

Goal Setting

Theories/Models/Bodies of Research:

1. Allport, G. (1954). *The nature of prejudice*. Cambridge, MA: Addison-Wesley.
2. Boekaerts, M., Pintrich, P. R. & Zeidner, M. (Eds). (2000). *Handbook of self-regulation*. San Diego, CA: Academic Press.
3. Chickering, A.W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.
4. Covington, M.B. (2000). **Goal theory**, motivation, and school achievement: An integrative review. *Annual Review of Psychology*, (51), 171-200.
5. Csikszentmihalyi (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.
6. Loevinger, J. (1976). **Ego development: Conceptions and theories**. San Francisco: Jossey-Bass.
7. Peterson, C. & Seligman, M.E.P. (2004). *Character strengths and virtues- Chapter 22: Self-Regulation*, pp. 499-516. Oxford: Oxford University Press.
8. Pintrich, P.R. (2000). Multiple goals, multiple pathways: The role of **goal orientation** in learning and achievement. *Journal of Educational Psychology*, 92(3), 544-555.
9. Ryan, R.M. & Deci, E.L. (2000). **Intrinsic and extrinsic motivations: Classic definitions and new directions**. *Contemporary Educational Psychology*, 25, 54-67.
10. Ryan, R.M. & Deci, E.L. (2002). *Handbook of self-determination research*. Rochester, NY: University of Rochester Press.
11. Schank, R. C. (1994). **Goal-based scenarios**. In R. C. Schank & E. Langer (Eds.), *Beliefs, reasoning, and decision making: Psycho-logic in honor of Bob Abelson* (pp. 1-32). Hillsdale, N.J.: Lawrence Erlbaum Associates.
12. Seligman, M.E.P. (2002). **Positive psychology**, positive prevention, and positive therapy. In C.R. Snyder & S.J. Lopez (Eds.), *Handbook of positive psychology* (pp. 3-9). New York: Oxford University Press.
13. Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.

Methods/Measures/Tools:

1. **Academic Motivation Scale** | <http://www.er.uqam.ca/nobel/r26710/LRCS/articles/AMS1992.pdf>
2. **Beginning College Survey of Student Engagement (BCSSE)** (selected questions)
<http://bcsse.iub.edu/>
3. **Case Study**
Neuman, WL. (1994). *Social research methods: Qualitative and quantitative approaches* (2nd ed.) Needham Heights, MA: Allyn and Bacon.

4. **College Student Expectations Questionnaire (CSXQ)** (selected questions)
http://cseq.iub.edu/csxq_generalinfo.cfm
5. **Ego Development**
Holt, R.R. (1980). Loevinger's measure of ego development: Reliability and national norms for male and female short forms. *Journal of Personality and Social Psychology*, 39(5), 909-920.
6. **Interviews** | <http://studentaffairs.ncsu.edu/saparr/assessment/resources/methods.php>
7. **Learning and Study Strategies Inventory (LASSI)** | <http://www.hhpublishing.com/assessments/LASSI/>
8. **Motivated Strategies for Learning Questionnaire (MSLQ)**
<http://www.ilo.uva.nl/projecten/Gert/Teaching/VietnamCourseDec2006ResearchMethodology/Pintrich.pdf>
9. **Patterns of Adaptive Learning Survey (PALS)** | http://www.umich.edu/~pals/PALS%202000_V12Word97.pdf
10. **Self Assessment**
Loacker, G. (Ed.) (2000). *Self assessment at Alverno College*. Milwaukee, WI: Alverno College Institute.
11. **Self-control Scale**
Tangney, J.P., Baumeister, R.F. & Boone, A.L. (2004). High Self-Control Predicts Good Adjustment, Less Pathology, Better Grades, and Interpersonal Success. *Journal of Personality*, 72(2), 271-324.
12. **Student Developmental Task and Lifestyle Assessment (SDTLA)**
<http://sdtila.appstate.edu/> (based on Chickering's Seven Vectors)
13. **Student Goals Exploration** | <http://www.eric.ed.gov/PDFS/ED338126.pdf>
14. **Work Preference Inventory**
Amabile, T. M., Hill, K.G., Hennessey, B.A., & Tighe, E.M. (1994). The work preference inventory: Assessing intrinsic and extrinsic motivational orientations. *Journal of Personality and Social Psychology*, 66, 956.