to expand on the material covered in the common course tapes and to provide time for additional activities related to those topics.

OPTIONAL VIDEOTAPE SESSIONS

The following videotapes are included as part of your course set. These are optional; use them at your discretion according to the needs of your students.

NMSU Library Orientation

Computer Skills

Writing as Learning: Cubing

Reading for Greater Comprehension

Oral Presentation Skills

Spring and Fall 1997 Professional Panel

Spring and Fall 1997 Student Success Panel

These tapes primarily provide basic information and skills of the subject area. "Writing as Learning" provides an additional writing technique to help students explore ideas and potential career choices. "Reading for Greater Comprehension" is helpful for students needing help with textbook reading and how to retain the information from those texts. The final two video tapes present the panel presentations from the previous semester.

INTERNET COMPONENT

New Mexico AMP, in cooperation with the NMSU Computing and Networking Department, has developed a Home Page for the SMET 101 course. The site includes information on SMET degree programs, video clips of interesting and dynamic SMET-related research and student projects, lists of print and electronic reference materials, and other relevant information of interest to students. Instructor resources are also available. The SMET 101 Home Page can be accessed from the New Mexico AMP Home Page at <http://www.nmsu.edu/~nmamp>. If Internet access is unavailable at your site, please contact the SMET 101 Coordinator.

COMMON COURSE ASSIGNMENTS

This section describes the student assignments and activities that are common to all SMET 101 sites. A copy of the Academic Achievement Plan is provided in Appendix A, "Student Assignment Sheets," which also includes the specific assignments associated with several of the videotapes. Appendix B, "Instructor Resources," and Appendix C, "Student Resources," contain additional materials that will help you to plan a successful course.

ACADEMIC ACHIEVEMENT PLAN (AAP)

The AAP is a semester-long portfolio project designed to help students chart a reasonable and realistic path toward completion of a four-year degree program. All course activities are used to develop the portfolio, which represents up to 75% of a student's grade. While this seems overwhelming at first glance, the various components of the project are assigned value using a point system. Instructors are encouraged to assign individual due dates to these various components to make the project more manageable. Regardless of the structure you impose, *it is essential that you define the expectations of this project from the start and that each student receives substantial feedback on his or her AAP during midterm conferences.* Page 4 of the AAP provides a checklist timeline that you may use to record your impressions and comments.

The AAP begins with a detailed self-evaluation exercise using Dr. John Holland's "Self-Directed Search Assessment Booklet" (1994). Dr. Holland is a well-recognized and respected expert in vocational counseling, and his assessment tools are widely used. Students are also required to write a 2-3 page "self-assessment essay" based on the self-directed search.

Following the assessment portion of the AAP, students begin researching one to three academic/career paths, which they are interested in. At a minimum, research activities include interviewing faculty and/or professionals, attending professional events or meetings, an Internet search, at least three e-mail exchanges with a peer and/or faculty mentor at NMSU (or another four-year institution), and an undergraduate catalog search for the institution(s) and program(s) of interest. As they conduct their research and gather information, students are asked to define and commit to paper a set of specific, concrete goals. Larger goals are then grouped into manageable "mini goals." As students progress through this portion of the AAP, they should begin to identify the disciplinary majors appropriate to their career goals.

As their research activities progress, students develop a semester-by-semester "Action Planner." This planning calendar includes a breakdown of coursework, finances, family obligations (as applicable), and personal development activities.

Students are also asked to compile the exercises completed during the semester as part of the AAP. These include the team building and problem-solving exercises introduced in the videotapes and all notes taken during the semester. It is important that students be told at the start of the semester that they are expected to keep all course materials, notes, and exercises. By compiling them into an organized portfolio, students have the material necessary to write both the portfolio essay described above and the final exam essay for the course.

Finally, students write a 3-5 page essay discussing their AAP. A series of questions is provided that asks students to consider various aspects of the project and how it was developed. These questions serve as a starting point; each instructor is encouraged to expand on them and, of course,

students may choose to discuss elements not included in the list of prompts.

Students are encouraged to expand on these basic requirements. Suggestions include: developing color-coded systems to cross reference different sections of the AAP, collecting motivational quotations, keeping a journal, designing photograph or magazine clippings collages, assembling a collection of relevant magazine and journal articles, developing lists of academic and industry contacts, and maintaining “fact sheets” on companies and industries of interest. We strongly suggest that students be required to add at least one self-determined element to the AAP.

The final project is a short oral presentation of their AAP to the rest of the class. This gives students practice in public speaking, but even more importantly, the assignment can be used to emphasize the course’s central components of problem-solving and collaboration. It is very likely that students will find something valuable in the presentations of their peers. Although it may be too late to incorporate new ideas into their graded portfolio, students may discover new tools to add to their AAP even after the semester ends.

Bear in mind that the AAP is designed to be a highly personal portfolio project. It requires a significant amount of time to develop properly. A student can not successfully complete this project at the end of the semester; it must be initiated within the first few weeks of the semester and integrated throughout. Additionally, it is crucial that students be encouraged to see the AAP as more than a semester project. The AAP should become a part of the student’s academic years and should be revised and updated as his or her studies progress and career plans become more solid. *By maintaining the AAP a student becomes committed to his*

or her own education. He or she moves from the position of “passive recipient” of information to that of an “active learner” engaged in his or her own educational process and life planning.

SMET 101 LISTSERV PROGRAM

Students are required to participate in the SMET 101 list serve that puts them in touch with student or faculty members at the NMSU or another four-year institution. At the beginning of the semester, students send an e-mail message to the SMET 101 Coordinator; if e-mail is unavailable at your institution, please contact the SMET 101 Coordinator. The SMET 101 Coordinator will add the student to the listserv. Students are encouraged to ask questions or make comments regarding the course, or request names of faculty and administrative office personnel, or request other useful information about their selected program of study. The students will benefit from information they gain from their questions and the questions from other students from around the state.

MID-TERM CONFERENCE

Because the primary assignment for the course is dependent on successful management throughout the semester, students benefit enormously from a mid-term progress check. Before the last day to withdraw, every student must schedule a 10-15 minute conference with his or her instructor. At this conference, instructors should review the student’s progress on the AAP, discuss the student’s level of participation in course activities and discussions, identify any deficiencies or weak areas of performance, and provide guidance to the student for successfully managing the remainder of the semester. Some instructors also give a “mid-term grade” *with the clear understanding that it is only an indication of where a student stands at mid-term*, and that the grade could change substantially depending on the student’s performance in the last half of the semester.

FINAL EXAM (ESSAY)

The final exam for the course asks students to write a 3-5 page essay discussing their learning throughout the semester. Specifically, they must:

- Briefly summarize their Academic Achievement Plan
- Demonstrate competency of at least three course objectives
- Identify the two most useful tools or skills acquired during the semester and discuss how they intend to apply those skills in the future.

The final exam is designed to help students assess their own learning and reflect on the experiences and activities of the semester in meaningful and productive ways. Students are asked to assume responsibility for their own learning, synthesize the tools and skills acquired, demonstrate that learning has taken place, and extend their learning beyond the current semester. We suggest that the assignment sheet for the final essay be distributed prior to the due date for the AAP project. Students can use their AAP to make notes and begin developing their final essay. As a result of this planning time, you can expect high quality, well-developed essays. A sample assignment sheet is provided in Appendix A.

COURSE EVALUATION

All students complete a course evaluation, which is used by the New Mexico AMP Program to monitor student perception of, and satisfaction with, the course. The evaluation uses a Likert scale format to assess the usefulness of each session that is common to all sites. Completed course evaluations should be returned to the SMET 101 Coordinator within two weeks after the end of the semester. The evaluation form is provided in Appendix A.

A FINAL NOTE

At various times throughout the semester, students are asked to process information and report their findings in written form. However, it is important to remember that SMET 101 is not a writing course; writing is used only as a critical thinking tool. Student writing should not be evaluated based on standards of composition, but rather for the content and degree of critical thinking evident in the work. Certainly, reasonably appropriate development and grammar are expected; but this is not the emphasis of the exercises. We suggest, however, that students demonstrating significantly low levels of competency in written communication be referred to writing courses and/or workshops that address their specific needs.

INSTRUCTOR PLANNING AND RESOURCE GUIDE

SMET 101

**INTRODUCTION TO SCIENCE,
MATHEMATICS, ENGINEERING, AND
TECHNOLOGY**

LAST REVISED: April 1998

COURSE PLANNING

The unique format of SMET 101 requires that the semester be well planned. Ideally, you should preview the videotapes and become familiar with all assignments and other course activities. Because SMET 101 is something of a hybrid between collaborative teaching and the traditional model, we also encourage dialogue between instructors at different sites and collaboration in developing additional resources and materials.

There are some special requests that make an open dialogue and continual evaluation of the course possible:

- Technical arrangements for live up-links
- Class roster
- Class e-mail list
- Active participation in live broadcasts
- Weekly feedback messages
- Course evaluations

Technical arrangements for live up-links - During the course there will be four live broadcasts. To ensure that the broadcasts run smoothly the site instructor must identify the technical personnel that will be responsible for receiving the transmission. Please forward the technical staff information to the SMET 101 Coordinator. Be sure to give your site coordinator the following information:

- The dates of transmission and room reservations
- The NMSU technical contact (Denise Welsh)
- The NMSU coordinates:

GE Americom is the transponder servicer GE-III is located at 87 WL
Currently assigned transponder 2, which is vertical down (receive)
Our frequency is 11726.20 MHz
L-Band frequency 976 Mhz
CLI Spectrumsaver channel 220-227
Recommended center channel 224

If you experience problems receiving the signal or have questions, use the technical problem number 1-800-813-4066 to speak with a tele-classroom engineer.

Class roster - After you have the final roster, we ask that you send us a list of the students in your class with their names and permanent addresses, and the student's intended major coming into the class. We will use this information to track the student's success and to evaluate the long-term effectiveness of the course. This also gives us a good indication of enrollment in the course collectively.

Class e-mail list - The list should be sent to the SMET 101 coordinator as soon as possible. Please include the student's full name and e-mail address. The students will be added to a listserv that will allow them to communicate with students across the state.

Active participation in live broadcasts - The live presentations are an effective mechanism of giving all sites equal access to the resources that the panels and presenters have to offer. Please strongly encourage your students to participate and help them prepare for the presenters with prepared questions. The number to call during the live presentation to ask the presenter questions is 1-800-394-5963.

Weekly feedback - As the semester progresses, it is helpful to receive feedback on the course activities and reactions from students. This information will be shared across the state so all site instructors can benefit

from the course feedback as it is received. Instructors should contact the SMET-101 coordinator by phone, fax or e-mail on a regular basis.

Course evaluations - Please send the course evaluations to the SMET 101 coordinator as soon as possible after the course has ended.

Instructor resources -The course syllabus provided each semester indicates the sequence of videotapes and the timeframe in which they should be viewed (between videoconferences). Within these guidelines, you should plan the remaining sessions to address the specific needs and interests of your own students. We do, however, suggest the following elements:

Videotapes- are intended to be used as trigger tapes. The content on the videotapes is more important than the use of the tape in its entirety. If you have a more effective method of approaching the material please share your thoughts so other site instructors and their students can benefit from your ideas.

Icebreakers and Group Introductions - As a precursor to the team building videotape and collaborative group exercises, we suggest that you do at least one icebreaker activity at the beginning of the semester. These activities help students to feel comfortable with one another, and most students actually enjoy them! It also helps you to get a feel for how each student interacts in a group setting. Appendix B contains several activities that you can use.

An Essay Introduction to the Instructor - We like to have students introduce himself or herself in a more formal way to the course instructor. This will give you more specific information on each student and is useful for directing that student toward appropriate resources. It is also interesting and useful to return this introduction to students at the end of

the semester (perhaps when the AAP is returned). This helps them to see the progress they've made during the semester, thereby emphasizing and pointing directly to the learning process. Alternatively, you may wish to have students introduce themselves in an e-mail message to you.

Final Conferences - Returning students' AAP in a short conference is an effective way to achieve closure for the semester. This gives you an opportunity to comment more extensively on their work than you would do in written comments, and it gives the students an opportunity to ask you questions. You can also provide them with additional resource material or suggest coursework appropriate to their interests. You may want to consider scheduling these short (required!) conferences during finals week.

Additional suggestions for course content include:

Guest Speakers - Students enjoy hearing from other faculty, but are typically most receptive to having local professionals visit with them about the various opportunities available to graduates with four-year SMET degrees. Faculty and staff members from area universities also make excellent guest speakers, as do former students of your particular institution whether they are currently completing their four-year degree or working in an industry setting.

Field Trips - If you have local SMET-related facilities in your area, you might want to schedule a guided tour. Given the appropriate background of the class, facilities personnel can highlight innovative technologies and the range and expertise of various SMET professionals working within the facilities.

Campus Tours - Depending on the age and experience of your students, you might schedule tours of student-related campus facilities such as the library, computer center, or career and counseling center. Tours of laboratories or other research facilities are also appropriate, if they are available to you.

Additional Professional Events and Career Fairs - Students benefit enormously from interacting with professionals and gaining exposure to career opportunities. If there is a career fair on your campus during the semester, consider attending as a class. You might want to divide students into small groups and ask them to report their experiences to the rest of the class.

Many of these suggestions are particularly relevant following a related videotape session. For example, after viewing the videotape on "Funding Your Education," inviting guest speakers from your campus' Financial Aid Office and Placement and Career Counseling Center is a nice follow-up.

For all activities, we suggest that students write a one-page summary to record their participation and reactions. These brief writings are useful at the end of the semester to help students complete their final essay and, from your perspective, for evaluating student participation.

We hope you will find the information and materials provided in this guide helpful as you plan your semester. The course is intended to give students across the state similar resources. We recognize that each class is unique and flexibility in the use of the materials is necessary. You may also contact the NMSU instructor or the SMET 101 Coordinator for additional assistance.

A FINAL NOTE

With a little foresight, many of the course activities can be designed to take advantage of collaborative learning. Assigning students to a group and placing certain expectations on the group is an effective way to manage the SMET 101 class. Many of the videotapes emphasize collaboration and problem solving and include group activities. The Professional and Student Success Panels also discuss the application of these concepts as they apply to both work and academics. Having students work as teams is a great way to further emphasize these important life skills. Options include asking students to form groups (or pairs) based on common interest areas to attend professional events and/or student organization meetings together. Students can also “share” their faculty/professional interviews by inviting one or two other students to attend.

Please contact the SMET 101 Coordinator if you have questions or concerns that are not addressed in this guide. We wish you an enjoyable and successful semester!

**ACADEMIC
ACHIEVEMENT
PLAN**

SMET 101

**INTRODUCTION TO SCIENCE,
MATHEMATICS, ENGINEERING, AND
TECHNOLOGY**

LAST REVISED: April 1998

ACADEMIC ACHIEVEMENT PLAN (AAP)

Here it is! The largest single assignment you will ever receive! Seriously, don't panic - the AAP is designed to be a semester-long project. If you pace yourself well, you will complete your project in plenty of time. Plan well, work with your classmates (collaboration and teamwork are encouraged!), and have fun!!

Content	Page
Introduction	2
Planning Sheets	7
Holland's Assessments/Assessments Essay	15
Faculty/Professional Interview(s)	17
Attendance/Reaction to a Professional Event(s)	21
Professional Code(s) of Ethics	23
Undergraduate Catalog Search(es)	25
Printed References Search	27
Internet References Search	29
SMET 101 Listserv	34
Ideas for Self-determined Additional Component(s)	36
Additional Exercises and Activities from Course Videotapes	47
Academic Achievement Plan Essay	48

Introduction

The Academic Achievement Plan (AAP) is a semester-long portfolio project that will help you chart a reasonable and realistic path toward completing a four-year degree program. You will be assigned specific parts of the AAP throughout the semester. However, you should also feel free to jump ahead and get a head start on its various components.

Each of the required components of the AAP is detailed in this booklet. You should review the entire assignment booklet before you begin. If you have any questions, please ask for help! This assignment represents the majority of your grade for the semester, so please be sure you understand what is being asked of you. You may be asked to turn in your AAP at various times throughout the semester; you will, at a minimum, be asked to participate in a mid-term conference to talk about the progress you are making.

Evaluation of Your AAP

The AAP will be evaluated based on the completeness of the project as well as the creativity and degree of enthusiasm you put into it. In other words, if you have worked diligently to produce a useful tool that will assist you with the transfer process, if you have integrated and synthesized its various exercises and assignments, you will receive a passing grade in this course. If, on the other hand, you have simply compiled the necessary components, **you will not receive a passing grade**. The following points will be considered when your AAP is evaluated:

- **Evidence of research** into at least two possible career options (based on literature search, interviews, Internet search, undergraduate catalog research, and other components being presented and critically evaluated in the AAP). Use the Career Path Planning Sheet to keep track of your progress.
- **Completeness** of required components
- **Degree of critical thinking demonstrated**
- **Thoughtfulness of written responses** (reflections, reactions, and insights)
- **Growth** (i.e., have you learned something?)
- **Creativity** both in completing assignments and in presenting your work as a whole
- **Inclusion of additional self-determined elements** that you find useful.

The evaluation of your AAP, together with consideration of the following elements will determine your final course grade:

- **Active participation** in class discussions and exercises, including videoconferences
- **Attendance**
- **Quality of mid-term conference** (Were you prepared? Had sufficient progress been made on your AAP?)
- **Final Presentation and Essay**
- **Timeliness** of assignments (Have you completed and/or turned them in on time?)

Evaluation sheets for your mid-term conference and the final semester evaluation are included on the next few pages. Be aware of the evaluation criteria as you complete the assignment! Please be sure to bring your complete AAP (with the evaluation sheets included) to any scheduled conferences.

Good luck as you begin this semester-long project! Please come see me any time you have questions or concerns.

SMET 101 Mid-term AAP Evaluation Form

Student: _____ **Semester:** _____

The mid-term conference is designed to provide you with important feedback on the progress you are making toward completing your AAP and other class assignments. You should use this information to help determine what you need to do to complete the semester successfully.

We will complete the following scale together based on our conversation and the development of your AAP.

Your progress in developing the AAP is:

Excellent Good Fair Poor

Comments:

Your participation in class has been:

Excellent Good Fair Poor

Comments:

Areas in which improvements can be made:

Other Comments:

SMET 101 Student Evaluation Form

Student: _____ Semester: _____

Element	Possible Pts.	Awarded Pts.
---------	---------------	--------------

ACADEMIC ACHIEVEMENT PLAN:

Assessments and Assessments Essay

Assessments complete; well developed essay that explores the significance and implications of the assessments.

Faculty/Professional Interview(s)

One to two page essay describing perceptions of the person prior to and after the interview; description of reactions and how the information is useful; completed interview sheet.

Attendance/Reaction to Event(s)

One page essay describing reaction to and participation in event.

Professional Code(s) of Ethics

Undergraduate Catalog Search(es)

Thoroughness and relevance of data collected to your overall goals.

Printed References Search

Demonstrates a thorough search with at least 5 resources recorded.

Internet Search

Demonstrates a thorough search with at least 10 resources recorded.

Electronic Mentoring Program

A minimum of three exchanges; conversations are relevant to the semester's projects; quality of information exchanged.

Self-determined Additional Component(s)

Creativity, relevance, and effort.

Planning Sheets

Thoroughness, relevance, and effort.

Oral Presentation (determined by instructor)

Preparation, delivery, interaction with audience.

Planning Sheets

As you work through the AAP assignment, use the planning and checklist sheets in this section to keep track of your work.

The first sheet is called the "Career Path Planning Sheet." It is a checklist that will help you organize your thoughts and activities. You should keep one checklist for each career and/or academic area you plan to investigate.

The second sheet is an "Action Planner" that you can use to make notes and develop "action statements" as you plan for each semester required to complete your degree program. You should work on this sheet as you investigate your options; however, you may want to have a good idea of your specific academic plans before filling in the coursework section. Complete the coursework section after you have researched the appropriate undergraduate catalog(s). (See page 26 of this booklet.) The Action Planner is intended for recording concrete steps and actions that you will take to complete your degree. For example, you might want to note preparatory course work that you can complete at your current institution. You will complete a coursework matrix on a separate set of planning sheets, which are described a little later on this page. You might want to use pencil for the Action Planner as your dates and activities may change as you uncover additional information and resources. The notes you make on the Action Planner will help you with the course matrix as well as with the sheet described next, the "Goal Planner."

The Goal Planner will help you identify and plan toward accomplishing your long-term goals. Use as many sheets as you like! (You should plan on using a minimum of three.) After defining your primary goal (obtaining a degree, getting a higher paying job to support myself while I'm in school, arrange my schedule to accommodate family obligations, etc.), you will break that goal down into more manageable "mini-goals." In other words, identify the steps that must be taken to achieve the overall goal.

The next set of sheets comprise the "Four to Six Year Plan." This is the place to synthesize information from a variety of course activities and planning tools. There are sections labeled for Personal Development and Family/Personal Obligations, Finances, and Coursework. Each sheet is divided into two semesters and a summer section. You should complete one sheet for each year that you will be in school.

You should feel free to make additions or adjustments to these planning sheets to better fit your learning process. Remember, this is YOUR academic and professional career! Make the planning process work for you!

Career Path Planning Sheet

Career Interest: _____ Holland Code: _____

Related College Majors: _____

CHECKLIST

- ___ Undergraduate Catalog Search completed
- ___ Degree Plan obtained
- ___ Faculty/Professional Interview conducted
- ___ Professional Event attended

Event: _____

Date: _____

Contact: _____

Phone: _____ E-mail: _____

Comments: _____

E-mail Partner: _____

Title (professor, student): _____

Address: _____

Institution: _____

NOTES

(Thoughts, questions, reactions)

Career Path Planning Sheet

Career Interest: _____ Holland Code: _____

Related College Majors: _____

CHECKLIST

- ___ Undergraduate Catalog Search completed
- ___ Degree Plan obtained
- ___ Faculty/Professional Interview conducted
- ___ Professional Event attended

Event: _____

Date: _____

Contact: _____

Phone: _____ E-mail: _____

Comments: _____

E-mail Partner: _____

Title (professor, student): _____

Address: _____

Institution: _____

NOTES

(Thoughts, questions, reactions)

Action Planner

Complete one sheet per semester. This planner is intended for you to make notes about specific "actions" that need to be taken to reach your goals.

Semester: _____ Year: _____

Finances:

Make notes according to your total financial needs for the semester (tuition, books, other fees, housing, food, transportation, etc.)

Family/Personal Commitments:

Record commitments, particularly those that require significant blocks of time.

Coursework:

Make notes that will help you to plan your course schedule; i.e., preparatory work required, sequences, etc.

Personal Development Goals:

Important self-improvement activities; include workshops and student support activities that will be helpful.

Important Dates and Deadlines:

Make notes about any important dates that will affect you personally or academically.

Other Notes:

Goal Planner

My long-term goal is: _____

You should work on developing a single concrete "goal statement." Follow the process described in the SMET 101 Conceptual Blockbusting Part II videotape.

Attaining this goal requires: 1. _____

*If you need more than 3 bullets, redefine the goal. 2. _____

3. _____

Achievement Plan Based on Above Bullets:

Bullet 1.

Total Timeframe: _____

Target Start Date: _____

Target Completion Date: _____

Notes . . .

Bullet 2.

Total Timeframe: _____

Target Start Date: _____

Target Completion Date: _____

Notes . . .

Bullet 3.

Total Timeframe: _____

Target Start Date: _____

Target Completion Date: _____

Notes . . .

Goal Planner

My long-term goal is: _____

You should work on developing a single concrete "goal statement." Follow the process described in the SMET 101 Conceptual Blockbusting Part II videotape.

Attaining this goal requires: 1. _____

*If you need more than 3 bullets, redefine the goal. 2. _____

3. _____

Achievement Plan Based on Above Bullets:

Bullet 1.

Total Timeframe: _____

Target Start Date: _____

Target Completion Date: _____

Notes . . .

Bullet 2.

Total Timeframe: _____

Target Start Date: _____

Target Completion Date: _____

Notes . . .

Bullet 3.

Total Timeframe: _____

Target Start Date: _____

Target Completion Date: _____

Notes . . .

Goal Planner

My long-term goal is: _____

You should work on developing a single concrete "goal statement." Follow the process described in the SMET 101 Conceptual Blockbusting Part II videotape.

Attaining this goal requires: 1. _____

*If you need more than 3 bullets, redefine the goal. 2. _____

3. _____

Achievement Plan Based on Above Bullets:

Bullet 1.

Total Timeframe: _____

Target Start Date: _____

Target Completion Date: _____

Notes . . .

Bullet 2.

Total Timeframe: _____

Target Start Date: _____

Target Completion Date: _____

Notes . . .

Bullet 3.

Total Timeframe: _____

Target Start Date: _____

Target Completion Date: _____

Notes . . .

Holland's Assessments: Self-Directed Search

The first component of the AAP is called the "Self-Directed Search" (SDS). You will view a videotape and receive three booklets to help you complete a series of personal assessments that will help you identify your strengths, challenges, aptitudes, skills, and interests. From this information, possible career areas to explore will be suggested to you. To complete the assignment, you will be asked to write a two to three page essay about the results of your SDS. Here are the instructions for the essay:

Self Assessment Essay:

You've now completed the three booklets included in your Self-Directed Search. Write a two to three page essay describing your reactions to what you found out about yourself in this assessment. Address the following points in your essay:

- Page nine (9) of the "Assessment Booklet" asks you to rate yourself with regard to twelve different skill areas. What were your three strongest areas? What were your three weakest areas?
- What is your Summary Code? When you searched for and found occupations that were identical or similar to your code what three occupations were most interesting to you? What education is required to perform those three occupations?
- Were you surprised at all about any of the occupations that were suggested? Why or why not?
- Match your Summary Code to the descriptions of the personality types listed on page three (3) of the booklet, "You And Your Career." Does the description match how you see yourself? Why or why not?
- Do you think this assessment will help you in beginning to plan for your future career? Why or why not?

Place your essay directly behind this page.

REPLACE THIS PAGE WITH YOUR ASSESSMENTS ESSAY.

Faculty/Professional Interview

To learn about the academic and career areas of interest to you, it is helpful to visit with both professors and working professionals. You will find that they are very willing to help you as you explore the many options available to you. Here are the basic guidelines for the interview:

1. Select a professor, instructor, or professional in a SMET discipline you would like to interview. Call to schedule an appointment.
2. Take the "Interview Form," with you when you meet with the faculty member, instructor, or professional you are interviewing.
3. When you meet with the interviewee, explain that your assignment is to learn more about academic life or the work environment, whichever is applicable.
4. Take notes during the interview as you ask your questions.
5. After the interview, write a one to two page essay describing your perceptions of the person you interviewed and what you found out during the course of the interview. Use your notes to help you organize and develop the essay. You do not have to cover all the questions - remember, I can read your notes too! But you should use them to organize your thoughts and to incorporate the information you found most interesting and relevant to your academic/career plans.

The completed assignment consists of:

- Part B, Interview Form
- Essay

REPLACE THIS PAGE WITH YOUR INTERVIEW ESSAY.

Attendance/Reaction to a Professional Event(s)

As part of your research activities, you will attend at least one professional event in your community. Options include meetings of local chapters of professional organizations of interest to you, city meetings involving professionals in your field of interest, a research conference or symposium being hosted in the area, or an on-campus meeting related to your interests. This assignment is flexible; you are invited to propose an alternative event if you find it more appropriate. Please see me with your ideas!

Record the information about each event on the appropriate Career Path Planning Sheet (in the first section of this booklet).

After you have participated in the event, you will write a one page "reaction paper" to describe your impressions and thoughts. Here is the assignment:

Professional Event Reaction Paper:

Write a one page reaction to your attendance at a professional event related to the major or career area you are interested in. Please include:

- The name of the event or speaker
- Date and time event was held
- Your reaction to what was presented:
 - * Was it interesting? Why or why not?
 - * What did you learn?
 - * Was the event different in any way from what you expected BEFORE you attended?

Place your essay directly behind this page.

**REPLACE THIS PAGE WITH YOUR
PROFESSIONAL EVENT ESSAY.**

Professional Code(s) of Ethics

All professional groups adhere to a “code of ethics.” For many groups, the governing professional organization publishes the common code of ethics to all members. As you explore career options, you should be aware of the ethics that govern the professions of interest to you.

As part of your AAP, locate the code(s) of ethics that pertain to your career interests. Check out the SMET 101 Home Page (<http://www.nmsu.edu/~nmamp>) for links to a variety of sites that can help you to identify appropriate sources. You can also contact a professor or instructor in the field of interest (or your e-mail partner), who can point you in the right direction. If all else fails, take a look in the library!

Once you locate the specific code(s) of ethics you’re interested in, place it in your AAP directly behind this page.

REPLACE THIS SHEET WITH CODE(S) OF ETHICS.

Undergraduate Catalog Search(es)

By this time, you should have some ideas as to which academic disciplines are appropriate to the professional areas in which you are interested. To get an idea of the requirements of the identified degree plans, you need to locate an "undergraduate catalog" from the university or universities that you would like to attend to receive your degree. These catalogs are available in your Career and Placement Services office, your Academic Advising office, or in your campus library. (Ask for help if you're having trouble locating these resources.)

Once you locate the catalogs, make a copy of the pages that describe the degree program(s) of interest. Pay special attention to the course requirements for the degree and the descriptions of the various options that are available. Place copies of these pages in your AAP, following this sheet.

As you examine these degree plans, ask yourself:

- What can I be doing to prepare myself to transfer into this degree program?
- What courses can I take at my current institution that will transfer for credit to the university?
- Who should I contact for more information?
- Is this degree program what I expected? If yes, how so? If no, why not?

There are just some of the questions that will come to mind as you investigate the academic avenues available to you. You should take the time to record your thoughts on a separate sheet of paper. Place your notes directly behind the applicable degree plan.

**REPLACE THIS PAGE WITH COPIES OF RELEVANT PAGES
FROM YOUR UNDERGRADUATE CATALOG
SEARCH(ES) AND ANY NOTES THAT YOU RECORD.**

Printed References Search

Part of every well-planned search for information involves a trip to the library. As part of your AAP, you must visit the library and identify a pool of **at least five sources** of printed information that are helpful in completing the assignment. Specifically, you should look for:

- Professional journals
- Current books
- Appropriate CD ROM data base systems

If you have limited experience with library systems, you might want to look at the SMET 101 Library Skills videotape, which is available to you at any time. Talk to your classmates; if there is enough interest, we might watch it as a class. At the very least, you can check it out and watch it on your own.

List your resources on the following sheet.

Printed References Search Results

Professional journals (include library call number):

Current Books (include call number and publication date):

CD ROM data base systems (include location in library):

Notes:

Internet References Search

In addition to the library search component of the AAP project, you will also want to search for information and resources on the Internet. Without a doubt, the most current "stuff" is available on the Internet! It is becoming absolutely essential that we all learn to navigate the "information highway" to perform a number of job- and school-related activities. If your computer skills are very basic, you might want to view the SMET 101 Computer Skills videotape. Again, ask if any of your classmates are also interested in viewing this videotape.

Examples of the information you can access through the Internet include:

- Professional opportunities (i.e., jobs!)
- Professional organizations
- Academic support information
- Articulation agreements (i.e., transfer plans for community college and university students)
- University Home Pages
- Electronic journals and other publications
- Discussion groups
- Financial aid opportunities
- Cool stuff to look at

You can dive in on your own, however, there is a specially created SMET 101 Home Page designed to help you. Check it out at: <http://www.nmsu.edu/~nmamp>. Record your findings on the following sheet. You need to find a **minimum of ten sites**.

Internet Search Results

List the URL (address) of the sites you found most interesting. This will be very important if you want to revisit the sites, as it's easy to get lost out there!

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site:

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site:

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

Site: _____

URL: _____

Notes: _____

SMET 101 List Serve

As part of your research process and to help you establish contacts at the university-level, you will be added to a listserv. You will have every opportunity to ask questions and learn from other student's questions.

You should use this resource to ask questions about the university environment and expectations, courses you will be taking, what the campus is like, and so forth. You can also ask for additional names of university faculty and staff who can help you to gather specific information.

Place copies of helpful correspondence and at least one question that you had answered in your AAP after this page.

**REPLACE THIS PAGE WITH COPIES OF
YOUR E-MAIL CORRESPONDENCE.**

Self-determined Additional Component(s)

The following sheets will give you some ideas for how you can add components to your AAP and make it a more personally relevant and important planning tool. Use your imagination! These are just a few suggestions; the possibilities are endless! Add your sheets to your AAP following this page.

Hint: Talk to your classmates and borrow their ideas too!

MOTIVATION SCRAPBOOK

Fill some pages with motivational quotes, pictures, and other images that help to keep you focused on your long-term goals! Here are some starters:

“Whatever you can do, or dream you can do, you can.
Boldness has a genius, magic and power to it.”

-Goethe

*“If you really want to do something, you’ll find a way; if you
don’t, you’ll find an excuse.”*

- Anonymous

Professional Journal, Magazine, and Newspaper Articles Index

As you investigate your career interests, you're bound to run across some interesting articles. Consider keeping an indexed set of these articles as a section of your AAP. Keep your articles behind this index sheet.

INDEX

Date of Article: _____ Source: _____

Title: _____

Author: _____

Comments: _____

Date of Article: _____ Source: _____

Title: _____

Author: _____

Comments: _____

Date of Article: _____ Source: _____

Title: _____

Author: _____

Comments: _____

Date of Article: _____ Source: _____

Title: _____

Author: _____

Comments: _____

Date of Article: _____ Source: _____

Title: _____

Author: _____

Comments: _____

Date of Article: _____ Source: _____

Title: _____

Author: _____

Comments: _____

Date of Article: _____ Source: _____

Title: _____

Author: _____

Comments: _____

Date of Article: _____ Source: _____

Title: _____

Author: _____

Comments: _____

Duplicate this format to accommodate as many articles as you like.

Academic Contacts Sheet

As you get to know various faculty members, administrators, support staff, and students, you might want to record basic information on these contacts. You never know when you might need to get back in touch! You can use the following format or create your own.

CONTACT INFORMATION:

Name: _____ Title: _____

Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____

Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____

Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____

Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____

Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____

Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Copy this sheet for additional contact information.

Professional Contacts Sheet

Using the same format as for your academic contacts, use these sheets for professional contacts.

CONTACT INFORMATION:

Name: _____ Title: _____

Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____

Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____

Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____
Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____
Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Name: _____ Title: _____
Address: _____ Phone: _____ E-Mail: _____

Notes: _____

Copy this sheet for additional contact information.

Industry or Company Fact Sheet

Throughout the semester, you will come across information about industries that you are interested in or specific companies that you would like to work for. It's a good idea to record some basic information about these industries/companies now, so you can refer to it later when you're ready to start your professional career. Be aware that these facts may change significantly over the next four to five years!

Use the form on the following page to keep your notes, duplicating it as needed.

Industry/Company Facts Form

Industry or Company: _____ No. of Employees: _____

Predicted Employment Trends: _____

Stability: Excellent Good Fair Poor

Major market sectors and activities: _____

Market outlook: _____

Primary Clients/Audience/Customers: _____

Locations of Interest: _____

Web Site URL: _____ Contact Person: _____
Phone Number: _____

Other Notes: _____

Industry or Company: _____ No. of Employees: _____

Predicted Employment Trends: _____

Stability: Excellent Good Fair Poor

Major market sectors and activities: _____

Market outlook: _____

Primary Clients/Audience/Customers: _____

Locations of Interest: _____

Web Site URL: _____ Contact Person: _____
Phone Number: _____

Other Notes: _____

Academic Achievement Plan Essay

Whew! By now you've compiled a great deal of information that should be useful throughout your academic career. You should plan to keep your AAP handy and update it as your plans continue to develop.

Perhaps the most important thing you can do at this point is to look back through your work and spend some time thinking about the learning you have done. Becoming aware of how your thinking has developed and matured over the course of the semester will enable you to continue thinking, planning, and developing as a student and as a person.

The final assignment of the project is to write a three to four page essay discussing how your AAP changed and developed, and how you made various decisions along the way. It will help to consider the ways in which SMET 101 helped you to expand your knowledge of the career options available to you.

Here are some questions to help you get started:

- What major or academic area have you decided to pursue and why?
- What methods and tools did you use to investigate the possibilities?
- What is your plan for achieving academic success and how did you arrive at this plan?
- Were there specific challenges you faced and how did you address them?
- How do you feel about your plans? Are you satisfied? Excited? Overwhelmed?

As you prepare yourself to write this essay, review your AAP. Go back through each section and try to remember what you were planning and thinking at the time you completed each one. Was it different than it is now? How so? What do the differences indicate in terms of your learning and development as a student and as an individual? Make some notes as you review your work; they will help you to organize your thoughts as you begin to write.

CONGRATULATIONS!!

I hope this project has helped you become aware of the ways in which you think, learn, and make decisions. Understanding these things about ourselves is key to planning and achieving both academic and personal success. You have the ability to shape your own future, but it doesn't happen by accident! During this semester, you've assembled a useful "tool kit" to help you plan with purpose. If you continue to use these tools, the payoffs will be enormous.

You've put a lot of effort into this project, and I hope you'll continue to work with your Academic Achievement Plan as your university career takes shape. Remember, this is your *starting point*. Your plans will change and mature as you gain more knowledge in your areas of interest. Stay flexible and don't limit yourself!

*Dr. A. James Hicks (NSF) -
With our Compliments*

**SMET 101 - "Introduction to Science,
Mathematics, Engineering,
and Technology"**

