

## Decreasing Academic Procrastination: Fighting the Thief of Time

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“There is nothing quite so fatiguing as the constant nagging of an uncompleted task.”

I have found these words of advice given to me (Jim Bell) by my father when I started college to be very useful. I still find the advice useful. Each semester we ask our students: “What is holding you back from being an efficient and effective learner (an excellent student)?”

The most common answer is “procrastination.” In recent years researchers have studied academic procrastination and find that more than 70% of college students procrastinate.

As a result of our surveys, we put together a few ideas. To be truthful, we had thought this handout would have been completed some time ago. But we kept putting it off. We procrastinated. As a result, we too are continuing to think about how to decrease our procrastination. On page 19 we ask for your feedback on this handout. Glance over the feedback sheet now so you will have ideas for us when you get to page 19. Thank you.

### I. Our Goals for This Handout

We wrote this handout for college students. To get the most from this handout, we recommend that you be active, think, and write where the word **WRITE** is indicated. Write your thoughts on other paper while sitting at a computer. You may want to underline or highlight as you study this handout to make it more useful to you.

#### Here are our goals for you and this handout:

- (1) To encourage you to think seriously about your handling of academic learning.
- (2) To help you determine if procrastination is a problem for you.
- (3) To help you devise a written plan to decrease your procrastination
- (4) To encourage you to put your plan into action.
- (5) To encourage you to evaluate where your plan needs improving.
- (6) To encourage you to put your revised plan into action.

Our hope is that you will decrease the times that you procrastinate so that you become more successful in your academic activities and enjoy your education.

You will learn more if you go beyond this handout and apply what you study here. There are many opportunities to procrastinate as a college student. In this handout we will focus on academic procrastination. For other kinds of procrastination, study *The Complete Idiot's Guide to Overcoming Procrastination* by Tullier (2000) (copies are in our bookstore for PHIL-202 and one copy is in the library on reserve) or *The Procrastinator's Handbook* by Emmett (2000).

## II. Defining Procrastination

Sometimes solving a problem involves getting a good definition. Other times the understanding of a concept allows us to move ahead, even without a precise and complete definition. Let's see what we can discover by looking at definitions, synonyms, and some quotes.

**WRITE:** What is your understanding of what procrastination is? Write before reading further. Use a computer for all **WRITE** sections. Label as "p. 2: What is procrastination?" Once you have written your current definition, continue reading. This process is called building on what you know. You already know some things about procrastination.

Academic procrastination revolves around four major activities:

1. Preparing for quizzes, tests, exams and final exams.
2. Writing papers both short and long.
3. Preparing for class (reading, writing, thinking, and studying the homework)
4. Deciding that help from another, such as the teacher is needed.
5. Can you think of other areas of academic procrastination?

Researchers report that 70% to 95% of college students procrastinate. In extreme cases, it is clear that students who procrastinate and do not get to class, do not do written work, and do not take tests on time are not very likely to pass their courses. Other students who procrastinate do pass their courses, but learn less and have lower cumulative grade point averages.

**WRITE:** Do you procrastinate? Think about your procrastination in all your activities outside of college learning. How often do you procrastinate? On what tasks? How big a problem is it to you? Label as "p. 2 My Procrastination" We will consider academic procrastination next.

Do you procrastinate in your college learning? Carefully assess this area of your procrastination. Here are some questions to help you think about this broad question.

1. Do you delay starting any of the four activities of academic procrastination mentioned above (tests, papers, class, getting help)?
2. Do you put things off until the last minute?
3. Do you leave too little time to do a high quality job?
4. Do you feel stressed when meeting deadlines?
5. Do you ever turn in written work or homework late?
6. Do you omit doing some written work, preparing for class, or doing homework?
7. How often do you procrastinate?
8. Do you ask for help? As soon as you are stuck? After trying a second time to do a learning task and not being successful? Never?
9. How long have you been procrastinating on academic learning?
10. Do others think you procrastinate in studying?

Is procrastination a problem for you? **WRITE.** Select at least four or more of the questions above and record your thinking. Label as "p. 2: My Academic Procrastination"

### III. Becoming an Educated College Graduate

Almost all our students plan to transfer and graduate from a four-year college. Often courses at the four year colleges don't use specific objectives, don't check if you attend class, don't assign homework each week, and don't check how you are learning except for a midterm exam, a final exam, and a research paper. You will need to have learned how to set priorities, budget your time, avoid procrastination, self assess, and do high quality learning. You also will need to self assess and use feedback to know when to get help from classmates and the teacher.

Many students about to graduate from college take courses which are set up differently than other courses. You are asked to self assess your college education and plan what you think would be best for you to learn. You set your own goals, decide how you will learn, and decide what you will do to convince your teacher that you have learned (this is called self-directed learning which is how most of us learn after college). There are no weekly assignments, only one deadline at the end of the course, no redos, no lates, and no class attendance. College graduates are expected to want to learn, to know how to effectively and efficiently learn, and to be able to apply the knowledge, skills, and thinking that they have learned from their college education.

Our recommendation is that you start now to build the skills, flexibility, and confidence that college graduates need. For most of us, it is not easy. But we are here to help you. And many students before you have changed to procrastinate much less.

### IV. Understanding Procrastination

Have you completed the three **WRITE** assignments so far? If yes, that is a good start. Following directions is a basic skill necessary for **success** in college and life. Here are some words of wisdom from a famous psychologist who was a college teacher for 55 years.

The objective of a course is not to cover a certain set of topics, but rather to facilitate student learning and thinking. Ordinarily we are not concerned simply with the learning of a set of facts, but rather with learning that can be applied and used in situations outside course examinations. In fact, in most courses we are concerned about helping our students in a life-long learning process: that is, we want to develop interest in further learning and provide a base of concepts and skills that will facilitate further learning and thinking. (McKeachie, 1991, *Teaching Tips*, Boston: Houghton Mifflin, p. 11) McKeachie is a former president of the American Psychological Association.)

#### A. What is procrastination?

1. Definitions
  - a. Procrastination involves delaying action until some future time.
  - b. "Procrastination is the act of putting off something until later by either not starting it, starting at the last minute, or starting but not finishing . . . Procrastination is a habit that can be broken." (Tullier, 2000, pp. 18, 25)
  - c. Procrastination involves avoiding tasks which need accomplishing.
  - d. Procrastination is putting off till tomorrow what is better done today.
  - e. Procrastination is not doing today what needs to be done today.

Our synthesis: Do you know what a synthesis is? If not, check your dictionary. Hint: Keeping a dictionary close by to check new words is a good study habit to develop.

Four key ideas on procrastination:

- procrastination is a behavior, an action, a deed
- procrastination involves waiting, delaying, putting off, avoiding
- it is a habit - it was learned, it can be unlearned
- time is important, deadlines are guidelines

2. Synonyms

- a. *Webster's College Thesaurus* (1976, p. 630) - delay, lag, linger, put off
- b. From a negative perspective - let slide, loaf, prolong, slowdown, stall, postpone, shelve, suspend, table, neglect
- c. From a positive perspective - defer, pause, wait, think about it

3. Quotes to consider - of a more creative approach

- a. "Don't put off today till tomorrow when you can put it off to the day after tomorrow. Unknown source.
- b. "If you are on the right track, you'll get run over if you just sit there. Will Rogers
- c. "Procrastination is the thief of time." Edward Young
- d. "Procrastination is the art of keeping up with yesterday." Marquis, 1927
- e. "Procrastination is opportunity's natural assassin." Victor Kiam

4. Conclusion 1: As with many definitions, we can agree on extreme examples of procrastination and extreme examples of getting the job done quickly. But precisely defining procrastination to distinguish all those things in the middle is not easy. However, you can better assess your procrastination with practice.

Issues in understanding procrastination:

- a. If delay is the crucial element, are there times when delay is useful?
- b. If not accomplishing the task is the key element, that lack of accomplishment can be different from delaying (we may be missing a key skill or piece of information).
- c. Few of us procrastinate all the time. So maybe we should consider when we procrastinate and when do we not procrastinate. What differs?
- d. Is procrastination a problem for you? Or is procrastination a problem because others have expectations of you?
- e. "The fallout from procrastination is grossly underestimated. The consequences range from academic under performance to psychological maladjustment. Students sacrifice information quality, accuracy, and comprehensiveness to meet imminent deadlines. . . Unsurprisingly, grades suffer as a result. . . Procrastination is also associated with high levels of stress, low self-esteem." (Steinman, Granoff, Hattis, Zerden, and Wittels, Fall 2004 in *The Procrastination Elixir: Is there a Major Cure?*, para. 2, Tufts University - Writing Fellows Program)(Tice and Baumister, 1997, Longitudinal study of procrastination, performance, and health. *Psychological Science*, 8, 6, 454-458.)

5. Conclusion 2: Different people mean different things when they use the same word “procrastinate.” We suggest you define when it is a problem for you and not worry what others might decide. Procrastination is an important topic when you observe and assess that you procrastinate and wished you didn’t.
6. Conclusion 3: When you read, note carefully how the authors are defining procrastination and what evidence they cite. Most procrastination sources are not based on scientific evidence.

**B. Check Your Learning: WRITE** and label “p. 5: What are your thoughts so far?” **WRITE** those thoughts. What have you learned? What is important to you? What do you agree with? What do you disagree with? List on a sheet of paper your thoughts by using a computer. Put with your other writings from p. 2.

**C. WRITE:** What more do you want to learn? Label “p. 5: What I Want to Learn”

## **V. Thinking About Procrastination**

A. What are the costs to you of your procrastination? **WRITE** those costs. Label as “p. 5: Costs”.

B. Are there benefits to you from your procrastination? **WRITE** Label as “p. 5: Benefits”

C. Could there be an underlying problem that causes you to procrastinate?  
**WRITE** your thinking. Use the questions below to stimulate your thinking. Label as “p. 5: Underlying”. Record the number of the questions you are answering. Deal with at least five of these questions. Select the ones that will help you the most.

1. Is procrastination the symptom of another problem? For example, some who are depressed procrastinate. This approach may take some thought, but may help you understand yourself better
2. Why do you procrastinate?  
 There are many different views about the causes of procrastination. Some go back to early childhood, some go back to early schooling, some go back to high school courses, and some look at different learning styles. The important point is that procrastination is a learned behavior and it can be changed.
3. Under what circumstances do you procrastinate? List three or four circumstances.
4. Does your procrastination have a pattern? Look carefully.
5. Do you thrive on crises? Do you tell yourself that you work better under pressure? Research says very few students work better who procrastinate.
6. Do you have difficulty saying "No?"
7. Do you have difficulty setting priorities?
8. Have you defined your goals for college? If not, try to define them.
9. Are you over committed? What might be signs of being over committed?
10. Do you have difficulty making decisions?
11. Do you have difficulty asking for help?

12. Are you disorganized?
13. Do you have habits that contribute to procrastination?
14. Do you have difficulty keeping track of time?
15. Are you always in a hurry?
16. Do you have the necessary skills and/or knowledge to perform an activity?
17. Do you have the necessary help? Or where could you find help?
18. Does someone else contribute to your procrastination? How? Are you sure?
19. Are you afraid of failure? Do you have an unrealistic fear of failure?
20. Do you procrastinate things that you enjoy doing?
21. Are you a perfectionist?
22. Did important people in your past give you any of these messages?  
"You're always late." "You can't do anything right." "You can't do that." "You're stupid." "You don't know how to do that."

D. What are the consequences of your procrastination?

**WRITE:** your thinking about any four of these questions below. Label as “p. 6: Consequences” and record the number of each question with your answers.

1. What rewards do you get when you procrastinate?
2. Do you use procrastination as a form of manipulation?
3. Are you really a skilled delayer rather than a procrastinator? Or are you kidding yourself?
4. Is procrastination a conscious strategy that you use to delay a project?
5. Is procrastination a strategy that you use to stop the flow of work?
6. Is it a strategy that you use to prevent someone from giving you feedback?
7. Is it a strategy that you use to prevent someone from giving you more work?
8. Does procrastination lead to other problems?
9. What feedback do you get from other people when you procrastinate?
10. What rewards do you get when you do not procrastinate?
11. Does procrastination affect the quality of your performance?

E. Side Effects of Procrastination From Research

“College students who procrastinate in their academic work are also likely to have unhealthy sleep, diet, and exercise patterns.” Students who do their work at the last minute or are late said: “I’m just waiting for the best time to do it.” or “I know I can pull it out at the last minute.” In general, students who made those statements did poorly in the class. (David Glenn, August 26, 2002, Procrastination in college students is a marker for unhealthy behaviors, study indicates. *The Chronicle of Higher Education*.)

F. What do students do who do not procrastinate? Here are some ideas to Try.

This answer is not entirely based on scientific research, but includes what students tell us, what we have observed, and what we have found from research.

1. Take time to plan. Be clear on your goals, priorities, and time.
2. Review the entire project.
3. Divide projects into smaller tasks.
4. Make a list of things needed and to be accomplished.
5. Establish a schedule.

6. Set time limits.
7. Identify positive and negative consequences.
8. Identify rewards to use when you do not procrastinate.
9. Get help from books based on research, ideas from peers, and from teachers.
10. Maintain an appointment book.
11. Do the toughest work when freshest.

**WRITE:** What ideas might you try? Label as “p. 7: To Try”

- G. What else can you do to decrease your procrastination?
1. Get ideas from members of your small group or other class members.
  2. Talk with your instructor.
  3. Check the internet.
  4. Check the library, particularly electronic data bases.

H. Time management

How does the topic of time management fit with procrastination? Time passes; it can't be managed. Each of us gets 168 hours weekly. However, time can be effectively used. What are your goals? Do you have sufficient time to accomplish your goals? What activities might you need to decrease (watching TV, playing computer games, time on the phone, other)?

**WRITE:** Label as “p. 7: Time Management” Explain your thinking about the time needed to be successful in this course. Do you have enough time? How might you change things around to get enough time? Do you want to? Will you?

- I. Several previous students comment: “Wow. There is a lot of writing for this booklet.” Ideally, we would talk one on one with each of you and listen to your thinking. We would adjust our answers to better help you. Since we are not able to do that, your writing provides us with your thinking. It also provides you with a record of your thinking for self assessment. Decreasing procrastination may take time to change. Having a personal record will be helpful in the future. Changing behavior is not easy and is helped by putting things down on paper.

A good approach to creative problem solving is writing things down, which is what we are asking you to do. Solving your procrastination will involve creative problem solving.

## **VI. Changing Your Own Behavior (Self-Control of Behavior, Self-Modification of Behavior, Self-Regulated Behavior)**

In this section we have pulled together ideas for helping you change your own behavior. How do you plan to change your behavior of procrastination, your habit of procrastination? Habits are not easy to change. However, once changed, the new behaviors can become a positive habit. Here is a step-by-step plan to guide you. Pull out the ideas that you think might help you.

### **A. Defining Self-Control (Defining the key terms in a problem area is important.)**

1. Self-control is the process of changing your behavior by selecting your own goals and selecting ways to reach those goals. We have used the ideas of behavior modification to suggest ways you can control your own behavior. Self-control is a life-long challenge!
2. Other terms used to refer to the same process:  
Self-management; self-direction; self-regulation; self-help, self control.

### **B. An 8-Step Procedure for Increasing Self-Control**

**STEP 1: Select a problem you wish to work on. Think about it and then decide if the problem is worth working on. If it is not that important, select another problem or challenge.** If procrastination is not a problem, try time management or study skills or thinking skills.

- a. What behaviors do you wish to change? What behaviors do you want to occur more often? What behaviors would you like to do less often? In what situations does the problem occur? How often does the behavior occur? How do you feel about the problem?
- b. Is this problem worth the time and effort it will take to bring about a change? Changing behavior is not easy and will involve both time and effort. What will you gain if you can change your behavior? What negative things happen if you don't change?
- c. Example: I need to avoid procrastination by being prepared for every class. I learn less when I am not prepared. In high school I did not have to be prepared and I wasn't. I can see that in psychology classes being prepared is very important.  
My goals: (1) Plan to have all of my homework done on time and (2) get to class early.
- d. Example: I do not like to participate in small group discussions. I am a good listener, but do not like to speak. I know that many jobs require talking and several of my classes. I need to start now to be an effective speaker and group participant.  
My goal: Participate in small group discussions

**STEP 2: Write down specific tentative goals (your target behaviors you want to change).**

- a. State your goals as specifically as possible (use specific behaviors).
- b. Divide any complex goals into smaller goals (divide and conquer)
- c. Specify how you will measure the accomplishment of your goals.
  - 1) You might use the frequency or duration of behavior.
  - 2) You might use the products of behavior.
- d. My Specific goals: (the overall goal is to avoid procrastination)
  - 1) I will turn in all written homework on time.
  - 2) I will be prepared for class by having read all assignments and reviewed what might be on quizzes.
  - 3) Within three weeks I plan to have all of my homework done at least one day in advance.
  - 4) By the end of the semester I plan to be prepared for each class and have completely prepared for class at least one day early.

**STEP 3: Learn to become a self watcher by gathering data about your problems (someone who assesses their own behaviors, self assessment)**

- a. Read what psychologists have written about the behavior you wish to change. Check the Library or the Internet for ideas.
- b. Ask your family and friends for their observations of your behavior.
- c. Start keeping a written record of your own behavior.
  - 1) Develop a method which allows you to record in all situations as soon as the behavior occurs.
  - 2) Gather enough baseline data to be able later to notice a change.
  - 3) Don't try to change any behaviors at this point.
  - 4) Set aside five to 10 minutes each day to record your behavior as it relates to the change you are working on.

**STEP 4: Analyze your observations and brainstorm possible solutions.**

- a. Analyze the ABCs (antecedents, behaviors, and consequences)
  - 1) Antecedents  
Under what circumstances does the undesired behavior occur?  
What happens just before the undesired behavior? What seems to be the cues for the behavior to occur? Are there any regularities in your data?
  - 2) Behaviors  
How often does the behavior occur? How long does it last?
  - 3) Consequences

What positive things (reinforcers) occur immediately after the behavior? What long term reinforcers are missed because the undesired behavior occurs?

- 4) Were there any unpleasant consequences? Were you able to avoid an unpleasant consequence by doing something?
- b. Brainstorm possible solutions.  
Produce as many ideas as possible. Don't evaluate these ideas until you have produced many ideas. Don't limit yourself to practical solutions. Brainstorm with a couple friends.

**STEP 5: Design a comprehensive plan to solve your behavioral problem.**

- a. Reword your final goal into specific and measurable terms. State your goals to increase some behavior rather than decrease a behavior.
- b. Start small and start gradually. Divide your final goal into several smaller goals. Work on one goal at a time.
- c. Reaffirm your commitment to the change process. Select a goal you are most likely to be able to reach. Save the more difficult goals for later.
- d. Use what you have learned from your self-watching.
  - 1) Gain control over the antecedent cues (cues that occur before the behavior).
    - a) Avoid situations in which the undesired behavior occurs.
    - b) Avoid the troublesome parts of such situations.
    - c) Put yourself in situations in which the desired behavior occurs.
    - d) Develop ways to narrow the antecedent cues which bring forth the undesired behavior.
    - e) Practice handling troublesome situations.
      - 1)) Practice escaping or not escaping
      - 2)) Develop responses which remove the cues from you.
  - 2) Learn new behaviors
    - a) Through imitation (sometimes called modeling).
    - b) Through shaping.
    - c) Through doing incompatible responses.
    - d) Through rehearsing (practicing).
  - 3) Disrupt the chain of behavior
    - a) Break the chain at a weak point, usually early in the sequence.
    - b) Build in pauses.
    - c) Interrupt the chain to record an observation.
    - d) Change the chain of behaviors.

- 4) Rearrange the consequences
  - a) Build in powerful immediate reinforcers for the desired behavior.
  - b) Provide yourself with reinforcers for continuing to make self-observation.
  - c) Arrange for others to also reinforce you.
  - d) Decrease the reinforcers for the undesired behavior.
  - e) Occasionally change your reinforcers to keep them powerful.
  
- 5) Work on revising your thinking (self-instruction) about your problems.
  - a) Increase your thoughts about the value of your changes.
  - b) Decrease your thoughts about failure.
  
- 6) Make a public commitment to your plan.
  - a) Write out your plan.
  - b) Post your plan so your family and friends can see your contract.
  - c) Plan to enlist the help of others in helping you carry out your plan.
  
- 7) Also include a way to continue to gather data relevant to your progress.

**STEP 6: Put your plan into action. Continue to monitor and self assess your behaviors.**

**STEP 7: Evaluate your plan to revise and improve it (adjust your plan).**

**STEP 8: If the plan is working, start developing a plan to maintain the changes you have produced for the long term.**

- a. Many behaviors, once changed, will need periodic monitoring.
- b. Some behaviors, once changed, may start weakening if not monitored and reinforced.
- c. Plan to watch, reinforce, and support your changes.

**Thought and Discussion Questions: WRITE:** Label as p. 12: 1, 2, and 3 are optional.

1. What important academic changes have you successfully completed in your life?
2. What academic changes have not been successful?
3. What academic problems are you currently working on?
4. In what ways might the ideas in the eight Steps help you? Many ideas are presented but only some apply to any one problem. Which apply to your problem? **WRITE**: This is probably the most important write section since you are making your plan to decrease your procrastination. Label as “p. 12: My Plan”

**C. Do you know how much time you spend studying? Is it quality time (are you effective)?**

1. Learning and thinking take time.
  - a. HCC’s 3 credit courses meet for 3.2 hours per week. The expectation in higher education for long term learning is that homework time (studying outside of class) will take on the average 2 hours for every hour in class. Therefore, the expectation for a 3 credit course is 6.4 hours of homework weekly. Some spend more time and some less.
  - b. Students differ greatly on much time study time is needed. Research has found that at the start of a course some students can do a typical assignment in one hour while others will take five hours. Most will take around 3 hours. By the end of the course some students can do an assignment in one hour while others will take three. Most students (about 80%) in our courses report that they can do the equivalent homework in less time as the course progresses. That is evidence they are more effective learners.
  - 3) Almost 90% indicate that they procrastinate less and better manage their time better in psychology courses, while about 40% procrastinate less also in their other courses, an example of application.
2. Collecting data on your studying. If you would like our help, please do the following write assignments. Otherwise, they are optional.

**WRITE** answers to the questions below and bring them to us so we can work with you to get ideas for improving your study time and decreasing your procrastination. Label as “p. 12: My Self Assessment”

- a. Do some reflection.
  - 1) When do you study? When is your best time to study for this course? Has that changed since the beginning of the course? Do you need to make any further changes?
  - 2) Where do you study? What is your best study environment? If you are not in your best study environment, what can you do to make it better?
  - 3) How to you approach the assignments in this course? Some students tell us they read everything for a week and then do the homework. We suggested that they start with the first assignment: read and then write. Then go to the next. Most students tell us it takes less time

and they learn better when they study and write together. However, some students take a break before writing if they have been reading for over an hour. They find they write better just after a break. Think about how you approach your studying and then describe that in writing.

- b. Do some observing.  
Each day keep track of when you study, how long, where, any distractions.
  - c. Do some analysis.  
Look over what you have written for 1 and 2. What do you notice? What might you do to improve your studying?
  - d. Get ideas.  
You may want to talk with classmates about their studying to get additional ideas. I can recommend books in the library dealing with becoming a more effective learner.
3. Meet with your instructor.  
Let's meet and go over what you have found. We will see if we can come up with ideas for you to try to help you become a more effective learner.
4. Try out your plan.
- a. Try out your plan. Keep track of your study time. Note any difficulty with trying out new ideas when studying.
  - b. Talk to me in a week and let's see how things are going.
  - c. Often making changes in studying produce results which are not satisfactory because changing behavior (your studying) is not easy. Often changes take longer than a week.
  - d. Revise your plan.

**You may have decided that you don't need our help. That is fine. But we do suggest that you write for yourself the answers to these questions.**

**V. This handout is a start to help you plan to decrease and/or to avoid procrastination. Listed next are sources on and related to procrastination.** If there is a call number, it means the book is a part of HCC's collection.

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## **Other Sources of Information Related to Procrastination**

- A. Besides reading about how to decrease procrastination, you might consider talking with a counselor who can help you think through what you have observed about yourself.
- B. Feel free to make an appointment to talk with either of us about avoiding procrastination.
- C. Internet Topics. When checking web sites, here are some topics to check.

procrastination, academic procrastination, everyday procrastination, types of procrastination, causes of procrastination, way to treat procrastination, dealing with procrastination, research results on procrastination, time management

Let us know of other topics you found useful and useful sites you found.

Thanks to Becky Danneman, a former student, for her help in developing an earlier version of this handout on procrastination. And to other students who have also made suggestions. We look forward to getting your comments from p. 19.

## **What do you plan to do NOW about your procrastination? WRITE To Turn In**

**Label as “p. 17: Plan”.** This is the most important part of this booklet. Put your answers with previous answers using a computer. (You can just use the numbers rather than also writing out the questions.)

You may have noticed that we started with your current understanding of procrastination. We then gave you a lot of directions to follow for written thinking. We divided big topics into smaller topics. We provided a variety of questions and asked you to pick the ones that would be most useful to you. We asked you to self-observe, self assess, and analyze what you found. We organized information into an outline and steps to follow. We also gave you sources for additional information. This learning approach is based on research on how to help students become master students.

1. What are your specific goals for this course in terms of procrastination? (What do you want to accomplish?)
  - a. I read the booklet but do not have a problem with procrastination.
  - b. I read the booklet but do not have the desire to work now on this problem.
  - c. I read the booklet, thought about it, and want to decrease my procrastination.  
If you circled C, then fill out the rest of this page. Otherwise, Circle A or B and turn in this page.
2. What have you observed by being a self watcher? If you wrote answers for p. 12, indicate here that is what you did. Otherwise, write answers for 2.
3. What is your plan? Describe what you plan to do. Use the 8 steps described earlier. Or use as many of the steps as you think will help you.
4. What do you plan to do over the next week in terms of your plan?
5. How will you know when you are successful? What is your specific goal?

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# Feedback to Bell and Dickens on *Decreasing Academic Procrastination*

Please Print Your Name: \_\_\_\_\_

We appreciate the feedback from previous students and now ask for your feedback to improve this handout. Tear off this sheet and turn it in or write a similar sheet on a computer and turn that in. When using a computer, you do not need to write the questions. Just write the answers. Additional comments can go on the back side of this sheet. Thank you.

1. Please circle the number which represents your current level of procrastination on academic homework assignments for this class.

<b>Do Not Procrastinate</b>							<b>Procrastinate on Almost All Homework</b>
7	6	5	4	3	2	1	

2. Please circle the number which represents how valuable this handout was for you.

<b>Extremely Valuable</b>						<b>Of No Use</b>
7	6	5	4	3	2	1

3. How much total time did you spent on reading, studying, and writing for this handout?

- |                      |                  |
|----------------------|------------------|
| a. Less than an hour | b. About 1 hour  |
| c. About 2 hours     | d. About 3 hours |
| e. More than 3 hours |                  |

(Circle your answer.)

4. Were you clear on what you were to do with this handout?      Yes      No  
If No, please indicate what was not clear.

5. What did you find most useful about this handout?

6. What did you not find useful in this handout?

7. What changes would you suggest for this handout? Please use the backside of this page.