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Using Performance-Management to Improve the Academic Success of High-Risk College Students

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**USING PERFORMANCE-MANAGEMENT
TO IMPROVE THE ACADEMIC SUCCESS OF
HIGH-RISK COLLEGE STUDENTS**

by

Valerie L. Jager

**A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Master of Arts
Department of Psychology**

**Western Michigan University
Kalamazoo, Michigan
December 1984**

USING PERFORMANCE-MANAGEMENT
TO IMPROVE THE ACADEMIC SUCCESS OF
HIGH-RISK COLLEGE STUDENTS

Valerie L. Jager, M.A.

Western Michigan University, 1984

This study evaluated the effectiveness of a performance-management program designed to improve the academic success of high-risk college students; students who had been previously dismissed from the university and had grade point averages (GPAs) below 2.0 (on a 4.0 - point scale). Twenty-two of these high-risk students were required to enroll in a one-credit hour performance-management course. They met weekly with a student staff member and prepared a contract, which specified their goals for the upcoming week and evaluated the past weeks' accomplishments. The students were also required to graph their daily accomplishments and spend ten hours per week studying in a study center. The twenty-two high-risk students in the control group only attended their regular courses and were not involved in the performance-management course. When compared to the control group, the performance-management group significantly improved their semester and cumulative GPAs, based on their performance from the previous semester.

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Valerie L. Jager

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS ii

LIST OF TABLES v

LIST OF FIGURES vi

Chapter

I. INTRODUCTION 1

II. METHOD 8

 Subjects 8

 Performance-Management Group 8

 Control Group 9

 Matching Procedure 10

 Materials 10

 Contracting Quiz 11

 Course Load Survey 11

 Graphs 11

 Hourly Record Schedule 11

 Lecture Notes 12

 Long-Term Planning 12

 Operational Definition 12

 Syllabus Quiz 12

Procedure	13
Workshop Attendance	13
Performance Contracting	15
Study Center Attendance	15
Feedback Session Attendance	16
III. RESULTS	17
IV. DISCUSSION	20
Recommended system changes	21
FOOTNOTES	23
APPENDICES	
A. JOB MODEL	25
B. WORKSHEETS	27
BIBLIOGRAPHY	37

LIST OF TABLES

1. Point Allocations for Meeting Course Requirements 14

2. The Comparison Between the Performance Management Group and the Control Group GPAs and their Differences Under Semester GPA, Cumulative GPA, and Percent of Students with GPAs above 2.0 18

LIST OF FIGURES

- 1. The Relation Between the Grade Students
Received in the Performance-Management
Course and their Overall GPA 19**

CHAPTER I

INTRODUCTION

Performance in higher education is of particular concern due to the 30% attrition rate. College administrators have long sought methods to retain students who would otherwise leave the university before completing their degree requirements. For example, faculty, administrators and other professionals formed a University Retention Committee, aimed at the development of procedures to reduce attrition rates at Western Michigan University (D.O. Lyon, personal communication, November 5, 1984).

Student enrollment at this university for the fall semester declined from 20,689 in 1982 to 18,542 in 1984. Of the 907 students who left the university in 1982, 535 voluntarily withdrew, while 372 were dismissed for low grade point averages (GPAs). However, in 1984, of the 947 students who left the university, 378 voluntarily withdrew, while 569 were dismissed for low GPAs (S. Myers, personal communication, November 5, 1984). Such attrition figures indicate the need for the development and application of effective techniques for improving academic performance, thereby reducing the number of students who are dismissed for low GPAs. Many factors may be responsible for this poor academic performance, including the lack of sufficient study preparation.

Insufficient study preparation may occur for several reasons, including the following:

1. The reinforcers inherent in the activities of interacting with the study material may be too weak and infrequent (Michael, 1974).

2. External sources of reinforcement for studying are usually absent (Keese, 1978).

3. Test scores are usually too delayed to effectively reward studying or to punish insufficient studying (Malott, Tilleman & Glenn, 1978).

4. Reinforcers for many behaviors incompatible with studying are usually numerous and immediately available (Malott, 1980). For these reasons, students will often postpone studying to engage in other activities and some students will obtain low academic grades as a result (Dean, Malott, Fulton, 1983).

Various behavioral techniques have been applied to improve academic performance in the educational setting. Review articles by O'Leary and Dubey (1979) and Jones, Nelson and Kazdin (1979), have indicated that an individual may use various self-management techniques to increase the frequency of selected behaviors. For instance, self-monitoring and self-recording of study time have led to increments in studying (Miller & Gimpi, 1972; Champain & Karoly, 1975; Tichenor, 1977). Studying has also improved based on self-reinforce-

ment techniques (e.g., money, special privileges) following completion of a predetermined amount of studying (Richards, McReynolds, Holt & Sexton, 1976; Griener & Karoly, 1976).

However, reliance on self-recorded data can result in low reliability or bias which overevaluate the student's performance (Fixsen, Phillips & Wolf, 1972; Santogrossi, O'Leary, Romanczyk & Kaufman, 1973).

Two components of the performance-management approach frequently implemented involve specification of smaller tasks to achieve a desired performance (goal), and evaluation of the factors operating in the student's present environment (Pawlicki & Connell, 1981). A method to achieve the goal involves performance contracting (contingency contracting). This method makes use of performance contracts (behavioral contracts) which usually specify a desired performance, conditions and criteria for successful and unsuccessful completion, and a deadline. They also specify particular consequences that might act as effective incentives for the accomplishment of the goal. The actual occurrence of the specified consequences in the contract is usually too delayed to directly reinforce or punish compliance with that contract. However, the explicit specifications in the contract of the necessary behaviors and deadlines to achieve those consequences often serves to reduce the debilitating effect of that delay.

When each act of studying produces small outcomes, which are significant only when accumulated, there exists the possibility of procrastination, thus inhibiting effective performance. Performance

contracting has been effective in attempting to eliminate this procrastination in a personalized system of instruction course. Self-paced instruction permits the students to work through the course at a rate determined individually rather than at a pace established by the instructor for all students. Also, when students have no immediate contingencies placed on their rate of progress, they often procrastinate, leaving a substantial amount of work for the end of the semester (Welsh, 1977). However, performance contracting can reduce the possibility of procrastination.

Bristol and Sloane (1974) evaluated the effects of performance contracting on study rate and test performance. They established that performance contracting significantly increased the study rates of the students; particularly below-average students. However, correlation between study time and final score for the course was only moderate.

Other researchers have developed procedures to stabilize students' rate of progress. Some have established deadlines for each course unit and programmed aversive consequences for failure to meet the deadlines (Fraley & Vargas, 1975; Malott & Svinicki, 1978; Miller, Weaver, & Semb, 1974). Others have awarded "bonus" points for remaining on or close to a pre-established schedule (Powers & Wald, 1975; Semb, Conyers, Spencer, Sanchez Sousz, 1975). Fraley and Vargas implemented debit procedure in which students begin the course accruing debit points, which count against their course grades. Completion of course work is the only way they may decrease the rate

at which they accrue debits. Each of these studies reported moderate success in stabilizing student progress.

A behavioral approach involves dividing the tasks into subgoals with outcomes contingent on the completion of the subgoals. For example, an effective technique may be dividing the academic requirement (final exam) into subgoals (weekly quizzes) with a significant percentage of the final grade earned by these quizzes. Mawhinney, Bostow and Laws (1968) observed students' study time as a function of three different testing schedules. These schedules were divided into daily, weekly, and tri-weekly subgoals with the result that students worked at a more stable rate with more frequent quizzing.

Another behavioral approach involves various performance-management procedures. Dean et al., (1983) found that implementation of performance-management procedures increased quiz scores in a psychology course and the students continued with these procedures following the study. The specific procedures consisted of the following: (a) a list generated by the student of the order of importance of variables that may control their studying, (b) self-monitoring and self-recording of study time, (c) performance graphing (number of hours and quiz grades received), (d) schedule planning (hourly, daily, weekly activities, (e) instruction in environmental management and (f) a list of the order of importance of academic and non-academic tasks.

Studies have also demonstrated the effectiveness of performance-management procedures in improving task completion for teaching assistants, graduate students and doctoral students in the university setting (Fulton & Malott, 1982; Dillon, Dillon & Malott, 1980; Dillon, Kent & Malott, 1980; Gant, Dillon & Malott, 1980). The components of the performance-management procedures implemented in these studies included the written specification of a task, the setting of weekly goals and deadlines, and weekly meeting with a supervisor who provided feedback and added incentives. The increase in performance (completion of tasks) provides further evidence that performance-management procedures are effective in higher education.

Yancey (1983), demonstrated that the performance-management approach was an effective alternative to other, more traditional approaches in the reduction of attrition of high-risk students. His performance-management procedures consisted of graphing study behavior, required attendance at a study center for one hour every other week, performance contracting for academic classes, and instruction and application of study-skill techniques. Implementation of the performance-management techniques showed a significantly higher increase in the GPAs of students who participated in the program compared to students who did not participate in the program.

Wittkopp (1984) implemented a similar study in the same setting. Members of the performance-managements group were exposed to behavioral contracting, lectures on study-skill techniques, and

mandatory attendance at a study center; members of the control group only attended the lectures. The mean GPA for both the performance-management group and the control group improved significantly; however, there was no difference between the two groups in the amount of improvement.

The present study involved students who were obtained from populations similar to those worked with by Yancey (1983) and Wittkopp (1984) and had been dismissed from the university because of low GPAs. The performance-management techniques were based on those evaluated by Yancey and Wittkopp, and included changes which they had recommended. These changes consisted of (a) an increase in the number of hours required in the study center from one hour every other week to ten hours per week, (b) presentation of one workshop at the beginning of the course as opposed to lectures throughout the semester, (c) reduction in number of forms used by staff and students, (d) quality control measures which evaluated accomplishments produced by students while in the study center and (e) procedures to improve staff members by providing staff with weekly schedules, activities, and requirements.

CHAPTER II

METHOD

Subjects

Performance-Management Group

Twenty-two¹ undergraduate students enrolled at Western Michigan University participated in this study. They had been academically dismissed from the university due to GPAs of below a 2.0 (on a scale, where A = 4.0, B = 3.0, C = 2.0, D = 1.0, E = 0.0). All students in the College of Arts and Sciences at Western Michigan University were put on a probationary status if they had earned a cumulative GPA of below 2.0. A student's probationary status depended on the number of honor points she or he fell below the 2.0. Students falling 1-6 honor points below were put on Continued Probation. They had to achieve a 2.0 or better in their overall GPA by the end of the term. Student 7-12 honor points below were put on Probation. These students were required to improve their GPA by the end of the semester or be dismissed from the University. Students 13 or more honor points below were put on Academic Review, and required to achieve better than a 2.0 for the semester or be dismissed from the University.

An academic advisor referred the students to the Center for Self-Management of Academic Performance, which offered a course entitled "Performance-Management," as one of their requirements for readmis-

sion. All students were required to participate in a study skills workshop offered by the Center for Educational Opportunity at Western Michigan University. The students in the performance-management group were required to take an english test; failure to pass this test resulted in the required completion of a writing lab offered by the Center for Educational Opportunity to improve skill deficiencies. These students had GPAs ranging from 1.09 to 1.97 and had completed between 40 - 80 credit hours, making them of sophomore or junior status.

The staff involved in the performance-management program consisted of one professor as Systems Director and four graduate students acting as Program Director, Contracting Supervisor, Feedback Analyst, and Research Evaluator. In addition, there were twelve staff members who served as contractors for the students enrolled in the performance-management course. These staff members were graduate and undergraduate students who received course credit for participating in the program. Each of the contractors spent approximately 4 - 8 hours working in the office or working directly with the students.

Control Group

The control group consisted of twenty-two students who were also placed on academic probation and had been dismissed from the university. However, these students were reviewed by an academic

advising committee and not required to enroll in the self-management course. The academic advising committee reviewed their records and evaluated the causes for their previous poor performance, and judged that they would achieve normal academic standings without the help of the performance-management course. Thus, the control group is not comparable to the performance-management group if the judgement of that committee is correct. One would expect that if the performance-management procedures were ineffective then the control group would demonstrate a superior performance.

Matching Procedure

Members of the performance-management group and the control group were matched as closely as possible according to their cumulative and semester GPAs prior to the study. However, the cumulative GPA was significantly higher for the control group (1.89) than for the performance-management group (1.70) for the semester prior to the study. But, there was no significant difference between semester GPAs prior to the study, the number of credit hours accumulated by each group, or the number of credit hours taken during the semester of the study.

Materials

Students in the performance-management group were required to complete the following tasks and worksheets.

Contracting Quiz

Students were required to answer questions pertaining to the procedures and requirements involved for each contracting session.

Course Load Survey

The students were required to complete a course load survey during the first week of the study. The purpose of this worksheet was to determine what courses the students were enrolled in, the number of credits, the level of the course, etc.

Graphs

The students were required to keep a graph, recording daily task completion, for each course in which they were enrolled. They recorded the day along the X axis and the task (i.e., number of pages read), along the Y axis. The contractor checked the graphs and awarded points for the up-to-date graphs at the weekly contracting session.

Hourly Record Schedule

The students were required to fill out the main activity they engaged in on a 3 inch x 5 inch matrix with time blocks from 7 a.m. to 9 p.m. The purpose of this worksheet was to help the students determine their most productive hours a day.

Lecture notes

The students were required to generate lecture notes for each class in which they enrolled. Along the left side of the lecture notes the students would list three questions covering the concepts presented in class.

Long-term Planning

The students were required to report dates of mid-terms, finals and any projects that were due during the semester. This enabled the contractor and the student to plan ahead for their courses.

Operational Definition

Students were required to distinguish whether or not a particular behavior was emitted (i.e., to define behaviors in observable and measurable terms). For example, they were required to define "studying" in such a way that they could distinguish an instance from a non-instance.

Syllabus Quiz

Students were required to answer questions pertaining to the procedures and requirements of the performance-management course.

Procedure

The one-credit hour performance-management course consisted of several tasks which were required of the performance-management group. The students received points toward their final grade for the performance-management course based on performance of these activities. See Table 1 for point allocation.

The following is a brief description of the activities required of the performance-management group:

Workshop Attendance

Students were required to attend a workshop on the first Saturday of the semester, from 10 a.m. to 2 p.m. The students received instruction concerning the concepts, course procedures, and effective study skill techniques considered fundamental to the students' management of their academic performance. The mastery of these concepts was then evaluated by the two quizzes and completion of the worksheets.

Table 1
Course Points Possible for Performance-Management Group

Activity	Points X	No. of Times	Points Possible
Contract	40 pts. per contract	X 13 weeks	= 520 pts.
Lecture notes	10 pts. / lecture	X 10 weeks	= 100 pts.
Graph	10 pts. / graph	X 12 weeks	= 120 pts.
Attendance	10 pts. / week	X 13 weeks	= 130 pts.
Worksheets	50 pts. / wrksht.	X 3 worksheets	= 150 pts.
Quizzes	50 pts. / quiz	X 2 quizzes	= 100 pts.
Hrly. Schedule	10 pts. / day	X 10 worksheets	= 100 pts.
Feedback Session	25 pts. / session	X 2 sessions	= 50 pts.
Study Center	125 pts. / week	X 13 weeks	= 1695 pts.
		TOTAL	= 2895 pts.

Performance Contracting

Students were required to meet with a contractor (staff) each week and make a written contract. The contract helped the student specify his/her tasks for the upcoming week, with usually no more than four tasks required per contract. The four weekly tasks were ordinarily decided on by the student and were based on the requirements assigned in their other courses. The students were encouraged to specify realistic and achievable tasks, (i.e., problems completed, rough draft of paper, chapter outlined, etc.) and they were required to present each completed task at the next contracting meeting. Graphs and lecture notes were also a fixed part of every contract.

Study Center Attendance

The students were required to spend two hours daily for a total of ten hours per week in the study center. The study center consisted of carrels, desks and chairs which accommodated 25-30 students. The center was open every week day from 9 a.m. to 4 p.m., and extended to 10 p.m. on Wednesdays. Each study session required a completed task, specified prior to the session, which was checked by a staff monitor at the end of the period.

Feedback Session Attendance

Students were required to complete an evaluation form following each feedback session. The four scheduled feedback sessions provided the students with an opportunity to express problems and concerns and to voice suggestions about the staff, structure and/or operation of the performance-management system.

CHAPTER III

RESULTS

The results of this study indicate that the performance-management procedures were effective in improving the GPAs for the students during the semester that they were enrolled in the course.

When comparing performance during the semester of this study with the performance during the previous semester, the performance-management group showed a significantly greater increase in their semester GPA (.66) than did the control group (.26), correlated $t(21) = 3.118, p < .05$.

In addition, when comparing cumulative GPAs during the semester of this study with the cumulative GPAs at the end of the previous semester, the performance-management group also showed a significantly greater increase (.22) than did the control group (.07), correlated $t(21) = 2.418, p < .05$.

During the semester prior to the study, the control group achieved a significantly higher cumulative GPA (1.89) than did the performance-management group (1.70), $t(21) = 2.179, p < .05$. However, upon completion of the performance-management course, there was no significant difference between the control group GPA (1.92).

Increasing student GPAs above a 2.0 was of particular concern, because it was necessary for students to achieve a cumulative GPA of a 2.0 to meet graduation and also readmission requirements. When comparing the cumulative GPAs for the semester prior to the study and following the study, the increase in the percentage of students with GPAs of above a 2.0 for the performance-management group (44%) was higher than for the control group (31.8%). The data presented up to this point are summarized in Table 2.

Table 2

The Comparison Between the Performance-Management Group and the Control Group GPAs and Their Differences Under the Conditions of Semester GPA, Cumulative GPA, and the Percent of Students With GPAs Above a 2.0.

Condition	Performance-Management Group			Control Group		
	Semester prior to the study	Semester of the study	Diff.	Semester prior to the study	Semester of the study	Diff.
Semester GPA	1.68	2.34	.66	1.90	2.16	.26
Cumulative GPA	1.79	1.92	.22	1.89	1.96	.07
Percentage of students above GPA of 2.0	36.3%	77.3%	41%	45.5%	77.3%	31.8%

Figure 1 is a scatter diagram of the relation between the performance-management course grade and the Winter semester GPA (this overall Winter semester GPA excludes the students' performance-management course grade). There appeared to be a slight correlation between the performance-management course grade and the overall grade for the semester. Only 17% of the students who earned above a 3.5 for the course grade earned below a 2.0, whereas 38% of the students who earned below a 3.5 for the course earned below a 2.0.

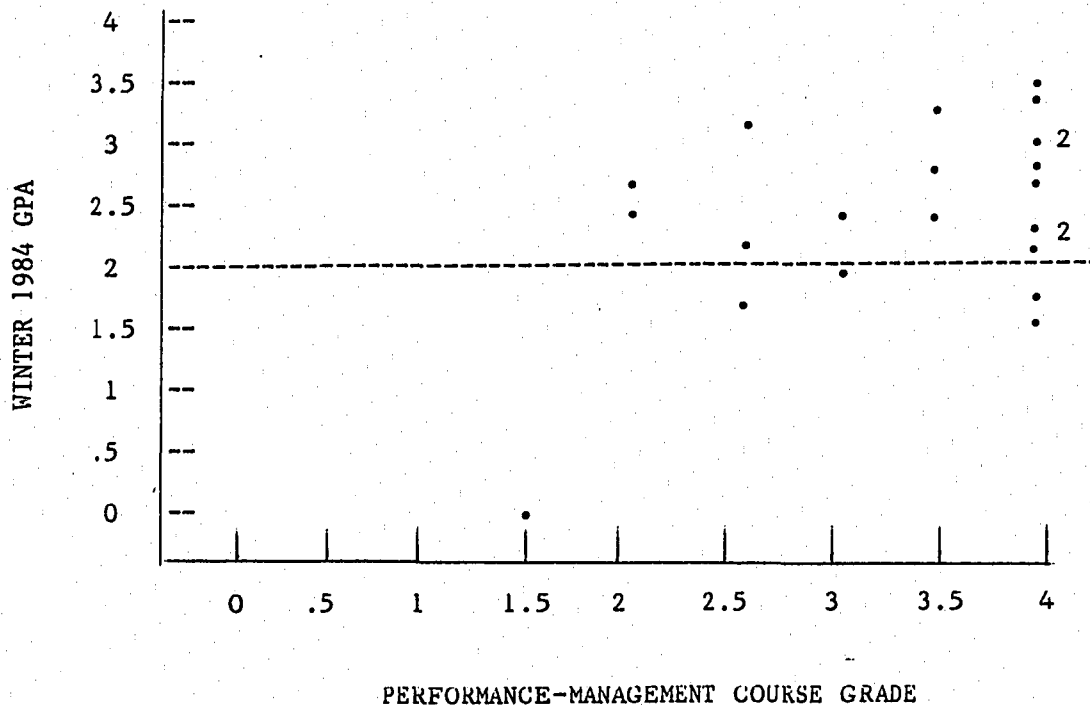


Figure 1. The Relationship Between the Grade Students Received in the Performance-Management Course and Their Overall GPA was computed. The overall GPA does not include the grade earned in the Performance-Management Course. The number within the figure itself indicates that two data points met at that intersection.

CHAPTER IV

DISCUSSION

The present study evaluated the effects of a performance-management procedure designed to improve the academic success of high-risk students. This approach was based on the assumption that academic failure is largely a result of a poor time management.

Therefore, the significant increase in semester and cumulative GPAs of the performance-management group may have resulted because performance contracting provided more specific deadlines and reliable consequences than is normally the case. This procedure required specification of a goal and a deadline to meet that goal and consequences for successful or unsuccessful completion.

Wittkopp (1984) conducted a similar study in the same setting and also made use of performance contracting. However, there were three major differences between the present study and the Wittkopp study.

First, Wittkopp required the students to study only two hours every other week in the study center. However, she suggested an increase in the number of hours based on the assumption that the students were not spending enough time studying. The present procedure required the students to spend ten hours per week in the

study center. Objections and complaints to this requirement were expressed; however, implementation of the procedures seemed to be effective in that compliance with the study center hours requirement was met by 82% of the students.

Second, and related to the above was that Wittkopp required the students to make daily phone calls to their contractors to verify successful or unsuccessful completion of tasks. The present study had daily contact with the students through their daily attendance to the study center. However, the student may have interacted with a different staff member each time and not his or her individual contractor.

Thirdly, the present study revised the procedure of lectures presented throughout the semester. Instead, attendance at one workshop prior to the course provided the students with concepts, skills, and techniques used in the performance-management course and worksheets to assess the understanding of the concepts as discussed earlier. The students compliance with the performance-management course requirements, along with performance in other classes may have increased due to the presentation of concepts and requirements prior to the course, rather than lectures throughout the semester.

Recommended System Changes

Students' performance in the study center was evaluated on the basis of proof of completion of tasks (e.g., problems completed, notes taken, outlines completed, etc.). A staff member reviewed the task and signed the student's study center attendance form when the student

left the center. However, there may have been problems of quality which might be dealt with in the following way. Each student would be required to fill out a specified number of 3 inch x 5 inch notecards. The information would be in the form of a concept or question generated from the homework material with the definition or answer on the back of the card. This would be completed for all classes; even those that involved math problems, books read, and papers written, by having students generate theorems or equations, characters and their roles, and concepts of each section of the outlines. The staff would then evaluate the performance by having the student review the cards; with the requirement that the student provide accurate answers. Points for study center attendance would be based on the accuracy and completeness of the specified material and the verbal testing by the staff member.

The staff did not monitor each student as they entered and left the study center. Therefore, the measure of the actual attendance for the duration of the specified period was unreliable. This problem could be reduced by requiring the students to sign in with a staff person, who would be positioned at the entrance of the study center. Each student would be required to sign the attendance sheet upon arrival and departure from the study center. The student would also specify the number of hours they would spend in the study center for that session. This would reduce the problem of staff members changing shifts and not knowing the required time of each individual student. Closer supervision of student attendance would provide more accurate reliability of the hours actually spent in the study center.

One final concern is that the present study demonstrated the effects that performance-management techniques can have on academic performance for only one semester. Of further experimental interest would be the requirement of participation in the performance-management system for more than one semester; perhaps the duration of the student's college enrollment or until the high-risk student performed in a manner significantly higher than a GPA of 2.0. Continued research could also study whether a correlation exists between students' ACT scores and GPAs received in specific classes and also overall GPAs.

Footnotes

¹There were twenty-five students referred to the Performance-Management Course, however, three students requested that their files not be retrieved, thus the data were calculated on twenty-two students.

Appendix A

Job Model

Job	Accomplishments	Measures	Standards	Relevant Requirements
Contractors	Met with students	1. Contracted weekly with each student	1. Met with each student 100% of the time	1. Rate
	Contracting form completed	1. Each class listed 2. task specified 3. permanent product specified 4. due date specified 5. points assigned to each task 6. attendance data recorded 7. data recorded 8. graph points	1. All items completed on form 100% of the time	1. Accuracy 2. Management 3. Materials
	Relevant academic topics discussed	1. Grade in 397 discussed 2. attendance discussed 3. worksheet completion rate discussed	1. Topics discussed when student performance declines	1. Timeliness
	Students contacted when absent	1. All students contacted within 24 hours after missing contracting session	1. Students contacted 100% of the time.	1. Timeliness

Appendix B

Worksheets

Courseload Survey

Fill out one form for EACH course
in which you are currently enrolled.

Psychology 397

Name _____

Date _____

Name of course:

Department:

Course #:

Number of credits:

First time enrolled _____ Repeating course _____ Making up incomplete _____

Previous courses completed in this same area

CourseWhere taken

This course is:

Required _____ Recommended _____ General Ed. _____

It will count for: Major _____ Minor _____ Neither _____

Professor's Name _____

Location of course _____

Time of course:

Days:

Hours:

Center for the Self-Management of Academic Performance

HOURLY SCHEDULE RECORD

Name _____

Below is a schedule of the hours in the day. In each box, you should put a word or phrase that describes the main activity in which you were engaged during that hour.

Be as specific as possible, but brief. For example, rather than "studying" say "reading" or "math problems" (more specific).

Report EACH hour throughout the day. Some hours may be nothing but sleeping, watching TV or whatever.

Remember, just the main activity. Be brief and specific.

7 A.M.	8 A.M.	9 A.M.
10 A.M.	11 A.M.	Noon
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.

Center for the Self-Management of Academic Performance**Long-term Planning**

Please fill this form out and bring it back to your contractor.

Due Date:

Class	Day	Time	Instructor & Phone #
--------------	------------	-------------	---------------------------------

Midterm

Final

Projects (e.g., term paper, journal, reading, etc.)

Extra credit (e.g., anything else like extra reading, papers, etc.)

Center for Self-Management of Academic Performance

Operational Definition

1. Dusting the Furniture - defined as rubbing a rag over the entire surface of all those pieces of wooden furniture: Bed, dresser, desk, table, stereo and chair.

Rules:	1) Is it measureable	Yes	No
	2) Is it observable	Yes	No
	3) Can you easily discriminate between an instance and non-instance	Yes	No

2. Dusting the Furniture - defined as rubbing a rag over the entire surface of all those pieces of furniture: bed, dresser, desk, table, stereo and chair. This will be done in such a manner that there is no visible dirt or dust on any of the above mentioned furniture when checked for correctness within 1/2 hour of completion of the task. The person measuring the correctness of the task will wear a white glove and wipe at least 3 of the six pieces of furniture. If no dust or dirt is visible on the glove, then the task has been completed correctly.

Rules:	1) Is it measureable	Yes	No
	2) Is it observable	Yes	No
	3) Can you easily discriminate between an instance and non-instance	Yes	No

Center for Self-Management of Academic Performance

Short-term/long-term paradox worksheet

<u>Activity of Behavior</u>	<u>Immediate Result</u>	<u>Long-term Outcome</u>
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<u>Alternative Activity of Behavior</u>	<u>Immediate Result</u>	<u>Long-term Outcome</u>
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1. In the example you chose above, which behavior would be more likely to occur?
2. What could you change in the middle column to make it more likely that the OTHER behavior would occur?
3. Which types of outcomes are most influential - immediate or long-range?

Contracting Quiz**Center for the Self-Management of Academic Performance**

Name _____ Date _____

1. Each contract is worth _____ Points?
2. 10 of the 50 points are for _____? While the other 40 points come from completing the items on the contract.
3. What are two things you must do if you know you are going to miss a contracting session?
 - 1.
 - 2.
4. Contracting sessions are held _____? (circle one)
 - a. weekly
 - b. bi-weekly
 - c. monthly
5. Contracting points are earned through bringing some type of _____ with you.

(fill in the blanks)

Center for the Self-Management of Academic Performance

Syllabus Quiz

Name _____ Date _____

Questions

1. How many hours a week should you study in the study center?
2. How many days a week should you attend study center?
3. How many feedback sessions are going to be held during this semester?
4. How many bonus points will be awarded during the semester?
5. How many points will be awarded for attending study center day?
6. How many times a week is the contracting session held?

Points Earned _____

CENTER FOR THE SELF-MANAGEMENT OF ACADEMIC PERFORMANCE

Date _____

Student's Name _____

Time In: _____

Time Out: _____

Comments:

List the class you will produce work for while in study center

In the space below, write the accomplishments you plan to produce during study center.

Task

Permanent Product

Staff Signature

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