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Name:_____ Class:_____ Date:_____

Chapter 1

1. Compared to high school graduates, college graduates tend to:
   a. be less engaged in their communities.
   b. participate in their children's education at about the same rate.
   c. lead less healthy lifestyles.
   d. earn higher salaries.

ANSWER: d

2. Understanding your purpose for being in college can be beneficial for which of these reasons?
   a. to give you better grades on quizzes
   b. to make difficult classes seem easier
   c. to help you stay motivated even when life gets complicated
   d. to prevent you from taking time off from school

ANSWER: c

3. Identifying your sense of purpose starts by thinking about what you're looking for from college and from life. This thought process is called personal:
   a. reflection.
   b. analysis.
   c. goal setting.
   d. awareness.

ANSWER: a

4. April's values include helping others to learn and to achieve their personal goals. Which career path would April likely consider most meaningful?
   a. tax auditor
   b. woodworker
   c. teacher
   d. commercial pilot

ANSWER: c

5. Eliana is interested in science, physical activity, and community service. Which career would Eliana MOST likely prefer?
   a. computer programmer
   b. firefighter
   c. newspaper editor
   d. accountant

ANSWER: b

6. Positive psychology is a branch of psychology that focuses on:
   a. preventing mental illness.
   b. treating mental illness.

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c. a person's weaknesses.
d. a person's strengths.

ANSWER: d

7. The positive psychology movement emphasizes what four central concepts?
a. resilience, self-efficacy, hope, and personal responsibility
b. self-esteem, self-care, self-worth, and self-improvement
c. determination, self-reliance, pragmatic thinking, and social responsibility
d. optimism, self-improvement, commitment to community, and exploration

ANSWER: a

8. Your belief in your ability to do the things required to achieve your goals is called:
a. self-assessment.
b. self-worth.
c. self-acceptance.
d. self-efficacy.

ANSWER: d

9. George usually does very well in science courses, but he has started to struggle in chemistry. Based on his past experiences, George feels confident that he will get back on track if he visits the instructor during office hours to get his questions answered. What conclusion can be drawn about George?
a. He lacks personal responsibility.
b. He needs to determine his purpose.
c. He is high in self-efficacy.
d. He has unrealistic expectations about school.

ANSWER: c

10. Which scenario BEST represents the concept of resilience?
a. Wyatt believes that things generally work out in the end.
b. Tenzin keeps pursuing her goals even after she fails at early attempts.
c. Shane knows that he did poorly on a test because he didn't adequately study for it.
d. Jordyn is confident she can succeed at a task she has never attempted before.

ANSWER: b

11. What is the feeling that you can achieve your goals and that events will turn out for the best?
a. personal responsibility
b. resilience
c. hope
d. independence

ANSWER: c

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12. Getting help is a form of:
    a. taking personal responsibility.
    b. embracing weakness.
    c. engaging in self-reflection.
    d. releasing control.

ANSWER: a

13. What does the Academic and Career Excellence System (ACES) online self-assessment help you to do?
    a. clarify your values
    b. identify your strengths and weaknesses
    c. find a job after graduation
    d. strengthen your resilience

ANSWER: b

14. Which of these is an example of an off-campus source of help?
    a. academic adviser
    b. classmate
    c. family member
    d. instructor

ANSWER: c

15. Which campus resource should you use if you are looking for help deciding on a major?
    a. writing center
    b. financial aid office
    c. math lab
    d. advising center

ANSWER: d

16. Khalid is having difficulty in his psychology course and wants to find out if there are any additional reading materials he could review to help him understand the concepts being discussed in class. Who should Khalid go to for help finding relevant reading materials?
    a. advising center
    b. financial aid office
    c. his psychology instructor
    d. career center

ANSWER: c

17. An outcome that you hope to achieve that guides and sustains your effort over time is called a(n):
    a. barrier.
    b. skill.
    c. goal.

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d. application.

ANSWER: c

18. Which of these is an example of a SMART goal?
    a. Complete the first draft of my history paper by next Friday.
    b. Read at least three of Shakespeare's most highly acclaimed plays.
    c. Earn a reasonable living after graduation doing something I enjoy.
    d. Go to the writing center to get help on improving the essay I'm working on.

ANSWER: a

19. Which of these is the most specific goal?
    a. Join a study group to help you learn and remember the material for one of your classes.
    b. Try to find other students who are interested in meeting new people.
    c. Make an effort to meet and spend time with other students outside classes.
    d. Join the American history study group that meets on Thursday evenings.

ANSWER: d

20. If you create a goal with a deadline that is in the distant future, you will be more likely to:
    a. achieve the goal quickly.
    b. procrastinate on achieving the goal.
    c. seek out help to achieve the goal.
    d. consider the goal unachievable.

ANSWER: b

21. What is involved in creating an action plan?
    a. listing the steps you'll take to accomplish a goal
    b. developing a list of goals and selecting the one that will be easiest to achieve
    c. prioritizing your goals based on how soon each needs to be achieved
    d. organizing your thoughts to help you identify what your goal will be

ANSWER: a

22. Something that prevents you from making progress toward a goal is a(n):
    a. outcome.
    b. action plan.
    c. barrier.
    d. application.

ANSWER: c

23. Leo is facing several barriers that are making it difficult to achieve his goal of finishing his biology presentation by next Wednesday. Which barrier does Leo have the most control over?
    a. his commitment to work at his job this Friday, Sunday, and Monday

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b. his inability to use his computer because it was stolen last night
c. his tendency to put things off until the last minute
d. his obligation to attend his parents' anniversary party this weekend

ANSWER: c

24. Evaluating your outcomes is important because it helps you to:
a. identify when you need to change your action plan.
b. differentiate between short- and long-term goals.
c. decide what your primary goal will be.
d. determine the pathways you should use to achieve your goal.

ANSWER: a

25. You may find that college instructors have different expectations than your high school teachers had. College instructors will expect that you will:
a. seek your parents' permission to participate in extracurricular activities.
b. rely on your school counselor to choose your college classes.
c. figure out how and what to study and keep up with assignments.
d. need to be told what to do and corrected if your behavior is not in line with expectations.

ANSWER: c

26. Kylie is a recent high school graduate who has started college. Which action should Kylie take to successfully meet her college's expectations?
a. Schedule study time and identify helpful study strategies for each of her classes.
b. Pick up as many extra shifts at work as possible to reduce her student loan debt.
c. Attend about half of her classes to catch up on homework and e-mail her instructors to see what she missed.
d. Attempt to find answers to her questions independently to avoid looking weak.

ANSWER: a

27. A skill that is useful in many different settings is considered:
a. personal.
b. transferable.
c. technical.
d. academic.

ANSWER: b

28. Caitlyn, a sales representative at a software firm, has decided that she will increase her overall sales figures by 10 percent this year. Which type of skill is Caitlyn using when she makes this decision?
a. goal setting
b. communication
c. teamwork

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d. listening

ANSWER: a

29. What type of skill do you need to deliver a speech effectively, making sure you get all your points across clearly and efficiently and are understood by your audience?

a. listening
b. teamwork
c. personal responsibility
d. communication

ANSWER: d

30. Walden didn't perform well in his last race, and he recognizes that it was most likely because he didn't take it seriously and didn't train for it the way that he should have. Which type of skill is Walden using to reach this conclusion?

a. goal setting
b. teamwork
c. personal responsibility
d. communication

ANSWER: c

31. Research suggests that college graduates are more likely than high school graduates to find a job.

a. True
b. False

ANSWER: a

32. A person's values influence their behavior and choices.

a. True
b. False

ANSWER: a

33. Positive psychology focuses on the idea that individuals have little or no control over whether they will achieve realistic goals.

a. True
b. False

ANSWER: b

34. One key to success is knowing your strengths and weaknesses.

a. True
b. False

ANSWER: a

35. Research indicates that students who seek help are less likely to succeed.

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a. True
b. False

ANSWER: b

36. The first step of goal setting is listing barriers and solutions.
a. True
b. False

ANSWER: b

37. If you have doubts about whether a goal is achievable, you should consider revising your goal to increase the chances that you'll reach it.
a. True
b. False

ANSWER: a

38. When your goals matter to you personally, you will be more motivated to achieve them.
a. True
b. False

ANSWER: a

39. When developing an action plan, you should identify noncritical steps and push them to the top of your list.
a. True
b. False

ANSWER: b

40. Courses not directly related to your target career help broaden your knowledge base but do not directly contribute to finding employment.
a. True
b. False

ANSWER: b

41. Explain why you decided to attend college, and describe what you hope to get out of it.

ANSWER: Answers will vary. Answers may include self-reflection on motivations, values, interests, or goals the student has set for themselves regarding academic or career achievement.

42. Identify three of your values, and explain how each relates to your college education or planned career.

ANSWER: Answers will vary. Correct answers will emphasize concepts that are important to the student. Concepts and ideas may stem from the student's experiences with family, the student's community, or the student's faith. Correct answers should also note how each value supports the student's academic or career goals.

43. How would you rate your current sense of self-efficacy as a new student in college? How does it compare to

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your sense of self-efficacy in high school? Describe what you can do to strengthen or maintain a strong sense of self-efficacy while attending college.

ANSWER: Answers will vary. Correct answers may provide specific examples of how successfully the student has achieved their goals, both in high school and as a new college student. Students should note the importance of having realistic expectations of one's own performance when practicing self-efficacy as well as basing those expectations on evidence from past performance and actual experiences.

44. How can you demonstrate resilience when you are stressed about how to balance your academic work and personal responsibilities?

ANSWER: Responses will vary but should indicate that students can demonstrate resilience when stressed by getting support and making positive changes. Students' responses may or may not include specific examples.

45. Describe two of your strengths and two of your weaknesses. Explain how your strengths can help you succeed in college or in your planned career and what you can do to improve on your weaknesses.

ANSWER: Answers will vary. Correct answers may demonstrate personal responsibility and a realistic sense of self-efficacy. Answers may also note the role of each concept in achieving goals and positive outcomes in an academic and/or career setting.

46. Identify and describe the five steps of goal setting.

ANSWER: Answers may vary. Correct answers should identify the five steps of goal setting as identifying a goal, creating a SMART goal, creating an action plan, listing barriers and solutions, and acting and evaluating outcomes. Correct responses should also describe the process involved in each of these five steps.

47. Describe the five characteristics of a SMART goal.

ANSWER: Answers may vary. Correct answers should indicate that SMART goals are specific, measurable, achievable, relevant to the individual personally, and time-limited, and describe each of these characteristics in relation to the goal-setting process.

48. Describe three of the short-term goals that you will need to achieve in order to accomplish your long-term goal of graduating from college.

ANSWER: Answers will vary. Correct answers should indicate the use of SMART goals that are specific, measurable, achievable, relevant, and time-limited. Some examples of short-term goals that can be applied to graduating from college may include finishing prerequisite classes by a certain date or semester, passing midterm examinations, and enrolling in preparatory courses for any cumulative degree assessments (if applicable). Other valid responses are acceptable.

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49. Discuss three of the barriers you are likely to face as you work to achieve your long-term goal of earning a college degree, and describe what you can do to overcome these barriers.

ANSWER: Answers will vary. Correct answers should recognize that a barrier is something that will prevent you from making progress toward a goal. Examples may include poor time management, lack of resources, family demands, or work demands.

50. Identify three ways in which college instructors' expectations of students differ from the expectations of high school instructors.

ANSWER: Answers will vary. Correct answers should identify three ways in which college instructors' expectations of students differ from the expectations of high school instructors. For example, college instructors expect students to figure out how and what to study, to determine how to apply what they've learned to new situations, and to think carefully about concepts they might have just accepted as fact in high school. They also assume that students will ask for help when they need it, schedule their own study time, and keep up with their assignments. Other valid responses are also acceptable.

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