

CPCC Student Life

SGA Self Assessment

SGA Member: _____

Date: _____

This assessment is designed to be used by you and your advisor as a tool for planning, charting, and tracking your growth and development as a result of your participation in SGA and in our Student Life program. We want you to feel comfortable entering your honest thoughts and observations about yourself and your interaction with your peers and advisors, emphasizing the personal growth or challenges you have observed. This form is not designed for grading or disciplinary purposes – it is designed to serve as a positive resource in helping you to achieve your personal and leadership goals. A brief description of the procedure for using this form follows:

Please take some time to fill in the information about your self assessment as outlined, using the rubric below as a guide for completing your part. Then deliver the completed form to your advisor.

- Your advisor will review your thoughts and observations and schedule a meeting with you.
- You and your advisor(s) will meet to discuss these thoughts/observations and make future plans for continued growth and personal and leadership development.
- Follow-up the following semester.

CRITERIA & EXPECTATIONS FOR SGA OFFICERS & SENATORS		
Commitment to SGA and Campus		
<i>Mark the box below that best describes you in each category:</i>	<i>Student</i>	<i>Advisor</i>
<i>Attendance and support of SGA meetings and events</i>		
I always attend every meeting and SGA event. I always actively participate in SGA meetings and events.		
I consistently attended meetings, and more than half of SGA programs/events. I consistently participate in SGA meetings and events.		
I regularly attended meetings, and less than half of SGA programs/events. I participate, but not always, in SGA meetings & events.		
I have not consistently attended SGA meetings and/or events. When present, I do not consistently participate in meetings and/or events.		
<i>Promotion of SGA</i>		
I regularly seek out other students I don't know to talk about SGA. I have recruited one or more students to join SGA or participate in SGA events. I actively seek new ideas for promoting SGA on my campus. I am aware & utilize (when needed) College resources.		
I regularly speak with other students I knows about SGA. I may speak with others I don't know about SGA. I wear SGA nametag and/or t-shirt to SGA events. I consistently attend programs/events. I am aware of College resources.		
I wear SGA nametag and/or t-shirt. I attend SGA programs and events. I may hesitate talking to students outside of SGA or my social group.		
I have not shown ability or interest to talk to others about SGA. I am either unwilling and/or unable to be present at SGA activities, meetings, and/or events. I may not fully understand purpose of SGA or my role in it.		

Volunteering for committees, projects and other campus opportunities	<i>Student</i>	<i>Advisor</i>
I am among the first to volunteer and follows-through with commitments related to SGA I volunteer for opportunities when not prompted by SGA advisor I successfully recruit others to volunteer. I may volunteer outside SGA.		
I consistently volunteer and follow-through with my SGA commitments. I attempt to recruit others to volunteer. When asked to volunteer, I do so willingly and with no incentive.		
When asked to volunteer by my advisor, I probably will. I may need incentive in order to volunteer. I may be ambivalent about serving outside my comfort zone or duties.		
I have only volunteered for few, if any, SGA opportunities.		
Please offer some evidence that supports your response in this category (Commitment to SGA and Campus):		
Advisor Comments:		

Responsibility and Follow Through		
<i>Mark the box below that best describes you in each category:</i>		
<i>I'm on time to meetings and events</i>	<i>Student</i>	<i>Advisor</i>
I am consistently early to meetings and/or events. I always stay for the duration (or later than necessary) of meetings and/or events. I consistently stay to clean-up after programs		
I am on time to meetings and/or events, and stay the whole time.		
I have been late, on occasion, to meetings, or have to leave early.		
I am consistently late to meetings and/or events. I consistently leave before meetings and/or events are over.		
<i>I follow through with commitments</i>		
I attend meetings, events, activities, conferences, etc. when I say I'm going to. I effectively manage my commitments to SGA along with my personal schedule and responsibilities. I am able to prioritize my life's responsibilities.		
I attend meetings, events, activities, conferences, etc. when I say I'm going to. I succeed, most of the time, at managing my SGA commitments along with my personal schedule and responsibilities. I succeed, most of the time, at prioritizing my life responsibilities.		
I generally attend meetings and events, but I may have missed a few. Managing my SGA commitments along with my personal schedule is difficult, and I need to find some helpful tactics. I know what's important to me, but I have a hard time finding room for everything in my life.		
I have not consistently attended SGA meetings and events. I have too many things going on in my life, and fitting SGA in is difficult. I often struggle with figuring out what things should come first in my life as a student.		

<i>I have fulfilled the expectations of my position (as written in the SGA Contract and Constitution)</i>		
I have a strong idea of my role and duties within SGA. I effectively fulfill that role by managing tasks, delegating responsibilities, following-through on assigned commitments, and asking for help when I need it.		
I have a general idea of my role and duties within SGA. I generally fulfill that role by making attempts to manage tasks, asking for help when I need it, and following-through on commitments.		
I am still figuring out my roles and duties within SGA. I make my best attempt to participate and follow-through, but I often need prompts and reminders to complete tasks and assignments.		
I struggle to find my role within SGA. I struggle to follow-through on delegated tasks or responsibilities.		
<i>Please offer some evidence that supports your response in this category (Responsibility & Follow-Through):</i>		
<i>Advisor Comments:</i>		

Communicates, Interacts and Solves Problems Effectively with Peers		
<i>Mark the box below that best describes you in each category:</i>		
<i>I have the ability to effectively participate in discussion</i>	<i>Student</i>	<i>Advisor</i>
I always invite other students to comment during discussion. I am genuinely interested when others are speaking. I understand and use active listening skills (clarifying questions, nods head, etc.). I recognize others' views & opinions during discussions.		
I will often invite others students to comment. I am interested with others are speaking. I can listen and respond to others' views and opinions.		
I can listen to other students. It might be difficult for me to participate during discussion. I might... <ul style="list-style-type: none"> • Interrupt students • Not contribute, unless someone asks me. 		
I usually talk more than I listen to others, OR I don't participate in discussion, OR I often interrupt other students, OR need improvement in this area.		
<i>I use appropriate and effective language and tone</i>		
I consistently: <ul style="list-style-type: none"> • think before speaking • use correct grammar • speak in a manner that others understand • use appropriate body language when interacting with others • understand the audience I communicate with, and adjust my actions to the environment. 		
I usually exhibit qualities mentioned above.		
I usually exhibit qualities mentioned above, but struggle in one or two areas.		
I can meet a few of the qualities mentioned above, but struggle with several areas.		

<i>I ask questions and seek additional information when I need it</i>		
I regularly ask questions to build context when working to come to a conclusion. I consistently do appropriate research or homework to make my decisions.		
I often ask questions to build context. I gather information related to the topic or discussion at hand.		
I am interested in discussion, but may not follow-up with questions. I am not really interested in gathering additional information about the topic at hand.		
I rarely or never ask for clarification during discussions. I generally move forward with decisions seeking no additional input or information.		
<i>I think through and contribute to solutions for SGA concerns</i>		
I value group input when making decisions. I consistently put the group interest above my own interests. I consistently offer my own insight during discussions. I consistently seek others' input during discussions.		
I generally practices at least 3 qualities mentioned in the above description.		
I have attempted to practice 2 qualities mentioned in superior description.		
I may rush judgment when making decisions. I will often put my own interest above the interest of the group. I do not participate or show interest in group discussions.		
<i>Please offer some evidence that supports your response in this category (Communication with Peers):</i>		
<i>Advisor Comments:</i>		

Communicates with SGA Advisor		
<i>Mark the box below that best describes you in this category:</i>		
<i>I inform my advisor when I'm absent or late</i>	<i>Student</i>	<i>Advisor</i>
I consistently inform my advisor when I'm going to be absent or late. If I can't reach my advisor, I'll call someone else in the office to let them know.		
I will typically inform my advisor when I'm absent or late.		
I have attempted to inform my advisor when I'm absent or late, but sometimes forget.		
I rarely make attempts to inform my advisor when I'm absent or late.		
<i>I return my advisors' emails and phone calls</i>		
I consistently return my advisor's phone calls and/or emails within the same day. I use my email on a daily basis. I will generate my own emails in attempt to communicate with others in SGA and my advisor.		
I generally return phone calls and emails without much lag time. I use my email at least every other day and I regularly reply to emails from my advisor. I don't need a reminder to check my CPCC email.		
I use my CPCC email, but not consistently. I occasionally returns phone calls and emails from my advisor. I need a reminder to check my CPCC email.		
I rarely use my CPCC email. I rarely return emails/calls to my advisor.		

<i>I involve my advisor in personal or school-related decisions</i>		
I have met with my advisor frequently during the semester. My advisor has good understanding of my concerns, values & goals. I regularly seek guidance and/or direction from my advisor.		
I have met with my advisor, unprompted, during the semester. My advisor has some idea of my concerns, values & goals. I have asked for guidance and/or direction from my advisor.		
I have met with my advisor when they asked me to. My advisor may have a general idea of what is important to me. I am not comfortable asking for guidance and/or direction from my advisor.		
I have never met with my advisor during the semester. My advisor has no idea of my goals & values.		
<i>I am receptive to feedback (positive and negative) from my advisor</i>		
I consistently check with my advisor for feedback about my performance. When my advisor gives me feedback, I respond positively, and ask about how to improve. I can successfully adjust my behaviors or actions.		
I have asked my advisor for feedback about my performance. When my advisor gives me feedback, I respond positively to feedback. I make an effort to adjust my behaviors or actions.		
I am interested in being a better leader. I will listen when my advisor gives me feedback, but I feel uncomfortable about asking questions. I attempt to adjust my behaviors or actions.		
I never seek feedback from my advisor. When my advisor gives me feedback, I do not listen. I have not attempted to fold in feedback from my advisor to adjust my behaviors and/or actions.		
<i>Please offer some evidence that supports your response in this category (Communication with Advisors):</i>		
<i>Advisor Comments:</i>		

Cooperative Spirit		
<i>Choose the statement that best describes you in this category:</i>		
<i>I respect and understand issues of diversity</i>	<i>Student</i>	<i>Advisor</i>
I value diverse opinions and backgrounds. I show sensitivity & awareness to diversity issues. I have interest in learning about other cultures or diversity.		
I recognize diverse opinions & backgrounds. I have an awareness of diversity.		
I may hesitate somewhat in learning about diversity.		
I may have frequent disagreements with others who are different from me. I'm not interested in working with people who are different from me.		

<i>I appreciate and respect opinions different from my own</i>		
I can effectively communicate with someone who may disagree with me. I try to diffuse disagreements between people. I am respectful to others, verbally & nonverbally.		
I can agree to disagree with others. I am generally courteous to others.		
I am courteous to others. I may need guidance in settling disputes.		
I find myself in frequent disagreements or arguments with others. I am not interested in considering others' views/opinions.		
<i>I work towards the betterment of the team, representing CPCC's interests before my own</i>		
I recognize when I may need to disengage from discussions for the betterment of the team. I will abstain from voting when necessary. I have a willingness to help team members. I can effectively works with those different from me.		
I will abstain from voting when necessary. I understand my impact on the team's ability to succeed. I make an effort to work with those different from me.		
I work well with others. I may not always understand when to abstain or play a supporting role in the team. I try to work with those different from me.		
I generally am concerned about my own interests. I cannot recognize a conflict of interest that might unfairly benefit me.		
<i>I recognize my own strengths and weaknesses and understand how they contribute to the group process</i>		
I understand my personal strengths and weaknesses, and use them to the advantage of the group. I actively want to improve myself and my skills		
I recognize & understand my strengths & weaknesses. I try to improve myself and my skills.		
I recognize my strengths & weaknesses. I may need some direction for improving myself and my skills.		
I do not understand my strengths and/or weaknesses and I do not recognize their impact on the group. I don't think I need to improve.		
<i>I work to include others in a group setting</i>		
I value including the entire team on discussions, projects, etc. I can effectively delegate tasks. I encourage 100% participation during discussions. I trust others to fulfill responsibilities.		
I consistently look to others for help or delegation. I want to include others. I generally ask for others' opinions & thoughts.		
I try to delegate. I may hesitate to relinquish control of conversations or of tasks I'm working on. I may ask for others' opinions & thoughts.		
I may hog the floor during discussion. I don't delegate tasks or responsibilities to others. I usually work alone. I don't seek or accept assistance from others.		

<i>I have the ability to recognize strengths and skills in other people</i>		
I use others' skills for the advantage of the group. I actively work to find roles for all members' abilities. I publicly praise or compliment others.		
I attempt to use others' skills for the advantage of the group. I attempt to find roles for all members' abilities. I often compliment others.		
I encourage others to participate, but may not be able to succeed. I may not recognize when to compliment others for their work.		
I don't recognize when or how to utilize other team members.		
<i>Please offer some evidence that supports your response in this category (Cooperative Spirit):</i>		
<i>Advisor Comments:</i>		