

Learning Self-Regulation Questionnaire (SRQ-L)

The Learning Self-Regulation Questionnaire (SRQ-L) contains 32 Likert-type items about why students engage in learning-related activities. The Cronbach's alpha for the two subscales is .75 for controlled regulation and .80 for autonomous regulation. Responses range from "Not true at all" to "Very true."

A. Why do I complete the homework my instructor assigns?

1. Because I want the instructor to think I'm a good student.
2. Because my instructor will think less of me if I don't.
3. Because it's fun.
4. Because I will feel bad about myself if I don't do it.
5. Because I want to understand the subject.
6. Because that's what I'm supposed to do.
7. Because I enjoy doing my homework.
8. Because it's important to me to do my homework.

B. Why am I actively engaged in my college courses (i.e., completing in-class assignments, asking questions, and taking notes)?

9. So that the instructor won't single me out.
10. Because I want the instructor to think I'm a good student.
11. Because I want to learn new things.
12. Because I'll be ashamed of myself if it didn't get done.
13. Because it's fun
14. Because that's what I'm supposed to do.
15. Because I enjoy being actively engaged.
16. Because it's important to me to be actively engaged.

C. Why do I try to answer hard questions in class?

17. Because I want the other students to think I'm smart.
18. Because I feel ashamed of myself when I don't try.
19. Because I enjoy answering hard questions.
20. Because that's what I'm supposed to do.

- 21. To find out if I'm right or wrong.
- 22. Because it's fun to answer hard questions.
- 23. Because it's important to me to try to answer hard questions in class.
- 24. Because I want the instructor to praise or reward me.

D. Why do I try to do well in college?

- 25. Because that's what I'm supposed to do.
- 26. So my instructors will think I'm a good student
- 27. Because I enjoy succeeding in college.
- 28. Because I will get in trouble if I don't succeed.
- 29. Because I'll feel really bad about myself if I don't do well.
- 30. Because it's important to me to try to do well in school.
- 31. Because I will feel really proud of myself if I do well.
- 32. Because I might get recognition or a reward if I do well.

Patterns of Adaptive Learning Skills - The Academic Efficacy Scale

The Academic Self-Efficacy Scale contains 5 Likert-type items about students' perceptions of their competence to do their class work. The Cronbach's alpha is .78. Responses range from "Not true at all" to "Very true. "

1. I'm certain I can master the skills taught in my classes this year.
2. I'm certain I can figure out how to do the most difficult schoolwork.
3. I can do almost all my schoolwork if I don't give up.
4. Even if my schoolwork is hard, I can learn it.
5. I can do even the hardest work in my classes if I try.

The Implicit Theories of Intelligence Scale

The Implicit Theories of Intelligence Scale contains 3 reverse-scored items designed to assess if students have a malleable (growth) or fixed mindset regarding intelligence. This scale has a Cronbach's alpha of .94 to .98. Responses on a 6-point Likert scale range from "Strongly disagree" to "Strongly agree".

1. You have a certain amount of intelligence and you really can't do much to change it.
2. Your intelligence is something about you that you can't change very much.
3. You can learn new things, but you can't really change your basic intelligence

Patterns of Adaptive Learning Skills - The Goal Orientation Scale

The Goal Orientation Scale from Patterns of Adaptive Learning Skills contains 3 subscales (mastery, performance-approach, and performance-avoidance) with 5 Likert-type items each for a total of 15 items about students' perceptions of their motivation to do their class work. The Cronbach's alpha for the subscales ranges from .76 to .85. Responses range from "Not true at all" to "Very true."

Mastery subscale items

1. It is important for me that I thoroughly understand my coursework.
2. One of my goals is to master a lot of new skills this year.
3. One of my goals in my courses is to learn as much as I can.
4. It is important to me that I improve my skills this year.
5. It is important to me that I learn a lot of new concepts this year.

Performance-approach subscale items

1. One of my goals is to show others that I am good at my coursework.
2. It is important to me that I look smart compared to others in my courses.
3. One of my goals is to show others that coursework is easy for me.
4. One of my goals is to look smart in comparison to the other students in my class.
5. It is important to me that other students in my courses think I am good at my coursework.

Performance-avoidance subscale items

1. It is important to me that others do not think I am a poor student.
2. It is important to me that my teacher does not think I know less than other students in my class.
3. It is important to me that I do not look stupid in class.

4. One of my goals in class is to avoid looking like I have trouble doing the work.
5. It is important that my family or friends do not think I am doing poorly in my courses.

Self-Compassion Scale – adapted for poor academic performance

Students are first asked to recount a recent academic experience where they felt they got a “poor” grade. Directions are as follow: “Please describe, in detail, a recent academic college experience when you felt you got a poor grade. This could be that you were dissatisfied with your grade but didn’t fail or that you, in fact, earned a failing grade. You may include information such as the type of academic task, the college class, your grade, your response to your grade, and so forth. Use as much space as you need.”

Students will then respond to the survey questions. Directions are as follows: “Please read each statement carefully before answering. Indicate how often you typically behave in the stated manner when you think you earned a poor grade (even if you have not received your grade back yet). Then, select the response that best describes your behavior as a student.” Responses range on a 5-point Likert scale from “Almost never” to “Almost always”. The Cronbach’s alpha is .91 for the Self-Compassion Scale. Subscales (with alphas) include: Self-Kindness (.78) Items: 5, 12, 19, 23, 26; Self-Judgment (.77) Items: 1, 8, 11, 16, 21; Common Humanity (.80) Items: 3, 7, 10, 15; Isolation (.79) Items: 4, 13, 18, 25; Mindfulness (.75) Items: 9, 14, 17, 22; Over-identified (.81) Items: 2, 6, 20, 24. Starred (*) items are reverse scored.

1. I’m disapproving and judgmental about myself as a student.*
2. I tend to obsess and fixate on what went wrong.*
3. I see these difficulties as part of life that all students go through.
4. It tends to make me feel more separate and cut off from other students.*
5. I try to be supportive towards myself as a student.
6. I become consumed by feelings of inadequacy.*
7. I remind myself that there are lots of other students in the world feeling like I am.
8. I tend to be tough on myself as a student.*
9. I try to keep my emotions in balance.
10. I try to remind myself that feelings of inadequacy are shared by most students.
11. I’m intolerant and impatient towards myself.*
12. I give myself the care I need.

13. I tend to feel like most other students are probably doing better than I am.*
14. I try to take a balanced view of the situation.
15. I try to see my failings as part of the human condition.
16. I get down on myself.*
17. I try to keep things in perspective.
18. I tend to feel like other students must be having an easier time of it.*
19. I try to be kind to myself.
20. I get carried away with my feelings.*
21. I can be a bit cold-hearted towards myself.*
22. I try to approach the experience with curiosity and openness.
23. I'm tolerant of my own flaws and inadequacies as a student.
24. I tend to blow the incident out of proportion.*
25. I tend to feel alone in my failure.*
26. I try to be understanding and patient towards myself as a student.

Success/Failure Questionnaire II

The Success/Failure Questionnaire II is designed to measure the inverse constructs of fear of failure and need to achieve. Only the Fear of Failure subscale will be used for this proposed study. The Fear of Failure subscale has a Cronbach alpha of .76. Responses are on a 5-point Likert scale and range from *Strongly Agree* to *Strongly Disagree*.

1. When I start doing poorly on a task, I feel like giving up.
2. If given a choice, I have a tendency to select a relatively easy task rather than risk failure.
3. When I fail at a task, I am even more certain that I lack the ability to perform the task.
4. When I fail, I often ask myself why I failed.
5. Sometimes I think it is better not to have tried at all, than to have tried and failed.
6. I sometimes put forth only a small amount of effort toward accomplishing an important task, even though I know success is possible.
7. When I am interrupted in an important task, I find that I easily forget about the project I was working on.
8. When I experience failure, I expect to receive punishment from someone.
9. I usually find that I am well prepared for success on a task that I value, but I do not perform that task well under the pressure of the moment.
10. I usually rely heavily upon feedback from others when I attempt to determine if a task is easy or hard.

