**Online Supplement**

**Correlation Matrices**

Table S1.

*Study 1 Means, Standard Deviations, and Bivariate Correlations for Primary Variables*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | *Mean* | *SD* |
| 1. Academic Entitlement (Time 1) | .71\*\* | .52\*\* | -.23\*\* | -.18\* | -.26\*\* | -.27\*\* | .54\*\* | .24\*\* | -.31\*\* | 3.32 | 1.02 |
| 2. Academic Entitlement (Time 2) |  | .65\*\* | -.32\*\* | -.28\*\* | -.34\*\* | -.39\*\* | .57\*\* | .46\*\* | -.34\*\* | 3.10 | 1.04 |
| 3. Psychological Entitlement |  |  | -.27\*\* | -.30\*\* | -.36\*\* | -.37\*\* | .42\*\* | .30\*\* | -.29\*\* | 2.87 | 1.09 |
| 4. Perceptions of Instructor |  |  |  | .84\*\* | .55\*\* | .33\*\* | -.30\*\* | -.11 | .30\*\* | 4.63 | .64 |
| 5. Perceptions of Course |  |  |  |  | .56\*\* | .32\*\* | -.17\* | -.11 | .27\*\* | 4.49 | .63 |
| 6. Perceptions of Grading |  |  |  |  |  | .51\*\* | -.28\*\* | -.28\*\* | .34\*\* | 4.48 | .58 |
| 7. Personal Control |  |  |  |  |  |  | -.38\*\* | -.39\*\* | .30\*\* | 5.74 | .91 |
| 8. Professor Control |  |  |  |  |  |  |  | .39\*\* | -.23\*\* | 3.58 | 1.09 |
| 9. Reactivity to Feedback |  |  |  |  |  |  |  |  | -.24\*\* | 2.62 | .65 |
| 10. Anticipated Course Grade |  |  |  |  |  |  |  |  |  | 8.96 | 2.04 |

Note. \**p* < .05, \*\**p* < .01.

Table S2.

*Study 2 Means, Standard Deviations, and Bivariate Correlations for Primary Variables*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | *Mean* | *SD* |
| 1. Academic Entitlement (Time 1) | .66\*\* | .33\*\* | -.02 | -.05 | -.19\*\* | -.26\*\* | .31\*\* | .10 | -.19\* | 3.30 | .82 |
| 2. Academic Entitlement (Time 2) |  | .50\*\* | .00 | -.01 | -.18\* | -.07 | .46\*\* | .39\*\* | -.23\*\* | 3.04 | 1.02 |
| 3. Psychological Entitlement |  |  | .06 | .05 | .01 | .06 | .33\*\* | .18\* | -.12 | 2.87 | 1.14 |
| 4. Perceptions of Instructor |  |  |  | .75\*\* | .79\*\* | .33\*\* | -.12 | -.18\* | .14 | 4.05 | .94 |
| 5. Perceptions of Course |  |  |  |  | .60\*\* | .29\*\* | -.15\* | -.10 | .12 | 3.86 | .97 |
| 6. Perceptions of Grading |  |  |  |  |  | .38\*\* | -.18\* | -.23\*\* | .17\* | 4.10 | .83 |
| 7. Personal Control |  |  |  |  |  |  | -.14\* | -.06 | .32\*\* | 5.59 | 1.07 |
| 8. Professor Control |  |  |  |  |  |  |  | .47\*\* | -.16\* | 3.45 | 1.10 |
| 9. Reactivity to Feedback |  |  |  |  |  |  |  |  | -.15\* | 2.73 | .77 |
| 10. Anticipated Course Grade |  |  |  |  |  |  |  |  |  | 9.93 | 1.33 |

Note. \**p* < .05, \*\**p* < .01.

**Online Supplement**

**Pilot Study**

**METHODS**

**Participants**

I recruited 50 participants from across psychology college courses, 33 of which completed both a midterm and end-term course evaluation survey. Of these 33 participants, 28 identified as female and 5 identified as male; participants were between the ages of 19 and 23 (*M* = 20.45, *SD* = 1.12). Participants’ racial demographics included 22 participants who identified as White/Caucasian, 5 who identified as Black/African American, 3 who identified as Hispanic/Latin, 2 who did not wish to specify their race, 1 who did not see their race listed, and 17 who did not answer the question. Finally, 2 participants were in their first year of college, 10 were in their second-year, 7 were in their third-year, 13 were in their fourth year, 1 did not wish to specify their college year, and 17 did not answer.

**Procedures**

Participants received an email inviting them to complete a midterm and end-term course evaluation survey about their psychology course and instructor. Students could earn extra credit for their participation (other extra credit options were available during the semester). After providing informed consent, participants completed the online midterm survey which included a measure of academic entitlement and the intervention material (15-30 minutes). At the end of the semester, participants completed a second online survey which included the same entitlement measure as well as measures to capture other course outcomes such as perceptions of instructor, class, grading, belonging, control, feedback, anxiety, and students’ anticipated final grade in their psychology course (20-40 minutes). The intervention included learning about if-then statements and taking a 3-question quiz. After receiving feedback on the quiz, participants then put their knowledge of if-then statements into practice by completing 12 guided implementation intention statements that were provided to them; 8 were related to academic goals and 3 were included as distractor items. Participants were provided with the barrier or the “if” portion of the implementation and were asked to complete the goal-oriented behavior or the “then” portion. For example, an implementation intention prompt relating to academic entitlement was, “If my professor does not respond to my email, then….” and participants would complete the sentence. An implementation intention used as a distractor was “If my friends keep texting me while I am studying, then…” Finally, students had an opportunity to create their own implementation intentions related to their academic goals and rate their impressions of the task before finishing the midterm survey. The end-term survey consisted of self-report measures mentioned above.

**Materials**

Please see primary manuscript for a detailed description of all measures listed below and the intervention material. The measures used were reliable, including the Academic Entitlement Scale (Greenberger et al., 2008; at midterm (α = .85) and end-of-term (α = .93)), Perception of Instructor (α = .89), Perception of Class (α = .82), Perception of Grading (α = .83), Personal Control (α = .85) and Professor Control (α = .83; modified from Goode & Keefer, 2015), and Reactivity to Feedback (α = .79; modified from Tseng & Tsai, 2010; Horwitz et al., 1986).

**RESULTS**

**Primary Hypothesis Tests**

As seen in Figure S1, a paired samples t-test revealed a significant difference in participants’ academic entitlement scores before the intervention at midterm (*M* = 48.94, *SD* =13.84) and after the intervention at end-term (*M* = 44.63, *SD* = 15.97), *t*(31) = 2.75, *p* = .01, *d = .*29. However, without comparing these results to a control group, I could not determine whether this decline was a natural occurrence throughout the semester.



*Figure S1.* This graph shows the significant decrease in academic entitlement that occurred after completing the implementation intention intervention.

**Exploratory Tests**

Next, I created a difference score by subtracting participants’ academic entitlement scores before the intervention from their scores after the intervention. The higher the difference score calculated the more entitled a participant became, and the lower the difference score the less entitled a participant became over the course of the semester. I conducted bivariate correlations in order to determine how a change in academic entitlement might impact the participants’ self-perceptions relating to college and academics more broadly. These findings are reported in Table S3. A decrease in academic entitlement significantly predicted a higher sense of personal control, *r* = -.53, *p* = .01, such that as academic entitlement decreased, participants began to feel as if they had more control over their outcomes. However, the difference score did not predict changes in any other dependent variables including perceptions of the instructor, general perceptions of the class, perception of fair grading, perceptions of professor control, reactivity to feedback, or anticipated course grade (all p-values > .05).

While I found a significant decrease in academic entitlement after completion of the implementation intention intervention, the majority of the perceptions and behaviors that are typically associated with academic entitlement were not impacted by the intervention.

Therefore, future studies strengthen the intervention and use random assignment to compare the intervention to a control group to better determine the effectiveness of the task.

Table S3.

*Bivariate Correlations with Change in Academic Entitlement*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variable | *Mean* | *SD* | *r* | *p* |
| Perceptions of Instructor | 4.45 | .65 | -.01 | .99 |
| Perceptions of Class | 4.16 | .85 | .10 | .58 |
| Perceptions of Grading | 4.27 | .74 | -.11 | .54 |
| Personal Control | 5.33 | .84 | -.53 | .01 |
| Professor Control | 3.55 | .99 | .17 | .37 |
| Reactivity to Feedback | 2.32 | .70 | .29 | .11 |
| Anticipated Course Grade | 2.88 | 1.44 | -.06 | .73 |

Note. The “change in academic entitlement” variable was calculated taking end-of-term scores minus midterm scores so a negative value would represent participants who decreased in academic entitlement over the semester. *N* = 32.

**Online Supplement Continued**

**Intervention Material**

 PLEASE READ CAREFULLY.

The second section of this survey asks you to think critically about your academic goals and how you might plan ahead for success. This exercise has been **built by previous college students** and is meant to help future students succeed in their college courses by providing more accurate expectations about what college is like. We'll ask for your feedback on previous student responses and greatly value the responses you share about yourself so we may continue to pass on updated advice. The more time you invest in the activity, the greater benefits you should see in return.

 Thank you again for your participation and enjoy the material on the next few pages!

|  |  |
| --- | --- |
| Page Break |   |

**First, take some time to read through quotes from past students at college. The submissions we've received over recent semesters have been consistent across different demographic groups, including class year, race, and gender so the quotes you will read have been randomly selected (and may have been transcribed by a researcher as many of the original responses were initially recorded verbally and later typed for this survey).

 After reading through previous students' academic goals and what they've learned during their time in college, we'd like to learn your perceptions about the quotes.**

*Display This Question:*

*If Gender = female*

 “When I started taking classes, I struggled! I thought I was the only one in my classes who was having such a hard time and I worried that my high school courses had not prepared me for college. So I’d go to professors’ office hours all the time, hoping that I could “make up” what I missed on assignments or would email them when I couldn’t write down notes fast enough in lecture. I’d be so frustrated if they weren’t there or took too long to respond, so I started talking to my friend who had taken a lot of the same classes before me. I kind of laugh thinking about it now, but I had to realize that I was not being respectful of the professor’s availability at all. It was good because when I apologized to the professor they were understanding and actually gave tips on how I could help myself instead of expecting them to always be in their office or always be responding to my emails right away. So now I make sure to read the syllabus and assignments at the start of the semester and I’ll check our textbook, even Google, or get notes from a peer in class, so when I meet with professors I have legit questions to discuss rather than feeling lost. I think it’s helped a ton because I earned the same grade my friend did when she was in Calculus and I’m also really close to my professors now and two already said they’d write me a recommendation letter. So I guess my best advice when I think about starting college again would just be to focus on your own learning and what you can do to help yourself rather than expecting that others should be doing it for you right away. Like, only you can actually control your own learning and if it’s hard that means you’re actually challenging yourself.”
 - Participant #31, junior, White female

  “When I first got to college, I was worried about fitting in with other students. You hear about college party culture, which really made it seem that everyone else seemed to party all the time and not care about their grades at all. I wasn’t sure I would make friends if I didn’t constantly go out and party, so I did. My grades really began to suffer. I was even afraid I was going to lose my scholarships, which didn’t seem fair, because there’s more to college than just classes! Sometime after my first year, my coach introduced the idea of planning out if-then scenarios, like if “this” happens then I’ll react “this” way. We had to use them for a semester, but now I find myself doing it all the time! These if-then ideas helped me realize that I can have fun and still make good grades. I just have to know how to prioritize and have a plan in mind already so I can feel more accountable for the choices I’m making. I’ve had a lot better balance between school and friends and my team because of it.
 -Participant #17, senior, Asian female

 “Honestly, when I got here, I thought some of the professors just really didn’t get it. They were critical and hard in their grading, and I was frustrated when they wouldn’t give me extensions or extra credit when I felt like that was supposed to be their job to help me. If I was showing effort, then that should mean something for my final grade, you know? Around my sophomore year, I had a really honest conversation with my roommate and realized that I had no idea how to manage my time– I always waited way too long to study or ask questions, and so I kept needing extensions on my assignments because of it. I actually got sent to the academic success center, which was annoying, but the lady there taught me about using implementation intentions to help me do better in college and with my professors. It was tough, but now when I look back I’m honestly grateful that people at the college cared so much because it was something I needed to learn, even if I didn’t know it at the time. I’m almost done with college, and now I tell others that even when professors are critical, or they’re grading harsh and are strict with deadlines, it doesn’t mean they aren’t doing their job or they’re looking down on you or that you aren’t smart enough. It’s just their way of motivating high-achieving students and helping us be better because we have to take responsibility for ourselves if we’re going to be successful. I think in getting to know so many people here, a lot of us relate to the experience. I think that’s the best story I have when thinking about what advice I’d say to others.”
 - Participant #19, junior, White male

*Display This Question:*

*If Gender = male*

 “Honestly, when I got here, I thought some of the professors just really didn’t get it. They were critical and hard in their grading, and I was frustrated when they wouldn’t give me extensions or extra credit when I felt like that was supposed to be their job to help me. If I was showing effort, then that should mean something for my final grade, you know? Around my sophomore year, I had a really honest conversation with my roommate and realized that I had no idea how to manage my time– I always waited way too long to study or ask questions, and so I kept needing extensions on my assignments because of it. I actually got sent to the academic success center, which was annoying, but the lady there taught me about using implementation intentions to help me do better in college and with my professors. It was tough, but now when I look back I’m honestly grateful that people at the college cared so much because it was something I needed to learn, even if I didn’t know it at the time. I’m almost done with college, and now I tell others that even when professors are critical, or they’re grading harsh and are strict with deadlines, it doesn’t mean they aren’t doing their job or they’re looking down on you or that you aren’t smart enough. It’s just their way of motivating high-achieving students and helping us be better because we have to take responsibility for ourselves if we’re going to be successful. I think in getting to know so many people here, a lot of us relate to the experience. I think that’s the best story I have when thinking about what advice I’d say to others.”
 - Participant #19, junior, White male

 “The most difficult transition for me from high school to college was changing from a situation in which I knew every student for the past seven years into a new situation in which I did not know one student before I arrived. I was afraid of losing my friends from home and afraid of missing any opportunity to meet new friends, so I was always checking my phone. I was scrolling through instagram, responding to text messages, and opening snapchats when I should have been studying or paying attention in class. I even remember that in my psych class we talked about how technology can influence your grades, but it just didn’t feel like a big deal to keep my phone on because it felt more important to me. Well, I bombed the first test and afterwards we did an activity about setting intentions and it surprisingly really helped me to understand how it’s so easy to make bad decisions in the moment and how we can actually avoid that. I’ve kept making new friends, but I’ve also been making better grades now by being more aware about the choices I’m making and how that’s going to affect me later on.”
 - Participant #84, sophomore, Black male

 “When I started taking classes, I struggled! I thought I was the only one in my classes who was having such a hard time and I worried that my high school courses had not prepared me for college. So I’d go to professors’ office hours all the time, hoping that I could “make up” what I missed on assignments or would email them when I couldn’t write down notes fast enough in lecture. I’d be so frustrated if they weren’t there or took too long to respond, so I started talking to my friend who had taken a lot of the same classes before me. I kind of laugh thinking about it now, but I had to realize that I was not being respectful of the professor’s availability at all. It was good because when I apologized to the professor they were understanding and actually gave tips on how I could help myself instead of expecting them to always be in their office or always be responding to my emails right away. So now I make sure to read the syllabus and assignments at the start of the semester and I’ll check our textbook, even Google, or get notes from a peer in class, so when I meet with professors I have legit questions to discuss rather than feeling lost. I think it’s helped a ton because I earned the same grade my friend did when she was in Calculus and I’m also really close to my professors now and two already said they’d write me a recommendation letter. So I guess my best advice when I think about starting college again would just be to focus on your own learning and what you can do to help yourself rather than expecting that others should be doing it for you right away. Like, only you can actually control your own learning and if it’s hard that means you’re actually challenging yourself.”
 - Participant #31, junior, White female

Based on the previous quotes, please answer how much you agree with the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree (1) | Somewhat disagree (2) | Neither agree nor disagree (3) | Somewhat agree (4) | Strongly agree (5) |
| The quotes I read were easy to understand. |  |   |   |   |   |
| As a college student, I thought the quotes were helpful to read. |  |   |   |   |   |
| I could relate to the thoughts that the students described. |  |   |   |   |   |
| Select strongly disagree if you are reading these questions carefully. |  |   |   |   |   |
| I think the quotes I read represent what a lot of college students think or feel. |  |   |   |   |   |
| The quotes I read would probably be helpful to other college students. |  |   |   |   |   |

What were some of the big topics discussed in the excerpts you read? (A brief list of key words is sufficient.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Page Break |   |

**In many of the quotes written by previous students, we see students discuss the obstacles they faced in achieving their academic goals.**

**Many students want to achieve specific and tangible academic goals for varies reasons such as obtaining a desired career, maintaining self-esteem, growing in self-development, earning scholarships, etc.**

**Think about one or more of your own academic goals. Examples could be:**

·         I want to understand x-material

·         I want to study x-amount of hours

·         I want to achieve a GPA of “x”

·         I want to get a grade of “x” in a certain course

·         I want to have “x” grade before going into the final exam

·         I want to get “x” grade on this exam or assignment

·         I want to impress my instructor with my presentation

**What are some of your own personal academic goals? (Please write at least three)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Page Break |   |

**Usually, when trying to obtain such objectives, students will encounter certain obstacles or barriers that prevent them from achieving the full scope of their goals.

Obstacles are *normal* and can appear at many different times, in many different ways. They can come from the environment, including distractions such as TV, friends, or leisure-time activities. They can also arise from internal demotivating factors such as fear of failure or low self-esteem. While everyone experiences these setbacks at some time, the people who are able to overcome them and persist towards their goals are those that have developed the ability to recognize their obstacles and have a plan on how to deal with them if or when they arise.**

|  |  |
| --- | --- |
| Page Break |   |

**One method for students to overcome obstacles or barriers to their goals is to practice “If-then” statements (also known as "implementation intentions"). This is a way for students to plan ahead and increase the likelihood of achieving their goals by preventing potential obstacles or barriers from pushing them off track.**

**The famous *"if-then statement" plan* can be broken down into two pieces:**

·         Part 1: the **“if”** part = a potential obstacle you might face

·         Part 2: the **“then”** part = a planned solution to the obstacle

**Examples of potential obstacles that could prevent us from achieving our academic goals include:**   -    I procrastinate because I do not want to deal with the material.

-    My favorite TV show is the night before the exam.

-    Every time I try to study, I keep checking social media.

-    The material will be too hard to understand, so I feel unmotivated to start.

-    My friends want me to hangout with them even though I have an exam.

-    I am tired and don't feel I can concentrate or start a big assignment.

-    I don't feel like I'm smart enough, so I don't want to study for the exam.

**What are some obstacles that might interrupt your academic goals? (Please write at least three)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Page Break |   |

***(Quiz is coming up so read carefully)*

When you realize the obstacle that has the potential of distracting you from achieving your goal, then you can set up your “if-then” statement.**

**This will help give you an automatic response to the obstacles you face in the future. If you encounter one of these barriers, you'll have already decided what you're going to do to overcome it.**

**Productive Examples
(these examples put the power of change in your own hands to overcome barriers!)**

·         **If** I do not understand the material, **then…** *I will read my textbook and review notes from class*.

·         **If** I do not understand the material, **then…** *I will ask a peer in class to go over our notes together*.

·         **If** I keep checking social media, **then…** *I will turn off my phone for at least one hour.*

·         **If** I am tired and feel I can’t concentrate, **then…** *I will set up a schedule where I work for 20 minutes and close my eyes for 5 minutes.*

**Unproductive Examples
(although these may seem obvious, these examples reflect what people will often do if they didn't set proper intentions ahead of time - these examples push responsibility off onto others or avoids the barriers...)**

·         **If** I do not understand the material, **then…** *I will complain to my friend about how difficult the course feels*.

·         **If** I do not understand the material, **then…** *I will ask the professor to give me an extension on the assignment*.

·         **If** I keep checking social media, **then…** *I will ask my roommate to hold my phone until I finish my work.*

·         **If**I am tired and feel I can’t concentrate, **then…***I will ask my professor to take next class period to review the old material.*

|  |  |
| --- | --- |
| Page Break |   |

**Mini Quiz!**

Based on what you've learned so far, pick whether the example if-then statements below are productive or unproductive statements.

If I am under the impression that a professor is grading too hard, then… I will discourage my friends from taking any of the professor's classes.

* Productive (1)
* Unproductive (2)

If I didn't get to study as much as I would have liked, then… I will email my professor and ask to take the test at a later date.

* Productive (1)
* Unproductive (2)

If my friends want me to hangout the night before an exam, then… I will go out with my friends but ask them to study with me when we get back.

* Productive (1)
* Unproductive (2)

**Answers:**

 All of the above questions are examples of unproductive if-then statements! How many did you get correct? If you thought some were productive, review them before moving to the next page.

 These three examples are situations where the person is either avoiding the barrier that's challenging to them or pushing responsibility off onto others to help them with their barriers rather than tackling the issue themselves. For if-then statements to be helpful, they should ***outline YOUR role in overcoming the barrier***.

|  |  |
| --- | --- |
| Page Break |   |

**READY? LET'S PRACTICE!**     **Below you will find some example barriers that might interfere with your academic goals. This is not an exhaustive list so you may or may not relate to the examples below.**     **For now, please complete the statements to the best of your ability. On a later page you will have an opportunity to create your own.**     **Remember, you want to think of realistic responses to these obstacles that will improve your academic performance (in terms of assignment/exam grades, relationship with peers/professor, etc.). For every example, pause and ask yourself, "If I ever feel this way in the future, how will I ensure that I can still reach my academic goals?"**

If I keep checking social media while I am studying, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If my friends want me to hangout the night before my exam, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I went to a tutoring session(s), and it didn’t improve my grade, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I am unhappy about a professor’s teaching style or methods, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If my professor does not respond to my email, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I feel like I have studied to my best ability for a test, and I didn’t get the grade I wanted, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I am unhappy about a professor’s grading style, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If my friends keep texting me while I am studying, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I am unhappy with the amount of material we have to study for the final exam, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I feel overwhelmed about the number of homework, assignments, and exams I have in one week, then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Page Break |   |

**In general, how much could you personally relate to the previous if-then scenarios?**

* None at all (1)
* A little (2)
* A moderate amount (3)
* A lot (4)
* A great deal (5)

**How much do you agree with the following statement:**

**"I gave thoughtful and detailed responses when completing the if-then scenarios."**

* Strongly disagree (1)
* Disagree (2)
* Somewhat disagree (3)
* Neither agree nor disagree (4)
* Somewhat agree (5)
* Agree (6)
* Strongly agree (7)

|  |  |
| --- | --- |
| Page Break |   |

**Last Activity:

 Perhaps there are other obstacles that you anticipate which were not listed on the last page. For example, you previously listed the following:**
[pipe text in from earlier in the survey that the participant had written]

**Take this space and use it for yourself and your own benefit. Write out as many if-then statements that you can think of that would be personally helpful to you in reaching your personal academic goals at PC. You listed your previous goals as the following:**
[pipe text in from earlier in the survey that the participant had written]

**Take some time to think: what can you do in the future if you face barriers to your academic success?**

**\*Note: Be sure to use the "IF - THEN" format we've practiced on the previous page. The more you invest in this section the greater success you'll have in reaching your goals! (Please write at least three of your own if-then statements.)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Page Break |   |

**Did you find learning about the “if-then” statements helpful?**

* not at all (1)
* a little (2)
* a moderate amount (3)
* a lot (4)
* a great deal (5)

**Do you think you would use the “if-then” statements outside of this survey?**

* not at all (1)
* a little (2)
* a moderate amount (3)
* a lot (4)
* a great deal (5)