NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

Science and Engineering Apprentice Program

1997 Report

For Work Conducted
Under Grant #NGT2-52223
From NASA

By
The George Washington University
School of Engineering and Applied Science
FINAL EVENTS -- NASA

Tuesday, August 12

• 7 pm Navy Memorial Concert -- 8th & Pennsylvania Ave, NW
  Transportation on your own

Wednesday, August 13

• 12 noon National Air & Space Museum -- 4th & Independence Ave, SW
  “The Enterprise Aircraft Carrier Model”
  Tim Wooldridge discusses the Enterprise Aircraft Carrier Model.
• 4pm Navy Memorial IMAX Film -- 8th & Pennsylvania Ave, NW
• 7pm US Naval Observatory Tour -- 34th & Massachusetts Ave, NW
  Meet in Front of Mitchell Hall (514 19th Street) for Group Departure
  STUDENTS ONLY

Thursday, August 14

• 9:45am White House Tour -- LIMITED TO 30 PEOPLE
  Transportation on your own
• 11 am Double Decker Bus Tour of DC, Capitol Hill Visits
  Meet at corner of 22nd and H Streets. See attached Capitol Hill
  Agenda for rest of afternoon.
• 3:30 pm Air & Space Museum IMAX Film
• 5 pm Air & Space Museum -- Planetarium Show

Friday, August 15

• 10 am SEAP Closing Ceremonies -- GWU Lisner Auditorium
• 1:15 pm Tour of Printing and Engraving -- Meet in Tompkins 201
  STUDENTS ONLY
• 7:00 pm Marine Corps Tattoo Ceremony -- Marine Barracks, 8th & I St, SW
  Transportation on your own

Saturday, August 16

• 10:15 am Tour of Holocaust Museum -- Meet in front of SEAP Office (707 22nd
  Street, NW)
The Honorable Robert C. Byrd  
United States Senate  
SH-311  
Washington, DC 20510-4801

Dear Senator Byrd:

Group Tour Confirmation: NASA

Date Scheduled: Thursday, August 14, 1997

Number in Group: 30  
Group ID#: 97-70838

This group, along with others, will be placed at the head of the public line for the self-guided walkthrough tour.

To receive brochures and to enhance the tour, the group should first stop at the White House Visitor Center at 15th Street, near E Street. Look for the American flags and the blue awnings. Allow between 20 minutes and 1 1/2 hours to see the videos, exhibits, and sales area. The Visitor Center is open from 7:30 a.m. until 4 p.m., seven days a week.

The members of the group should then walk to the Visitor Entrance, on East Executive Avenue between the White House and the Treasury Building, at 09:45 a.m. It is not necessary to arrive earlier. The person in charge of the group should show this letter to the officer on duty.

The number of people in the group may not be increased. If there is a reduction in the number scheduled, or if for some reason the tour is cancelled, please notify the Group Tour department as soon as possible at 202-456-2202. Our TDD (telephone device for the deaf) is 202-456-2121.

Tour hours are occasionally affected at the last minute by unforeseen events. Please call the Visitors Office 24-hour info line recording at 202-456-7041 to confirm that tours will be conducted.

On behalf of The President and Mrs. Clinton, we hope that members of this group enjoy their visit to the White House.

Sincerely,

Melinda N. Bates
Special Assistant to the President and Director, Visitors Office
General information about the METRO system:

The METRO stop that the George Washington University is located at is FOGGY BOTTOM / GWU and is on the BLUE and ORANGE lines. The base fare for the METRO is $1.10 and for most trips within DC the fare is also $1.10. For other destinations, there are fares listed at the station. You must buy a farecard and use it for both entering and exiting the METRO system.

Air and Space Museum

The National Air and Space Museum is located nearest to L'Enfant Plaza, which can be reached by the BLUE, ORANGE, YELLOW, or GREEN line trains. You can get to the Air & Space Museum, located at 7th Street and Independence Avenue by proceeding on 6th street to Independence Avenue (about 2 blocks).

Navy Memorial

From The George Washington University, take either a BLUE line train in the direction of ADDISON ROAD or an ORANGE line train in the direction of NEW CARROLLTON to L'Enfant Plaza (6 stations). There transfer to a YELLOW line train to Mt. Vernon Square. Ride one stop to the Navy Memorial/Archives station. From the exit of the METRO station, you will see the Navy Memorial (located at 9th and Pennsylvania Ave).
## CAPITOL HILL AGENDA

**NASA - West Virginia**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 pm</td>
<td>Senator Robert Byrd - Hart 311. Suzanne Bailey, a Legislative Assistant will meet with you and answer any questions that you have as well as relate your comments about your summer experience to Senator Byrd.</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Senator Jay Rockefeller - Hart 531. Chris Frost, a Legislative Assistant will meet with you and answer any questions that you have. He will also relate your comments about your summer experience to Senator Rockefeller.</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>Congressman Alan Mollohan - Rayburn 2346. (3rd Floor) Leslie Robertson, a legislative assistant will meet with you and answer any questions that you have as well as relate your comments about your summer experience to Congressman Mollohan.</td>
</tr>
</tbody>
</table>

**Thursday, August 14**

9:45 am — White House Tour. LIMITED TO 30 PEOPLE. See Attached Letter. Transportation is on your own.
The National Aeronautics and Space Administration's Science and Engineering Apprentice Program for high school students is one of NASA's many efforts toward a goal of scientific literacy. It embraces science, mathematics, and technology as keys to purposeful and sustained progress and security for our nation and its people. It serves as a model for helping reform education by striving to address mechanisms to influence the knowledge, skills, and attitudes of our students. It focuses on what to do today to meet the challenges of tomorrow.

OVERVIEW

The Science and Engineering Apprentice Program for high school students places academically talented students with an interest in science, engineering, and mathematics in NASA laboratories for eight weeks in summer for hands-on experience under the mentorship of laboratory scientists and engineers.

SUMMER 1997

The program undertaken by the NASA Independent Verification & Validation Facility in Fairmont, West Virginia, to introduce academically talented high school students to the world of technology and NASA activity that has proven so successful during the past two summers, was continued. Once again, the facility felt that the optimum number of meaningful placements was ten students. Two students were retained for a second summer, while eight others were recruited from a slightly wider geographical area. The procedure included the following steps.

1. Brochure and application forms were created by the University.
2. The general philosophy and operating procedures of the existing program had proved satisfactory and they were maintained with minor modification.
3. Applications were distributed to the local schools early in 1997 and a deadline date set for receipt of completed applications at the George Washington University.
4. Project descriptions were submitted to the University by prospective mentors which included prerequisite student academic accomplishments. Program staff matched three or four appropriate applications with each mentor request and forwarded the packets along with all
other possible applications. All of the students were called in to tour the site and meet prospective mentors. After extensive interviews, eight new students and two who had been apprentices the previous summer were chosen. The actual final selections were made by participating mentors.

5. The students spent eight hours a day, five days a week between June and August at the facility. Each produced a technical paper, which was reviewed by his mentor and then presented orally before NASA personnel, school personnel, parents and friends.

6. Students received an academic award of $1400 for their efforts.

7. At the close of the program, students, mentors, and in most cases, parents joined the large group of SEAP apprentices in DC for closing events. These included a closing ceremony in GWU's Lisner auditorium and concurrent seminar sessions at which each student presented an oral summary of his/her summer project.

8. Apprentices and their guests at no charge to them enjoyed social events, such as special speakers and presentations at the Air and Space Museum, Congressional visits, and an I-MAX film.

9. Both students and mentors were asked to submit evaluation forms, which rated their summer experience, and to offer suggestions for continued improvement and augmentation of the program.

STUDENT INFORMATION

All ten students participating in the SEAP program at NASA's IV&V facility in Fairmont, WV successfully completed their assigned projects. Two of the ten students returned to the lab for a second year. They, and family representatives, traveled to Washington, DC for the program's scheduled final events. These activities included a tour of the White House, a visit to Capitol Hill, where they met with a representative from Senators Byrd and Rockefeller office, and a representative from Congressman Mollohan. The visit culminated in the presentation of their research findings at the Lisner Auditorium of George Washington University. Each student presented his/her research results in subject specific seminars after a culminating program featuring Rear Admiral Paul G. Gaffney, II, Chief of Naval Research.

As a result of their exemplary presentation and outstanding research activity this summer, two of the students received AFCEA awards from the Armed Forces Communication and Electronics Association for their research in specific areas of Communications and Electronics. Below is an Abstract of one of the papers presented.
SAMPLE ABSTRACT OF STUDENT PAPER

Student: Nicholas Ryan Butcher
Fairmont High School
Marion County

Mentor: Joseph V. Gardner, Ph.D.
MEASURING LEARNING IN CYBERSPACE
Testing the Effectiveness of the Internet as an Educational Tool

A World Wide Web exhibit was developed on tsunamis and then documented on the Internet to test how much knowledge the common Internet user retains from exploring a Web exhibit on something with which they are not familiar. Pre-and post tests were given at the exhibit, asking the same five questions to see just how much information the user retained from the exhibit could be measured. Student's t-test was used to determine that the difference between the mean scores on the two tests was significant and it was concluded that the common Internet user could learn facts about scientific phenomena from exploring a Web exhibit.

Statistics and summary details are given in the following Appendix Section.
SCHOOL DEMOGRAPHICS

Forty-nine applications were received from twelve schools in West Virginia representing four counties. The alphabetical names of the schools are listed with their respective county as follows:

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>COUNTIES</th>
<th>STUDENTS APPLIED</th>
<th>STUDENTS SELECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BridgePort High School</td>
<td>Harrison</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Clay-Battele Middle/Senior</td>
<td>Monongalia</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>East Fairmont High</td>
<td>Marion</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Fairmont High</td>
<td>Marion</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Fast Fairmont</td>
<td>Marion</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Grafton High</td>
<td>Taylor</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Liberty High</td>
<td>Harrison</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Lincoln High</td>
<td>Harrison</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Morgantown High</td>
<td>Monongalia</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>North Marion High</td>
<td>Marion</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Robert C. Byrd High</td>
<td>Harrison</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>South Harrison High</td>
<td>Harrison</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>University High</td>
<td>Monongalia</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>OVERALL TOTAL</strong></td>
<td></td>
<td><strong>49</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
GENDER DEMOGRAPHICS

Of the 49 applications, ten students were selected to participate in the NASA program.

GENDER BY NUMBER OF STUDENTS

<table>
<thead>
<tr>
<th>GENDER</th>
<th>STUDENTS APPLIED</th>
<th>STUDENTS SELECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>OVERALL TOTAL</td>
<td>49</td>
<td>10</td>
</tr>
</tbody>
</table>

RACE DEMOGRAPHICS

Although only one Black American and one Asian-Pacific American applied to this program, three Hispanic American applied and one was chosen. Statewide, the State of West Virginia has a total minority population of 3 percent. Therefore, the Hispanic student actually represents 10 percent of the total population.

RACE BY GENDER

<table>
<thead>
<tr>
<th>RACE</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Indian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>OVERALL TOTAL</td>
<td>34</td>
<td>16</td>
</tr>
</tbody>
</table>
# 1997 NASA Accepted Students Demographics

<table>
<thead>
<tr>
<th>1997 - Accepted</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Overall Total</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

## 1997 NASA Accepted

![Graph showing the distribution of accepted students by ethnicity and sex.]

September 15, 1997
APPENDIX A
STUDENT RECRUITMENT INFORMATION
The National Aeronautics and Space Administration is again implementing the program in which meaningful summer research experience will be offered to selected high school students. We are looking for students who have the potential to pursue successful careers in science, engineering and mathematical fields. Selection will be made according to the following criteria:

1. strong interest in science, engineering, mathematics and computer applications;
2. science and mathematics courses taken and grades attained;
3. scores on national standardized tests;
4. teacher recommendations;
5. extracurricular interests and activities;
6. personal statement of goals and career interests.

As you can see, teacher recommendations will play an important role. You, as the science/math teacher or advisor, can spot the student whose grades may not be the highest because he or she is not challenged. If you feel a student has potential, we will try to give that student the opportunity.

The students you nominate should be given both the brochure and the applications, and advised that the form must be carefully printed so that it is legible. Students are responsible for transportation to and from the NASA site and MUST show proof of U.S. citizenship, (i.e. social security card).

Please note that the students selected will receive an academic award as well as invaluable experience and exposure to the world of scientific research.

We would appreciate having TWO COPIES OF applications, student essay, letter(s) of recommendation, and transcripts sent out as quickly as possible, but postmarked no later than the deadline, 31 March 1997.

Sincerely yours,

Marylin Krupsaw, Program Director
Science and Engineering
Apprentice Programs
School of Engineering & Applied Science
Summer 1997

APPLICATION DEADLINE:
Postmarked by 31 March 1997

National Aeronautics & Space Administration

SCIENCE AND ENGINEERING APPRENTICE PROGRAM
June 9 - August 1, 1997 & August 13 - 15

STUDENT APPLICATION FORM

<table>
<thead>
<tr>
<th>Month/Day/Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name (please type or print)</td>
<td>First</td>
<td>MI</td>
</tr>
<tr>
<td>Home Address</td>
<td>Street</td>
<td>City</td>
</tr>
<tr>
<td>Home Phone with Area Code</td>
<td>Social Security Number</td>
<td>Weight</td>
</tr>
<tr>
<td>(Optional) How would you describe yourself?</td>
<td>Black American</td>
<td>American Indian or Alaskan Native</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent or Guardian Name</th>
<th>Daytime Phone Number (in case of emergency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present grade in school</td>
<td>Name of High School</td>
</tr>
<tr>
<td>Address of School</td>
<td>Street</td>
</tr>
<tr>
<td>Major academic and career interests</td>
<td></td>
</tr>
<tr>
<td>Science activities in which you participated (in and outside of school), hobbies &amp; special interests</td>
<td></td>
</tr>
</tbody>
</table>

Do you have computer programming experience?  Yes  No
Which computer languages?  Basic  Pascal  Fortran  C  Other  Explain

1Applicants must have a social security number before June 1997.

FOR MENTORS ONLY

Mentor | Alternate Mentor |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>E-Mail #</td>
</tr>
<tr>
<td>Date Interviewed</td>
<td>Date Notified of Acceptance</td>
</tr>
</tbody>
</table>

FOR OFFICE USE ONLY

Date Entered Computer | Date Letter Sent | Date Received
List the science, mathematics, and related computer courses you have taken or are presently taking. Show the grade you received in each course (A, B, etc.). You may attach an additional sheet if needed.

MATH  PHYSICS  BIOLOGY  COMPUTER  CHEMISTRY  OTHER

If you are now in high school, what career/careers do you THINK you might want to pursue?

What college/colleges would you like to attend?

NOTE: Applications will not be processed until complete with all questions answered.

A complete application consists of two copies of each of the following:

1. This Student Application Form - Complete both front and back

2. Personal Statement - A one page essay on your personal goals and why you want to participate in this program. Please include enough information in your personal statement to indicate career interests and goals.

3. Teacher/Advisor Recommendations (One or two maximum, from Science and Mathematics teachers).

4. Transcript (including standardized test scores, wherever possible).

Send to:
M. Krupsaw, Director
Science & Engineering Apprentice Programs
707 22nd Street, NW
Staughton Hall 104
Washington, DC 20052
Phone: 202-994-2234
The students selected will be given the opportunity to participate in research and gain experience with computer software and hardware at the NASA IV&V Facility in Fairmont, WV.

A complete application consists of: TWO COPIES of each of the following:

1. Student Application Form - Complete both front and back
2. Personal Statement - A one page essay on your personal goals and why you want to participate in this program
3. Teacher/Advisor Recommendations (one or two maximum)
4. Transcript (including standardized test scores, wherever possible)

Local Contact:

Mr. John Griggs
NASA, IV & V Facility
Office of Safety and Mission Assurance
Code QV
Fairmont, WV 26554

Phone: 304-367-8204
Selection

Placement for you this year is not possible to arrange a program for you. If you have not been selected for the 1997 summer science interview candidates and make a final selection. Each student selects a science or math counselor for the school. The application will be matched with a project.

Application Deadline

Stay in Washington between August 17th and 15th. Applications must be U.S. citizens and have a social security number. Applications will not be processed until complete.

E-mail: seas@gwu.edu
APPENDIX B
MENTOR INFORMATION
### MENTOR SEAP REQUEST FORM

*Please Print legibly*

<table>
<thead>
<tr>
<th>Agency</th>
<th>Agency Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Coordinator</td>
<td>Phone</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Coordinator E-Mail</td>
</tr>
<tr>
<td>Laboratory Coordinator's Location</td>
<td>(Code, Room, Building, Site)</td>
</tr>
<tr>
<td>Requesting Mentor</td>
<td>Phone</td>
</tr>
<tr>
<td>Requesting Mentor E-Mail</td>
<td>Fax Number</td>
</tr>
<tr>
<td>Requesting Mentor's Location</td>
<td>(Code, Room, Building, Site)</td>
</tr>
<tr>
<td>Alternate Mentor</td>
<td>Phone</td>
</tr>
<tr>
<td>Alternate Mentor's Location</td>
<td>(Code, Room, Building, Site)</td>
</tr>
<tr>
<td>Designated Person Responsible if Mentor is Unavailable</td>
<td></td>
</tr>
</tbody>
</table>

Previous SEAP or CQL Name Request

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
</table>

Project Title

Project Description

Desired Background, Interests, Qualifications of Applicant

Mentor Signature Date Supervisory Approval Signature Date

These Dates are fixed; any alterations must be cleared through the George Washington University SEAP Office.

**PLEASE SEND THIS FORM TO YOUR LABORATORY SEAP COORDINATOR.**

For Official Use Only: Date Received: __/__/__ Date Sent Applicant(s): __/__/__
Request for EOSDIS IV&V

Project Overview/Probable Work Assignment

The Earth Observing System (EOS) is a part of the NASA Mission to Planet Earth initiative. Data gathered by the Earth Observing System Data and Information System (EOSDIS) will be studied by scientists to gain a greater understanding of how the Earth works as a system. For additional information about EOS, see the NASA EOS homepage located at "http://eospso.gsfc.nasa.gov".

The EOSDIS Independent Verification and Validation (IV&V) contract is a means to insure the integrity of what is being developed for NASA. Individuals here in Fairmont, WV and in Greenbelt, MD are performing common IV&V activities (e.g. Requirements Analysis, Design Analysis, Interface Analysis, etc.) to monitor development activities to insure that what is built meets NASA and scientist expectations as best as possible. The primary objective for development oversight is to identify problem areas and recommend corrective action for items that impede development, jeopardize intended functionality, and impact system safety and reliability.

One of the tasks being performed here in WV is a support task for ongoing IV&V activities. One activity associated with the local support task involves the development of tools that automate IV&V practices, enhance the quality of what is produced, and increase productivity. In performing this task, various software engineering concepts and disciplines are followed. The EOSDIS IV&V CIAP will be involved in one or more of the software engineering development aspects (design, implementation, test, etc.). Through assigns tasks and mentoring provided by tool development staff, the CIAP will obtain a high level understanding of the software engineering life-cycle and associated development milestones, methods, and processes.
SEAP Task Description

The Intern will be assigned to the NASA Systems Software independent Assessment task with focusing on a project tool to assess the software criticality functions for potential IV&V activity. The potential intern will search for appropriate tool and make recommendation of a given tool with actual inputs and outputs. The intern will also help to assess additional existing tools for use in software IV&V (e.g., McCabe Tool) and transfer the tools under assessment task for future use. The intern may also help in preparation of assessment report and organizing some of the previous documentation. The intern will work with the NASA staff and IV&V contractor to obtain necessary information regarding above functions.

The intern skills include: good organization, excellent communication, research capability, excellent computer tools operation and software background.

The intern will learn about software assessment and IV&V tasks and how to use a tool to define the critical software domains with further IV&V activity for a given NASA Enterprise project.

Siamak Yassini
John,
I just realised I never sent you my proposal for a SEAP project. I've attached a draft description. Please let me have any comments.

Steve

-----

Reaching Agreement when Evaluating Risk

(A SEAP project for summer 1997)

Risk management is crucial to the success of any large engineering project. Engineering decisions nearly always involve some assessment of risk, as they involve making trade-offs amongst different options. For example, imagine a problem is found in the current design for a spacecraft computer system, such that it might fail and damage the spacecraft under certain conditions. An assessment is needed of how likely those conditions are to occur, and this likelihood must be compared with the extra cost to correct the design. Risk management is the process of identifying potential future problems and ensuring that contingency plans are made in case the problems do occur.

One important feature in risk management is that it involves a subjective judgement of the importance of each risk. Evaluations are made of how likely each risk is to occur, and if it does occur, what the cost will be (i.e. how much damage will it do). Different people will make these assessments differently. It is therefore important to take many different people's viewpoints into account when assessing risk, because one person might ignore or forget factors that another person will spot. Unfortunately, it can sometimes be hard to get the different people to reach an agreement, especially when the people involved have a large stake in the success of the project. For example, one engineer might argue that a design flaw is a major risk involving potential loss of the spacecraft, and is therefore worth spending millions of dollars to correct. Another engineer might argue that the risk is valid, but is so unlikely to occur that it is not worth spending the money to fix it. It is not possible to make a decision without exploring these competing arguments in more detail. Note that there is no objective truth here: it is not the case that one engineer is right and the other is wrong; rather that they have different ways of looking at the problem, both of which might be equally valid.

This aim of this project is to evaluate and compare a number of
different software tools that may help a project manager to evaluate
the competing arguments. These tools have generally been developed for
exploring the rationale for a decision, or to support a negotiation
process. In many cases these applications are currently research
prototypes. Two possible outputs from the project are (1) to recommend
an approach and/or tool to use to help assess risks on NASA projects,
and (2) to suggest improvements to the existing tools that would make
them better suited to risk assessment.

To perform the evaluation, we will adopt a case study using an
important risk from a current NASA project (probably the space
station), where there was disagreement over the importance of the
risk. Details about the risk will be collected from the documentation, and
from interviews with the engineers working on the project. We will then
explore how good the different software tools are at handling the data,
and how much help they are in comparing the different arguments.
Results from the tools will be discussed with the engineers and
managers working on the NASA project, to evaluate what benefits each
tool brings, and whether it helps in the risk management process.

A suitable candidate for this project will have an interest in issues
to do with safety and risk, and in the human aspects of the uses of
advanced technology. An interest in social psychology and
organisational behavior would also be useful, as the software tools we
will be evaluating draw on theories from these fields.
The Remote Sensing Public Access Center (RSPAC) is seeking an intern to be a member of our Web site development team during the 1997 Science and Engineering Apprentice Program (SEAP).

The purpose of RSPAC is to support and stimulate broad public use, via the Internet, of remote sensing and other databases maintained by NASA and other agencies. Our goal is to help Internet users learn about NASA and related Internet resources. Toward this end, RSPAC develops and operates a world-class Web site, NASA's Observatorium (http://observe.lbl.nasa.gov). This site closely parallels the NASA Enterprise areas of Aeronautics, Space Science, Earth Science, and Spaceflight. We also have an entire top-level section devoted to education resources, earth and space imagery, and games.

We believe that clear explanations, especially to the public, of physical and natural science concepts and applications, go hand-in-hand with the practice of these sciences. We also believe that, in the future, this nation will need to have excellent scientist-writers who can translate science and technology into clear, precise, and interesting language.

The successful applicant will have a deep interest in the Observatorium/NASA Enterprise areas listed above, basic understandings of the principles, concepts, and applications of these areas, and a desire to communicate these through clear, imaginative writing. The successful applicant will be able to use the Internet and local library resources to conduct research into topics that will become feature articles on the Observatorium.

The intern will function as a full member of a content development team, not as an observer. A team consists of a professional scientist, who will be the intern's mentor, a professional graphics artist, and a professional systems administrator and programmer. Since several projects are in-process concurrently, the intern will be a member of several teams at once, working with different individual writers, graphics artists, and computer specialists. Specific topics for Observatorium articles may be assigned from existing schedules; we welcome topic proposals by our intern.

Web experience, especially navigation and using search engines is desirable. Other relevant experience including HTML, Java, Perl, etc., while very useful, is not required. Although a strong background in earth and/or space sciences is desirable, a successful applicant may be aiming at a career in journalism or a related writing field. Therefore, our search is not limited to the sciences.

RSPAC invites those who are interested in applying for this challenging position to examine in detail the Observatorium at the URL listed above. Come learn with us!
NASA, as with other Government Agencies has been practicing acquisition policies that are mostly sequential in nature. There are significant lags between the time requirements are conceptualized and the time when solutions are designed and eventually implemented. It may take years to field a system from the time requirements are identified. During this time computer processing technologies may have gone through one or more generations of advancement. Additionally, the mission requirements may have changed. By building systems that are based on industry best practices and adaptable, NASA can take advantage of emerging technologies and be capable of evolving with changing mission requirements. Innovative approaches to information systems acquisition may assist in this process. A close look at systems built by NASA shows that they are usually a variation of recurring themes, such as wind-tunnel systems, mission-operation systems, launch support systems, etc. These recurring commonalities can be exploited to create product-lines\(^1\) or families of systems.

The Software Optimization and Reuse Technology (SORT) Program has been tasked to identify product-lines along with dependencies between NASA centers in supporting the development of product-lines. To complete this task the following products will be produced:

1. product-lines issues (technical, management, and acquisition/budget) that need to be resolved to support product-line initiatives at NASA centers.
2. The identification and documentation of possible NASA programs and organizations that may be “ripe” for insertion of product-line approach.

SORT’s Science Engineering Apprentice Program intern will be tasked to do a requirements analysis (to build, buy, or borrow) on a tool to track the product-lines issues and potential product-lines identified by the program. One of the goals of SORT is to have this information available via the World Wide Web (www), so some web interface development will be required.

In any event the intern will assist SORT in development and the capturing of collected data for input into this tracking tool.

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\(^1\) What is a Product Line: A product line is a collection of software products that address a common set of system requirements and are organized around a specific business activity.
SEAP task for summer '97:

The student will develop and verify an environmental plant math model that will be later integrated into the IV&V testbed. The top-level requirement of the model will be to maintain the positions of the GPS satellites. The student will learn basics in the GPS navigation system, orbital mechanics, and software development using MatrixX. The student will formulate the requirements, perform the software design and development, and verify the resulting software module. The student will also prepare the associated documentation such that this module complies with the standards for reuse software.
The following task is recommended for the Science and Engineering Apprentice Program (SEAP) student:

**Develop enhancements to the IV&V Requirements Matrix reporting capabilities.** Specifically, this includes development of a web based browser of Requirements Matrix contents. This would help to eliminate the management and distribution of this very large product via paper. This would also greatly enhance usability of this product by providing an on-line browsing capability. Additional enhancements could include an input capability by IV&V analysts to specify when IV&V analyses have been completed. However, this would only be done if the above capabilities were delivered. Because we have built numerous similar applications, there is little risk involved. The SEAP student would learn basic software engineering skills. The SEAP student would develop a set of requirements, architectural design, and user’s guide.
Interest in magnetic thin films has in recent years been spurred on by technological applications resulting from this research. In particular, research into giant magnetoresistance has resulted in new magnetic detectors that will soon be used in common magnetic devices such as computer disk drives.

In terms of Space research, there is continuing interest in cryogenic pressure and flow detectors. This is because many of the space experiments are performed at liquid helium temperatures (4 K) or lower. In addition, because many of these experiments are performed in confined geometries, there is a need for small detectors, perhaps only a few millimeters in diameter.

The main problem that I am attempting to solve is to grow thin films which have the required pressure sensitivity and reproducibility required by NASA. Magnetic thin film technology, specifically the inverse magnetostrictive effect, can be used to fabricate pressure detectors for cryogenic space applications. The normal magnetostrictive effect consists of changes in the size of a magnetic material when it is magnetized. The inverse magnetostrictive effect, also known as the Villari effect, consists of changes in the magnetization of a magnetic material when it is strained. These sensors will be small, and together with state of the art magnetometry, will be sensitive to small changes in pressure. Another application is in the use as accelerometers, again at cryogenic temperatures. Small cryogenic accelerometers are important in liquid helium experiments because they allow experimenters to correct their data in accelerated environments.

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Date: Tue, 18 Mar 1997 15:31:55 <0100
From: Richard T Kouzes <rkouzes@wvum.wvnet.edu>
Subject: Magnetic Project

Dear Dick:

Here's a topic for the NASA student:

Control of Air Bubbles in Liquids Using Strong Magnetic Fields

Magnetic fields exert small forces on liquids such as water. To demonstrate this effect, the student will construct a demonstration experiment involving a small closed vial of liquid with an air bubble inside, and will show that the position of this air bubble can be controlled by the magnetic field of a small rare-earth permanent magnet. Experiments will be performed on both diamagnetic liquids such as pure water, which are repelled by magnetic fields, and on paramagnetic liquids such as manganese chloride solutions, which are attracted. The student will predict and verify the results of the experiments using the Bernoulli equation generalized to include magnetic fields. The easily-portable experiments will be included in the talk given by the student at the end of his/her project.

Magnetic forces on fluids become especially important in space, where the effect of gravity is small. An ongoing NASA-sponsored research project at WVU involves the detailed study of the effect of magnetic fields on fluids. The proposed project above will form a part of this ongoing study, and the demonstration experiment built as part of this project will be useful for presentations at conferences by WVU researchers.

This project was conceived by Dr. Jie Huang, a research assistant professor at WVU and a collaborator on the NASA project.

Please let me know if this is acceptable.

-Boyd

-Boyd F. Edwards

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APPENDIX C
FINAL EVENT INFORMATION