Greetings!

It’s that time of the semester when we start taking midterms, for most, a stressful time. Here at the ASC, we wanted to provide you with a packet for helping you be more successful with midterm season. Below, you will find the topics this packet will be discussing.

The general topics include:

- Midterms
- Procrastination
- Motivation
- Goal Setting

The first section of this packet is designed to help you understand what the two types of midterms are and also to teach you how to assess your own midterm grades. The other half is focusing on procrastination, motivation, and goal setting.

Are you finding yourself getting off task and procrastinating or even just lacking motivation?

A lot of students are experiencing this now that the semester has picked up and midterms are beginning. The aim for this packet is to give you a space for deeper reflection about the roots of your procrastination, and then tangible strategies to help your in develop new techniques to motivate yourself and even help you create effective, achievable ‘SMART’ goals. Within each topic section, there will be a page showing an image, description, and how each can be used/modified to meet your specific needs and/or preferences. We want these handouts to make meaning for you and hope to find this beneficial!

Take time to reflect upon what you want to improve upon academically and complete subsequent pages on your own and/or with the assistance of an Academic Coach from the Academic Success Center (ASC). If you want to schedule an appointment with an Academic Coach, call (515-294-6624).

-The ASC Academic Coaching & J2S Team
What Is A Midterm?

There are two different kinds of midterms:

1) **Professors** tend to refer to their mid-semester exams as ‘*midterms*’. They could be the first of two cumulative exams for the course (the other being the ‘final’ exam) worth significantly more points than other exams in the course. They could also be the same weight as the other exams in the course and simply be in the middle of the semester.

2) The **Registrar’s Office** asks that a ‘*Midterm grade*’ be reported for any student who is currently earning a C- or lower at mid-semester. This packet is focused on the assessment of midterm grades.*

**Points to Remember:**

The purpose of a ‘Midterm grade’ is to identify how students are doing in their courses to identify where improvements are needed. Midterm grades are not recorded on your permanent record or transcript. They are designed to help students assess their mid-semester standing and make changes, if needed.

- Midterms are released approximately two weeks before the semester drop deadline so that students are able to make an informed decision on whether or not to drop a course.
- Professors are not required to submit Midterm grades.
- Submitted Midterm grades may not be accurate. It may not be based on all points in the class. For example, it may not include attendance points, the latest assignment, or take in account if your professor will curve the class. It is important to communicate with your professor to find out what scores were used to calculate your midterm grade.
- You can find your midterm grade report in AccessPlus > Grades and Transcripts > Grade Report.

**WHAT ARE MY CURRENT GRADES?** (Fill out after completing below calculations):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Current Grade</th>
<th>Grade Desired</th>
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Anticipated GPA:__________
Midterm Grade Assessment

The first step towards improvement is to identify where you stand in your individual courses. Take a minute to look at your syllabi to identify what grades you received on your course assignments and tests.

It’s important to understand that this might not be a completely accurate representation of your current grade. For a more accurate idea of your current course grade, we recommend you speak with your professors.

**EXAMPLE MIDTERM GRADE ASSESSMENT**

Course: *Intro to Sociology*

**Step 1: Compare your course grades with what you could have earned:**

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Points Received</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Initial Self Analysis Paper</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Conflict Theory Paper</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Conflict Theory Test</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Social Interaction Paper</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Social Interaction Test</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
<td>75</td>
</tr>
</tbody>
</table>

**Total A) 175 B) 260**

**Step 2: Calculate your course grade percentage!**

\[
(A ÷ B) \times 100 = \ ? \]

\[
(175 ÷ 260) \times 100 = 67.3\% 
\]

**MEETING NOTES/NEXT STEPS FOR THIS COURSE**

Create some action plans to ensure you will do better next time. Here are some examples:

- “Professor said I can retake the test I received the lowest grade in.”
- “I’m going to start attending SI sessions for this course.”
- “Tuesday I will start making flash cards for Chapters 3 & 4.”

**TO CALCULATE POSSIBLE GPA**

Visit the online GPA calculator to determine your anticipated GPA: [http://www.registrar.iastate.edu/gpa-calc/gpaCalculator.html](http://www.registrar.iastate.edu/gpa-calc/gpaCalculator.html). You will need to enter your ‘calculated’ letter grade and number of credits for each course!
Not Satisfied With Your Grade?

Below you will find some helpful suggestions for resources to help improve your grades. Whether it is meeting with your professors, advisors, or utilizing one of the many resources provided by the Academic Success center, there is a beneficial option for everyone!

1) MEET WITH YOUR PROFESSORS!

Sitting down with your professor can be a great way to identify where you struggled in past and what your options are to improve your course grade.

When you meet with them, consider asking them:

- What exactly is my Midterm grade based on?
- What tips do you (professor) have to help me learn the material?
- Will there be any extra credit opportunities?

Explain to them that you really want to improve in their course and want to understand the material; you just need some help getting there.

2) TAKE ACTION NOW TO AVOID YOUR MIDTERM GRADE TURNING INTO YOUR FINAL GRADE!

Talk with your adviser and your professors about where you’re at in each course, how you might be able to improve, and whether dropping a course is the best option.

If you want to drop a course...

- Before dropping a course, be sure to know if you have reached your drop limit (see ISU Catalog for details on drop limits). Dropping all of your classes is called ‘withdrawal’ and involves a different procedure than the one below.

  1. Check if you will maintain full-time status as it can affect scholarships and financial aid, so check these things before dropping below full-time status. You may be able to add a second half course to stay full time.

  2. Check AccessPlus to determine the number of drops that remain. Freshmen are allowed five dropped courses (after the first week of the semester) and transfer students are allowed four drops.

  3. Check to see how dropping this class might affect your degree program. Consult the 4-year degree plans.

  4. If there are any issues involving Steps 1-3, talk to your academic adviser. If you have completed Steps 1-3 and find no problems, get an Add/Drop slip from your academic adviser as well as their signature. (Note: You can make multiple schedule changes on one Add/Drop slip.)

  5. Take the Add/Drop Slip to your instructor and have him or her sign it.

Take the completed Add/Drop Slip to 10 Enrollment Services Center for processing. You will lose one of your drops, and a fee will be charged to your U-Bill (after the first week of classes).
3) IDENTIFY SOME REASONS YOU MIGHT BE STRUGGLING OVERALL?

- Time Management
- Project/Paper Planning
- Goal Setting
- Motivation
- Note-Taking Skills
- Test Anxiety
- Reading/Writing Skills
- Stress Management
- Exam Prep
- Procrastination
- Goal Setting

Handouts to address these problems areas:

You can find handouts at the Academic Success Center Website (http://www.dso.iastate.edu/asc/)

4) ASK FOR HELP! EVERYONE CAN USE NEW TIPS AND TRICKS TO BEING SUCCESSFUL IN COLLEGE.

MAJORS: Thinking of changing your major?

- To explore different majors and career options call the Student Counseling Service front desk (515-294-5056) and tell the receptionist you would like to sign up for Individual Career Counseling. Alternatively, you can sign up for Individual Career Counseling in person by visiting the Student Counseling Service front desk (located in the waiting room on the 3rd floor of the Student Services Building).
- To change your major set up an appointment with your academic adviser.

TUTORING: Consider getting a tutor for a difficult course.

How much does it cost?

- We understand that affording a tutor can be a concern. Our goal is to maintain tutoring services at a low cost reflects this concern. The costs for tutoring are:
  - $5 administrative fee per semester.
  - $4 per tutoring session.
- Students may be eligible to receive financial assistance to aid them with tutoring costs.

How are tutor groups organized?

- Tutoring groups consist of two to four students. Students meet with their tutor two times for one hour sessions, for a total of two hours of tutoring per week.

Ready to request a tutor?

- You can request a tutor by filling out an online application: http://www.dso.iastate.edu/asc/tutoring/getatutor
- If you have questions, please call 515-294-6624 or e-mail tutorsrv@iastate.edu
SUPPLEMENTAL INSTRUCTION (SI): Consider attending SI for a difficult course.

How Much Does it Cost?

- SI is completely free and voluntary. You can come and go as you please. However, our assessment shows that students who regularly attend SI may receive up to ½ letter grade high than those who do not.

How are SI sessions organized?

- SI sessions meet at scheduled times. They are facilitated by SI leaders, students who have previously taken the course and demonstrated success. Each SI leader facilitates three 50-minute sessions a week using collaborative learning methods.

Ready to attend an SI session?

- Find the schedule online http://www.dso.iastate.edu/asc/supplemental to determine if your class is offered

ACADEMIC COACHING: Need to work 1:1 with a coach to focus on strengthening your academic skills?

- Set up a FREE appointment with an Academic Coach in the Academic Success Center by calling 515-294-6624
- Academic Coaching involves one-on-one meetings with students seeking help in evaluating and correcting academic challenges. Students at any level are encouraged to seek academic coaching to develop skills that can improve areas of their lives such as time management, note taking, study skills and test taking.

Need help with anxiety and stress management?

If you feel your anxiety is severely affecting your ability to succeed academically, you can call Student Counseling Services (515-294-5056) to explore other anxiety management techniques including an individual appointment with a staff member or biofeedback.
Procrastination happens to the best of us when we are students; whether that is putting off an assignment or being distracted by things. Procrastination can pose a problem when it starts affecting academics. The handouts provided will help you begin to understand the underlying reason(s) why one procrastinates and will allow you to start thinking about different ways to help curb this problem.

**Handout Descriptions and Uses**

**Six Reasons Why People Procrastinate Handout**

**Description:**
This handout provides different reasons why people procrastinate with their studies. This list is not exhaustive, however it is a start to become more aware of why one may do this habit.

**Ways to Use It:**
This handout can be used to recognize the area(s) in which you struggle with procrastination. This sheet is to be used with the Procrastination Flowchart as it will allow you to see further areas of concern and how to form a plan. This handout is to help you see the underlying reason and help you apply new strategies to facilitate behavior change.

**Procrastination Flowchart Handout**

**Description:**
This handout will help you map out the real reason(s) why you are struggling with procrastination and allow you to reflect on ways to create new strategies to help curb the problem.

**Ways to Use It:**
This handout is used to see the larger picture of why procrastination happens in your life. Whether it is a project or task, the flowchart allows you to see the overall picture of where you are at in the process. It makes you think about why you are not accomplishing those goals. It is one thing to think about why one does a behavior, it is another to visually see when it is written down. By doing the flowchart it allows you to visually see the underlying causes of your procrastination and then allow you to set into motion better study habits and goals, to accomplish tasks/projects. *6 Reasons Why People Procrastinate, Motivation Techniques & Goal Setting are to be used in conjunction with this handout*
Six Reasons Why People Procrastinate

We all procrastinate at some points within our lives. Most of us procrastinators just feel guilty but do not know how to curb their procrastination tendencies. In order to make change to our behavior, we need to change our thinking. What is the specific reason why you procrastinate? Below you will find six different reasons why people tend to procrastinate. Maybe once you are more self-aware of your procrastination triggers, you will be able to manage your procrastination more effectively.

#1. Skills Deficits: "But I Don't Know How"

- Skill deficits are one of the most basic reasons for procrastination. If you lack the skills to complete certain tasks, it is only natural to avoid doing them. For example, you may be a slow reader. If you have several lengthy articles to read before you can write a paper, you may postpone the reading because it is difficult. You may even have trouble admitting your poor reading skills because you do not want to be seen as seem "dumb." Thus procrastinating may seem better than facing your need to improve your reading skills.

- The key to solving skill problems, is to identify what the problems are. Often a counselor, an instructor, or another professional can help you to make this determination. When you know the problem, then you can take action to correct it.

#2. Lack of Interest: "This Stuff Is Just Plain Boring"

- Lack of interest seems to play a role in procrastination. All students from time to time lack interest in a course, however, not all of these students delay in studying or completing assignments.

- If your natural interests are not stimulated by the course content, one solution to procrastinating may be to "just do it" (i.e., simply continue to attend class and do the assigned work on time). This will give you more "guilt-free" time to do those things that are more interesting to you. Of course, it won't necessarily make the class or assignment interesting, but at least you will not cloud the "good times" with worry.

#3. Lack of Motivation: "I Don't Feel Like Doing It"

- Lack of motivation is a commonly given reason for not attending to an unpleasant task. Most procrastinators believe that something is wrong with them if they do not feel motivated to begin a task. This simply is not true. How many folks do you imagine feel motivated and energized by the prospect of raking leaves, or changing the oil in the car, or doing taxes? These tasks are often seen as
unpleasant and less than exciting. To believe that you must feel motivated in order to begin a task has the order of events in reverse. In The Feeling Good Handbook, Burns (1989) writes that the "doing" comes first, and then the motivation. Thus, starting a task is the real motivator, rather than, motivation needing to be present prior to beginning the task. Often just taking the first step, regardless of how small, can serve as an inducement and thus a motivator for further action.

- Another strategy involves taking an attitude check. Ask yourself: "Does my attitude prevent me from being motivated?" If your answer is "yes", then it is time to figure a way to make an attitude adjustment. This may mean giving up on the idea that "everything in life must be interesting" or that "I have to like all my classes for them to be worthwhile." It may also mean re-evaluating your goals and determining the "steps" which do or do not fit into the larger picture. If succeeding in the boring class seems to be a necessary "step" to achieving your larger goals, that fact alone may motivate you.

#4. Fear of Failure: "But What If I Can't Cut It?"

- Fear of failure is another reason people procrastinate. It goes something like this: If I really try hard and fail, that is worse than if I don't try and end up failing. In the former case, I gave it my best and failed. In the latter, because I really did not try, I truly did not fail. For example, you may postpone studying for a major test and then pull an "all-nighter." The resulting grade may be poor or mediocre, but you can say, "I could have done better if I had had more time to study."

- Similarly, you may delay researching and writing papers until the last minute, turning papers in late or incomplete. You then can also say, “I know I could have gotten a better grade on that paper if I had had more time."

- The payoff for procrastinating is protecting ourselves from the possibility of perceived "real" failure. As long as you do not put 100% effort into your work, you will not find out what your true capabilities are. Another variation on this theme is that you may often fill your schedule with busy-work so that you have a "legitimate" reason for not getting around to more important tasks.

- Perfectionism often underlies the fear of failure. Family expectations and standards set by parents may be so high that no one could actually live up to them. Thus, procrastination steps in to derail parental expectations and standards and prevent you from "really" failing.

- Consider that the problem is actually the unrealistic standards that have been set, not your failure to meet them. The problem, and thus the "failure," may be that you begin to believe that you are not a worthy human being. You may procrastinate to such an extent from fear of failure, that you are actually paralyzed. Thus, you do not complete the task and achieve a more realistic level of success.

#5. Fear of Success: "How Can I Top This?"

- "Fear of success" can be the other side of "fear of failure." Here you procrastinate because you are fearful of the consequences of your achievements. Maybe you fear that if you do well, then next time, even more will be expected of you. Or, perhaps, succeeding may place you in the spotlight when you prefer the background.
• Procrastination of this kind may indicate an internal identity conflict. If your self-worth is tied to your level of achievement, then you may constantly question yourself about how much you must do to be "good enough." Each success only sets you up for the next bigger challenge. If your self-worth is tied to family acceptance, then how much more does it take for them to be satisfied? Each success only opens the door to greater expectations. Often this leads to a feeling of losing your identity and perhaps no longer being able to claim your successes as your own. Inaction or procrastination may be how you cope with the pressures you feel to constantly try to be "good enough."

#6. Rebellion and Resistance: "You Can't Make Me"

• Rebellion and resistance constitute the final set of issues which can underlie procrastinating behavior. Delaying tactics can be a form of rebellion against imposed schedules, standards, and expectations. The expectations are often those of a power struggle, usually not on a conscious level. As an example, your father has an accounting business and has always planned on having you become his partner after college. You are enrolled in the College of Business and like accounting, but since you started college you have been wanting to explore some other careers unrelated to business. Your father says, "No, you'll stick to accounting and like it." As a result, you don't turn in work on time, "forget" to do assignments, and earn low grades, sometimes flunking a course.

• Rebellion against external evaluation is another facet of this sort of procrastination. For example, if a teacher has offended or angered you in some way, you may retaliate by turning something in late or procrastinating indefinitely. Sometimes these same tactics are used on classmates in a group project setting or with parents. The thing to remember is that you ultimately lose (i.e., getting the bad grade, loss of self-respect, etc.).

• Rebellion and resistance are re-actions not actions, thus, the control of your behavior rests with whatever or whomever you are rebelling or resisting. If you are rebelling against your parents, then they have a great deal of power in your life--probably more than you really want. Decide what you want for your life--don't just react to someone else's decisions for your life.

Procrastination Reflection Questions To Consider:

1. After reading over these 6 reasons why people procrastinate, which one resonated with you the most?

2. How can this information be beneficial for you to better manage your procrastination?

This activity is meant for students to start recognizing the excuses they make when it comes to putting off studies or tasks. It allows for reflection on the underlying reasons ‘why we are doing what we are doing’ and allows one to create better strategies in curbing procrastination.

**Procrastination Flowchart**

1. **Project/Task:**
   - Are you working on it?
   - **YES**

2. **Recognizing Excuses**
   - What are you doing instead?
   - How are you justifying NOT getting to work?

3. **What are the underlying reasons?**
   - (see “6 Reasons that People Procrastinate”)

4. **Strategies to break your inaction/procrastination:**
   - (see “Motivation Techniques”)

5. **Get Going!**
   - What does progress look like?
   - What’s your goal?
Truly understanding the root of why we procrastinate is a huge step in the battle for motivation! Now we need to gain some new insights into how we can motivate ourselves. Because, just as there are six different categories of why people procrastinate, there are four different categories of how people can best motivate themselves. Within this section, you will learn about different motivation techniques. Once you have that figured out, you can create realistic goals for yourself by learning about and practicing our ‘SMART’ goal setting strategy. You got this!

**Handout Descriptions and Uses**

**Motivation Techniques Handout**

**Description:**
This handout will allow you to read about numerous motivation techniques which are categorized into four types.

**Ways to Use It:**
Use this after you figure out why you procrastinate. Because there are four different categories of motivation techniques, some of these tips should resonate with you.

**SMART Goal Setting: An Introduction Handout**

**Description:**
This handout teaches you what a SMART goal is. SMART is an acronym and this handout defines each letter. It will then have you practice assessing which components of a SMART goal some sample goals have.

**Ways to Use It:**
This is to give you a better idea what a SMART goal looks (and doesn’t look) like. Be sure to pay attention to the goals that do not possess all “SMART” qualities. We want to avoid creating ‘New Year’s Resolution’ type of goals because the lack of SMART qualities makes the goals hard to maintain or achieve.

**Practicing SMART Goal Setting Handout**

**Description:**
This handout allows you to create your own SMART goals and then break one down into action steps. It also has you consider other facets to goal setting, such as obstacles, support, and helping you visualize what your completed goal.

**Ways to Use It:**
Be sure to do the *SMART Goal Setting: An Introduction* handout before you do this one so that you can create effective SMART goals of your own!
1) You can use this as an initial framework to create a structured SMART goal for yourself one time.
2) You could use this whenever you create your own goals.
Motivation Techniques

Sometimes it is really hard to get yourself motivated. Below you will read about four different ways to focus on increasing your motivation. There will be several tips per section to hopefully help you get out of your lack-of-motivation slump.

**CHANGE YOUR THINKING**

- **Figure out why it’s important to get this done.** See the big picture behind what you’re doing and think about the long-term impact of your actions. How does this step/project/exam connect to your goals and values? Write down the reasons you need to get this done.

- **Develop intrinsic motivation.** Are you excited to learn? Fascinated or curious about something? Want a new challenge? Strive to master something? What will you gain from doing this work?

- **Identify the issue or roadblock.** What’s keeping you from working on what you need to? Can you isolate the issue, or remove/remedy the problem?

- **Recognize your own patterns.** Identify your stall tactics, internal dialogues (“I’ll start my paper once I beat this level”), and procrastination techniques so you can call yourself on them. If you’re up for it, invite friends or family members to call you on it when they see them.

- **Develop a mantra.** Find a statement, picture, poster or saying that motivates you. Find creative ways to remind yourself of it! Increase your positive self-talk/messages and stop any negative self-talk. Henry Ford said “Whether you think you can, or you think you can’t--you’re right.”

- **See the successes you’ve already accomplished.** Add a few items to your to-do list just to cross them off. Build up some momentum—even if it feels a bit phony. Research says we’re more likely to take advantage of coupon #2, even though they’re mathematically identical! (Heath & Heath, 2010).

**MAKE THINGS EASIER FOR YOURSELF**

- **Plan out the steps that get your project done.** It’s easier to see the project as a series of small steps and knowing the first step makes it easier to get started. A GPS only tells you about one turn at a time for a reason. Make the steps small and attainable.

- **Plan a time to get started on it.** If you schedule a time to do it, you’re more likely to actually get started, rather than waiting until you feel like it. When do you feel like doing something you don’t want to do? It also helps to think ahead about where you will make time to get things done.

- **Plan time for fun breaks.** It’s not realistic to study for 5 hours, so you might as well plan when you’ll take a break, what you’ll do, and for how long so you maintain control of your schedule. An impromptu 6 hour marathon of Grey’s Anatomy will work against your productivity.

- **Minimize distractions and other things you have to say ‘no’ to.** Our ability to resist temptation diminishes each time we’re faced with another temptation. It’s easier to not eat ice cream if you don’t buy it in the first place. Set up your surroundings and schedule so you make good decisions. One student had a friend change her Facebook password for her until after finals week was over.
• **Point yourself downhill.** At the end of the day or the end of the study session, make notes about what you have left to do and what you need to do next so it’s easy to start up again. By “pointing your skis downhill” you’re set up in the right direction next time you begin.

**JUST GET STARTED**

• **Just start with 10 minutes.** Just getting started is the hard part. So commit to doing it for a few minutes. Chances are you’ll keep going once you’ve started, but if you don’t, you’ve still done 10 minutes more than you would have.

• **Don’t take it all on at once.** Set a timer for yourself. It’s easier to commit to something if you know you’re only going to have to do it for a limited amount of time. Set a goal to read for 30 minutes. Even if it’s only a fraction of what needs to get done, it feels more do-able.

• **Do it first. Do it right away.** If you want to go the library, go first thing in the morning or right after class—it’s much easier than deciding to go back out after you’ve gotten home, or started a movie. Decrease the number of times you have to decide to study. Instead, make it a natural part of your schedule.

• **Start Easy or Start Hard?** Starting with the small easy tasks will help you gain momentum and feel accomplished which can lead to further productivity. On the other hand, getting the biggest, hardest task out of the way early will make the rest of your tasks seem easier. Which would work for you?

• **Play pretend.** Think about someone who gets done what needs to get done. Now act like they would – pretend you’re productive. Chuck Norris doesn’t say he isn’t in the mood to get things done. This is your chance to live out the mantra you created (see above).

**CREATE REWARDS & GENERATE ACCOUNTABILITY**

• **Find a partner.** Find someone who is working towards the same goal that will motivate you. Letting yourself off the hook is one thing, letting down a friend is something you’re less likely to do. Surrounding yourself with motivated, energetic and positive people will get you started too.

• **Create a support system.** What will help you keep moving forward with your projects? Asking for help or sharing what you’re working on can increase your accountability. Tell a friend or family member about your goal. You’re more likely to follow through if someone is going to ask you about it later.

• **Establish a rewards system.** Select a reward that will get you motivated to get something done. Don’t finish the task? You don’t get the reward. Find realistic rewards and be creative.

• **Create competition.** For many people, creating light competition (with yourself or others) and a desire to “win” may get you started when nothing else will.

• **Measure your progress.** Find a way to track what you’ve accomplished so you can see your progress and results. Checking things off of your list can help motivate you to get more done.
SMART Goal Setting: An Introduction

Now that you have taken the time to reflect upon why you are procrastinating and have some ideas as how to motivate yourself, go ahead now and learn about how to create a short term goal which is realistic. There is a reason that a majority of people cannot stick to a New Year’s resolution, because they are not realistic, specific, measureable, and timely. Here at the ASC, we create SMART goals.

A SMART goal explains a behavior using the following components:

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<th>A</th>
<th>R</th>
<th>M</th>
<th>T</th>
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<tbody>
<tr>
<td>Specific</td>
<td>A SMART goal identifies a specific action or even that will take place.</td>
<td>Achievable</td>
<td>A SMART goal should be attainable given available resources.</td>
<td>Measurable</td>
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SAMPLE GOALS:

Read through these sample goals and determine which ‘SMART’ characteristics they have. Some goals will have more than others. This will allow you to see some examples of how TO and NOT TO craft a SMART goal.

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<tr>
<th>GOAL</th>
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<tbody>
<tr>
<td>1. To study harder.</td>
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<td>2. To get a 4.0 GPA for this semester.</td>
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<td>3. To become a better student.</td>
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<td>4. To maximize my study time each day before social activities.</td>
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<td>5. To improve my next test grade in ECON 101 by one letter grade.</td>
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<td>6. To find a summer internship.</td>
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<td>7. I want to join a club.</td>
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<td>8. I want to decrease my credit card debt.</td>
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Which sample goal had all characteristics of a SMART goal? ____________________________________________

Which ones did not? ____________________________________________________________________________

TIP: Make sure to follow SMART goals criteria when you create your own goals that way you can avoid making a ‘New Year’s Resolution’ type goal.
Part 1. Write Down 4 Goals (Don’t forget to make them ‘SMART’)

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________

Pick one goal from above to break down into steps: _____

Part 2. Break it into smaller steps—remember these should be measurable and attainable.

<table>
<thead>
<tr>
<th>Step</th>
<th>Time Needed (if applicable)</th>
<th>Deadline</th>
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</table>

Part 3. What are resources, places and/or people who can help you achieve this goal?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

What obstacles might get in your way? What will you do to overcome these obstacles?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

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_____________________________________________________________________________

Part 4. How will you know you have achieved this goal? What will it look and feel like?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________