



TEXAS A&M **INTERNATIONAL** UNIVERSITY
UNIVERSITY COLLEGE

MY ASPIRATIONAL PLAN

M.A.P WORKBOOK

ACADEMIC CENTER FOR EXCELLENCE
SELF-AWARENESS

UNIV
READING THE GLOBE

GROWTH MINDSET

GPS



I CAN TAKE CHARGE OF MY EDUCATION



Welcome by the Dean of University College!



Dear TAMIU Student,

Welcome to a new academic year!

I am excited that you have made a wise decision to attend Texas A&M International University as your choice of college. I promise you that as you embark on your intellectual journey, I am here to support you every step of the way. As a college, we are committed to ensuring your scholarly success is our priority.

The mission of University College is to empower students to develop essential skills and utilize campus resources so you can graduate in a timely manner. Your goals for the next few years are: (1) attend your classes, and (2) hand in your assignments on time. I promise you that as you focus on these two primary goals, you will build an uncompromising sense of self-regulation in achieving your college dream.

The best part of all is you don't have to do this alone! The Academic Center for Excellence (ACE) is where you will find your academic advisors and tutors to help you. These FREE services are established to ensure you always have the correct information for your degree and are adequately supported toward realizing your goal.

Our team of caring and talented professionals have spent hundreds of hours putting together this M.A.P. Workbook so you can navigate your first year at TAMIU with greater confidence and satisfaction. Your peer-mentors will walk you through each step in discovering who you are and what you are capable of achieving at TAMIU.

You belong here and this is the place where you will see the best version of yourself. You can count on University College to help you throughout this remarkable journey.

Welcome to TAMIU!

Sincerely,

A handwritten signature in blue ink that reads 'Barbara A. Hong'.

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My Aspiration Plan



My name:

My UNIV course section:

Congratulations on choosing a path that leads to a college degree! You have taken the first steps to achieve your aspirations! On your journey, you can expect exciting opportunities that help you learn and grow; some will come in the form of challenges. Facing these challenges successfully requires becoming a self-determined individual who utilizes a growth mindset, seeks purpose, and feels a sense of belonging (referred to as GPS). It also requires a strategic plan!

My Aspiration Plan (M.A.P.) includes two UNIV courses (UNIV 1201 and 1302) and your M.A.P. workbook. The combination of these components will help you to develop critical skills in self-awareness, self-regulation, and self-advocacy, ultimately setting you on a Personal Empowerment Path (PEP).

Throughout your workbook, there will be graded and non-graded exercises to help you develop each of these skills. It is an essential part of the strategic plan to become a successful student as you begin your journey at TAMIU!



TEXAS A&M **INTERNATIONAL** UNIVERSITY
UNIVERSITY COLLEGE

What is University College?



University College (UC) is one of the five colleges on campus; it is a unique college since it offers academic programs as well as student support services to help guide students as they transition and complete their college career.

Mission Statement

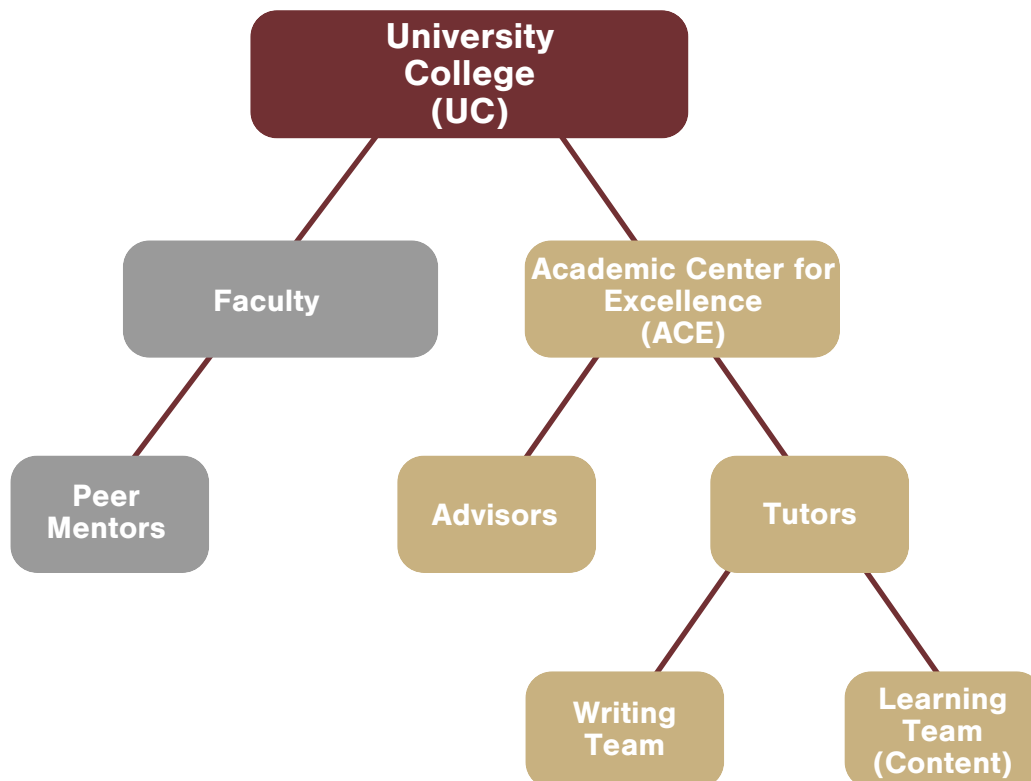
The mission of University College is to empower students to become competent, resilient, and self-determined life-long learners. Utilizing collaborative academic and support programs, we aim to enhance the skills of every student through a personal empowerment path that fosters a learning community, critical thinking, and global citizenship. Students will be equipped with a growth mindset, a meaningful purpose, and a sense of belonging as they navigate through their education at TAMU.

Academic Program

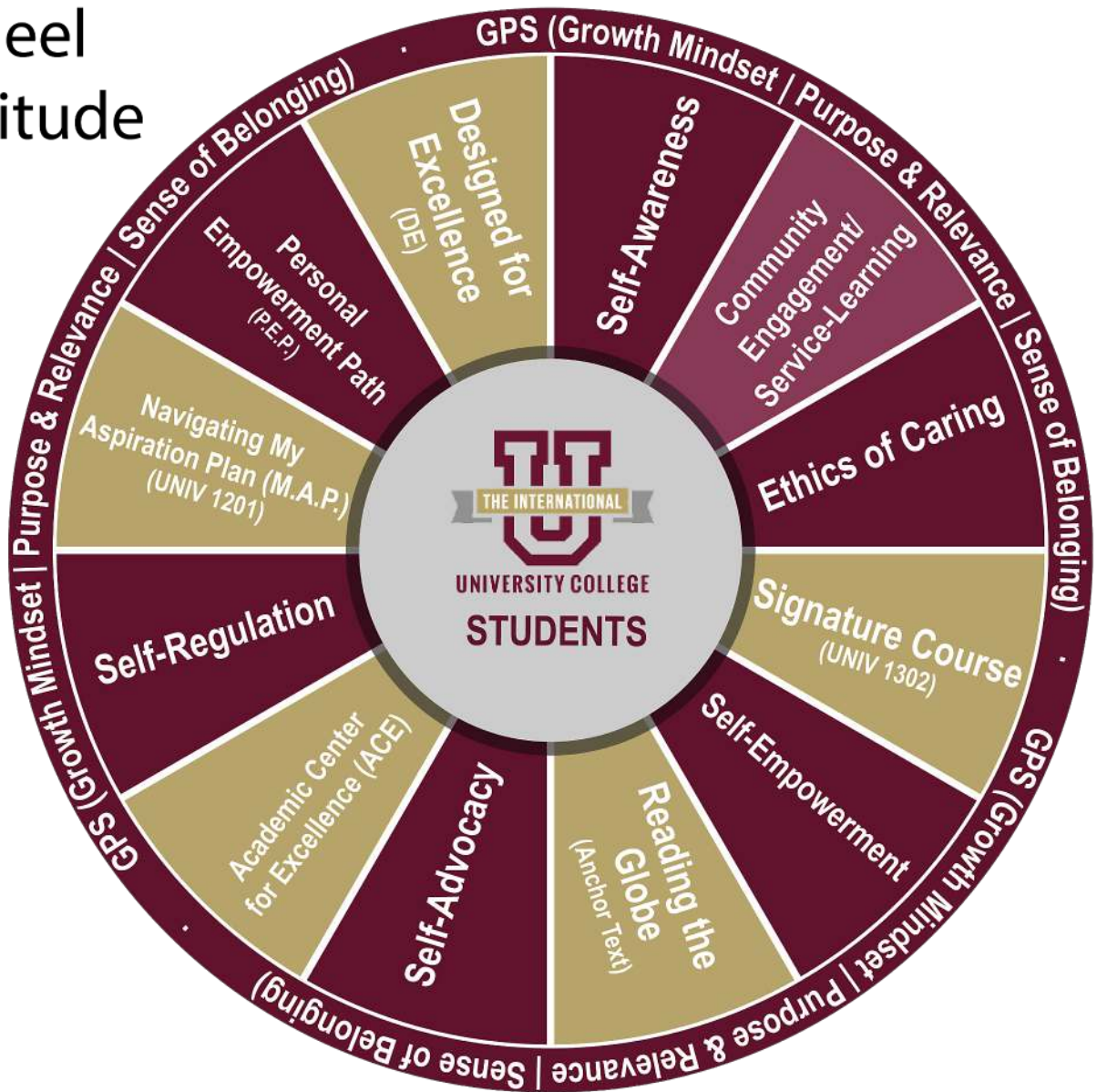
UC has exceptional faculty who teach University (UNIV) and Designed for Excellence (Developmental Education) courses. Faculty work closely with peer mentors, successful upperclassmen, who provide resources to first-year students in their UNIV course. UC houses the Bachelor of Arts in Multidisciplinary Studies (MDS) Degree, which is designed for students with diverse academic interests wanting to study more than one field. In addition, students can also join the the University Honors Program within UC. Check out our website to learn more about these programs: www.tamtu.edu/uc

Academic Support

UC has the Academic Center for Excellence, which supports students with academic advising, writing and content tutoring, supplemental instruction, workshops to reinforce strategies for success, and much more!



My Wheel of Fortitude



What is Self-Determination?



Attending college is more than just getting a degree. It also involves learning about yourself, what you are made of, and how you handle life's challenges, whether as an individual, a student, a professional, or a community member. There will be times when you will be discouraged, unmotivated, stressed, frustrated, and disappointed. While you may feel defeated, these experiences could turn out to be some of your most rewarding moments of growth (growth mindset).

This is why the curriculum on self-determination is both the focal point for the UNIV classes and the mission of University College. The role of TAMIU faculty is to prepare you to become successful in your field of study. The role of mentors, advisors, tutors, and staff members is to support you so you can make informed decisions and take responsibility for your own actions (self-empowerment).

In college, this means you need to plan your studies well and make wise choices toward earning your degree. You can only make such plans if you are aware of your strengths and limitations and set goals toward what you want out of life (self-awareness). You need to understand that the choices you make as a TAMIU student will have significant effects on your future opportunities and options.

For example, if you choose to skip classes, this decision will affect your learning, which in turn will affect your grades. Likewise, if you delay handing in assignments, thinking you only need a shorter time to write a paper, this decision will have adverse effects on the quality of your work, the amount of sleep you'll get, the available time you could have had, and ultimately, your final grade.

On the other hand, if you choose to take advantage of the ACE free tutoring services, this decision will reinforce your learning and better prepare you for class. In short, you should understand the potential consequences each time you decide to skip class or miss an assignment.

Regularly monitoring your behavior is the key to becoming self-determined. Carefully manage every hour of your day, monitor your study habits, and reflect honestly on what you did well and what you need to adjust so you can stay on track in your studies (self-regulation).

There will be times when you need to speak up to get what you need (self-advocacy). You must be willing to ask questions, accept advice, and seek help in a timely manner. Likewise, it is important to find out what barriers are standing between you and your degree. Advocating for yourself is a trial-and-error experience so the more you practice, the better you will get at it. The bottom line is to never give anyone an excuse not to support you in your earnest desire to achieve your goals.

The restructuring of UNIV classes to target self-determination skills is an integral part of TAMIU's commitment to you. We want you to get excited, motivated, and inspired as you embark on your academic journey with your eyes set on the one prize—GRADUATION!

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Introduction

In UNIV 1201, you will develop **a sense of who you are and what you are capable of accomplishing**. In the following semester, you will take UNIV 1302 and learn to explore the world around you and how you can add value to your community and the society at large. Together, these courses will prepare you to embrace a growth mindset as you immerse yourself productively in your studies, discover your strengths and career paths, and navigate your academic environment toward a timely graduation.

M.A.P. will help you to not only become a successful college student but also a confident individual who is ready to take on a professional role in the real world. First, you need to get to know yourself, your academic interests, strengths and challenges, your social-emotional well-being, as well as your personal and professional goals. Some areas of the MAP Workbook will be graded but the rest of it is your personal space to express yourself freely and privately as you begin your journey at TAMU.

Pay attention to the quotations at the top of the page and reflect on them each time you complete an activity.

As you navigate your M.A.P., pay attention to these icons and key terms:

	Mentor Activity Work with your peer mentor and discuss your areas of accomplishments and growth.
	Message to Self (Reflection) Reflect on prompts to explore areas of self-growth.
	Weekly Tracker & Check-in Track your academic progress and personal growth.
	Advisor or Professor Activity Work with your Academic Advisor or check-in with your professor.

M.A.P. Workbook Themes



What I will learn in UNIV courses in my first year at TAMIU

Myself

Who am I?
What are my likes and dislikes?
What are my strengths and limitations?
What do I want out of life?
What are my fears and anxieties?
What am I going to do about them?

My Vision

Where do I see myself in 5 years?
How do I take charge of my own life?
What am I willing to do to get there?
What barriers are in my way?
How do I remove these barriers?
Who can help me?

My Learning

How do I track my progress?
What strategies have I used that were effective?
What habits do I need to change?
How to be an effective learner?
What subject areas do I struggle in?
How are these areas hindering my goals?
How do I take care of my wellbeing?
Where can I go to get help?

My Future

What are the distractions in my life right now?
How can I remove these distractions to reach my goal?
How do I take care of myself?
How do I support myself (financially)?
What social/emotional aspects of my life are hindering my goals?
Which aspects can I control? Which aspects are beyond my control?
What is my next goal and how do I get there?

Self-Determination Checklist

Choose one box each week to monitor your progress. Begin with Box A and work your way through Box D. Return often to check which box you still need to improve so you can keep strengthening yourself.

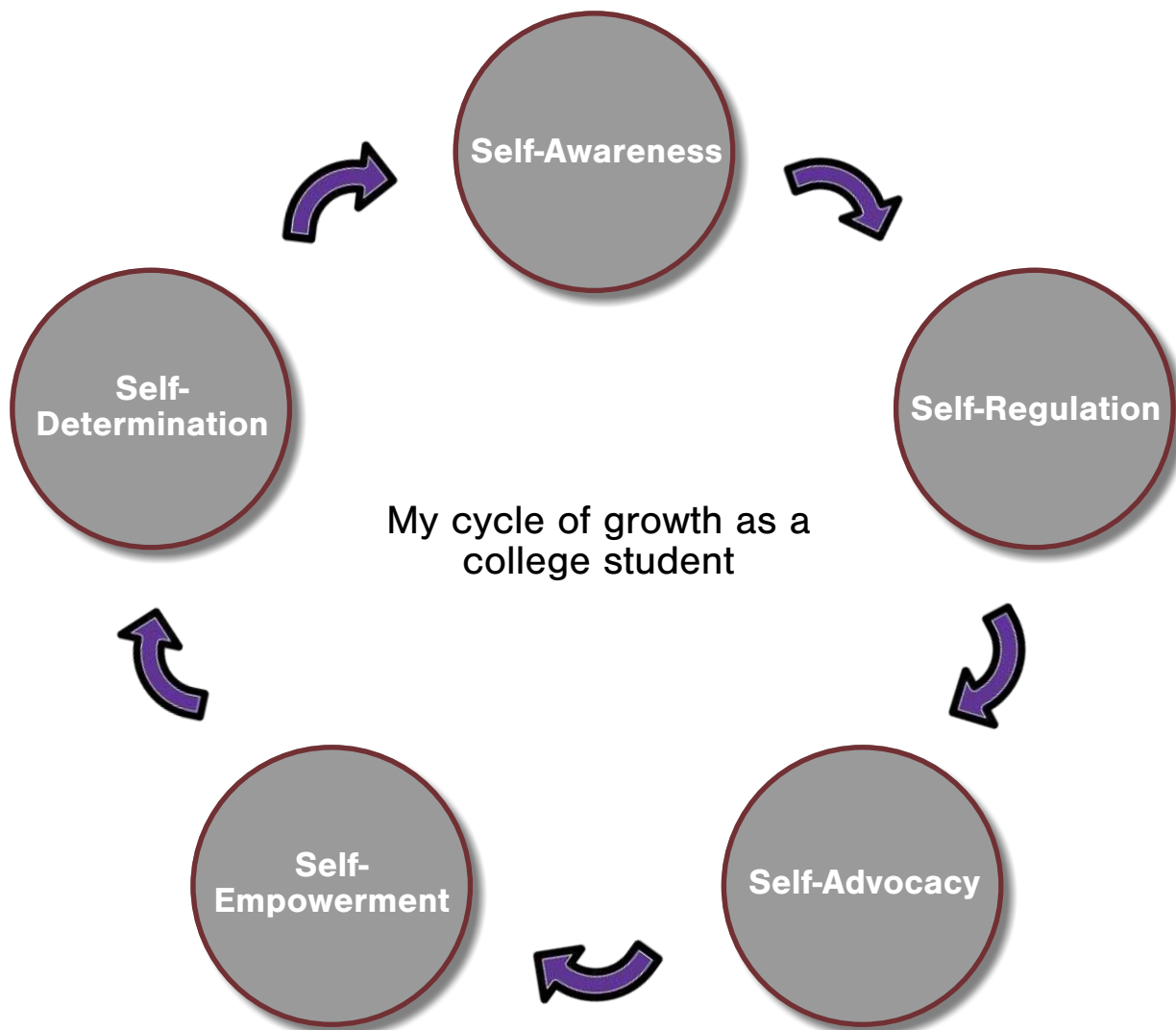
Box A: Self-Aware	<ul style="list-style-type: none"> <input type="checkbox"/> I know my strengths and limitations; my likes and dislikes, my habits and struggles, and my personal values and beliefs. <input type="checkbox"/> I set goals that are ambitious, meaningful and achievable. <input type="checkbox"/> I pay attention to the person I want to become by improving or eliminating habits. <input type="checkbox"/> I develop skills that are targeted toward achieving the outcomes I want. <input type="checkbox"/> When I receive constructive feedback, I do not get defensive. I discover ways I can grow. 	Box B: Self-Regulate	<ul style="list-style-type: none"> <input type="checkbox"/> I manage my priorities, organize my tasks, and stick to my plan. <input type="checkbox"/> I consciously work on avoiding distractions by forgoing short-term desires and staying on track. <input type="checkbox"/> I deliberately cultivate habits that will help me stay on task and not wander off. <input type="checkbox"/> If I get stuck, I find ways to self-instruct and tap on resources around me. <input type="checkbox"/> I pay careful attention to my time each day and keep track of where I am with my tasks.
Box C: Self-Advocate	<ul style="list-style-type: none"> <input type="checkbox"/> I speak up and ask questions when I need help or information. <input type="checkbox"/> I negotiate and communicate appropriately to remove obstacles. <input type="checkbox"/> I prepare evidence to make my case and am not easily embarrassed or get defensive. <input type="checkbox"/> I pay attention to how things are done and intentionally seek out the right people and resources to assist me. <input type="checkbox"/> I am not afraid of rejection and strive to make things happen for myself the way I want it. <input type="checkbox"/> I see myself as a voice that can make a change for the better. <input type="checkbox"/> I find that when I am silent about what I want, I only shortchange myself. 	Box D: Self-Empowered	<ul style="list-style-type: none"> <input type="checkbox"/> I take responsibility for my own actions and avoid blaming others for my outcomes. <input type="checkbox"/> I own my decisions and am able to adjust to fit my needs. <input type="checkbox"/> I take actions without being compelled and do not sit and wait for things to happen. <input type="checkbox"/> I take into account external circumstances but am not easily discouraged by what I cannot control. <input type="checkbox"/> I recognize my own efforts, whether the outcomes are positive or negative. <input type="checkbox"/> I do not find excuses for myself and quickly adjust my attitudes to adapt and move forward with my goals. <input type="checkbox"/> I reinforce what I do that is effective and seek ways to change my bad habits.

How Can I Become Self-Determined?

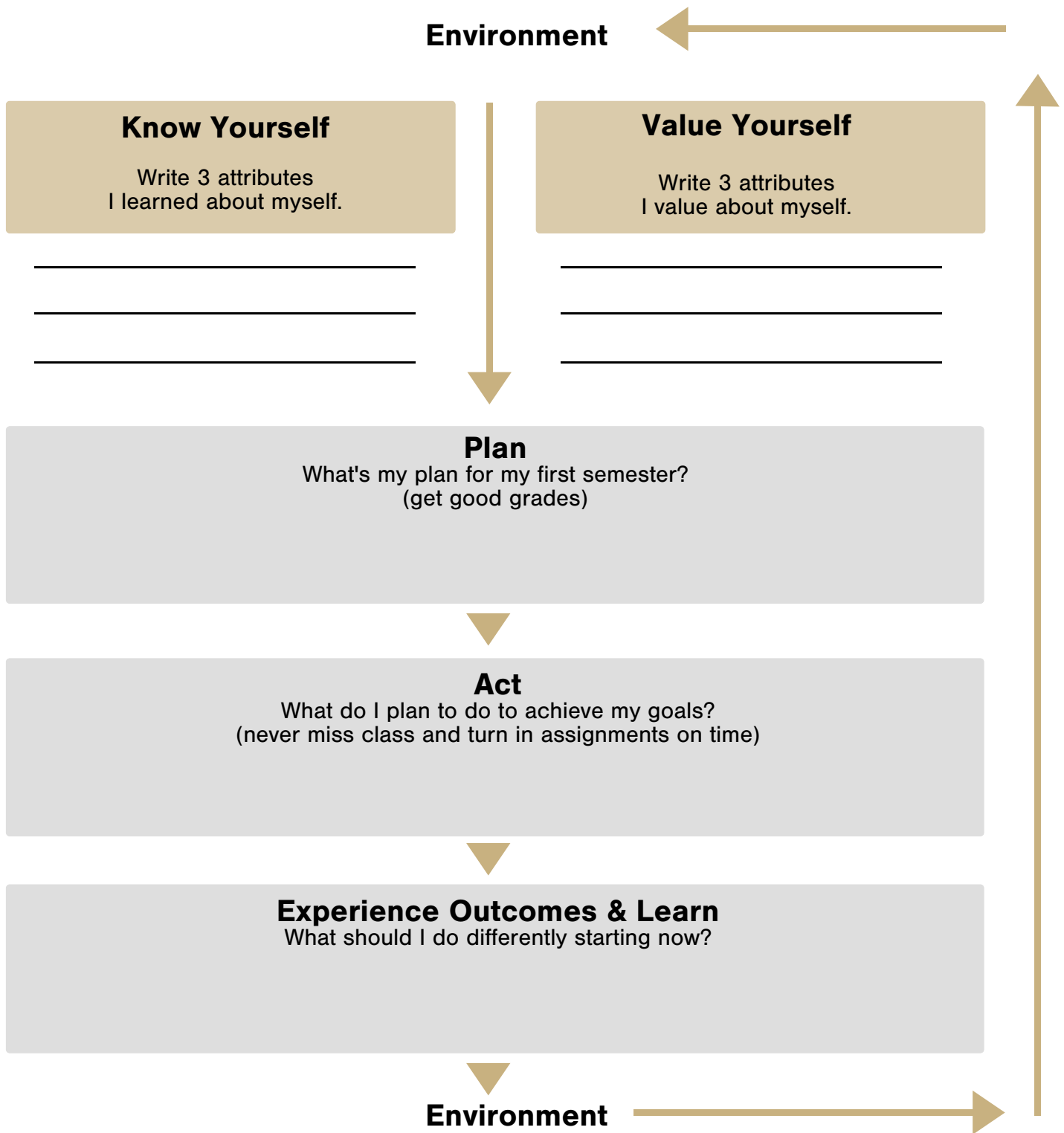
Self-determined: The *combination* of these skills and dispositions in developing an optimal sense of who I am, what I want, how I am going to achieve it, and then doggedly following my plan until I have achieved my goal.

Review these 4 attributes of self-determination frequently throughout your educational journey.

Being self-determined is an ongoing process so start from self-awareness and work your way through. Once you feel you have acquired some attributes in each area, continue to reinforce each component to enhance your self-determination throughout your life.



Model for Self-Determination



"Don't worry about being the next somebody. Worry about being the first you!"
Barbara Hong



Based on the diagram on the previous page, which factors in the environment are affecting me the most right now?

What factors are not in my control?

What factors are within my control?

I Can Control	I Cannot Control

What obstacles do I anticipate are going to get in my way as I work toward my goal of graduating on time?

Growth Mindset

"Be not afraid of growing slowly, be afraid only of standing still."
Chinese Proverb

Read the following statements. Put a check mark (✓) next to the statements that best describe your beliefs.

It is important to remember that there are no right or wrong answers. The purpose of this list is to understand your own mindset in different situations.

1. ____ There are some things I am just not good at.
2. ____ I do not mind failing. It is a good chance to learn.
3. ____ When others do better than me, it makes me feel inferior.
4. ____ I like trying new things, even if it means getting out of my comfort zone.
5. ____ It makes me feel successful when I show others I am good at things.
6. ____ When other people succeed, I feel inspired.
7. ____ I feel good when I can do something others around me cannot.
8. ____ It is possible to change how intelligent you are.
9. ____ I think people are born with certain amount of intelligence and they can not do much to change that.
10. ____ Feeling frustrated makes me want to try harder.

After you have completed your self-reflection, review the statements.

- Odd-numbered statements are common attitudes of individuals with a *fixed mindset*.
- Even-numbered statements are common of individuals with a *growth mindset*.

It is likely that we are a mix of the mindsets: for some situations we have a fixed mindset and for others we have a growth mindset. Regardless of where you are: Your ability to grow and change depends on the amount of effort you are willing to do put in.

Growth mindset is the belief that intelligence can be developed with time and effort. Students with a growth mindset understand they can improve by becoming aware of their strengths & weaknesses. They are willing to explore strategies, and seek help from others when needed. Growth mindset is the belief that you can develop and improve yourself no matter how many strengths or weaknesses you currently have. To do this, sometimes you need to allow others to help you and seek out the appropriate resources. It is contrasted with a fixed mindset: the belief that intelligence is a fixed trait that is set in stone at birth.

Success does not come easy, but with the support of your professors, tutors, mentors, and advisors, you can do it!



Purpose & Relevance



*"I may not have gone where I intended to go,
but I think I have ended up where I intended to be."
Douglas Adams*

Purpose/Relevance is the act of connecting what I am learning and doing to a larger goal or recognizing how it is related to my life; doing so will help me maintain focus in the face of challenges or frustration and learn to give myself a chance to grow.

How do I connect my learning to what I want out of my life?

Sense of Belonging

"No one belongs here more than you."
Brené Brown

Sense of belonging is the feeling/perception that I am socially connected, supported, and respected. Trusting my professor, advisor, and peer mentors can help me to develop a sense of fit on campus.



When I feel a sense of belonging, it can impact my academic success and emotional well-being in college. Studies suggest that students who are connected to their campus and those who actively seek resources, are more likely to persist and reach their graduation goal.

Talk to your professor. They are human too and are just like you! You might be surprised that you have plenty in common. Find out campus information, student clubs, and join at least one organization. Learn how to get updated about campus events and attend at least one activity each month.

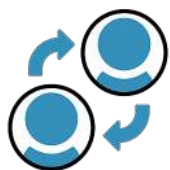
Questions that you can use to connect with others:

What is your major and how/why did you choose it?

What are your study techniques or study tips?

Do you have a favorite place to study? or Where do you feel you can get the most work done?

**For peers:
Would you like to form a study group?**



Connecting to Campus



"To the world you may be one person, but to one person, you may be the world."
Unknown

Ways to connect to students on campus.

Join Student Organizations



There are over 150 student organizations at TAMU.

Visit Trailblazers to find some that are of interest to you. Which ones are they?

Visit Academic Support Services



The Academic Center for Excellence (ACE) offers academic advising, tutoring, supplemental instruction, and self-help workshops. You can meet peers and form study groups!

Visit the ACE website to learn about FREE academic support services. Which services will you visit?

Find Volunteering Opportunities



The Office of Student Conduct and Community Engagement offers volunteering opportunities to give back to the community. This is a great way to meet like-minded peers, develop leadership skills, and make a difference!

Visit the Trailblazers website to find volunteer opportunities. Which one is of interest to you?

Use this space to brainstorm more ways to connect. Check with your peer mentor or classmates!

Self-Awareness

College Learning Assessment of Student Scale (CLASS)

CLASS assesses where you are in the self-determination scale. Rate the extent to which each attribute describes you.

		1 Not true at all	2 Not true	3 Somewhat True	4 True	5 Very true
Self-Awareness	I know what I am good at.					
	I have a sense of what I am weak at.					
	I have a sense of how to improve my weaknesses.					
	I know what I like and do not like.					
	I know what I want out of life.					
	I know what I am going to make of myself someday.					
	I know how to describe my learning challenges when asked.					
Self-Empowerment	I feel responsible for my own learning.					
	When I study hard, I know I can do well.					
	If I do not do well, it is usually not my fault.					
	I study hard but can never do well.					
	I feel I am in control of my own life.					
	I always try to figure out a way to solve my problems.					
Self-Advocacy	I get help on campus whenever I need.					
	I visit tutoring services to get help early.					
	I usually do not ask questions in class even if I do not understand something.					
	I usually visit my professors if I do not understand something.					
	I know my rights as a college student.					

"You can't go back and change the beginning but you can start where you are and change the ending."
C.S. Lewis

		1 Not true at all	2 Not true	3 Somewhat True	4 True	5 Very true
Self-Regulation	I like to set goals to push myself.					
	I am good at managing my own time.					
	I am good at keeping focused when I am studying.					
	I consider myself a disciplined person.					
	I motivate myself to do something even if I do not feel like it.					
	I know how to monitor myself to see if I am making progress.					
	I often think about my past decisions and make adjustments if I need to.					
	I usually have so much on my mind when I sit down to study.					

Total:

SCALE

- > 96 **Very self-determined**
You are on solid ground and already know what you want and how to get there.
- 60-95 **Progress toward becoming self-determined**
You are still trying to find out what your strengths are and how to get to your goals.
- < 60 **Lacking several components of self-determination**
You are still struggling to figure out how to go about changing your habits to reach your goal.

Who am I ?

*"There is nothing in a caterpillar that tells you it's going to be a butterfly."
Buckminster Fuller*

My first-stop in my college journey is to get to know myself. I want to know what are my strengths and where I need to grow. Once I develop a better sense of who I am, I can begin my path by selecting what I want to study and where I need help to complete my degree in the shortest time.

I am (name):

Things I like doing are:

Things I dislike doing are:.

My areas of interests are:

I enjoy learning about:

My strengths in my learning are:

My challenges in my learning are:

Based on my DAACS/PEP*, I am aware that I am:

When it comes to monitoring my behaviors, I am:



I Know Myself

*"Don't be confused between what people say you are and who you know you are."
Oprah*

My Vision is to graduate by _____ (4 years or less) based on my degree plan.

My Goal is to get good grades by (1) attending every class consistently, and (2) submitting assignments on time.

		1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
Things I Do	I know what I need, what I like, and what I am good at.					
	I set goals to get what I want or need. I think about what I am good at when I do this.					
	I figure out how to meet my goals. I make plans and decide what I should do.					
	I begin working on my plans to meet my goals as soon as possible.					
	I check how I am doing when I am working on my plan. If I need to, I ask others what they think of how I am doing.					
	If my plan does not work, I try another way to meet my goals or adjust my plan.					

Total:

See scores below to interpret where I stand:

- 6-12 I have to talk to my mentor and faculty to help me figure out a plan quickly so I can be successful in college.
- 13-23 I know most of my plans and what I need to work on to be successful in college, but I need some specific guidance from my mentor and faculty.
- 24-30 I am confident of what I am doing and am on the path to a successful college experience. I just need to check in with my mentors and faculty to stay on track.

Adapted from *AIR Self-Determination Assessments* created by Wolman, J., P. I. Campeau, P. A. DuBois, D. E. Mithaug, & V. S. Stolarski. 1994. *AIR Self-determination Scale and user guide*. Palo Alto, CA: American Institute for Research.



My Academic Plan

*"Be yourself. Everyone else is already taken."
Oscar Wilde*

Whether you have decided on a major or are still thinking about it, ask yourself:

I choose to study in Laredo because:

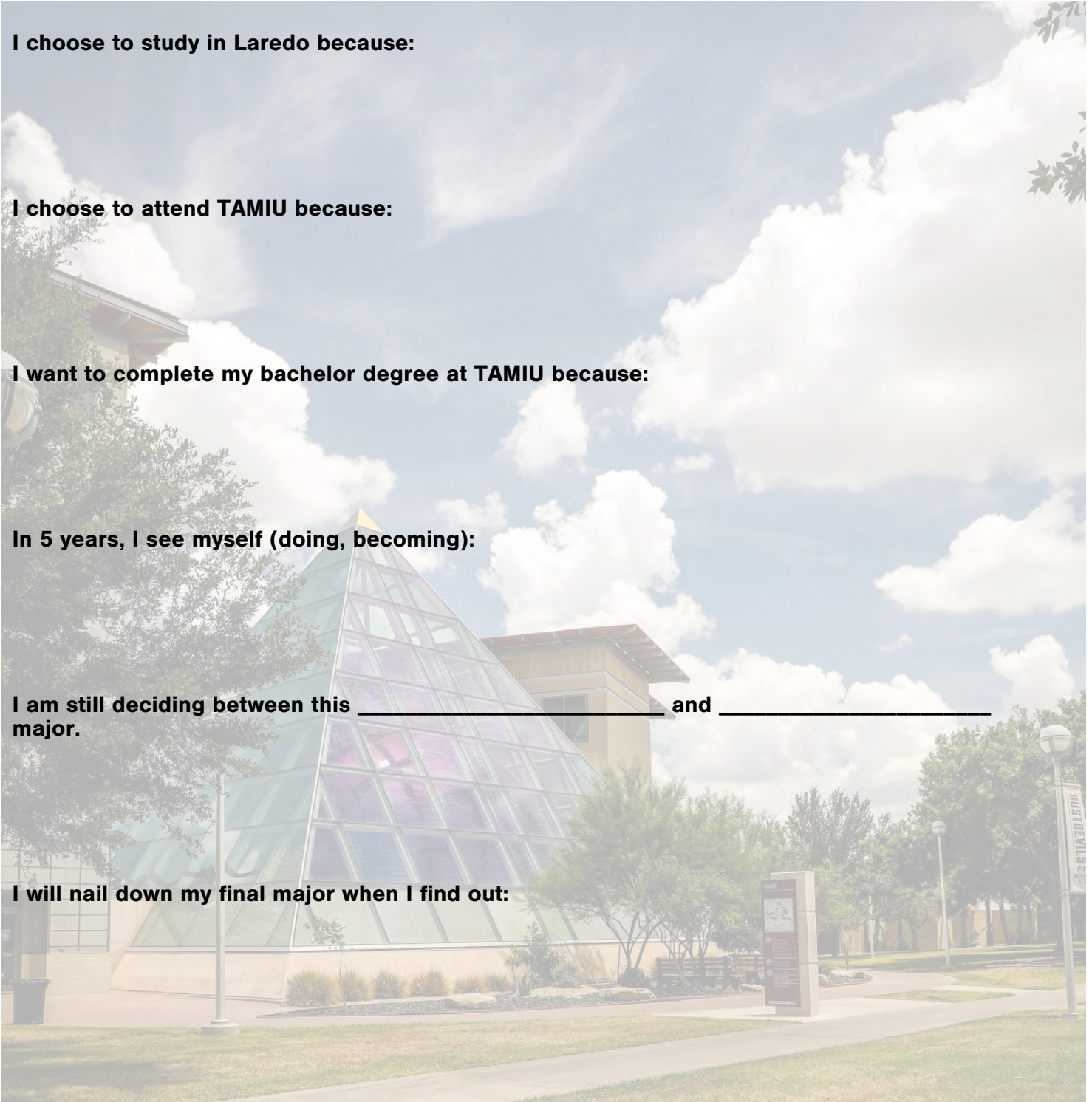
I choose to attend TAMIU because:

I want to complete my bachelor degree at TAMIU because:

In 5 years, I see myself (doing, becoming):

I am still deciding between this _____ and _____ major.

I will nail down my final major when I find out:



*"The perfect place to begin is exactly where you are right now."
Dieter F. Uchtdorf*

I plan to talk to my advisor about:

In discussing my major/career choice with my advisors, professors, or mentors, I learned that:

Based on this information, I am likely to pursue my major in:

I will stick to this plan/major because:

I will confirm my major with my advisor on _____ (date of commitment).

Creating S.M.A.R.T. Goals

*"The greater danger for most of us is not that our aim is too high and we miss it,
but that it is too low and we reach it."*

Michelangelo

Goal: A goal is something I want to get or achieve, either now or next week or in the distant future.

Plan: A plan is the way I decide to meet my goal, or the steps I need to take to get closer to my goal.

What does S.M.A.R.T. stand for?	
Specific	Which target behavior do I want to improve?
Measurable	How am I going to recognize my progress?
Achievable	Is it ambitious, realistic, and meaningful to me?
Relevant	Is it related to my academic goals?
Time-bound	When do I need to accomplish each step to get to the next step?



Take Action



*"If you want to live a happy life, tie it to a goal. Not to people or things."
Albert Einstein*

Goal 1: Attend class everyday

Vision (see): Timely graduation in 8 semesters or less.
Goal (plan): Complete each course as outlined in my DegreeWorks or degree plan.
Objectives (do): Avoid dropping classes. Speak to my advisor, mentor, and professor regularly.
Steps (assess): Get help early in the semester.

Steps to achieving my S.M.A.R.T Goal:

1. I will enter all my class schedules on my phone calendar or planner.
2. I will set an alarm on my phone to give myself enough time to get to class.
3. I will be seated in class on time.
4. I will track my attendance in all my classes each week.

Goal 2: Submit assignments on time

Vision (see): Timely graduation in 8 semesters or less.
Goal (plan): Complete each assignment as outlined in each course syllabus.
Objectives (do): Get started on my assignment each week ahead of time.
Steps (assess): Keep track of each assignment's due date on my calendar.

Steps to achieving my S.M.A.R.T Goal:

1. I will enter each assignment's due dates a day ahead on my phone calendar to avoid being late.
2. I will make appointments to work with a tutor on at least one assignment each week.
3. I will set aside a block of time to study without distraction every day.
4. I will submit assignments one day prior to its actual deadline so I know I am not late.
5. I will email my professor to clarify instructions right away without delay.
6. I will track my on-time submissions each week to stay on top of each class.

My Academic Success

"However difficult life may seem, there is always something you can do and succeed at."
Stephen Hawking

Through your PEP*, you have learned about yourself and your academic habits, which will guide you in your self-awareness journey. Self-awareness can include asking:

Why am I selecting this field of study?

When do I see myself graduating? (Check DegreeWorks and 4-Year Plan online.)

How do I plan to achieve my goal? (Use verbs and specific descriptive actions.)



"There is no magic to achievement. It's really about hard work, choices, and persistence."
Michelle Obama

What emotional and academic challenges am I currently facing? (Identify campus resources)

**How do I know when I'm experiencing difficulties in a course and in college?
(Anticipate obstacles)**

What will I do about it? (Take action)

This is Me!

*"Whether you think you can, or you think you can't, you're probably right."
Henry Ford*

Categories	Strengths	Growth Areas	Likes
Academics			
Socio-Emotional (mental health)			
Physical Health & Fitness			
Finances			
Daily Living Skills (e.g., transportation, work, communication, independence, relationships)			

*"The more you like yourself, the less you are like anyone else,
which makes you unique."
Walt Disney*

Dislikes	I Am Good At	I Am Not So Good At

Types of Self-Awareness

*"To know thyself is the beginning of wisdom."
Socrates*

How well do I know myself and how well do I understand how others see me?

	Low external self-awareness	High external self-awareness
High internal self-awareness	INTROSPECTOR I am clear on who I am but don't challenge my own view or search for blind spots by getting feedback from others. This can harm my relationships and limit my success.	AWARE I know who I am, what I want to accomplish, and seek out and value others' opinions. This is where I begin to fully realize the true benefits of self-awareness.
Low internal self-awareness	SEEKER I don't know yet who I am, what I stand for, or how others see me. As a result, I might feel stuck or frustrated with my performance and relationships.	PLEASER I can be so focused on appearing a certain way to others that I could be overlooking what matters to me. Over time, I tend to make choices that are not beneficial to my own success and fulfillment.

How Well Do I Know Myself?



Avoid asking “WHY” am I like this because people generally do not have a clear sense of why they behave or feel a certain way. Instead, ask yourself the following:

Which type of self-awareness do I fall under?

Which situations make me feel like this (emotional, sad, angry, happy, excited, grouchy, anxious, impatient, kind, confused)?

What do these situations have in common?

How do I get myself out of situations/experiences that frustrate me?

What steps do I want to take this week to change one of these negative dispositions?

Self-Regulation

Syllabi Matrix

Course Title & Number	Course Title & Number	Course Title & Number	Course Title & Number	Course Title & Number
Instructor	Instructor	Instructor	Instructor	Instructor
Contact Info	Contact Info	Contact Info	Contact Info	Contact Info
Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
Absence Policy	Absence Policy	Absence Policy	Absence Policy	Absence Policy
Assignment Due Dates	Assignment Due Dates	Assignment Due Dates	Assignment Due Dates	Assignment Due Dates
Test Dates	Test Dates	Test Dates	Test Dates	Test Dates
Final Exam Date & Time	Final Exam Date & Time	Final Exam Date & Time	Final Exam Date & Time	Final Exam Date & Time



Self-Instruction

"We often have to break habits in order to build characters."
Barbara Hong



What actions can I take to monitor my learning habits?

Course	Tasks/Assignments	Actions to take
ENGL 1301	Research paper on...	Learn how to identify the thesis statement with my tutor
MATH		

Intentional Practice

"I fear not the man who has practiced 10,000 kicks once, but I fear the man who has practiced one kick 10,000 times.."

Bruce Lee

What fears and anxieties do I need to overcome to stay on track?

Fear/Anxiety	Actions	Anticipated Outcomes
<input type="checkbox"/> I was afraid to ask questions in class. <input type="checkbox"/>	<input type="checkbox"/> I will raise my hand and ask questions instead of pretending to understand. <input type="checkbox"/>	<input type="checkbox"/> I got the answers I need. My professor would know whether I understood the material. <input type="checkbox"/>
<input type="checkbox"/> I did not want to embarrass myself in front of others. <input type="checkbox"/>	<input type="checkbox"/> I will participate in class so the professor knows I am engaged. <input type="checkbox"/>	<input type="checkbox"/> I am more confident about myself. <input type="checkbox"/>
<input type="checkbox"/> I do not like to work in a group project. <input type="checkbox"/>	<input type="checkbox"/> I will ask the professor if I can select a few of my own group members. <input type="checkbox"/>	<input type="checkbox"/> I advocated for myself. <input type="checkbox"/>
<input type="checkbox"/> I am nervous about my in-class presentation. <input type="checkbox"/>	<input type="checkbox"/> I will practice in front of a mirror. <input type="checkbox"/>	<input type="checkbox"/> I am aware of my non-verbal and verbal expressions. <input type="checkbox"/>
<input type="checkbox"/> I have test anxiety. <input type="checkbox"/>	<input type="checkbox"/> I will attend a workshops offered by the Academic Center for Excellence. <input type="checkbox"/>	<input type="checkbox"/> I develop strategies ahead of time. <input type="checkbox"/>

Self-Regulation

*"I can't change the direction of the wind,
but I can adjust my sails to reach my destination."
Jimmy Dean*

Self-regulation involves two components: WHAT I need to do and WHEN I do it.

Directions: Identify specific tasks or essential steps for each assignment.

For example, a 5-page research paper with 5 citations may need two weeks to complete for the average writer. If your writing skills are weaker or you are not familiar with how to come up with a thesis statement, what should you do to plan ahead so you do not run out of time?

Answer: You can manage your TIME and/or your TASKS. These are two separate skills. See if you can tell the difference.

Manage Time	Manage Tasks
<input type="checkbox"/> Forward the deadline a week earlier to give myself more time	<input type="checkbox"/> Breakdown each step of a task
<input type="checkbox"/> Pace myself one step at a time	<input type="checkbox"/> Decide what must be done now and what can wait
<input type="checkbox"/> Measure how much time is spent on each task	<input type="checkbox"/> Make an appointment with a tutor for each task instead of accumulating them all in one sitting
<input type="checkbox"/> Reduce every distraction in my surroundings	<input type="checkbox"/> Find out where I'm stuck
<input type="checkbox"/> Avoid getting out of the seat to do something unrelated	<input type="checkbox"/> Study the task carefully to identify if there is a more efficient way to do it
<input type="checkbox"/> Select an optimal time to do my task and give my full concentration	<input type="checkbox"/> Schedule other tasks to complete first
<input type="checkbox"/> Review my work efficiency for future tasks	<input type="checkbox"/> Review work effectiveness for future tasks





Self-Monitoring

*"Some people want it to happen, some wish it would happen, others make it happen."
Michael Jordan*

Use this Weekly Study Schedule to plan out your daily activities. Include your class time and study time.

WEEKLY STUDY SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY
7 a.m.			
8 a.m.			
9 a.m.			
10 a.m.			
11 a.m.			
12 p.m.			
1 p.m.			
2 p.m.			
3 p.m.			
4 p.m.			
5 p.m.			
6 p.m.			
7 p.m.			
8 p.m.			
9 p.m.			
10 p.m.			



Doug Larson



Remember, for every 1 hour course, it is strongly recommended to study at least 2 hours outside of class.

[illegible]

Learning vs. Studying

"If you focus on results, you will never change. If you focus on change, you will get results."
Jack Dixon

Learning and studying are two important habits I must master in order to become a successful student. Check each habit and return often to see what I am doing well or not doing well.

Learning Skills	Studying Strategies
<input type="checkbox"/> Attend class and be on time <input type="checkbox"/> Ask questions in class <input type="checkbox"/> Take notes carefully <input type="checkbox"/> Have all class materials ready (textbook, writing utensils, battery charged, etc.) <input type="checkbox"/> Complete reading before class <input type="checkbox"/> Complete assigned tasks prior to the next lecture <input type="checkbox"/> Check for understanding with professor before the next lecture <input type="checkbox"/> Reflect on new knowledge and try to link to previous learning <input type="checkbox"/> Search for new information to reinforce current knowledge <input type="checkbox"/> Meet with professor during office hours to clarify instructions and information <input type="checkbox"/> Email my professor with questions within 24 hours <input type="checkbox"/> Schedule tutoring sessions even if I think I have already learned the material <input type="checkbox"/> Work with groups in and out of class to check my understanding	<input type="checkbox"/> Review my notes within 24 hours <input type="checkbox"/> Break down each step needed to complete an assignment <input type="checkbox"/> Make sure I have enough time to complete each task <input type="checkbox"/> Organize what needs to be done first and what takes the longest time <input type="checkbox"/> Synthesize class notes with information from the textbook to form my own study notes <input type="checkbox"/> Develop strategies for memorizing dates, lists, names, formulae, procedures, duration, etc. <input type="checkbox"/> Stick to a consistent schedule for studying before taking a break <input type="checkbox"/> Determine how to avoid distractions (put away cell phone, close social media tabs, go to a quiet place like the library, prepare materials, check calculator battery, etc.) <input type="checkbox"/> Decide when to take a break and how to reinforce or reward myself when tasks are completed <input type="checkbox"/> Stick to my plan everyday without deviations.

Self Reflection



"Nobody can go back and start a new beginning, but anyone can start today and make a new ending."
 Maria Robinson

For example, think about a time that you planned to write a paper, maybe you even wrote it down in your planner/calendar/mobile. The problem is when it came time to actually write the paper, you waited until the day before it was due. By being aware of how you regulate your time and studying habits, you will be better able to plan your schedule and stick to it. As you assess your past habits, what do you think you should do differently before the next assignment is due?

What have I done in the past that was ineffective?	What have I done in the past that was effective?
<input type="checkbox"/> I skipped class when I did not feel like attending	<input type="checkbox"/> I attended class and was on time
<input type="checkbox"/> I did not always pay attention even when I was in class	<input type="checkbox"/> I paid attention in class and took careful notes
<input type="checkbox"/> I tried to use Google for information instead of asking my professor or tutor for help	<input type="checkbox"/> I contacted my professor ahead of time to clarify information
<input type="checkbox"/> I did not feel like asking any questions because I did not want to be awkward	<input type="checkbox"/> I asked questions in class when I did not understand without feeling awkward
<input type="checkbox"/> I rushed through my reading	<input type="checkbox"/> I went to tutoring to get help early
<input type="checkbox"/> I was distracted while I was reading	<input type="checkbox"/> I managed my time carefully for each class
<input type="checkbox"/> I waited until there was a test before reviewing my notes	<input type="checkbox"/> I reviewed my notes consistently without delay before the next class
<input type="checkbox"/> I did not want to study with others for fear of being judged	<input type="checkbox"/> I found a group of friends to study without being distracted
<input type="checkbox"/> I did not care if I passed or failed a class	<input type="checkbox"/> I respected my own hard work and efforts
<input type="checkbox"/> I did not check when each assignment was due and often missed the deadlines	<input type="checkbox"/> I treated my homework seriously



Weekly Tracker

*"Grit is living life like it's a marathon, not a sprint."
Angela Duckworth*

Select one most challenging class to track your progress. For example: attend all of my UNIV classes, submit my research paper, get help in citations from the librarian, write my thesis statement, get tutored in biology, visit my communication professor during office hours, etc... Replicate copies if needed.

Classes this semester	Class 1	Class 2
This week, I attended		
I was able to do this because I (what did you do that was effective?)		
I was able to work on my assignment, including reading ahead for _____.		
I will be scheduling tutoring sessions for _____ (assignment).		
The assignments due next week are:		
My goal for next week will be to (be as specific as possible).*		



"Many of life's failures are people who did not realize how close they were to success when they gave up."
Thomas Edison

This will help you to identify effective and not-so-effective strategies to monitor your own learning habits.

Class 3	Class 4	Class 5

Mid-Term Self-Check

*"Only those who will risk going too far can possibly find out how far one can go."
T.S. Eliot*

When there is a roadblock on my path, I can...

- ☐ Contact my professor.
- ☐ Check my email to see if my professor has contacted me.
- ☐ Check with my professor to see what are my options (submit for a partial grade; make up assignment, ask for extended time).
- ☐ Make an appointment to seek a tutor for help.
- ☐ Figure out a way to not miss class again.
- ☐ Speak to an advisor or mentor about my next steps/options.
- ☐ Keep track of my alarm/due dates for the next assignment.
- ☐ Follow my schedule and work ahead of time. Do not wait until the last minute to do my assignment.
- ☐ Get started early on my assignments in case I run into issues.

Strategies I used for not missing class:	Strategies I used for completing my assignments:
<ul style="list-style-type: none"><input type="checkbox"/> Set my alarm.<input type="checkbox"/> Ask a friend to remind me.<input type="checkbox"/> Send myself a text.<input type="checkbox"/> Check my schedule daily.<input type="checkbox"/> Make sure I know where is my classroom.<input type="checkbox"/> Make sure my transportation is on time.<input type="checkbox"/> Make sure I check any conflicts on my calendar.<input type="checkbox"/> Make sure I place my priority correctly.	<ul style="list-style-type: none"><input type="checkbox"/> Pay attention and clarify instructions for assignment before the due date.<input type="checkbox"/> Seek help early from free tutoring.<input type="checkbox"/> Take careful notes during class.<input type="checkbox"/> Get rid of distractions while doing my assignment/reading.<input type="checkbox"/> Ask a peer to assist in group studying.<input type="checkbox"/> Find a quiet place like the library to read.<input type="checkbox"/> Attend workshops on time management and study skills.

Self-Reinforcement

*"We become what we want to be by consistently being what we want to become each day."
Richard G. Scott*



I will adjust my habits beginning now on _____(date) and change the way I

When I am able to complete these tasks, I will reward myself by:
(select a reinforcer that is equivalent to the weight of the task*)

- ___ watching a movie
- ___ having a treat
- ___ hanging out with my friends
- ___ sleeping
- ___ reading my favorite book
- ___ scrolling social media for 2 hours
- ___ shopping
- ___ buying myself something nice
- ___ other _____






*Reinforcer should not distract or overcompensate for the amount of efforts you put into the task. Be fair and honest to yourself.

Semester Progress










"Just because you can't see what's ahead doesn't mean you have to turn back."

Barbara Hong

Measure how well you are doing for the entire semester. See where you fall short and how much more time you have to pick up before the end of the semester.

Name of Class _____	Week 1	Week 2	Week 3	Week 4	Week 5
Do I ... (Write a check mark for "yes")					
1. Attend class regularly?	1.	1.	1.	1.	1.
2. Arrive to class on time?	2.	2.	2.	2.	2.
3. Bring needed materials?	3.	3.	3.	3.	3.
4. Make sure I am ready when class begins?	4.	4.	4.	4.	4.
5. Turn in completed assignments?	5.	5.	5.	5.	5.
6. Do readings before class?	6.	6.	6.	6.	6.
7. Sit where I can learn best?	7.	7.	7.	7.	7.
8. Take notes?	8.	8.	8.	8.	8.
9. Pay attention to the instructor?	9.	9.	9.	9.	9.
10. Participate in class discussions?	10.	10.	10.	10.	10.
11. Participate in class activities?	11.	11.	11.	11.	11.
12. Ask questions?	12.	12.	12.	12.	12.
13. Volunteer answers?	13.	13.	13.	13.	13.
14. Listen actively and not talk to others?	14.	14.	14.	14.	14.
15. Keep a calendar for assignments?	15.	15.	15.	15.	15.
16. Organize materials?	16.	16.	16.	16.	16.
17. Use class time wisely?	17.	17.	17.	17.	17.
18. Schedule free tutoring?	18.	18.	18.	18.	18.
19. Study for tests?	19.	19.	19.	19.	19.
20. Participate in study groups?	20.	20.	20.	20.	20.
21. Learn study strategies from workshops?	21.	21.	21.	21.	21.
22. Find a place to study where I can focus?	22.	22.	22.	22.	22.
23. Schedule time to do each assignment?	23.	23.	23.	23.	23.
24. Start on long-term assignments early?	24.	24.	24.	24.	24.
25. Meet with my instructors?	25.	25.	25.	25.	25.
Total:	Total:	Total:	Total:	Total:	Total:

*"It always seems impossible until it's done."
Nelson Mandela*

Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
								
1.	1.	1.	1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.	5.	5.	5.
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18.	18.	18.	18.	18.	18.	18.	18.	18.
19.	19.	19.	19.	19.	19.	19.	19.	19.
20.	20.	20.	20.	20.	20.	20.	20.	20.
21.	21.	21.	21.	21.	21.	21.	21.	21.
22.	22.	22.	22.	22.	22.	22.	22.	22.
23.	23.	23.	23.	23.	23.	23.	23.	23.
24.	24.	24.	24.	24.	24.	24.	24.	24.
25.	25.	25.	25.	25.	25.	25.	25.	25.
Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:

Sticking to the Plan

"Consider the postage stamp: its usefulness consists in the ability to stick to one thing till it gets there."
Josh Billings

How do I feel about my goals so far in the semester?

(1) Attend class every day. 2) Submit assignments on time.

	Never	Almost Never	Sometimes	Almost Always	Always
I feel confident about what I like, what I want, and what I need to do.	1	2	3	4	5
I believe that I can achieve what I want.	1	2	3	4	5
I know how to make plans to meet my goals.	1	2	3	4	5
I know how to begin working on each step right away.	1	2	3	4	5
I know how to check on how well I'm doing in meeting my goals.	1	2	3	4	5
I am willing to try another way if it helps me to meet my goals.	1	2	3	4	5
Total Item Score = _____					

See scores below to interpret where I stand.

24-30	Continue my excellent record.
19-23	Identify specific barriers that are currently in my way.
<18	Discuss environmental and personal challenges that are stumbling me in getting ahead.

Compare my scores to page 19, "I Know Myself." How did I do this time? Where can I improve?



So Far, So Good?

"Sometimes you have to forget the person inside you in order to become the person you were meant to be."

Barbara Hong

**Take a look back and ask myself:
What am I doing to reach my two major goals?**

What did I do specifically in:

Attending class everyday?

Submitting assignments on time?

Academic Innovation Center



Self-Check/Self-Help

"In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing."
Theodore Roosevelt

To help meet your S.M.A.R.T. Steps or Objectives for the semester, use action words (e.g. do, say, check, email, attend, call, write, visit, talk to, discuss, etc.) to make sure you can "see" whether you are on track. (Refer to page 22 for examples)

Discuss with your mentor on which step you need to take each week to reach your goal.

- How will you make it happen?
- Who will be able to help you?

1. What concerns me about _____ (subject, person, scenario) is

2. What am I going to do about it?

3. Which habit will I work on this week by (doing)?

*"It's not what we do once in a while that shapes our lives.
It's what we do consistently."
Tony Robbins*

Action Steps (What am I trying to accomplish?)	Resources (Who can help me?)	Start Date (When do I plan to start?)	Due Date (When do I expect to report my progress?)	Outcome (How did I do?)

How am I Doing?

*"Never mind searching for who you are. Search for the person you aspire to be."
Robert Brault*

Create an action plan to make my goal a reality. With my peer mentor, I will discuss what steps I need to take to reach my goal. The more detailed each step, the easier it is for me to measure whether I have fulfilled them (e.g, include time, date, place, person involved, location, materials, etc.).

What resources will I need to accomplish each step?	When do I complete each step?	Who can help me each step along the way?
What are the anticipated outcomes for each step?	How will I know when I have completed each step?	How do I reinforce myself when I have accomplished each step?



"A little effort everyday would lead to consistency and a little consistency everyday would lead to mastery!"
Abhishek Kar Speaks

Refer to this section periodically to record and reflect on your progress.

What concerns me the most is:

I know I can overcome my concerns by:

By _____ (date), I want to improve in:

Am I Becoming More Self-Determined?

*"Failure is a journey, not a destination."
Barbara Hong*

Review possible barriers and strategies to set back on track to my study.

Self-Awareness	<ul style="list-style-type: none"> <input type="checkbox"/> Why did I select this field of study? <input type="checkbox"/> When do I see myself graduating? <input type="checkbox"/> How do I plan to achieve my goal? <input type="checkbox"/> What emotional and academic challenges am I currently facing? <input type="checkbox"/> How do I know when I am experiencing difficulties in a course and in college? What do I do about it? <input type="checkbox"/> How does my part-time/full-time job interfere or contribute to my academic goals? 	Self-Regulation	<ul style="list-style-type: none"> <input type="checkbox"/> How do I intend to stick to my degree plan? <input type="checkbox"/> Why is graduating on time important to me? <input type="checkbox"/> How does class attendance affect my grade? <input type="checkbox"/> When was the last time I utilized the Academic Support and campus services? <input type="checkbox"/> How much time do I devote to studying each course? <input type="checkbox"/> How often do I find myself running out of time to complete an assignment?
Self-Advocacy	<ul style="list-style-type: none"> <input type="checkbox"/> How often do I visit my professor during office hours? <input type="checkbox"/> What would I do if my professor is not available? <input type="checkbox"/> How do I feel about approaching Professor X, Y, and Z? <input type="checkbox"/> How do I let my professor know when I am experiencing difficulties in the course? <input type="checkbox"/> What mode of communication do I use to inform my professors about my struggles, in and out of class? <input type="checkbox"/> What do I do when I am faced with a roadblock? 	Self-Empowerment	<ul style="list-style-type: none"> <input type="checkbox"/> What do I think I can do to remove barriers toward completing my degree? <input type="checkbox"/> What kind of adjustments do I want to make in my life, work, study habits, field of study, etc. right now? <input type="checkbox"/> What do I think I can do now to take control of my current situation? <input type="checkbox"/> What actions can I take to get back on track with my degree plan? <input type="checkbox"/> How do I plan to reward myself when I make significant progress? <input type="checkbox"/> How do I keep myself in charge of my own life?

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."
Amos E. Dolbear

Use this space to reflect on your barriers and strategies so far.

What have I done well so far?

What are my biggest areas of concern?

What am I going to do to remove these barriers?

How do I plan to reinforce my hard work?



Speaking up for Myself

Office hours are designated times your professor has set aside for YOU! These are scheduled weekly or by appointment if you cannot make it during those times. Feel free to contact your professors directly to discuss any questions you may have about previous lectures or assignments such as instructions on the syllabus, pace of instruction, reason why you missed class, conflicts with project members, missing assignments, tips for studying, strategies for engagement, confusing information, or simply to get to know each other. Professors always appreciate a formal appointment if you need more time.

If your professors did not get back to you in a timely manner (24-48 hours), feel free to follow up and see if they got your message. Do not assume anything. Call back or email them. Your grades matter and it is your responsibility to get all the information you need in a timely manner so you can perform your best in the class.

Here are some topics you can discuss with your professor during office hours:

- ☐ missing class
- ☐ additional examples from the last lecture
- ☐ clarifying instructions on an upcoming assignment
- ☐ a conflict with a group member
- ☐ technical issues
- ☐ personal struggles
- ☐ additional support to complete an assignment
- ☐ my field of study
- ☐ my career goals

Role play with mentor, if needed, on how to initiate contact via phone or email. Discuss appropriate professional etiquette. Professors are humans too so regard them as you would another adult you are interacting with — polite, professional, friendly, and with honesty.



My Graduation Plan at a Glance

"If you fail to plan, you are planning to fail."
Benjamin Franklin



Directions: Retrieve your 4-year plan based on your major. Ask your mentor if you are unsure. Fill in your courses and grades. Return to this page frequently to check if you are on track to graduate. Keep your degree plan with you at all times.

Semester _____		Semester _____		Semester _____		Semester _____	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		1.		1.		1.	
2.		2.		2.		2.	
3.		3.		3.		3.	
4.		4.		4.		4.	
5.		5.		5.		5.	
Semester _____		Semester _____		Semester _____		Semester _____	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		1.		1.		1.	
2.		2.		2.		2.	
3.		3.		3.		3.	
4.		4.		4.		4.	
5.		5.		5.		5.	
Semester _____		Semester _____		Semester _____		Semester _____	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		1.		1.		1.	
2.		2.		2.		2.	
3.		3.		3.		3.	
4.		4.		4.		4.	
5.		5.		5.		5.	
Semester _____		Semester _____		Semester _____		Semester _____	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		1.		1.		1.	
2.		2.		2.		2.	
3.		3.		3.		3.	
4.		4.		4.		4.	
5.		5.		5.		5.	



My Vision: Where Do I See Myself?

"You cannot tiptoe your whole life and expect to take a giant leap."

Barbara Hong

Directions: Briefly write what you hope to be doing at each stage of your life. Do your best. Sometimes, it is hard to predict your life but picturing yourself in the years ahead can be a powerful image for motivating yourself.

AREA	Age 18	Age 21	Age 26	Age 40	Age 65
Education					
Employment					
\$ I will be earning					
Housing					
Family					
Recreation & Leisure					

12 Steps in Taking Charge of my Education



What do I need to do to graduate by _____.

1 Select an area of study I am confident in finishing and stick to it.

2 Never miss a single class.

3 Get my assignments done right away instead of waiting until they are almost due.

4 Do not be afraid to ask my professor, advisor, or mentor any questions.

5 Avoid putting myself in a situation where I will be distracted from my vision.

6 Sign up in advance for free tutoring.

7 Visit with my professors during their office hours frequently.

8 Discuss my learning progress and concerns with my mentors.

9 Find a job on campus rather than off campus.

10 Obtain correct information before I drop or withdraw from a class.

11 Check with my advisor before changing my major.

12 Reflect on what I did that was effective or not effective and reinforce positive strategies.

Self-Empowerment

Social Emotional Learning (SEL)

"Don't try to fit in if your plan is to stand out."
Barbara Hong

Here are two to three areas on SEL (UMatter) that I would like to focus on for this week.
(Always come back to check if there are more areas I need to improve.)

1

2

3

Growth Mindset

Why do I want to work on these SEL areas?

How will these SEL areas factor into my educational goals?

What do I anticipate will happen once I improve on these SEL areas?



I Can!

"They may forget what you said, but they'll never forget how you made them feel."
Maya Angelou



What has helped me or stopped me from changing my habits/attitudes in the past?

How can I ensure I will make the changes I need this time?

How do I plan to reinforce or reward myself once I have made progress?

Signs That I am Not Getting Enough Sleep

☐ Never feeling like I get enough sleep - can not fall asleep, stay asleep, or wake up too early

☐ General performance loss in many important areas of life (work, relationships, etc.)

☐ Chronic daytime fatigue and/or unable to stay awake during the day

☐ Mood swings

☐ Sudden sleepiness at an odd hour during the day

☐ Memory struggles

☐ Concentration problems

☐ Chronic headaches in the morning

☐ Increased anxiety that is not normal

Tips for Setting a Sleep Routine

☐ Have blackout curtains in your room.

☐ Use your bedroom for only sleeping as much as possible (do not read in bed)

☐ Keep your bedroom cooler at night

☐ Use essential oils, candles, and/or plants to make your room smell comforting/

☐ Get a comfortable pillow for your head and legs

☐ Use white noise machines (i.e. a fan) or ear plugs if needed.

☐ Maintain a pre-sleep ritual every night, (reading, meditating, listening to soft music, etc)

☐ Build consistent exercise routines

☐ No blue light in the hour before bedtime

☐ No food or alcohol in the hour before bedtime

☐ Commit to a bedtime schedule as often as possible

☐ Take a hot bath before bed to stimulate core temperature to drop to cue your body to sleep

Managing My Sleep

I already do this	Countdown to Bed	What time is bedtime? (Keep it the same each night)	I need to try this
<input type="checkbox"/>	6 Hours before	No caffeine, alcohol, or cigarettes	<input type="checkbox"/>
<input type="checkbox"/>	2 Hours before	No more exercise	<input type="checkbox"/>
<input type="checkbox"/>	1 Hour before	No more fluids No more work	<input type="checkbox"/>
<input type="checkbox"/>	Start wind down	Put on pajamas Prepare for the next day	<input type="checkbox"/>
<input type="checkbox"/>	30 Minutes before	Read Listen to music Breathing meditation Progressive muscle relaxation Turn off TV/LED displays	<input type="checkbox"/>
<input type="checkbox"/>	Bedtime	Adjust thermostat 68-74 Use fan to help feel cool Lights out, TV off Use eye covers to keep the room black Cover LED displays	<input type="checkbox"/>
It should only take 15-30 minutes to fall asleep!...!			

How many hours did I sleep last week? _____

What habits should I change to take care of my sleep?



Weekly Tracker: My Social-Emotional Health

*"Self-care is not self-indulgence, it is self-reservation."
Audre Lorde*

Goal Reminder:

(1) Never miss a class; (2) Never be late for submitting my assignments

The more I am willing to track my progress, the more I can monitor my improvement and manage my habits toward achieving my goals. Each experience culminated in certain skills, knowledge, and dispositions that define who I am today and what I can do to improve myself, one week at a time.

Select (circle/highlight) one of these Weekly Tracker areas for this week.

Academics	Socioemotional	Health & Fitness
attendance, tutoring, reading, assignment	personal relationships with friends/family	healthy eating and sleep habits, exercise, mindfulness, relaxation

Which area do I want to work on this week?

What actions will I take and when will this action take place (weekly or weekend)? Be specific.

What do I need to carry out this change/action (resources, schedule, transportation)?



*"Intelligence and skills can only function at the peak of their capacity
when the body is healthy and strong."
John F. Kennedy*

Who can help me accomplish this?

(Alone, with friends, a mentor, a tutor, a professor, a family member)

What obstacle(s) might I encounter along the way?

(distractions, excuses, laziness, forgetfulness, procrastination)

How do I plan to remove these obstacles?

(get started early, avoid friends who are not helpful, control myself, ask for help)



My Playlist

"I've grown most not from victories, but setbacks. If winning is God's reward, then losing is how he teaches us."
Serena Williams

What is a song that you listen to when you are discouraged or down?

Here are some examples of motivational songs:

- Rise Up – Andra Day
- Roar – Katy Perry
- Dynamite – BTS
- Walking on Sunshine – Katrina & the Waves
- Don't Stop Believing – Journey
- We are the Champions – Queen
- Here Comes the Sun – The Beatles
- Ain't No Mountain High Enough – Marvin Gaye & Tammi Terrell
- I'm Still Standing – Elton John

Create your own playlist of songs that motivate you to not give up despite your frustrations!

Real-World Connection



"There is a crack in everything. That's how the light gets in."
Leonard Cohen

Stephen King

Whether you are a horror fan or not, there is no denying the success of Stephen King. But it was not always this way. One of his most successful books, *Carrie*, was rejected by 30 publishers, one of whom told him that "negative utopias" do not sell. After so many rejections, King reportedly gave up and threw the manuscript in the bin. Luckily, his wife retrieved it and urged him to have another go. He eventually published *Carrie*, and the rest is history.

Oprah Winfrey

Winfrey was the daughter of a teenage housemaid in rural Mississippi. She was so poor that her clothes were often made from potato sacks. She worked in radio at 19 and eventually becoming an evening news anchor. Winfrey revolutionized modern TV talk shows and became the only African American billionaire in the world.

Michael Phelps

Growing up, Phelps was picked on a lot. He had big ears and spoke too quickly. He would not look people in the eyes. When he was 7, his parents divorced. In 6th grade, Phelps was diagnosed with ADHD. But while he could not sit through class without fidgeting, he could swim for up to 3 hours at the pool. Phelps holds the record for winning the most Olympic events in history and the youngest contestant! The famed swimmer has 28 medals to his name, including 23 gold medals. One of the sources of his drive to win comes from an unlikely source: his attention deficit disorder.

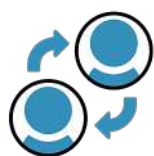
Who inspired you the most?

What attributes about them inspired you?

What do you think are some of their struggles?

How did they overcome them?

What can you learn from this individual that can help you toward your academic goals?



Designed for Excellence (DE Courses)

"Never let your education interfere with your learning."
Mark Twain

Academic College Readiness Scores

While scores are not predictors of how I will perform in college, they are indicators of where I can improve to become even more successful.

TSIA2 Areas to Pass

Math	Reading	Writing
<ul style="list-style-type: none"> ■ Elementary Algebra and Functions ■ Intermediate Algebra and Functions ■ Geometry and Measurement ■ Data Analysis ■ Probability 	<ul style="list-style-type: none"> ■ Main Idea and Supporting Details ■ Author's Use of Language ■ Literary Analysis ■ Inferences ■ Content Reading ■ Comprehension of Passage ■ Synthesis of Differing Viewpoints (Compare and Contrast passages) 	<ul style="list-style-type: none"> ■ Both Multiple Choice and Writing Sections ■ Conventions of Grammar Usage and Punctuation ■ Organization and Essay Development ■ Essay Revision ■ Subject-Verb Agreement ■ Sentence Variety: Flow, Cohesion and Logic ■ State Position and Thesis ■ Provide Specific Examples (Evidence)



TEXAS A&M **INTERNATIONAL** UNIVERSITY
UNIVERSITY COLLEGE



Academic Support Resources

Academic Center for Excellence (ACE)



*"You can design and create, and build the most wonderful place in the world.
But it takes people to make the dream a reality."
Walt Disney*

The Academic Center for Excellence, or ACE, provides many FREE academic resources! Review each support area and learn how to access these resources through the University College website.

Academic Advising

Tutoring

**Supplemental
Instruction**

Workshops

Getting to know my free support services:

- What is my academic advisor's name in DegreeWorks?

- Where are the tutoring services located & what are the current operating hours?

- Do any of my courses offer Supplemental Instruction (SI)?

- What is the difference between tutoring services and SI?

- How can each of them help me become successful in college?

My Career Pursuit

*"If you want something you have never had, you must be willing to do something you have never done."
Thomas Jefferson*

- Visit the TAMU Career Services website and click the "Resources" tab
- Explore *WHAT CAN I DO WITH THIS MAJOR?*
- Click All Majors
- Select your major and find career opportunities
- Use this space to write possible career information



Name of career opportunity I'm interested in

Industry (Business, Education, Technology, etc.)

Area of Specialty

Nature of Work

Write general information about this career path and a description of it. (Licensing, practicum, internship, special skills required, experience needed).



*"There are people who live their whole lives on the default setting,
never realizing you can customize."
Robert Brault*



Preferred Skills & Competencies for this Career Choice

Education

Working Conditions

What type of environment would I work in?
(Office, travel, overseas, outdoor)

What are the job characteristics and hours
worked? (Meet with clients, phone calls,
paperwork, flexible hours)

Employability

Where would I find this type of job? (List industry
website and popular job search sites)

Am I willing to relocate? (Local, state, international)

State Requirements

Licensure

Longevity

Additional Experiences

Overall Fit

Areas of study that will help me become marketable in this career path.

Café Prof

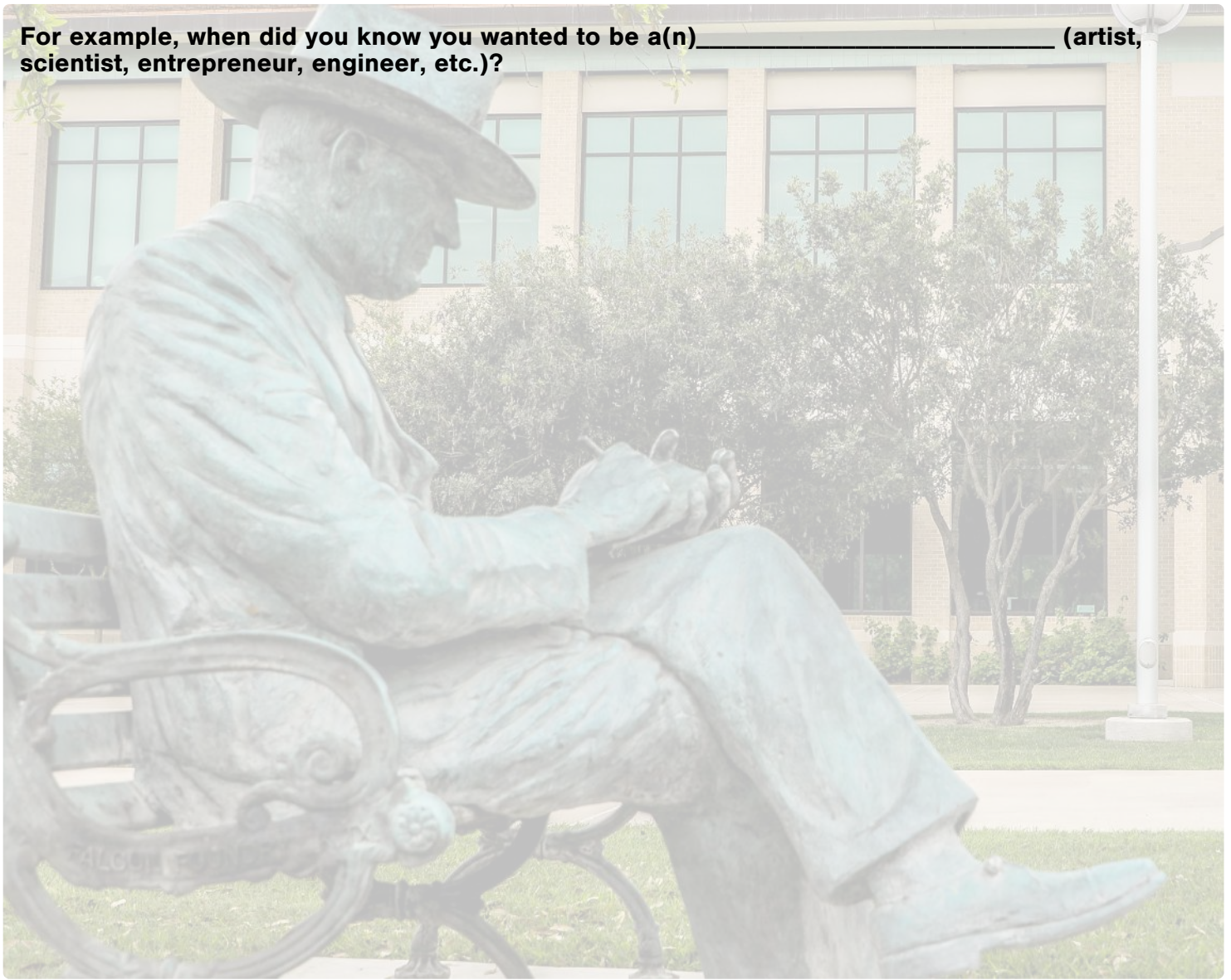
*"Enter to learn. Go forth to serve."
David O. McKay*

Café Prof is an event where faculty members invite guest speakers from the community to speak with students about their chosen profession. This gives students the opportunity to meet, interact, and discuss with professionals in their community in an informal way.

Preparing for the Event

Think of possible questions you would like to ask the guest speakers at Café Prof.

For example, when did you know you wanted to be a(n) _____ (artist, scientist, entrepreneur, engineer, etc.)?



*"The only way to do great work is to love what you do.
If you have not found it, keep looking. Don't settle."
Steve Jobs*



How did this help you identify your career choice?

What three points stood out to you regarding the speaker's career choice?

How has the speaker shaped your idea of this possible career path?

What actions can you take now to ensure your selection of major aligns with your career goal?

My Major/Career Path

"If you are in your comfort zone, you have not reached your greatest potential."
Barbara Hong

What do I want to be really good at?



Which field of study have I decided to pursue at TAMU? Why?

What skills and knowledge do I have that fit this major?

*"Just because you're a little unsure of yourself doesn't mean you have to throw away everything you're sure about."
Barbara Hong*

What additional skills and knowledge will I need?

What am I willing to do to develop these additional skills and knowledge to achieve my goal?



Cheapest Way to Finish College

*"Beware of little expenses. A small leak will sink a great ship."
Benjamin Franklin*

What financial needs do I have to graduate on time?

Financial savings can be a big factor. There are additional costs associated with not finishing college in 4 years. List your anticipated opportunity costs for not being in the workforce.

Semester Credit Hours (SCH)

How many SCH should you plan to take each semester?

15 SCH per semester = **30 SCH per year**

12 SCH Fall/Spring + 6 SCH Summers = **30 SCH per year**

12 SCH Fall/Spring + SCH Wintermester + SCH Maymester = **30 SCH per year**

Visit with your ACE Academic Advisor to discuss your 4-year plan. Consider the following factors when deciding to take fewer than 15 credits per semester:

What are my career goals?

What skills do I need to develop to make myself more marketable?

How do I think my education at TAMIU will prepare me to develop these skills?

Am I Financially Literate?

*"Not everything that can be counted counts,
and not everything that counts can be counted."
Albert Einstein*



What did I learn that I did not know before attending the workshop?

What would I do differently to adjust my plans to reach my goals?

Do I know the difference between a loan, grant, and scholarship?

What terms do I need more clarification on?

What are some things I am still unsure about and would like to ask my Financial Aid Advisor?



The Potential Cost of Working Part-Time

"An investment in knowledge pays the best interest."
Benjamin Franklin

Assumptions:

- You secure a part-time job paying \$10 an hour.
- You work 20 hours a week for 50 weeks a year for a total of 1,000 hours and thus earn a gross pay of \$10,000 a year.
- You are trying to balance part-time work with full-time commitments as a university student, meaning that you are taking 15 hours a semester hoping to graduate in 4 years since all degrees require 30 hours a year.
- Preparation time (studying, writing, tutoring, etc.) for each hour in class is 2 hours, so you have a total of 45 hours a week committed to your studies.
- Adding the hours committed to your education and to your part-time job, you are committed to 65 hours a week or 9-hour days x 7 days a week (or 11 hours a day x 6 days, Sunday off).

You will graduate in 4 years if you take only courses that count toward your degree, complete and pass all courses – and drop nothing, fail nothing, take nothing not in your degree plan.

For example, if you plan to be a teacher in the fifth year, and if you get that job, you will earn \$50,000 in your first year.

Note the financial costs of not graduating **on time**.

	Earned	Lost	Total Earnings
Scenario #1	\$40,000	\$0	\$40,000
Scenario #2	\$50,000	-\$50,000	\$0 (Worked for free for 5 Years)
Scenario #3	\$60,000	-\$100,000	-\$40,000 (Worked 6,000 hrs. and lost -\$6.66 an hr. that you worked)

*Scenario #2 assumes that you took the minimum full-time load in the fall and in the spring and passed everything. You did not attend summer school.

Scenario #3 assumes that you took a minimum full-time load the first year and fourth years and then either withdrew from courses in the second and third years or took a few courses that did not count toward your degree. This could happen also if you **change majors.



"You will come to know that what appears today to be a sacrifice will prove instead to be the greatest investment that you will ever make."

Gordon B. Hinckley



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Part-Time Earnings	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Hours Completed						
(Scenario 1)	30	30	30	30		
(Scenario 2)*	24	24	24	24	24	
(Scenario 3)**	24	18	18	24	24	12
Teaching Salary Lost	\$0	\$0	\$0	\$0	-\$50,000	-\$50,000

What did you learn from each of these scenarios?

What would you consider next time you:

- **Plan to take fewer than 15 credits.**

- **Withdraw from a course.**

- **Prioritize work before school.**

- **Do not pass a class.**

- **Change your major.**

If you plan to work, find employment on campus so you can save time, interact with academic professionals, and engage with peers who have the same goals as you. For on-campus jobs, search for Handshake in the TAMIU website.

Thomas R. Mitchell, Ph.D., Texas A&M Regents Professor, Provost and Vice President for Academic Affairs at Texas A&M International University.

Glossary

Academic Advisor	A full-time staff who works with each student to ensure he/she is enrolled in the correct courses for their majors.
ACE	Academic Center for Excellence includes free academic advising, tutoring and supplemental instruction.
DAACS	Diagnostic Assessment and Achievement of College Skills. A self-assessment to help freshmen discover who they are and what self-regulatory behaviors they need to improve.
GPS	Growth mindset; Purpose and relevance; and Sense of belonging. GPS helps students to navigate their way in college.
Growth Mindset	The belief that intelligence can be developed. Students with a growth mindset understand they can get smarter through hard work, the use of effective strategies, and help from others when needed. It is contrasted with a fixed mindset: the belief that intelligence is a fixed trait that is set in stone at birth.
MAP	My Aspiration Plan is a workbook that provides a specific road map and directions for students to develop essential self-determination skills for college success.
Peer-Mentor	A successful peer who is an upper-division student assigned to assist freshmen in their transition to college.
PEP	Personal Empowerment Path. An individualized showcase of one's record of performance and progress in order to monitor progress.
Purpose/ Relevance	Connect what college students are learning and doing to their larger goal of graduating. Doing so will help them to maintain focus in the face of challenges or frustration.
RTG	Reading The Globe: Common Read. A selection of literature to help freshmen anchor their mindset inwardly and outwardly toward achieving their college goals and becoming successful academically and professionally.
Self-Advocacy	Willing to speak up to obtain information and resources to achieve goals. Finding innovative ways that remove barriers to achieve one's goals. Learning to communicate with others and negotiate ways to make things happen.
Self-Awareness (Goal Setting)	Entails getting to know your likes and dislikes, capabilities and limitations, your motivations and anxieties, and then constantly seeking ways to improve yourself toward achieving your goals.

Self-Determination	The combination of pivotal skills and dispositions in developing an optimal sense of who you are, what you want, how you are going to achieve your goals, and then doggedly following the plan until your dreams are realized.
Self-Empowerment (Self-Efficacy Self-Management Decision-Making)	Making things happen on your own. Assumes responsibility for your own positive and not-so-positive outcomes. Not blaming others or relying on others to make decisions for you. Taking initiative and believing that you are in charge of your own life. Acknowledging your own efforts rather than relying on luck or others to make things happen for you.
Self-Regulation (self-check, self-monitoring, self-reinforcement, self-help)	Entails being self-disciplined, self-directed, staying on task, not being distracted, deliberately organizing tasks to be achievable, diligently follow a planned scheduled, and not giving up until the task is completed.
Sense of Belonging	The feeling/perception that you are socially connected, supported, and respected. Trusting your professor and peers and feeling a sense that you fit on this campus. A sense that you are not being treated as a stereotype, but rather seen as a person of value.
S.M.A.R.T. Goal	Specific. Measurable. Achievable. Relevant. Time-based. S.M.A.R.T. goals help students to identify exactly what they want to achieve and how to measure their progress.
Weekly Tracker/ Semester Check	Self-check to monitor what you plan to do regularly, how did you do, and what small changes you would make to ultimately achieve your goals.

Reporting Crimes & Other Emergencies



The Texas A&M International University Police Department (TAMIU PD) encourages students, faculty, staff, and visitors to promptly report all crimes and incidents. We encourage pro-active reporting of unusual or suspicious activities. Call TAMIU PD for on-campus matters. Off-campus offenses should be reported to the appropriate police agency. A dispatcher is on-duty to answer all dispatch call 24 hours a day, 365 days a year.

In the event of an emergency on-campus, call TAMIU PD by dialing 2911 from any University telephone. Also, Emergency Code Blue phones are located throughout Campus. These are one-button telephones that dial the Emergency telephone number. If that line is busy or if there is no answer, the call automatically transfers to the City of Laredo's 911 center.

Stay on the line so the dispatcher can obtain all necessary information. An officer will be dispatched to the location of the call. During the phone call a blue light will flash and will continue to flash for the duration of the call to assist responding personnel in locating the caller.

Important Phone Numbers

TAMIU Police Emergency Dispatch	956.326.2911
TAMIU Police Non-emergency.....	956.326.2100
TAMIU Main Line.....	956.326.2001
OIT (Office of Information Technology).....	956.326.2310
Office of Student Success.....	956.326.2273
Residential Learning Community (Campus Housing).....	956.326.1300
Student Counseling Services.....	956.326.2230
Student Health Services.....	956.326.2235
TAMIU Bookstore.....	956.326.2080



Campus Resources



Dr. Billy F. Cowart Hall (CWT)

Academic Center for Excellence: Tutoring & Supplemental Instruction
CWT 203 & 205 | 956.326.2723 & 956.326.2884

TRiO Program
CWT 208 | 956.326.2718

TRiO STEM Program
CWT 206 | 956.326.3340

Computer Labs
CWT First Floor

Lamar Bruni Vergara Science Center (LBV)

Lamar Bruni Vergara Planetarium
956.326.2463

Rec-Kinesiology, Wellness, and Recreation Center (REC)

956.326.2289

Senator Judith Zaffirini Student Success Center (ZSC)

Academic Center for Excellence: Academic Advising
advising@tamiu.edu | 956.326.2886 | ZSC 222

Graduate School
ZSC 223 | 956.326.3020

Office of Comptroller: Bursar's Office
ZSC 137 | 956.326.2140

Office of Financial Aid
ZSC 214 | 956.326.2225

Office of the University Registrar
ZSC 121 | 956.326.2250

TAMIU Bookstore
ZSC 115 | 956.326.2080

Testing Center
ZSC 201 | 956.326.2131

Student Center (STC)

Career Services
STC 114 | 956.326.4473

Office of Disability Services for Students
STC 118 | 956.326.3086

Office of International Engagement
STC 124 | 956.326.2282

Office of Student Conduct and Community Engagement
STC 226 | 956.326.2265

Office of Student Orientation, Leadership, and Engagement
STC 224 | 956.326.2280

Student Counseling Services
STC 128 | 956.326.2230

Student Health Services
STC 125 | 956.326.2235

SkyLab Computer Lab
STC 202 | 956.326.2019

Sue and Radcliffe Killam Library (KLM)

OIT
hotline@tamiu.edu | 956.326.2310

Library Computer Lab
KLM second floor

Study Rooms
KLM third and fourth floors

Office of the President
KLM 270D | 956.326.2320

Provost and VP for Academic Affairs
KLM 329A | 956.326.2240

University College
KLM 416 | 956.326.2134

University Honors Program
KLM 415 | 956.326.2133

ROTC
KLM 417 | 956.326.2388

Acknowledgment

University College staff, faculty, mentors, and tutors, thank you for all your invaluable contributions in defining the touchstone of our new UNIV curriculum and for their painstaking effort in framing every single page of this workbook through the eye of the student so they can be successful as they embark on this new journey in college.

This M.A.P. workbook would not have been possible without the bold vision and continued support of our administration, President Arenaz and Provost Mitchell.

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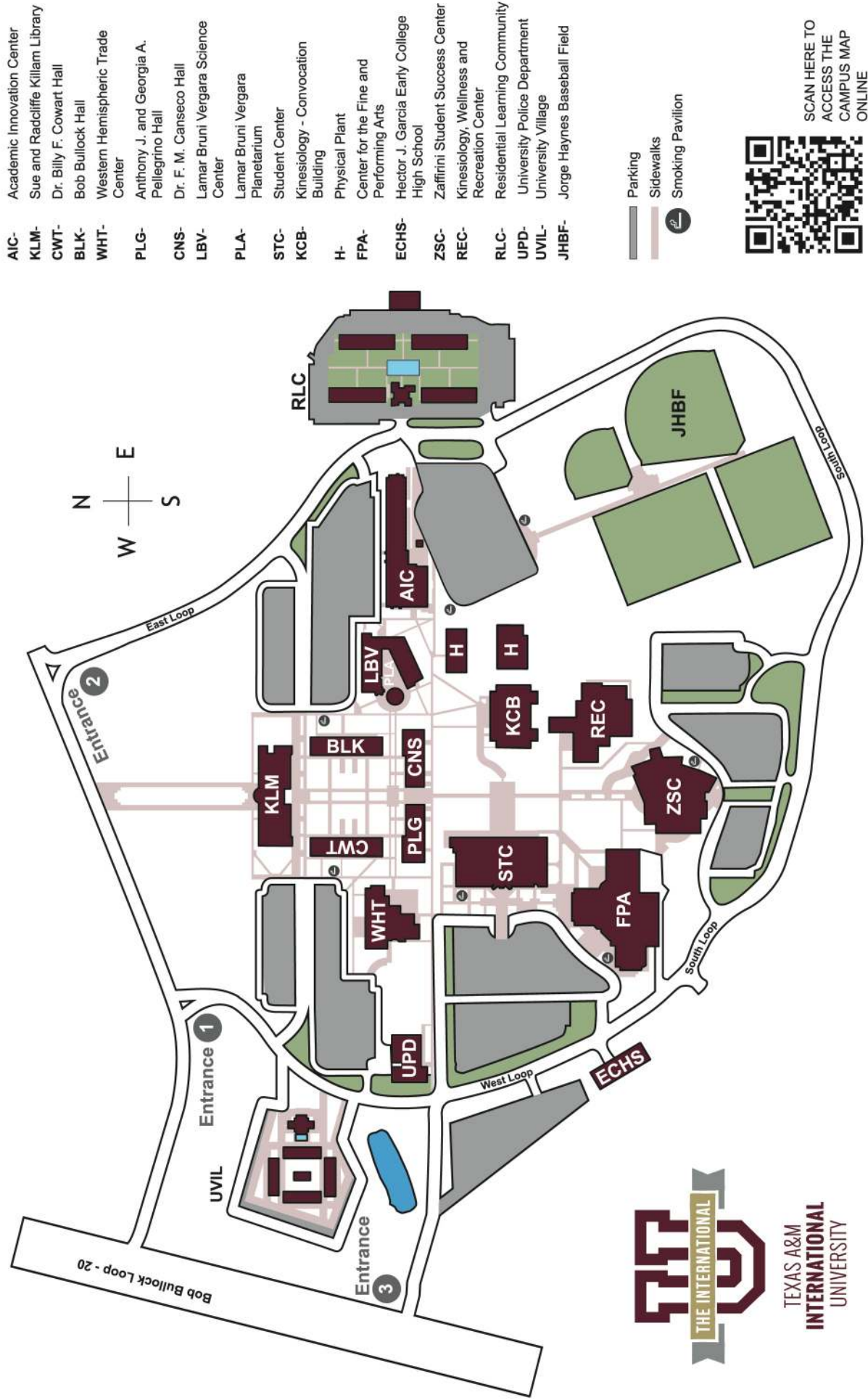
M.A.P. Workbook: My Aspiration Plan

Higher Education/Freshmen/College/Self-Help - 1. Self-Determination. 2. Growth Mindset. 3. Metacognition. 4. College Success. 5. Persistence.

ISBN-13: 978-0974653914



OUR CAMPUS MAP!





SELF-DETERMINATION

SELF-ADVOCACY

SENSE OF BELONGING

SELF-EMPOWERMENT

SELF-REGULATION

ACE

ADVANCE
PURPOSE AND RELEVANCE

GPS

ACE

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