

Trice Academic Locus of Control Scale Key and Explanation

Locus of Control: a generalized expectancy people hold regarding the degree to which they can control their own fate; an attitude that refers to a generalized expectancy about the extent to which reinforcements are under internal or external control. If individuals believe events are controlled by luck, fate, chance or powerful others, they are called **externals** (external locus of control) as opposed to **internals** (internal locus of control), individuals who believe an event is contingent upon their own behavior, they are called.

Locus of control plays a mediating role in determining whether students get involved in the pursuit of achievement. A significant correlation has been found between locus of control and grade point average:

Internal LOC	0	14	28 External LOC
GPA	4.0	2.0	0.0

Administration and scoring of the inventory should take no more than twenty minutes. After you complete your inventory, your instructor will read the key aloud to the class.

- Students should total their number of **MATCHED** items.
- Scores will range between 0 –28.
- The scores are significantly correlated with grade point average. Low scores are associated with higher GPAs and high scores are associated with lower GPAs. Students scoring a 14 or above should consider consulting a Specialist at ACE.

- F 1. College grades most often reflect the effort you put into classes.
- T 2. I came to college because it was expected of me.
- F 3. I have largely determined my own career goals.
- T 4. Some people have a knack for writing, while others will never write well no matter how hard they try.
- T 5. At least once, I have taken a course because it was easy to get a good grade.
- T 6. Professors sometimes make an early impression of you and then no matter what you do, you cannot change that impression.
- T 7. There are some subjects in which I could never do well.
- T 8. Some students, such as student leaders and athletes, get free rides in college classes.
- T 9. I sometimes feel that there is nothing I can do to improve my situation.

- F 10. I never feel really hopeless—there is always something I can do to improve my situation.
- F 11. I would never allow social activities to affect my studies.
- T 12. There are many more important things for me than getting good grades.
- F 13. Studying every day is important.
- T 14. For some courses it is not important to go to class.
- F 15. I consider myself highly motivated to achieve success in life.
- F 16. I am a good writer.
- F 17. Doing work on time is always important to me.
- T 18. What I learn is more determined by college and course requirements than by what I want to learn.
- F 19. I have been known to spend a lot of time making decisions which others do not take seriously.
- T 20. I am easily distracted.
- T 21. I can be easily talked out of studying.
- T 22. I get depressed sometimes and then there is no way I can accomplish what I know I should be doing.
- T 23. Things will probably go wrong for me some time in the near future.
- T 24. I keep changing my mind about my career goals.
- F 25. I feel I will someday make a real contribution to the world if I work hard at it.
- T 26. There has been at least one instance in school where social activity impaired my academic performance.
- T 27. I would like to graduate from college, but there are more important things in my life.
- F 28. I plan well and I stick to my plans.

College Success Survey

Please answer each question below "true" or "false."

1. ___College grades most often reflect the effort you put into classes.
2. ___I came to college because it was expected of me.
3. ___I have largely determined my own career goals.
4. ___Some people have a knack for writing, while others will never write well no matter how hard they try.
5. ___At least once, I have taken a course because it was easy to get a good grade.
6. ___Professors sometimes make an early impression of you and then no matter what you do, you cannot change that impression.
7. ___There are some subjects in which I could never do well.
8. ___Some students, such as student leaders and athletes, get free rides in college classes.
9. ___I sometimes feel that there is nothing I can do to improve my situation.
10. ___I never feel really hopeless—there is always something I can do to improve my situation.
11. ___I would never allow social activities to affect my studies.
12. ___There are many more important things for me than getting good grades.
13. ___Studying every day is important.
14. ___For some courses it is not important to go to class.
15. ___I consider myself highly motivated to achieve success in life.
16. ___I am a good writer.
17. ___Doing work on time is always important to me.
18. ___What I learn is more determined by college and course requirements than by what I want to learn.

19. ___ I have been known to spend a lot of time making decisions which others do not take seriously.
20. ___ I am easily distracted.
21. ___ I can be easily talked out of studying.
22. ___ I get depressed sometimes and then there is no way I can accomplish what I know I should be doing.
23. ___ Things will probably go wrong for me some time in the near future.
24. ___ I keep changing my mind about my career goals.
25. ___ I feel I will someday make a real contribution to the world if I work hard at it.
26. ___ There has been at least one instance in school where social activity impaired my academic performance.
27. ___ I would like to graduate from college, but there are more important things in my life.
28. ___ I plan well and I stick to my plans.