**Enhancing Personal Responsibility: Assessment of Affective Behavior**

**Part I—The Beginning of the Semester:**

* At the beginning of the semester, choose two people from the following areas of your life:

1. Personal
2. Work
3. Academic

The two people must be from two *different* areas. These should be people with whom you will continue to interact over the course of the semester. Ask each person to be honest with you, not to flatter you or tell you what you want to hear. Explain that you are looking to understand yourself better.

Provide each person with the two-sided questionnaire entitled, “Enhancing Personal Responsibility—Feedback Form and Rubric.” Ask this person to return the form to you by a certain date that will allow you to meet the due date for this first piece of this assignment.

* While you are waiting for these two people to complete the questionnaires, complete the online “On Course Self-Assessment” which can be found at: http://college.cengage.com/collegesurvival/downing/on\_course/4e/students/assess/index.html.

Make sure to complete the assessment designed for before the course starts. After you complete the assessment and view your results, be sure to answer the questions that follow the scores. Then email your results to me. A copy should automatically be sent to your email as well.

* When you have received both completed questionnaires and have completed the self-assessment, please type a **150 word** response to the following prompt:

Having reviewed the initial assessments of your personal responsibility, what are you most surprised about? Were you perceived to be stronger or weaker than you thought in any of the areas being assessed? If there are differences in how you would rate yourself in any of these areas, how do you account for the differences in the way you have been perceived? If you agree that you need improvement in any of these areas, what specific changes are you planning to make to improve in these areas? If there are areas that you don’t need improvement in, what are you planning to do to maintain these strengths? Lastly, what are your goals for the follow-up assessments toward the end of the semester?

**Part I Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part II—The End of Semester:**

* At the end of the semester, you will ask these same two people to fill out the questionnaire again. Again, make sure that you request that the form be completed in enough time for you to be able to complete the third part of this assignment.
* While you are waiting for these two people to complete the questionnaires, complete the online “On Course Self-Assessment” which can be found at http://college.cengage.com/collegesurvival/downing/on\_course/4e/students/assess/index.html.

Make sure to complete the assessment designed for after the course—even though we have not technically finished yet. After you complete the assessment and view your results, be sure to answer the questions that follow the scores. Then email your results to me. A copy should automatically be sent to your email as well.

**Note: There is no specific due date for Part II, but you must have it completed in time to successfully complete Part III by its due date.**

**Part III—Critically Thinking about the Assessments:**

* Once you have received all of the questionnaires, read through the scores and comments. Compare the beginning of the semester results with those you received at the end of the semester. Determine if those who know you have observed any changes in your behavior attitudes, actions, etc. Write up a 150 word paragraph about why *YOU* think these changes did or did not occur. Be sure to specifically explain the changes, including specific examples where necessary.
* Take a look at your answers on the self-assessment form. How have you changed or not changed over the course of the semester? Did you meet the goals that you set? How or how not? Write up a 150 word paragraph about why you think these changes did or did not occur. Again, be sure to specifically explain the changes, including specific examples where necessary.

**Part III Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Enhancing Personal Responsibility Assignment**

**Evaluation:** This assignment is worth a total of 100 points, broken down as follows:

**Part I:**

Self-Assessment emailed to Professor(10 points) \_\_\_\_\_\_\_\_\_\_\_\_

2 Feedback Forms from 2 people from 2 different

categories (10 points) \_\_\_\_\_\_\_\_\_\_\_\_

150 word typed response to prompt (25 points) \* \_\_\_\_\_\_\_\_\_\_\_\_

**Part II:**

Self-Assessment emailed to Professor(10 points) \_\_\_\_\_\_\_\_\_\_\_\_

2 Feedback Forms from 2 people from 2 different

categories (10 points) \_\_\_\_\_\_\_\_\_\_\_\_

**Part III:**

Critically Thinking about Assessments, 2 typed

150 word paragraphs (35 points) \* ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_

\*Written responses should show critical thinking and self-reflection. All written responses should also be carefully proofread for use of standard English, punctuation, mechanics, and spelling.

**Total Points:** **\_\_\_\_\_\_/100**

**Enhancing Personal Responsibility—Feedback Form and Rubric**

**Record-keeping Identification Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions:** The person who has asked you to fill out the following questionnaire is attempting to gauge how well he or she demonstrates behaviors that lead to success in all aspects of his or her life. It is important that you honestly answer these questions so that this person can use the results of this questionnaire, in addition to other mechanisms for assessing these behaviors, to evaluate his or her progress in these areas. Please use the chart below to choose the appropriate number to assess each behavior. Then write the appropriate number is the space below each behavior category. Please use the space below the chart to add any additional comments that may be useful in explaining the scores.

Please circle the description that best indicates your relationship to this person.

**Work Personal Academic**

**BEHAVIORS THAT LEAD TO SUCCESS—A Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BEHAVIOR CATEGORIES** | **4--Outstanding** | **3--Good** | **2—Needs Improvement** | **1--unsatisfactory** |
|  |  |  |  |  |
| **Attendance**  **Score: \_\_\_\_\_\_** | Almost perfect attendance; never tardy; makes arrangements for absences in advance if possible | Rare excused absences; tardy rarely; makes arrangements for absences in advance if possible | Absences and/or tardiness are affecting others and are inhibiting this person’s ability to successfully accomplish his/her goals. | Absences and/or tardiness are excessive. |
| **Preparation**  **Score: \_\_\_\_\_\_\_** | Well-prepared for the occasion or situation in dress, manner, and materials.; detail-oriented and rarely misses deadlines. | Is usually prepared for the occasion or situation, but not as much attention to detail and minor lapses in quality. | Sometimes is prepared, but not on a regular basis. | Is rarely prepared. |
| **Attitude and Initiative**  **Score: \_\_\_\_\_\_\_** | Takes responsibility for his/her actions; shows initiative by participating regularly, asking appropriate questions, and seeking knowledge and/or solutions; seeks and applies feedback from others. | Usually takes responsibility for his/her actions; sometimes shows initiative; attempts to make use of feedback from others. | Sometimes take responsibility for his/her actions; rarely does more than required and occasionally may not do anything at all; often does not accept feedback from others. | Unwilling to take responsibility for his/her actions; does not show initiative; is defensive about feedback from others. |
| **Effort (Time Commitment)**  **Score: \_\_\_\_\_\_\_** | Prioritizes assignments, events, and commitments; begins projects and assignments in advance so as to have enough time to make necessary adjustments and overcome obstacles in order to complete the project on time; attends to details and puts in extra time and effort when necessary; seeks help when needed. | Usually prioritizes assignments, events, and commitments; might not begin far enough in advance to be as detail oriented, but finishes by the required deadline; may or may not seek help. | Does not prioritize; may not complete the project or assignment on time due to an inadequate amount of time to deal with barriers to completion, but the assignment does usually get completed; probably does not seek help. | Projects and assignments are often not completed as required, if at all, due to a lack of time management. |

**TOTAL: \_\_\_\_\_\_\_\_\_** **Additional Comments:**

**Enhancing Personal Responsibility—Feedback Form and Rubric**

**Record-keeping Identification Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Please circle the description that best indicates your relationship to this person.

**Work Personal Academic**

**BEHAVIORS THAT LEAD TO SUCCESS—A Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BEHAVIOR CATEGORIES** | **4--Outstanding** | **3--Good** | **2—Needs Improvement** | **1--unsatisfactory** |
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**TOTAL: \_\_\_\_\_\_\_\_\_** **Additional Comments:**